



**Illinois Eastern Community Colleges
District 529**

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

2022 Program Review

August 2022

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 gowerry@iecc.edu 618-393-2982
FISCAL YEAR REVIEWED:	FY2022
DIRECTORY OF REVIEWS SUBMITTED	
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None

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Academic Disciplines	
College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Academic Years Reviewed:	2017-2021
Discipline Area:	Communications
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.	
<p>Program Objectives What are the objectives of the discipline?</p>	<ol style="list-style-type: none"> 1. Students will demonstrate the effective command of written communication by presenting a clear idea or central position with relevant supporting information, developing focused, unified paragraphs, including an introduction and conclusion, and using appropriate language and tone. 2. Students will demonstrate effective command of oral communication by presenting a clear topic or central position with relevant supporting information, transitioning from idea to idea, and using appropriate language and tone. 3. Students will apply information literacy skills to determine needed information, identify credible sources, evaluate sources critically, and use information effectively and ethically.
<p>To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	<p>English/Communications assesses each outcome every other year within the Program Review cycle (Oral/Written Communication done the same year; Information Literacy the alternating year). Instructors use an existing assignment and evaluate using a common rubric, developed by departmental faculty. The criteria on these rubrics tie back to our IAI-approved course outcomes on the institutional syllabi. Results from the rubrics are uploaded to our assessment software and results aggregated. Overall, students have done well on the rubrics, meeting our base threshold each year. Within specific rubrics, certain dimensions score lower and highlight areas that need additional instruction or attention. For example, during our recent Oral/Written Communications results, we discovered that students did well establishing their topic and main idea; however, they struggled more on providing adequate evidence and supporting detail. In the case of oral communication, this lack of detail also impacted how successfully they delivered the presentation to the audience.</p> <p>Further, completion rates for ENG 1111, ENG 1121, and SPE 1101 indicate that most students are successfully completing with a “C” or better.</p>

<p>How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?</p>	<p>English/Communications contributes to all other degrees and programs. ENG 1111, ENG 1121, and SPE 1101 are each considered "gateway courses." They are required for various transfer degrees, including AA, AS, and ASA. The Associate in General Studies (AGS) degree also has a Communications requirement, though it's broader -- allowing students to take a combination of the aforementioned courses or ENG 1201 or ENG 1212 for written communication and an option of SPE 1111 for oral communication. The department also contributes to our various CTE programs, as each also has a Communications requirement (again involving some combination of the six previously listed courses). Specifically, ENG 1111, ENG 1121, and SPE 1101 are also part of the General Education Core Curriculum (GECC) and so are assessed annually to ensure students are meeting desired outcomes and skills. Likewise, because of the role ENG 1201 and ENG 1212 can also play in fulfilling communications requirements for AGS or CTE programs, these courses are also assessed annually. All courses listed -- ENG 1111, ENG 1121, SPE 1101, SPE 1111, ENG 1201, and ENG 1212 -- are directly tied to the IECC mission statement, "to deliver exceptional education and services to improve the lives of our students and to strengthen our communities." Furthermore, these courses aid in IECC's commitment "to high academic standards for pre-baccalaureate, career and technical education that sustain and advance excellence in learning" by ensuring our students graduate with the oral and written communication skills needed to be successful in their careers and lives beyond IECC.</p>
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<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>The last review stated: “Instructors intend to continue teaching this course and revising it based upon feedback from students, end of semester grades, course and program results, and the Dean. Dual Credit instructor qualification requirements have been updated and will be implemented in Fall 2017. In Spring 2017, OCC campus offered 8-week sections of ENG 1111. Will evaluate the success of courses to determine if this is viable option for future semesters.”</p> <p>Dual Credit instructors are all qualified according to HLC requirements. Unqualified instructors have been phased out. As of 2021, dual credit high schools have also been reallocated to a specific IECC College based on region. This ensures a more even distribution of high schools among the colleges and better reflects which IECC College those students take full-time classes from in the future.</p> <p>Directors of Instructional services will evaluate all dual credit faculty at the high schools.</p> <p>Since the last review, Olney Central College offered 8-week sections of ENG 1111 to appeal to a broader range of students; however, many of these sections did not receive enough enrollment, so they did not “go” on the schedule.</p> <p>All courses have made substantive improvements to how we utilize the campus LMS (Learning Management Systems), Canvas, in all our courses (including all modalities). This includes course materials uploaded and having students use Studio and video recording software to record presentations for evaluation.</p> <p>Speech instructors plan to revamp their organization/delivery -- specifically using the first 8 weeks to deliver content, then spend the last 8 weeks having students apply those skills through in-class presentations. This innovative approach will be implemented for the first time in Fall 2021, so we will be able to assess how well that change helped students in future reviews.</p>
	<p align="center">Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>
<p>Indicator 1: Need</p>	<p>Response</p>

<p>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?</p>	<p>The entire English/Communications department, including instructors from all four colleges, is completing program and course assessments each semester. Faculty review the data to make necessary changes, for example, more time on most updated MLA/APA formats, changing types of required formal essays, etc. The English/Communications department has led course and program assessment in the district, which includes their academic leadership at each college. In addition, institutional syllabi are reviewed every semester. Instructors incorporate innovative approaches and technology to better engage students and facilitate learning. Our assessment data drives any curriculum or instructional delivery changes.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>As listed previously, ENG 1111 Composition I and SPE 1101 Fundamentals of Effective Speaking are gateway courses; as such, almost all our students are required to take these basic courses as part of their program or degree requirements. Placement test scores are used to place students at the correct level in composition (low scores could mean going into the remedial ENG 1101 before transitioning into college-level composition). In general, college advisors handle recruitment efforts; the Director of Instructional Services at each college further coordinates with the area high schools.</p>
<p>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?</p>	<p>We have not seen any changes in transfer options. ENG 1111, ENG 1121, and SPE 1101 remain the core three (3) courses that all transfer students must take and are required from their transfer institutions. New courses have not been added and, in fact, many offerings have been removed.</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>Eight courses offered including six English courses and two speech courses. Previous journalism courses are now taught exclusively within CTE programs, by non-English department faculty.</p> <p>ENG 1111 – Composition I had a headcount of 4,847 SPE 1101 – Fundamentals of Effective Speaking had a headcount of 4,014 ENG 1121 – Composition & Analysis had a headcount of 3,991</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>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?)</p>	<p>Faculty salaries represent the most substantial cost in providing communication courses. The cost per credit hour for this Discipline is \$114.02.</p> <p>Six (6) full-time faculty in the communication discipline, and currently 14 part-time faculty. As of Fall 2021, we have 10 dual credit faculty.</p>

<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>When needed, courses can be and are stacked (this most recently happened with offerings at OCC in Summer 2021). ENG 1111, ENG 1121, and SPE 1101 all offer an online option.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Explore some of the Google plug-ins and products, especially since many students come from high schools that use that platform.</p> <p>Need more communication and collaboration between full-time, part-time, and dual credit faculty in the department. This discussion and training would ensure consistency and rigor among our courses, and a shared governance in student success.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>ENG 1101, ENG 1111, ENG 1121, and SPE 1101 are all offered in traditional/F2F, hybrid, and online formats. Courses are offered every semester, including summer session, at all four colleges. Colleges also offer 8-week accelerated courses to further appeal to diverse student populations and needs.</p>
<p>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? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>Yes, we gather data based on course modality to see completion rates among traditional, hybrid, and online students. In most courses, students perform better in the traditional or hybrid formats, while online students overall do worse. For example, over 80% of students in traditional or hybrid ENG 1111 completed with a “C” or better, whereas only 66% of online students completed with a “C” or better. Thus, data shows that students do better having some in-person contact with the instructor and peers to ask/answer questions and absorb the material.</p> <p>Supports include BrainFuse tutoring, Academic Success Centers (ASC) at each college, the IECC Online Writing Lab, etc. Also, Frontier Community College is adding a Writing Lab as of Fall 2021. Covid CARES money was also used to purchase additional portable technology, like laptops, for student use. Diagnostic testing through Academic Success Centers further ensures proper placement and that students receive proper classroom accommodations.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>Faculty evaluations are conducted by the Deans of Instruction at each college. Also end-of-course surveys completed by students each semester.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?</p>	<p>Faculty have individual budgets through their specific college, which allows in and out-of-state travel to conferences or other professional development opportunities. Each college also has a Foundation through which faculty can apply for additional funds for professional development.</p> <p>Institution-wide training is provided at the beginning of each academic year on various topics including Universal Design for Learning, the Canvas LMS, Microsoft Office products, and other topics.</p>

<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>At this time, none.</p>
<p>3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?</p>	<p>This is typically done on a case-by-case, observational basis. Struggling students are referred to the Academic Success Center for additional tutoring and placement; faculty also communicate with on-campus Retention Coordinators through online progress reports. First generation, low-income students can also join TRIO SSS for additional resources and assistance. Each of these departments advertises on college social media pages, on the IECC website, coordinates with area high schools, and participates in student orientations.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Very well integrated. Transfer degrees (except AGS) and most CTE programs require a combination of ENG 1111, ENG 1121, and SPE 1101 as part of degree/program requirements. Discipline also works closely with Academic Success Center (ASC) staff, as well as Retention Coordinators, in identifying and working with struggling students. The Online Writing Lab (OWL) offers help with academic essays and answers basic tutoring questions. This free service is available to students anytime and anywhere. Feedback of written assignments is returned within 48 hours. If more assistance is required, the ASC provides face-to-face tutoring. Faculty also work with coaching staff, nursing faculty, and other departments to ensure class times are available for students with special scheduling needs.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Department refers to past assessment data and any IAI updates to ensure courses are achieving outcomes and aligned with current standards. Success rates for different modalities also consulted to see if other options are needed (or perhaps need to be removed).</p>

<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</p>	<p>The Deans track low enrollment in various sections. If a certain section has shown low enrollment for a couple semesters, then that section is typically cancelled, and students diverted to other, more popular sections. Instructors also confer with academic advisors and former students to determine which course sections are most needed. Again, because English/Communications classes are required for other programs and degrees, the courses are never cancelled completely. Each year, all courses are assessed to ensure students meet course and general education outcomes. That data is aggregated across the district and student success rates are reviewed by department faculty each year. Collected data can be viewed at the district-wide level or broken down by college (to better identify if an issue is commonly shared or unique to a certain campus). Data can also be filtered based on course delivery: face-to-face, hybrid, online, and dual credit. Routinely comparing this data ensures students receive the same quality and rigor no matter how or where they fulfill their communications requirements at IECC. Assessment results help guide curriculum changes within courses and alert faculty to problem areas they can better focus on to improve student success rates in future semesters. Course success rates based on gender, race, etc. are compiled each year and analyzed by the Director of Assessment and College Deans. Department faculty review this data during Program Review.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Completion rates are tracked and evaluated each year, specifically how many students complete ENG 1111, ENG 1121, and SPE 1101 with a “C” or better, which is required for transfer institutions.</p> <p>Likewise, department faculty analyze assessment data each year to determine which course outcomes are achieving and which outcomes might require additional instruction or a change in delivery.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>When assessment results indicate a low-achieving course outcome, instructors modify curriculum, instructional delivery, course textbook or other materials, etc. to address the issue. New assessment data is collected to see the impact of that change and if additional modification is needed.</p>
<p>List any barriers encountered while implementing the discipline.</p>	
<p>Collaboration with CTE programs needs to be prioritized due to low enrollment. For example, there are opportunities for Communications courses to support the various programs within Business. This would ensure we’re using the best faculty resources and expertise, thus allowing more efficient guided pathways.</p> <p>More collaboration between part-time and dual credit faculty to help them feel more of the “team” and ensure consistency and rigor among our courses. There is a lack of planning/meeting time to just discuss discipline issues. All our district meeting times are focused solely on assessment, which leaves no time to discuss departmental issues. Each college typically only has one (1) faculty in the Discipline, so there’s no one else in the specific subject matter on-site to convene with, discuss ideas with, etc.</p> <p>Department faculty find our incoming high school students are ill-prepared for college-level work. Achieving our course outcomes within the semester becomes almost impossible when students start at such a low writing/speech level.</p>	

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	Communications				
Course Title	ENG 1101: Introduction to Composition				
Course Description	A portfolio-based, preparatory course in reading, writing, reflection, and discussion, emphasizing rhetorical analysis and strategies for focusing, developing, and organizing writing. Special attention is given to strategies for revising and editing writing. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	142	108	123	118	73
Credit Hours Produced	432	327	375	357	219
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.56	85.32	71.20	84.8	71.20
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IL State, NIU, SIUE	IL State, NIU, SIUE	IL State, NIU, SIUE	IL State, NIU, SIUE	IL State, NIU, SIUE 7/26/2021
How does the data support the course goals? Elaborate.	At least 70% of students have been successful all 5 years, though we did see drops in Years 3 and 5.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college.				
Were there identifiable gaps in the data? Please explain.	Traditional and hybrid classes had more students complete with a “C” or better (86% and 76%, respectively). Online offerings, however, saw a drop in completion (just 52% with a “C” or better). Gaps also seen with ethnicity, with Asian and Black students scoring lower than Hispanic and White students. Not as much measurable gaps with factors like gender, first gen status, 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.	More attention must be paid to online offerings, as we’re seeing poorer performance there. This is not surprising, as these students are in ENG 1101 because they need additional Comp instruction. Being in the online format, doing most of the work independently, can become difficult.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Evaluation of course, specifically online sections. Discuss with traditional sections to see if curriculum can be revamped. Symbiosis has been contracted to evaluate and redevelop online courses, which could also lead to improvements.				
Performance and Equity To what extent are action steps being implemented to address equity gaps,	Having more accessible technology, portable technology, etc. Access to Academic Success Centers, tutoring, etc.				

including racial equity gaps?	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Future modifications will be made to the course to meet changing student needs.
Resources Needed	Remedial software students can use at home (to better address being unprepared for college writing) or installed on the library computers.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty are responsible for implementing changes in the classroom and with curriculum updates. Deans of Instruction are responsible for administrative oversight and follow-up on goals. District office admin handle reporting and supplying resources and funding.

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	Communications				
Course Title	ENG 1111: Composition I				
Course Description	Composition I is an introductory course in composition and rhetoric emphasizing expository prose. Major focus is on organization, paragraph structure, and elimination of mechanical errors. The writing course sequence will (1) develop awareness of the writing process; (2) provide intentional, organizational, and editorial strategies; (3) stress the variety of uses for writing; and (4) emphasize critical skills in reading, thinking, and writing. Grade of C or better is required for IAI transfer credit. (Not to be used for humanities credit.) Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1048	1000	1004	897	898
Credit Hours Produced	3231	3114	3096	2751	2748
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.22	79.58	82.46	81.59	83.73
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1 900	C1 900	C1 900	C1 900	C1 900
How does the data support the course goals? Elaborate.	Students achieved the 70% threshold every year, usually well over that threshold.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college.				
Were there identifiable gaps in the data? Please explain.	Gaps mainly in delivery method, with traditional and hybrid options leading to higher completion rates than fully online options. Some gaps also seen with ethnicity, with Black and American Indian groups completing at lower rates.				
Academic Course Review Results					

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Instructors intend to continue teaching this course and revising it based upon feedback from students, end of semester grades, course and program results, and the Dean. Dual Credit instructor credential requirements have been updated and were implemented Fall 2017 to ensure all faculty are qualified to teach courses. As of 2021, dual credit high schools also reallocated by region to better divide among IECC Colleges. In Spring 2017, OCC campus offered 8-week sections of ENG 1111, though enrollment was low and classes did not “go” on the official schedule.</p>				
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Based on success rates for the past 5 years, program objectives are being met. Instructors will continue to teach the course and assess outcomes each year to ensure continued achievement.</p>				
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Having more accessible technology, portable technology, etc. Access to Academic Success Centers, tutoring, etc.</p>				
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Future modifications will be made to the course to meet changing student needs.</p>				
<p>Resources Needed</p>	<p>None at this time.</p>				
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Faculty are responsible for implementing changes in the classroom and with curriculum updates. Deans of instruction are responsible for administrative oversight and follow-up on objectives. District office admin are responsible for reporting and providing resources and funding.</p>				
<p>Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</p>					
<p>Academic Discipline Area</p>	<p>Communications</p>				
<p>Course Title</p>	<p>ENG 1121: Composition and Analysis</p>				
<p>Course Description</p>	<p>ENG 1121 provides further training and practice in the comprehension and expression of written English. It focuses on organization, logic, and correct research techniques and format, including American Psychological Association and/or Modern Language Association parenthetical noting and bibliographic citations. It also includes an introduction to one genre of literature and the writing of a critical analysis of a piece of literature. The writing course sequence will (1) develop awareness of the writing process; (2) provide intentional, organizational, and editorial strategies; (3) stress the variety of uses for writing; and (4) emphasize critical skills in reading, thinking, and writing. PREREQUISITE: ENG 1111 Composition I (IAI Code C1 900). Grade of C or better is required for IAI transfer credit. (Not to be used as humanities credit) Lecture.</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5
<p>Number of Students Enrolled</p>	810	827	835	733	786

Credit Hours Produced	2481	2544	2568	2277	2406
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.64	84.79	82.71	79.18	86.41
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1 901R	C1 901R	C1 901R	C1 901R	C1 901R
How does the data support the course goals? Elaborate.	Yes, students met the 70% threshold each of the 5 years, usually well exceeding that.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college.				
Were there identifiable gaps in the data? Please explain.	Fewer gaps in this course, including in delivery method. Students achieved well in traditional, online, and hybrid formats. Same for gender and first gen status. Only measurable gap was in ethnicity, with Black students completing 65%, with other groups completing in the mid-80's and higher.				
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 intend to continue teaching this course and revising it based upon feedback from students, end of semester grades, course and program results, and the Dean. Dual Credit instructor credential requirements have been updated and were implemented Fall 2017. As of 2021, dual credit high schools also reallocated by region to better divide among IECC Colleges. Spring 2017 – OCC campus offered 8-week sections of ENG 1121, though enrollment was low and classes sometimes did not “go” on the schedule.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Based on success rate for past 5 years, program objectives are being met.				
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Having more accessible technology, portable technology, etc. Access to Academic Success Centers, tutoring, etc.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Future modifications will be made to the course to meet changing student needs.				
Resources Needed	None at this time.				
Responsibility Who is responsible for completing or implementing the modifications?	Faculty are responsible for implementing changes in the classroom and with curriculum updates. Deans of instruction are responsible for administrative oversight and follow-up on objectives. District office admin are responsible for reporting and providing resources and funding.				

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	Communications				
Course Title	JLM 1111: Survey of Mass Media				
Course Description	This course provides an overview of the nature, functions, and responsibilities of the mass communication industries. Emphasis is placed on the media's role in American society and culture. The topics of media history, journalism, laws, ethics, advertising, and current media issues are discussed. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	5	5	8	10
Credit Hours Produced	36	15	15	24	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50	100	100	100	90
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE 7/26/2021
How does the data support the course goals? Elaborate.	Except for Year 1, students met the 70% threshold every other year.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college.				
Were there identifiable gaps in the data? Please explain.	No gaps in gender, race, and delivery method. Some gaps based on first gen status (those students who we aren't sure if parent earned a degree or not scored lowest).				
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. Course is not actively taught by anyone in the Discipline. Data may be found within the Radio/TV/Digital Media Program.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Radio/TV program director shows program objectives are being met. No changes needed at this time.				
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Access to Academic Success Center, tutoring, etc.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Future modifications will be made if dictated by changing student needs.				

Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty are responsible for implementing changes in the classroom and with curriculum updates. Deans of instruction are responsible for administrative oversight and follow-up on objectives. District office admin are responsible for reporting and providing resources and funding.

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	Communications				
Course Title	JLM 1121: Newswriting I				
Course Description	Principles and practices of evaluating, interviewing, and preparing copy for publication are examined. Lecture / Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	2	0	0
Credit Hours Produced	0	0	6	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	50	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE 7/26/2021
How does the data support the course goals? Elaborate.	The course only taught in Year 3; did not meet the 70% threshold.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college.				
Were there identifiable gaps in the data? Please explain.	Insufficient data. Year 3 only involved 2 students, and 1 did not pass.				
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 not actively taught in Discipline.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A				
Performance and Equity To what extent are action steps being implemented to address	N/A				

equity gaps, including racial 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?	Faculty are responsible for implementing changes in the classroom and with curriculum updates. Deans of instruction are responsible for administrative oversight and follow-up on objectives. District office admin are responsible for reporting and providing resources and funding.

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	Communications				
Course Title	JLM 1141: Student Publications				
Course Description	This course provides practical experience in working on the production of student publications. PREREQUISITE: Consent of instructor. Lab.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	5	0	0	0
Credit Hours Produced	24	10	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE	EIU, Ill. St, SIUE 7/26/2021
How does the data support the course goals? Elaborate.	Course only taught in Years 1 and 2, and achieved 70% threshold both times.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college.				
Were there identifiable gaps in the data? Please explain.	No gaps in gender, racial, first gen status, etc. However, with only 2 years' worth of data, insufficient to make major claims.				
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 not actively taught by discipline.				
Program Objectives If program objectives are not being met, what action steps	N/A				

will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
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?	Faculty are responsible for implementing changes in the classroom and with curriculum updates. Deans of Instruction are responsible for administrative oversight and follow-up on objectives. District office administration are responsible for reporting and providing resources and funding.

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	Communications				
Course Title	SPE 1101: Fundamentals of Effective Speaking				
Course Description	Short informative and persuasive speeches are prepared and presented. This course places emphasis on selection and organization of materials, methods of securing interest and attention, and elements of delivery as well as characteristics of effective criticism and listening. Lecture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	861	822	851	747	733
Credit Hours Produced	2604	2508	2565	2271	2229
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.18	85.53	89.12	87.58	85.73
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C2 900	C2 900	C2 900	C2 900	C2 900
How does the data support the course goals? Elaborate.	Are at least 70% of students successful? Yes, well exceeding the threshold each of the 5 years.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college.				
Were there identifiable gaps in the data? Please explain.	No gaps based on delivery method, first gen status, gender, etc. All types achieving above 70%.				
Academic Course Review Results					

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Instructors intend to continue teaching this course and revising it based upon feedback from students, end of semester grades, course and program results, and the Dean. Dual Credit instructor credential requirements have been updated and were implemented Fall 2017. As of 2021, dual credit high schools also be reallocated by region to better divide among IECC Colleges. Spring 2017 multiple campuses offered 8-week sections of SPE 1101, but class had zero enrollment. OCC instructor plans to revamp curriculum to spend first 8 weeks delivering content, and last 8 weeks having students apply skills through in-class presentations. Will evaluate impact of change in future assessment/reviews.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Based on the success rate of the past five years, program objectives are being met and exceeded.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Access to Academic Success Center, tutoring, portable technology, etc.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Future modifications will be made based on changing student needs.</p>
<p>Resources Needed</p>	<p>Online presentation and video software – currently using a free option but will need to upgrade to a paid subscription for students to achieve required objectives.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Faculty are responsible for implementing changes in the classroom and with curriculum updates. Deans of Instruction are responsible for administrative oversight and follow-up on objectives. District office administration are responsible for reporting and providing resources and funding.</p>

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	Communications				
Course Title	SPE 1111 Interpersonal Communications				
Course Description	<p>An introduction to the basic theories and concepts relevant to face-to-face interaction. Emphasis is placed on the role of communication in the creation, maintenance, and termination of social, romantic, familial, and professional relationships. Lecture.</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	73	61	75	78	68
Credit Hours Produced	219	183	228	234	204

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.30	85.25	78.95	84.62	92.65
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, NIU, SIUE, Ill. St	EIU, NIU, SIUE, Ill. St	EIU, NIU, SIUE, Ill. St	EIU, NIU, SIUE, Ill. St	EIU, NIU, SIUE, Ill. St 7/26/2021
How does the data support the course goals? Elaborate.	Over 70% of students exceeded the threshold each of the past five years.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college.				
Were there identifiable gaps in the data? Please explain.	No gaps in gender, delivery method, or first-gen status. Only gap was identified in race, with Black Non-Hispanic students scoring lowest (though the sample size was small, so difficult to draw formal conclusions).				
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 intend to continue teaching this course and revising it based upon feedback from students, end of semester grades, course and program results, and the Dean. Dual Credit instructor credential requirements have been updated and will be implemented Fall 2017. As of 2021, dual credit high schools also reallocated by region to better divide among IECC colleges.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Based on past success rate, program objectives are being met.				
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	While gaps were identified with certain racial groups, sample size was small. And, lack of overall diversity at colleges makes this small number ebb each year. Make sure these, and all, students have access to Academic Success Center, accommodations identified, tutoring, etc.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Future modifications will be made based on changing student needs.				
Resources Needed	Additional funds for guest speakers, more collaboration with CTE programs (to integrate their interpersonal assignments with their program textbook examples)				
Responsibility Who is responsible for completing or implementing the modifications?	Faculty are responsible for implementing changes in the classroom and with curriculum updates. Deans of Instruction are responsible for administrative oversight and follow-up on objectives. The district office administration is responsible for reporting and providing resources and funding.				

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Academic Years Reviewed:	2017-2021
Review Area:	Admissions, Registration, and Records
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Amber Malone, Associate Dean of Admissions and Records Steve Patberg, Registrar Brandon Weger, Program Director, Institutional Assessment and Effectiveness Alyssa Maglone, Assistant Dean of Academic Services
Mission How does the program/service contribute to the mission of the college?	IECC Mission: Our mission is to deliver <i>exceptional education</i> and services <i>to improve the lives of our students</i> and <i>to strengthen our communities</i> . Admissions, Registration, and Records provides services and support to the students seeking, receiving, and referencing education which transforms futures and adds value to the world in which they reside. We create an accepting environment, facilitate the student interest during course selection, and maintain the educational references for educational and employment purposes.
Advancement of Equity How does the program/service help advance equity?	These areas allow IECC to pinpoint majors that need addition female students in male dominated areas, as well as additional male student in female dominated fields. Admissions also works with first generation students to provide resources and funding as they begin their educational journey. We offer open admission, so all students are admitted regardless of background and status.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	Our office exists to serve students throughout their educational life cycle. From the moment of application, registration and through degree completion and degree verification. Our goal is to provide excellent services to the student at each stage and prepare for the next step in their educational journey.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	With new reporting tools, we are able to better evaluate and prepare for the incoming class on each campus. With a change in organizational structure to these units, we are better equipped and focused on meeting the students' needs in these areas.

<p>Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>2017 Intended Action Steps – Admissions</p> <ul style="list-style-type: none"> • Eliminate pre-requisite errors to allow for smooth online registration process for students in 2018. <ul style="list-style-type: none"> • Several Pre-requisites have been eliminated which prohibited students from completing self service registration which is now used on all 4 campuses. • Automate electronic test score upload to improve accuracy and efficiency in 2018. <ul style="list-style-type: none"> • SAT scores can now be batch loaded from the College Board delivered report directly into Banner which increased efficiency and accuracy for the student. ACT scores are less common but will be uploaded directly into Recruit and then pushed to Banner starting March 2022. • Develop a data dictionary and manual for the admissions process in 2018. <ul style="list-style-type: none"> • The Admissions and Records folder now holds instructions, screenshots, and examples for the admissions processing staff. This will also be updated as we move to RECRUIT for application processing. <p>2017 Intended Action Steps – Registration and Records</p> <ul style="list-style-type: none"> • Issue Entrata log in and passwords at application. <ul style="list-style-type: none"> • ENTRATA credentials are now issued to students electronically after the admission process. Recently we did amend this process slightly after several “fake” student application appeared in our system. • Implement online registration. <ul style="list-style-type: none"> • Online registration is now the primary form of registration on all 4 campuses. • Implement a pre and post process i.e. survey to collect the non-registration specific information (persistence and completion data) that is now on the registration form. <ul style="list-style-type: none"> • The pre-registration survey is available to students in their self-service account prior to registration and we will have an IECC standardized graduation/completion survey for students starting May 2022. • Upgrade Entrata to improve faculty feedback with regard to roster completion. <ul style="list-style-type: none"> • We now have an automated electronic reminder that goes to each faculty member who is missing data on their roster.
<p>Indicator: Need</p>	

<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>Yes, the functions of the Admissions, Registration, and Records Office is vital to the onboarding and maintenance of student information and the collection of data for both internal and external reporting purposes. IECC staff in these areas meet regularly to assess current practices and propose new methods to meet state requirements by ICCB or other stakeholders.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>The need for these services is evident in the changing landscape of the student body. The structure and staff should be agile to changing demographics, instructional methods, and information needs of the student and the public.</p>
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>In the past two years we have implemented a mandatory application (event for students who have been enrolled previously through dual enrollment). This means 100% of our student body interacts with Admissions and we gain more accurate details related to each one of those applicants. This also allows us view the applicants who do not enroll as students, providing us with rich data on students who make another choice as well as the students who will enroll and continue to use our services.</p>
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Both need and student usage are the beginning and backbone of our student experience. Our staff will be the first to interact with the student and they will depend on our high service standards even beyond graduation.</p>
<p>Indicator: Cost</p>	
<p>2.1 What are the current expenditures of the department?</p>	<p>The recent restructuring of the Office of Admissions and Records allowed us to decrease salary costs and realign reporting lines to a more centralized structure. For FY 21, costs were budgeted \$427,056. We expect this number to rise with the implementation of the graduated minimum wage.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>Admissions, Registration, and Records is funded by state fund revenue. The year 2021 brought a reorganization of the unit which allowed us to consolidate and restructure 4 costly positions and streamline the district-wide duties on each campus allowing for greater flexibility and coverage.</p>
<p>Indicator: Quality</p>	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>IECC is a member of the Illinois Association of Collegiate Registrars and Admissions Officers and abides by all guidelines and standards set forth by the organization. We attend conferences and participate in list serve activities to compare community colleges across the state. We are also in attendance for the ICCB ICCSSO meetings where best practices and new regulations are shared.</p>

<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>Staff subscribe to the ICCB list serve for updates and changes. Records frontline staff have an extensive on-boarding process and training is on-site with experienced professionals. The staff meets weekly to discuss and share changes in regulation or new initiatives.</p>
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?</p>	<p>In 2021 the online graduation application was implemented so students can not only register for their last semester electronically but can also complete the application for degree completion. With this advancement came the ability to auto email delinquent faculty regarding grade entry deadlines. Students are now more connected to the end goal of degree attainment. The registration survey model can now collect data for each student each semester and identify students changing needs from semester to semester. We can now identify a change in our student’s status such as single parent status which can lead to referrals to agencies with assistance.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>Excellent customer service from beginning to end is the goal of these areas. They are in place to pave the way for a smooth transition for the student into, through, and beyond their educational experience at IECC. Cross training has been implemented with the offices to offer the student fewer office visits to resolve issues.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>As four separate campuses, there is an inherit challenge to remain consistent and uniform in our delivery of services. With recent changes in structure, we are now at a greater level of consistency than in the past. This is important now as students are taking more online courses from sometimes four different campuses but want to experience the same service from each location. Prerequisites in our self service registration have been reduced providing a smoother online registration process that is accessible to students from anywhere using online advising and registration.</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>In an effort to introduce the new EMSI Career coach software, focus groups with students were utilized to identify how the students would like to search for admissions and program information. During the self-service implementation, focus groups were also used to determine the roadblocks for a successful online registration process. Student satisfaction surveys are also used as a way to solicit student feedback and implement improvements. During our RNL consultant review we also internally evaluated our offerings and collected employee feedback into SWOT analysis.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>The Application dashboard is now used to see daily number of applications, types of programs of interest, and location of applicants. This will allow us to better predict interest and enrollment in programs as well as online vs in-person attendance.</p>

<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>We recently learned that typically 80% of our students are first generation and we hope to provide better orientation and pre-registration information to parents and students to assist with a smoother transition to higher education. The pre-self service survey allows us to collect information regarding student status and needs. Online self-service registration is now the main form of registration on each campus and has greatly reduced the number of paper registrations.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>We are currently considering moving up our PELL distribution date to better serve students by providing financial assistance earlier in the semester in hopes students will be better financially prepared for each semester and reduce the needs for loans for our high-need students. We also see many of our students registering later, sometimes right before classes begin, causing a stressful and confusing time for our first generation population.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>With the use of the Perkins Reserve Grant Funding we have been able to examine the entire student life cycle and student experience through the lens of providing an equitable experience for our students with a focus on our Process Tech program. A lack of women and students of color in a male dominated, highly paid field has prompted us to promote scholarships and resources for students who may not have considered the field previously due to lack of information or funding. We have partnered with our nearest employer to attract and sustain these populations.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>Currently evaluating our applicant pool and creating goals for our future enrollment mix to create a more diverse student body. We are in the early stages of evaluating our current enrollment mix and setting our goals for diversified enrollment as a system, for each college and specific programs.</p>

<p style="text-align: center;">Review Results</p>	
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>2022 – Gain greater knowledge and numbers of first generation students and assess needs. 2023 – Gain greater knowledge and number of students with children and assess needs. 2022 – Implement RECRUIT to increase application processing speed and provide dashboards to stakeholders regarding application trends. 2022 – Changed PELL distribution date from after Midterm to after 10 day census. 2023 - Review all policies to evaluate equitable practices and streamline processes.</p>
<p>To what extent are action steps being implemented to address equity gaps,</p>	<p>With the addition of RECRUIT we can now see from the application data the location of our applicants and then focus on metro areas that might provide greater diversity to our student body. We also hope to reach out to students who were unable to attend from our recruited groups to identify barriers that prevented them from attending and then</p>

<p>including racial equity gaps?</p>	<p>follow up with programs to bridge those gaps in access to our institution.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>IECC is currently building a foundation in the areas of Admissions, Records, and Registration. We hope to leverage the energy of the RNL consulting sessions and the data rich addition of the CRM RECRUIT to move forward with better knowledge about our changing student body and their needs in the next few years. Ease of access and a smooth transition to college life will be our focus as we move forward with a student-focused mission which may require changes not mentioned in this document.</p>
<p>Resources Needed</p>	<p>With the addition of our CRM RECRUIT and increased data supply from the Program Director of Assessment and Effectiveness, we now feel better equipped in the area of data to collect and evaluate the needs and attributes of our students during their academic life cycle. In addition, our budget increased in the past year to provide better outreach and in-take initiatives including orientation and additional student services.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>This will require team effort led by the Associate Dean of Admissions and Records, Registrar, and the Student Services Specialists on each campus. In addition, it will require the assistance of our IT staff and Assessment and Effectiveness Program Director.</p>

<h2 style="margin: 0;">Student and Academic Support Services</h2> <p style="margin: 0; font-size: small;">Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Academic Years Reviewed:	2017-2021
Review Area:	Recruiting
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Andrea Loll, Director of Enrollment Management Amber Malone, Associate Dean of Admissions & Records Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director, Institutional Assessment and Effectiveness
Mission How does the program/service contribute to the mission of the college?	Recruitment supports the mission by introducing students, from our local communities and larger more diverse areas, to the educational knowledge and financial aid resources which provide them with access to quality education to improve their lives.
Advancement of Equity How does the program/service help advance equity?	After assessing our current population and setting goals for the future enrollment mix, recruiting actively steps in to seek out students who need assistance in overcoming barriers to access education (females in a male-dominated fields, first generation students, underrepresented students, high-need students). Recruiting connects students to a college representative that can assist them when they might not otherwise gain the college-going mentality from their home or school.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	<ul style="list-style-type: none"> • Open channels of access to program offerings and career information • Provide assistance completing the IECC application and/or other college applications • Encourage and assist students completing the FAFSA and other financial aid opportunities. • Provide campus visits to expose students to the college environment and positive college faculty/staff interactions. • Open lines of communication for parents of high school age students. • Visit high schools to meet students' needs in their current environment.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Historically there have not been specific targets for these areas but it will now be a yearly item in our Marketing/Recruiting plan. These objectives are measured by the number of high school visits/students contacted, number of applications received, number of parents attending events, amount of financial aid awarded, and dual credit enrollment as a gateway to full-time enrollment.

<p>Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>Intended Action Steps from 2017</p> <ul style="list-style-type: none"> • One on one follow up with students after each recruitment activity. • Make recruitment packets and website information consistent across the district with program information, advisement information, contact information, etc. • Provide better information to guidance counselors on the value of providing an adequate amount of time during recruitment visits. • Collect student information electronically by using the students' handheld devices during the recruitment activity and implement BANNER Recruit. • Increase collaboration between retention, recruitment, and marketing across the district. <p>Each potential LTC student was put into MailChimp and then received an email campaign and mailed postcards.</p> <p>Website was updated to provide consistent program information across the 4 campuses.</p> <p>The relationship with guidance counselors has improved through updates each semester and counselors' meetings on the LTC campus.</p> <p>Students can use iPads to enter information directly in the Mailchimp database. QR code is developed for cell phone use at college fairs. The CRM RECRUIT has been purchased and is currently being implemented.</p> <p>The new position of Director of Enrollment Management has implemented weekly meetings and monthly retreats to collaborate with marketing staff across the district. Through the RNL consulting services retention, recruitment, and marketing staff have served on several cross-campus committees to evaluate current procedures and plan for the future recruitment and marketing plans.</p>
<p>Indicator: Need</p>	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>No, but we comply to all rules and regulations from HLC, ICCB, DOE, and IBHE. As a best practice we recognize the value of providing resources to students and families as a part of our community college mission.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>The communities we serve are in need of the services provided by recruitment activities. This is displayed by the number of first generation students and Pell-eligible students. Of all the IECC students in FY 2021, 68.04% are first generation. Degree and certificate headcount is down (-11.34%) from a 3-yr average of 2,584. Our area is experiencing outward migration from the area and the state. Early contact with students will lead students directly into a local college and then into the local workforce.</p>

	<p>The district has a low college-going rate with 58% of our district without at least an associate degree.</p> <p>Only 33% of our district have a bachelor’s degree.</p> <p>There is a need to increase recruiting efforts as there are many options for students and we need to make sure students are aware of an in-state, low-cost, local option which allows us to keep students in our communities as well as attracting new students to our communities.</p>
1.3 If applicable, what is the student usage for this program/service?	<p>This is difficult to quantify at this time but in the future we will have a prospect database in RECURIT where we can monitor first inquiry to yield and the level of use of the resources offered. This will also allow us to track events offered and attendance.</p>
1.4 How does the student usage compare to assessed need of the program/service?	<p>The assessed need in the environmental scan does not directly relate to the attendance at events and recruitment activities.</p>
Indicator: Cost	
2.1 What are the current expenditures of the department?	<p>Currently \$90,000 is the budgeted amount of one staff member and marketing costs. This will dramatically increase with the addition of four college-specific recruiters in June 2022 and additional resources for their visits, events, and outreach.</p>
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	<p>Recruiting currently operates within Admissions and Records and is funded by general operation funds. This is a critical component of doing business in higher education and will continue to be included in the yearly budget for IECC.</p>
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	<p>In the future, after our collaboration with RNL, we will have an Enrollment Mix plan by which our success can be measured from year to year.</p>
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	<p>There is a benchmark check of other campuses with similar job descriptions. Our selection process ranks the applicants by qualifications. Each year job descriptions are reviewed during the annual review process. All employees must have background checks and are trained mandatory reporters. Employees also have access to RNL training, professional development funding, Go to Knowledge and Vector Solutions training.</p>
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?	<p>The addition of RNL consultants as well as the re-structuring of the Enrollment Management/Recruiting unit.</p> <p>QR code addition for students’ inquiries.</p>
How have these innovations had an impact on student success?	<p>Use of social media to reach students along with geofencing reach targeted markets.</p>
3.4 What are the strengths of this program or service?	<p>From the IECC SWOT analysis the following were identified as strengths; small class sizes, personal attention, family atmosphere, the schedule is convenient for students, most affordable option, provide scholarships to area high school students, we offer Career & Technical Education Programs, Community Education Programs, qualified staff, degree</p>

	<p>completion, ease to transfer to a four-year institution or job market, athletics drives enrollment, strong connection to communities, nationally recognized award (ASPEN).</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>From the IECC SWOT analysis the following were identified as weaknesses; website isn't user friendly, lack of student life, high turnover, silos of knowledge, lack of communication, disjointed technology, inaccurate data, lack of onboarding for faculty and staff, lack of sufficient housing, aging facilities, deferred maintenance, signage, multi-roles, pay inequity, undervalued, morale, overlapping schedules, inadequate budgets, marketing and advertising.</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>The use of SWOT analysis clearly identified each aspect related to assessment. Campuses also have advisory boards made up of alumni and employers that meet on a regular basis. Colleges also utilized a registration survey and graduation survey to solicit feedback about the student experience.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>RNL has provided a framework for us to design our data needs while building the Enrollment plan and we will implement those recommended solutions in upcoming semesters.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Application data is now being disaggregated to reveal trends and deficiencies. This allows us to reach out to specific student groups or high schools with certain aspects during the application timeline to better enhance the applicant pool. Enrollment data will then link our recruiting activities to the successful enrollment of the students. CRM dashboards will produce daily dashboards of important metrics for review and action.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>Females are out-pacing males in the application pool at both IECC and across the country.</p> <p>Internet access continues to be an obstacle for our small, rural community college district.</p> <p>Minority athlete applications typically arrive later in the application timeline and require expedited assistance to finish the needed financial aid and documentation for registration.</p> <p>Students with disabilities continue to rise over the past three years.</p> <p>First generation students made up more than half of our applicants and require additional supports and resources.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>Meeting students at their high school.</p> <p>Partner with local refinery to offer female and minority scholarship opportunities.</p> <p>We work closely with technical students to aid them in securing federal funds from WIOA/CEFS to pay for tuition, fees, transportation, childcare costs and other educational costs.</p>

<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>Showing representation of underrepresented student groups in printed recruiting materials and social media. Promote scholarships for males in nursing or women in process tech. Promoting the ability to connect students with services that will provide learning aids for students with disabilities so they can continue in their program of choice.</p>
<p>Review Results</p>	
<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> • Implementation of the CRM RECRUIT. 2/1/22 • Annual review of the Marketing and Recruiting plan January of each year. • Additional partnerships with local companies and WIOA agencies to provide scholarships/funding for under-represented students in turn producing a well-trained diverse workforce for their industry. 2/1/23 • Creation of in person and virtual campus visits for each campus. 5/30/22 • Introduction of Tik Tok and Snapchat outreach initiatives to better meet the students on their preferred platforms. 5/30/22 • Create a recruiting bootcamp to provide foundational knowledge for coaches and faculty so they are aware of support services for students. 08/20/22 • Increase texting communication with students via TWILIO.
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Virtual visits are vital to communicating with students who lack the resources to visit campus in person or those who apply later and cannot plan a trip to campus before the start of classes.</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>IECC currently stands at a recruiting precipice with the new CRM implementation and the ability to create a prospect pool. That pool can then experience personalized communication plans that meet their unique needs and reduce barriers to the educational process including financial assistance, transportation or child care. New initiatives will result from the knowledge gained of this applicant pool and how we can offer our students to ease the transition into college.</p>
<p>Resources Needed</p>	<p>Financial support from the Strategic Enrollment Planning Council. Creative services from the marketing staff member on each campus. CRM training for all stakeholder staff related to recruitment. Business partnerships leading to scholarship funding for diverse populations. Federal funds (WIOA) for displaced workers or potential CTE students.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Director of Enrollment Management, Director of Admissions and Records, and four campus specific recruiters to be hired in June 2022.</p>

English Language Acquisition (Title II- Adult Education and Literacy Program)					
This review is meant to evaluate the English Language Acquisition program authorized and funded under WIOA Title II- Adult Education and Literacy Program, including the Integrated English Language and Civics Education program.					
College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College				
Academic Years Reviewed:	2017-2021				
Performance and Equity					
Please complete for the ELA program reviewed.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	6	16
Number of Completers	0	0	0	0	0
Number of Students in a Bridges course:	0	0	0	0	0
Number of Students in an ICAPS course:	0	0	0	0	0
Number of Students in Workplace Literacy Training	0	0	0	0	0
Other (Please identify)	0	0	0	6	16
How does the data support the program goals? Elaborate.	The IECC ELA program provides instruction to students to improve English fluency. The program also offers the opportunity to gain the skills necessary to enter the workforce or pursue higher education.				
Are there any identifiable gaps? If so, please explain.	Yes, we currently offer ELA classes at FCC and OCC; we need to add additional class locations and provide an online course.				
What is the college doing to overcome any identifiable gaps?	We will explore opening an ELA class at WVC, LTC, and Grayville and offering an online course.				
Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?	We network with existing students to find potential students who need our services. We provide students with laptops and wi-fi access should they need them.				
Review Summary					
Program Objectives What are the objectives of the English Language Acquisition program?	The objectives of the English Language Acquisition program are to provide learners with the English language instruction they need to feel confident in using the English language and the skills to help them achieve their goals.				
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	Currently we have 16 students; out of the eleven who post-tested, two had full-level gains, and four had significant points gains.				

How do your program objectives align with the goals and objectives in the 2018-2023 Illinois Adult Education Strategic Plan ?	<ul style="list-style-type: none"> • We are scaling the program by expanding into other locations within the district. • We are using Burlington English as a core part of the program, which covers workforce development • A portion of the curriculum is online, and we cover digital literacy as part of the program.
What gaps were identified as it relates to program need?	We need to expand locations to make ELA more accessible to students.
What additional support is needed to help students transition to post-secondary or employment?	The following support will help students transition to post-secondary or employment: career exploration, job shadowing, and foreign language GED services.
Based upon this review, what steps are being taken to offer curricula more cost-effectively?	We utilize Burlington English and Burlington Core seats for all IECC ELA students. Burlington has provided several seats at no cost. So far, the Burlington English platform is widely accepted by both students and instructors.
Discuss how the program strengths will lead to improved student outcomes.	Our efforts to strengthen the ELA curriculum and integrate job skills and career pathway awareness will help enhance student performance and assessment level gains.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	We have adopted the Burlington English Core Curriculum and offer this across all four IECC schools. We now provide an ELA class on OCC's campus and FCC's campus, and we offer ELA courses in a hybrid format. We also offer tutoring services (through the literacy program) 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 Detail how the ELA offerings align with the Index of Need and priority populations identified in WIOA for the program area.	The IECC colleges offer ELA classes to their respective students. The Adult Ed program reaches out to learners in the WIOA program area to provide ELA services. We recently disseminated flyers to our WIOA and APC partners.
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	Currently, we offer Health Care, Manufacturing, Welding, and Career Bridge Courses in District #529.
1.3 Detail how past ELA enrollment trends compare to the index of need.	Our ELA program started in 2019, and our enrollment has consistently trended up each year.
1.4 Detail how Bridge Program enrollment trends compare to the index of need.	The Bridge Program enrollment increased by 800% over 2020; this increase is due to students being encouraged to participate in the Bridge Programs. Our Bridge enrollments match the number of unemployed students in the Adult Ed Program.
Indicator 2: Cost Effectiveness	Response
2.1 What is the cost per student associated with this program?	\$120.00/student.

2.2 How is the college supporting the training portion of an IET for adult education students?	We launched a Welding IET at LTC and offer support classes from the LTC adult education instructor.
2.3 Explain how institutional dollars provided to the Adult Education program are used to increase ELA student outcomes.	Institutional funds provide instructional pay, classroom use, technology, and overhead.
2.4 What sources are being utilized in braided funding?	<ul style="list-style-type: none"> • Community Donations • Additional Federal Funding. • Perkins Fund • United Way (helps offset testing fees) • IECC (helps offsets testing expenses) • Various churches and schools provide access to classrooms and technology for the offsite AE classes. • DHS Support
2.5 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	Currently, we do not have a sustainability plan in place in the event of a loss of funding.
2.6 Are there needs for additional ELA resources? If so, what are they?	Not currently.
Indicator 3: Quality	Response
3.1 What are the program’s strengths?	We offer consistent classes, open enrollment, and a hybrid/blended-learning environment format.
3.2 What are the potential weaknesses of the program?	<ul style="list-style-type: none"> • We need to implement a better method of recruitment for our serviceable area. • We need additional opportunities for ELA instructor professional development. • We need a way to track students beyond the program to understand the program’s full impact.
3.3 How is the college ensuring that the adult education program is using the Illinois ELA Content Standards in the delivery of instruction?	By offering ICCB approved blended-learning curriculum resources through Burlington English curriculum.
3.4 Identify existing ICAPS programs with ELA students and how they have been incorporated across the institution. List any plans for future ICAPS programs.	We do not offer ICAPS programs to ELA students.
3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)	We currently offer Hybrid/Blended-Learning ELA classes and flexible scheduling.
3.6 What innovation has been brought to or implemented in the program?	We use CASAS for placement testing, and we have a full computer lab in both classrooms. We incorporated Zoom sessions into our ELA classes for our ELA students to use when needed. We will be implementing Digital Literacy skills along with job skills.

<p>3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>We partnered with Burlington English to provide resources and professional development opportunities. We partnered with NorthStar Digital Literacy and the Illinois Digital Learning Lab Cohort.</p> <p>We are working with our local Area Planning Committee Partners from all 12 counties.</p> <p>We utilize tutors from the Adult Volunteer Literacy program to reach and tutor community members and potential students.</p>
<p>3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?</p>	<p>We offer training in Burlington English, ICCB Standard-Aligned Curriculum proficiency, and specialization.</p>
<p>3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.</p>	<p>EAL students should be proficient in English to succeed in an ICAPS program. We can address this barrier by offering EAL classes to help students become proficient in English.</p>
<p>3.10 How does the program partner with WIOA Core partners to ensure ELA students successfully transition to post-secondary education?</p>	<p>Students who complete the program can advance into CTE and Transfer programs within our community colleges and other community colleges and universities.</p>
<p>3.11 Detail the types of professional development where staff have participated related to ELA Bridge and ICAPS programming.</p>	<p>Not Applicable.</p>
<p>3.12 Discuss how ELA and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.</p>	<p>We are using Burlington English as a workforce education component as well as</p>
<p>3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.</p>	<p>Burlington English and NorthStar Digital Literacy assessments.</p>
<p>3.14 How do adult education students access college services – library, tutoring, admissions, health counseling, etc.?</p>	<ul style="list-style-type: none"> • We work with college libraries to provide resources and class research projects with our students. • FCC’s college library provides assessment facilities. • The Academic Success Centers and the Adult Volunteer Literacy program provide tutoring. • We enroll students through the Adult Education registration and orientation process. • We provide Covid testing on campus and we address mental health on campus with a certified counselor onsite.
<p>3.15 How is numeracy covered in the ELA program’s various offerings?</p>	<p>Burlington English offers numeracy as part of its curriculum.</p>

<p>3.16 Is the ELA program entirely or partially funded by the IELCE grant? If so, how are the components being addressed?</p>	<p>The IELCE doesn't fund the ELA program.</p>
<p>List any barriers encountered while implementing the program.</p>	
<p>Some of the barriers we encountered while implementing the program were finding trained teachers, identifying those who needed the service, and marketing the program. The undocumented students weren't comfortable completing the registration documentation.</p>	
<p style="text-align: center;">Review Results- Next Steps</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications in need, transitions, cost, and quality.</p>	<p>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. We will continue to focus on greater cooperation with our community partners to identify needs and opportunities to enhance participation in the program, work-based learning, and resources to assist the student in achieving their goals.</p>
<p>Intended Action Steps Detail action steps to be completed in the future based on this review for need, transitions, cost, and quality with a timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> • We will focus on students attaining education and skills that create career pathways that provide sustainable employment...ongoing • We will continue to work with students to set up individualized plans to achieve their personal goals and to identify barriers in reaching these goals...ongoing • We will work closely with our community partners to alleviate identified barriers and to enhance work-based learning opportunities...ongoing • Increase marketing efforts to recruit additional students...in process.
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Implement a stricter process and policy for post-testing.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>We assist students with technology and provide technical assistance. Our classes have flexible entry points, and we offer hybrid classes so students who are unable to attend in person can access the teacher's instructions and related material. We also offer tutoring services and make referrals to partner services as appropriate.</p>
<p>Resources Needed</p>	<p>We need detailed demographic information to identify and reach adults who are eligible students who are not participating in our program. We also need a viable method to track our students when they exit the program.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Program Director will lead the initiatives and work alongside the Transitions Coordinator and campus AE Directors to implement the changes. Program personnel will work with the colleges and community partners to implement changes and modifications.</p>

Career & Technical Education				
College Name:		Illinois Eastern Community College Olney Central College		
Academic Years Reviewed:		2017-2021		
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
Administration of Justice	D390 JUS	60	430103	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Learning Outcomes <ol style="list-style-type: none"> 1. Students will discuss and understand the basics of Constitutional laws, state law, and civil law. 2. Students will discuss and understand the various components that make up the following careers: Police officer, police administration, traffic administration, and homeland security officer. Occupations <ul style="list-style-type: none"> • 11-9161 - Emergency Management Directors • 11-9198 - Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other • 13-1075 - Labor Relations Specialists • 13-1198 - Project Management Specialists and Business Operations Specialists, All Other • 33-1012 - First-Line Supervisors of Police and Detectives • 33-3021 - Detectives and Criminal Investigators • 33-3051 - Police and Sheriffs Patrol Officers • 43-5031 - Public Safety Telecommunicators 		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Completion rate is about 40 percent, which is about the national average for this type of program and above the state average for CTE programming. Objectives are tested regularly in the curriculum and through end of course assessments. Projects and portfolios additionally aid in the learning outcomes assessment.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		2017 Action Intended Action Steps: <ul style="list-style-type: none"> • One enhancement to the program that will be implemented is scheduling guest speakers from different branches of law enforcement each month. 		

	<ul style="list-style-type: none"> • Every semester different guest speakers talked to students in various classes.
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Chad Pusey, Lead Instructor Dr. Michael Conn, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center, and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation</p> <p>Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination. Dean Conn provided cost analysis and final determination. Instructor Chad Pusey provided narrative sections.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Student Service staff provided narrative advice.</p> <p>Student and Employer information was collected and shared through various processes such as surveys and Area Planning Councils. Employers, who support the programs, directly impacted the review.</p> <p>Information regarding emphases of the program and the satisfaction of using a curriculum that supports employment "soft skills" were solicited.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>In high school and Accuplacer tests, students are placed with multiple measures. No revisions from past years.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>
<p>Indicator 1: Need</p>	
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 4,864 jobs in the regional labor market for this program. The median earnings for the occupations were \$26.40/hr. or \$54.9K/yr.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County,</p>

	IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the last five years, the demand for these occupations has decreased by 2.1%. Over the next five years, the occupations are expected to grow by 3.3%.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Emsi, Inc., O-net data Reviewed during Program Review
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 recruited 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. Recruitment efforts occur in high schools, career fairs, radio, TV, print, and online advertising. The OCC recruiter and faculty attend career and college fairs at local HS.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The faculty collaborate to ensure the curriculum meets local employers' needs. The curriculum reflects a focus on troubleshooting at the employers' request and current trends in the field. The college 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.
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.	We may reassess the learning program learning outcomes to broaden the scope of the program and expand curriculum. Learning outcomes are limited and should include greater scope and higher order thinking skills.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>The costs are per year:</p> <table border="1"> <tr> <td>P/T Faculty</td> <td>\$27,255</td> <td>\$26,462</td> <td>\$22,322</td> <td>\$20,517</td> <td>\$19,971</td> </tr> <tr> <td>Supplies</td> <td>\$34</td> <td>\$14</td> <td>\$16</td> <td>\$8</td> <td>\$0</td> </tr> <tr> <td>Misc. other</td> <td><u>\$300</u></td> <td><u>\$300</u></td> <td><u>\$200</u></td> <td><u>\$100</u></td> <td><u>\$0</u></td> </tr> <tr> <td></td> <td>\$27,589</td> <td>\$26,776</td> <td>\$22,538</td> <td>\$20,625</td> <td>\$19,971</td> </tr> </table> <p>Total for last five years was \$117,499 for supplies and instructor cost.</p> <p>Average Unit cost average for last year was: \$419 slightly lower than the average unit cost of \$439.57 for OCC courses.</p> <p>The overall cost of this program is low compared to other CTE programs based on minimal supplies and low cost of adjunct instructors who facilitate the program.</p> <p>The student to faculty ratio for the program is 17:1.</p> <p>Enrollment trends are down.</p>	P/T Faculty	\$27,255	\$26,462	\$22,322	\$20,517	\$19,971	Supplies	\$34	\$14	\$16	\$8	\$0	Misc. other	<u>\$300</u>	<u>\$300</u>	<u>\$200</u>	<u>\$100</u>	<u>\$0</u>		\$27,589	\$26,776	\$22,538	\$20,625	\$19,971
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<p>What are the findings of the effectiveness analysis?</p>	<p>The overall cost of this program is low compared to other CTE programs based on minimal supplies and low cost of adjunct instructors who facilitate the program. The program is cost effective with little to no supply costs.</p> <p>The program budget is developed annually and approved by the Board of Trustees. Revenue is derived from tuition, fees, and state reimbursements. Grant funds (Perkins) could be used to focus on teaching/learning and student-centric strategies. These include professional development (in addition to the current budget line item) and instructional equipment and student needs. The administration has been supportive of the program and has provided requested budgeted items each year. Support for nonbudgeted items has also been provided, for updated equipment and space cost.</p>																								
<p>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? Please explain.</p>	<p>All supplies are funded through regular budget lines.</p>																								
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in</p>	<p>The student costs are reasonable at \$4,090 per year. Book costs and fees are minimal. OCC and other IECC program costs are amongst the lowest in the state.</p> <p>Disadvantaged students are referred to the Transition Center for resource information, including C.E.F.S.</p>																								

<p>this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Scheduling efficiencies will be aided by the new Guided pathways initiative. Distance learning classrooms are an option to offer the program across the district. Enrollment minimums might be explored. Consumable costs are offset by donations.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Not currently.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>The delivery methods include traditional, hybrid, and online. Within this program students show a better pass rate in f2f courses when compared with online pass rates.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program audits materials for cultural sensitivity. The program updates materials with industry standards that align with DEI initiative and culturally responsive language and imagery.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway</p>	<p>No</p>

elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Virtual field trips, Capstone type projects, and Cross-collaborations with other programs are all part of the innovations for this program.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 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 has internships and job shadow opportunities with local law enforcement agencies. The opportunities improve the program's quality by providing real-world experience and networking opportunities for students.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	None
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	IECC currently has a partnership with Franklin University in which all students who achieve their Associate degree can transfer. Franklin offers a Bachelor of Science in Criminal Justice Administration.

<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Workforce partners with advisory councils. Other partnerships include visiting speakers from local sheriff's department and local prisons. Hiring managers from Lawrenceville correctional center give presentations. Local police chiefs and sheriffs visit the classes. Students visit local police stations.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Partnerships with local correctional centers have been formed. Guidance from the OCCRL guide conversations regarding DEI initiatives for greater access for marginalized populations.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development is available to all IECC instructors and built into departmental budgets and incorporated in the yearly schedule. Instructors take district wide professional development and attend specific conferences annually with their internal budgets. Additionally, the HR Department provides additional funding for professional development through a selection process for distribution of funds.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Faculty taught for many years in a diverse environment. Faculty also managed many diverse individuals in a corporate setting for several years.</p> <p>DEI training is provided to faculty through the OCCRL and through our free Vector LMS training (sensitivity, LGBTQ+, and diversity). Additionally, we offer sessions at our district wide workshop on DEI initiatives.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Technology is current and relevant to the program.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Qualitative and quantitative methods are used to assess students and the program.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Program assessment is annually conducted and collected through Compliance Assist. Local assessment coordinators combine data and release reports to help with dissemination of data trends and continuous improvement</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Curriculum is updated to align with industry standards and improve student learning outcomes.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p>	<p>Survey data was collected in 2020 and 2021. In each year, students responded that they were 100% satisfied with their preparation for employment. No data was received in 2019</p>

How is this student satisfaction information collected?					
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The committee meets annually. More partners and greater diversity on the panel could be an improvement. Local law enforcement and business and industry are represented.				
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	We share labor market data with the committee and all members have a voice in the program structure.				
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	In 2022, the employers where students were recently placed are happy with the preparation of the students. They have positive feedback.				
3.25 What are the program's strengths?	Strengths are market demand, strong faculty, adequate space at OCC campus, and opportunities for new markets with correctional centers.				
3.26 What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> • Enrollment • Equity gaps • Limited courses offerings • Limited faculty to instruct the courses. 				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	We plan to share labor market data with the committee and increase members to have a voice in the program structure.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
<ul style="list-style-type: none"> • Limited faculty • Changing employment opportunities for administration of justice • Enrollment 					
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. Each year may represent a cohort.					
CTE Program	Administration of Justice				
CIP Code	430103				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	30	19	10	17	10
Number of Completers	10 (32.26%)	10 (52.63%)	3 (30%)	5 (29.41%)	5 (50%)

Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 15-16, 16-17, 17-18, 18-19, and 19-20 as the program centers around a two-year associate degree.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The program has decreasing enrollment. However, costs are low to support continued engagement and demand is still substantial to justify continuation of the program. Students are transferring and finding success when moving on to employment.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Over the five years of review, 39.2% or 33 students completed the program. When examining program enrollment, 76.19% were male and 97.62% were white non-Hispanic. Furthermore, 70.24% of the students that enrolled in the program were Pell-eligible. Exploring the data for equity gaps, only 40% of the female students completed the program while male students completed at a 39.06% rate. Non-eligible students completed a credential (44%) at a slightly higher rate than Pell-eligible students (37.29%). 100% of Black non-Hispanic students completed the program. This comprises the entire non-white student population.</p>				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>IECC has indicated in the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates.</p>				
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of male students 76.19% compared to the overall student population of 38% according to the 2020 IECC Factbook, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 96% white non-Hispanic while the program is similarly representative with the program being 97.62% white non-Hispanic. This data suggests the students surveyed in this program are representative of the entire student population with regards to student ethnicity.</p>				

<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of male students 76.19% compared to the overall district population of 51.1%, thus, they are not representative when it comes to gender. The overall district demographics indicates that the population is 92% white non-Hispanic while the program is similarly represented with the program being 97.62% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district’s census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>Students are satisfied with the program and market demand requires that IECC have a viable JUS program. We will continue to run the program focusing on growth and curriculum development based on industry needs and local needs assessments.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>We will continue to develop the curriculum and purchase any necessary equipment (1-5 years). We will provide professional development for the instructors to learn the necessary skills (five years). We will move to develop greater quality online instructional design instruments and courses (1-5 years).</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Reassessment of program goals and possibly revising curriculum to match local needs assessment. One suggestion has been to shift to a focus on coding curriculum and greater free resources such as OER books and software. Work with B&I for partnerships.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Ensure more representation of marginalized populations. Increase marking to female and minority populations. Create incentives to secure spots for students related to Equity needs and concerns. Review curriculum for equity concerns and make necessary adjustments.</p>
<p>Resources Needed</p>	<p>Time, space, and funding.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Dean, faculty, district office staff, local business leaders, B&I partnerships.</p>

Career & Technical Education				
College Name:		Illinois Eastern Community College Wabash Valley College		
Academic Years Reviewed:		2017-2021		
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
Automation	C559 MANUF	12	15.0406	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<ol style="list-style-type: none"> 1. Students will identify the critical design and material characteristics with respect to product material requirements. 2. Students will select appropriate cutting techniques based partially upon metallurgical or Non-metal material properties. 3. Students will identify different types of automation systems and components based on a working knowledge of the typical equipment that comprises such systems. 4. Students will demonstrate routine PM as listed, performing adjustments, repair and lubrication as required. 5. Students will troubleshoot defective automation systems to the component level and apply repairs as needed. <p>Occupations</p> <ul style="list-style-type: none"> • 17-3024 - Electro-Mechanical and Mechatronics Technologists and Technicians • 17-3026 - Industrial Engineering Technologists and Technicians • 17-3098 - Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other • 49-2094 - Electrical and Electronics Repairers, Commercial and Industrial Equipment • 51-9161 - Computer Numerically Controlled Tool Operators 		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>		<p>Review of Annual Assessment Reports indicate no enrollees during review cycle. New objectives needed.</p>		

<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Updated marketing materials and enrollment management plan for upcoming academic year.</p> <p>2018-Evaluated persistence and completion and modify as needed.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Jay Carter, Lead Instructor Robert Conn, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation</p> <p>Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination. Mr. Carter and Dean Conn provided subject matter and curriculum expertise in the narrative.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Advisory Committee 2022: Mark Pettigrew – B&D Independence Jeff Deisher – B&D Independence Amy Dulaney – IECC Director of Transitions and Perkins Nicholas Plassman – WVC (adjunct) and CBRE Group Larry McCleave – CBRE Group Jake Newkirk – MCHS Craig Newman – MCAEA Shane Neuman – Motorad USA Mike Groff – Champion Labs Chris Ewald – Champion Labs Chris Alvis – Leadec Services Matt Borgic – Flying S Chad Holman – Rexam Closures Greg Odom – B&G Machine Gordy Toombs – Gordy’s Machine and Tool Kylie Windes – HMC Gears Kelly Bolin – Vuteq</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>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.</p> <p>Prerequisite of Advanced Manufacturing degree will be changed to consent of the instructor.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours</p>	<p>NA</p>

for a degree.	
Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 1,116 jobs in the regional market with 109 annual openings. The median earnings were \$23.66/hr. or \$49.2K/yr.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>In the last five, the demand for the occupations decreased by 9.4%. Over the next five years, the occupational demand is expected to grow by 2.0%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Emsi, Inc.</p> <p>Data is reviewed during Program Review.</p>
<p>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?)</p>	<p>Students are recruited from local high schools (including Indiana), college fairs, and employers using a mix of face to face discussions, presentations, radio/TV, and social media marketing.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>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.</p>
<p>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.</p>	<p>We are seeking to expand industry partnerships and increasing offerings to fit schedules of incumbent workers in the area. We are also looking at potential changes to program content to better serve the needs of our district employers.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	Response

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>NA</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>NA</p>
<p>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? Please explain.</p>	<p>NA</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Costs for this IECC program compared to similar programs in the region is among, if not the most affordable. Students are considered for financial aid, scholarships and referred to the Transition Center for resource information as needed.</p> <p>Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. WVC Student Services Offices include a Financial Aid Office and are open and available at times suited to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The college is adding distance learning classrooms. Most courses are offered in a hybrid learning format as well.</p>

<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Because of the program’s low unit costs, no actions are planned to reduce costs further.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>Traditional is the only delivery method.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>We maintain contact with our Professional Advisory Council (PAC) but are now reaching out with monthly communication rather than biannually. We are also currently reviewing EMSI data for further guidance on program content and delivery.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>NA</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>No</p>

<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>NA</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>NA</p>
<p>3.7 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?</p>	<p>No</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>No</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>No</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>None related to this certificate program at this time.</p>

<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>None at this time.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Advisory council and faculty, including dual credit, are exploring work-based training opportunities to help evaluate access to the program annually and determine which skills, licenses, and courses are needed to meet industry and academic needs.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development is offered to faculty, staff, and instructors through district memberships with NISOD and Go2Knowledge. The trainings and information provided is evidenced-based and current. Topics for professional development include diversity, equity, and inclusion, online learning, student mental health, and universal design for learning. Additional professional development will be provided through the Centers of Excellence for Teaching and Learning (CETL).</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Instructors utilize such opportunities as Go2Knowledge and NISOD as provided by the institution and through attendance at workshops and training sessions hosted by the institution.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>New PLC units have been added within the past two years and are in good repair; robotics and automation equipment is in good repair, approximately 12 years old. Most software (CAD and CAM) are updated yearly and computer technology upgraded as needed to support said software.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>We use a mix of pre/post testing and practical application experiences and testing along with daily observation of progression.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Assessment results are posted in our Campus Labs software and are presented to other faculty during assessment meetings.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>We have also changed the target CIP, textbooks, and prerequisites to improve the enrollment of courses.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p>	<p>NA</p>

<p>How is this student satisfaction information collected?</p>	
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>Our PAC is involved by reviewing course offerings and suggesting course/program changes. We have changed the frequency of communication with our PAC and now reach out to the members monthly via email and spontaneously via email or phone to help strengthen the mutual relationship.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Employers in our PAC review course offerings and curriculum. Those that currently employ students or graduates offer feedback on trends that they note in knowledge and skills. Many of our PAC members do offer positions for our current students to help those students put their education in use in a real-world environment and provide more hands-on experiences.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>NA</p>
<p>3.25 What are the program's strengths?</p>	<p>Labor Market Demand, Equipment & Resources.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>Enrollment.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Yes. Changing to a new CIP designation would serve our graduates well. The faculty recommended removing prerequisite of the Advanced Manufacturing degree.</p>
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	
<p>Parents tell their children that workers in factories are underpaid, overworked, and could find better employment within our communities. Recruiting a diverse student population within the district to increase minority and disadvantaged student enrollment is important for the program and our communities. Marketing materials with imagery of successful women and minorities in industrial settings may help enroll a more diverse cohort.</p>	

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. Each year may represent a cohort.					
CTE Program	Automation				
CIP Code	150406				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Number of Completers	N/A	N/A	N/A	N/A	N/A
Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>NA</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.</p>				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close</p>	<p>IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates.</p>				

identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.
Are the students served in this program representative of the district population? Please explain.	The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Enrollment numbers suggest that further recruitment efforts are needed.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Changing to a new CIP designation would serve our graduates well. The faculty recommended removing prerequisite of the Advanced Manufacturing degree.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	New Strategic Enrollment Plan is being implemented.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program will continue to engage students to address equity gaps through college-career fairs, in-classroom visits to area high schools, and in promotional messages for the college's broadcast stations.
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	The faculty recommended modifications are carried out by the Dean of Instruction and various District Office staff.

Career & Technical Education				
College Name:		Illinois Eastern Community College Lincoln Trail College		
Academic Years Reviewed:		2017-2021		
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
Broadband Telecom	D485 TEL	65	150305	C486 Broadband Technician C446 OSP Technician C447 Interconnect Technician TELCS
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<ol style="list-style-type: none"> 1. Students will demonstrate professionalism to obtain an entry-level job in the Broadband Telecom industry. 2. Students will recognize and comply with basic safety, health, and environmental standards relative to the Broadband Telecom industry. 3. Students will demonstrate entry-level telecommunication skills and knowledge. 4. Students will demonstrate effective teamwork skills essential to the Broadband Telecom industry. 5. Students will apply troubleshooting and diagnostic processes to telecom issues/problems. <p>Occupations</p> <ul style="list-style-type: none"> • 15-1241 - Computer Network Architects • 17-3023 - Electrical and Electronic Engineering Technologists and Technicians • 49-2022 - Telecommunications Equipment Installers and Repairers, Except Line Installers • 49-9052 - Telecommunications Line Installers and Repairers 		
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>		<p>Achievement of program objectives are measured and assessed using employment rates of graduates of both our certificate and degree. Other assessment methods used in courses are used to help aid us in determining if we are meeting the program objectives. This helps us to determine if a course needs to be revised or deleted from the program requirements. Students also must take the Fiber Optic Technician certification exam as part of a fiber optics course. The pass rates on this exam are almost 100% and help students obtain a licensure that is highly valuable in the industry for beginning technicians.</p>		

<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><u>2017 Intended Action Steps</u> Because of the high demand and rapid growth of the program, and because of the growing partnership with a regional industry partner, we anticipate the addition of a full-time faculty member within the next 12 months. We also foresee the need for additional classroom and lab space. Because of this, we will be implementing a feasibility study for a building expansion project within the next 12 months.</p> <p>Since the last program review, the steps mentioned above were not needed, as we began to focus the program on the Installation and Repair and Outside Plant areas of the industry. This freed up a few classrooms so they could be used for additional lab space, as we were running out of separate labs for freshmen and sophomores. Previously, they shared space which meant for really crowded labs, as both classes were working on different labs in the same room, or one class was constantly having to tear down a lab so the other class could work on their lab. This was not efficient, so the new classroom spaces added through the program focus have provided much needed efficiency in classroom lab usage.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Travis Matthews, Assistant Professor and Lead Instructor Dennis York, Instructor Brent Todd, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation</p> <p>Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination. Mr. Matthews, Mr. York, and Dean Todd provided subject matter expertise and curriculum narrative.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Student Support Services employees – Academic advising staff, retention, Dean of Instruction, Director of Instructional Services</p>

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.

<p>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.</p>	<p>No program prerequisites outside of standard college admission requirements.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The additional coursework allows students to gain more specific skills in troubleshooting and diagnosing issues. These additional hours are program specific, not general education hours. The additional hours strengthen students' knowledge in the outside plant and combination technician areas of the program.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, the regional labor market had 1,160 jobs and 131 annual openings. The median earnings for the occupations are \$24.67/hr. or \$51.3K/yr. Telecommunications Line Installers and Repairers occupation.</p> <p>The regional labor market includes Clark County, IL ; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the last five years, the regional occupational market grew by 9.8%. Over the next five years, the occupational outlook is expected to grow by 7.2%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Emsi, Inc.</p> <p>Data is reviewed during Program Review.</p>
<p>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?)</p>	<p>We attend several college fairs and events at high schools in the IECC district and in outside district counties. These are attended mostly during the fall semester each year, with a few in the spring term. And when time permits, we schedule tours for area students during both the fall and spring.</p> <p>We have employers who allow us to bring our students to their companies for tours of their facilities.</p> <p>We have established a dual credit program with Hutsonville High School beginning in the Fall 2021 and will expanding it in the Spring 2022 semester with Robinson HS and offering it to Oblong and Palestine dual credit students, as well. We have setup two specific times for dual credit students to take courses in our program: 8am – 9:15am and 2:15pm – 3:30pm each day. The hope is this will give high school students incentive to possibly take up to two or more courses per semester and garner enough skills to where they could possibly be ready for an internship after</p>

	high school graduation.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>The process for changing the program involves meeting with our Broadband Telecom advisory panel in April each year. This meeting along with discussions with other communications companies, helps us to revise our curriculum on a regular basis to keep up with the needs of the industry.</p> <p>Changes are initiated by the Broadband lead instructor, along with the Advisory Council, and LTC Dean.</p>
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.	<p>The review of the Broadband Telecom program resulted in the modification of courses and the program. The focus will move from focusing on graduating students from the two-year program and focus on the proposed one-year certificate. We are losing half of our sophomores after their internship between the freshmen and sophomore years. These students are being hired with the 1-year certificate. The needs of the industry are so great at this time, that we felt moving to a one-year certificate was most valuable, as we are fielding calls every week from employers looking for recent grads or students who are about to graduate. This need has prompted revising of the curriculum and courses beginning in the Fall 2022.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends 	<p>Broadband Telecom costs include faculty salaries, instructional supplies, and benefits. The district employs two full-time instructors located at Lincoln Trail College. During the review period (FY18-22), Broadband Telecom costs were \$568,461 (of which \$48,302 were non salary related), whereas the revenue (including tuition and fees, and program fees) amounted to \$765,530. This resulted in a \$197,069 excess. The total cost of instruction was \$700 per credit. Most non-salary related costs were for supplies that were paid from Ed Fund sources, and Perkins grant dollars.</p> <p>The fill rate for the 14 semesters included in this analysis averaged 30-50%, with individual sections reaching as high as 66%. Enrollment has dipped in the last two years. Partly because the pandemic induced shutdown of LTC prevented workers from MetroNet from receiving instruction, which led to that company pulling all its training from the college. However, starting Fall 2022, apprentices from Shawnee Communications will be trained by LTC faculty.</p>

<ul style="list-style-type: none"> • Credit hours earned year to year • Scheduling efficiency 	
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The difference between instructional costs and recovered tuition and fees was positive for the duration of this review. A total positive difference of \$197,069 was netted. In the future this number is slated to increase given the scheduling and curricular changes that are planned.</p>
<p>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? Please explain.</p>	<p>The program purchases basic supplies from various vendors using mostly Perkins funding or what is budgeted in our annual budget, which is given to us by the LTC Business Office.</p> <p>Most of the expensive equipment, over \$50, is bought with Perkins funds.</p> <p>Sometimes, other options for buying equipment through our annual budget given to us by the LTC Business Office.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>All students complete the FAFSA to be considered for financial aid, scholarships, and disadvantaged students are referred to CEFS or some come through the TRIO program, as well.</p> <p>Costs of the program to students is communicated via the IECC catalog. The IECC catalog outlines program requirements and course descriptions. Public information is made available for students and any external group or individual to see on the IECC website.</p> <p>Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. LTC Student Services Offices include a Financial Aid Office and are open and available at times suited to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>To help with student costs, the instructors have created a schedule that decreases time between classes, as many students travel over 30 minutes one to get to class. Textbooks and other material are chosen that meet the instructor's specifications for each course, but are cost-efficient for the students.</p> <p>Distance learning classrooms have been discussed as a possibility</p>

	<p>for distant students, where we could focus on the lecture part of each course, and have students come to our facility for labs. Right now, full distance learning courses are not available at our facility, as each course in our curriculum is at least 60% lab oriented, which does not work with a distance-learning lecture style of classroom.</p> <p>There are no minimum enrollments for our programs, but we do have a maximum of around 12 students in each course, as lab space and equipment limit this option. It has also been recognized by the instructors that teaching a larger lab course makes it very difficult for students and instructors to interact and obtain help on troubleshooting issues and instruction in the course.</p> <p>There are some courses in the program that have consumables each year and they are replenished as needed using our Broadband Telecom budget or through other means.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The review of the program cost did not result in any actions or modifications to the program. Cost-effectiveness has always been a priority of the program.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Students of the program take courses in a variety of delivery methods including traditional, hybrid, and online.</p> <p>Students have strong success rates in traditional and hybrid but struggled in the online delivery method.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Instructors are constantly talking with our advisory council and other representatives to make sure the program is meeting the needs of the industry. Coursework is constantly being evaluated to see how it fits into the program’s main outcome which is to get the students in position to find a career in the broadband technology field.</p> <p>Students are prepared to engage in a diverse workplace and society mainly by the internship, which puts the students in real-working situations with diverse groups. Classroom discussions in class are also used to discuss different scenarios students may come across in the industry and how they need to conduct themselves.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>1) All programs of study must be developed through secondary and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders.</p> <p>Telecom courses are developed through a partnership with our advisory council. We work with secondary schools to provide relevant courses that will help students who start as Juniors to gain microcertifications by graduation and have the possibility of obtaining a paid internship after graduation, and then come into</p>

	<p>the program. We also work with external stakeholders, which are the telecommunication companies themselves by revising our curriculum to meet the needs of the industry.</p> <p>2) Align instruction with employer-informed technical and essential employability competencies conducive to a high-skill, high-wage, and in-demand occupation. How are employability skills incorporated into the curriculum?</p> <p>Employability skills are taught and discussed in most courses taught in the curriculum. Students mature in these skills when they go on their summer internship and in class discussions and mock interviews in Employment Skills class.</p> <p>3) Provide a non-duplicative, fully articulated sequence of courses from secondary through postsecondary.</p> <p>Secondary students have the option to take up to two courses a semester beginning in their junior year. This gives them access to relevant coursework that can provide them job skills that are needed in the broadband industry. The courses below are the required courses to graduate with a 2 year degree from Broadband Telecom.</p> <p>1st Semester MTH 1201 TEL 1201 TEL 1266 TEL 1273 TEL 2284</p> <p>2nd Semester TEL 1271 TEL 1272 TEL 1274 TEL 1275 TEL 2219 TEL 2263</p> <p>3rd Semester ENG 1201 TEL 2264 TEL 2281 TEL 2287 Math/Science Elective</p> <p>4th Semester GEN 2297 TEL 2214 TEL 2230 TEL 2293 Social Studies/Humanities Elective</p> <p>4) Include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:</p>
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- **Team-based challenges and/or CTSOs; and**
- **One or more of the following, at both the secondary and postsecondary levels:**
 - **internships**
 - **career-related service learning**
 - **paid work experience**
 - **on-the-job training**
 - **incumbent worker training**
 - **transitional jobs**
 - **apprenticeships (i.e., youth, pre-, registered, non-registered, research)**
 - **student-led enterprise**
 - **remote work for a client/employer**
 - **school-based enterprise**
 - **cooperative work agreement**
 - **clinical experience**

Students in the program can take up to two internships during their time in the program: between 2nd and 3rd semesters, and after the 4th semester. The reason they can take a second internship after the 4th semester, is sometimes students want to take another internship with another company to enhance their learning before applying for jobs after graduation. Internships are paid internships with industry partners.

With proposed curriculum changes in Fall 2022, high school students may have an opportunity for a paid internship after graduating high school, if they meet requirements set forth by the school and industry partners.

5) Programs of Study must ensure access is equitable and all students are able to receive supports to persist and succeed in CTE courses. (e.g. How are secondary students informed about this program and its preparation for employment? What other entry points are there? In what ways will the college provide awareness of this program to address labor market demand?)

Secondary students are informed about the program and preparation needed through extensive recruiting efforts by having instructors and campus recruiters attend high school college fairs, attending specific CTE-based high school courses to give talks, and having a specific college fair for the community at the Broadband Telecom facilities.

Secondary students have entry points into the program through dual credit Broadband Telecom course offerings for juniors and seniors.

Labor demand for the broadband industry is highlighted during recruiting events.

6) Include challenging academic instruction and wraparound services to facilitate successful student progression. Helps an

	<p>individual enter or advance within a specific occupation or occupational cluster. Course work is over 50% hands-on in every Broadband-specific course taught in the curriculum. Challenging instruction is performed in the classroom with lots of diagnostic and troubleshooting scenarios.</p> <p>7) Program of Study instructors must collaborate with industry professionals, engage in professional learning, and meet specified qualifications. Broadband Telecom instructors constantly collaborate with industry colleagues in providing advising on industry changes and needs. Our advisory council, made up of industry professionals and secondary school representatives helps us align coursework and skills to industry needs. Instructors also engage in professional learning by taking field trips and working to keep our industry recognized certifications current. These certifications include Fiber Optic Association (FOA) and CompTIA A+ certifications.</p> <p>8) Programs of Study must be offered in accessible facilities that use industry-standard technology and Equipment. The Broadband Telecom facilities are accessible to all individuals and we use technology and equipment that are used in the broadband industry. Examples of equipment used are fiber splicers, computers, networking equipment, and outside plant construction materials.</p> <p>9) Programs of Study must be continually evaluated and improved upon in collaboration with stakeholders and advisory committees. The Broadband Telecom advisory council evaluate our curriculum yearly and offer advice on trends and upcoming needs of the industry. This collaboration allows us to stay current and is what instigated our push to change our curriculum beginning in the Fall 2022 semester.</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway</p>	<p>A) Aligns with skill of needed industries in the economy of the state or regional economy The skills taught in Broadband Telecom align with the needs of the many companies in Illinois and surrounding states. These skills focus on outside plant construction, intermediate networking & computer skills, and installation & repair technician skills.</p> <p>B) 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 Broadband Telecom has been exploring apprenticeship opportunities with industry partners. We also have internship opportunities for students in the program.</p> <p>C) Include counseling to support an individual in achieving the individual’s education and career goals</p>

<p>elements.</p>	<p>Counseling services are available to students in the program. Instructors also help guide and provide support to students through issues they may face in and outside of the classroom, if needed.</p> <p>D) Include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.</p> <p>There are two main career pathways the Broadband Telecom program get students ready to obtain careers. These are as Installation and Repair Technicians (aka Combo Techs) and as Outside Plant technicians. Our course objectives line up with required skills of these two areas where the jobs are most prevalent in the broadband industry.</p> <p>E) Organizes education, training and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable</p> <p>Coursework is organized in a manner to allow students the opportunity accelerate the opportunity of obtaining a job by completing the one-year Broadband Technician certificate. Paid internship opportunities are also available to allow students to gain the job skills needed to pursue and maintain a career in the industry.</p> <p>F) Enables an individual to attain a secondary school diploma or its recognized equivalent and at least 1 recognized postsecondary credential</p> <p>Students have the opportunity to gain a certificate or degree in the Broadband Telecom program. With either, the opportunity to obtain the CFOT or IT Fundamentals certification is available.</p> <p>G) Helps an individual enter or advance within a specific occupation or occupational cluster</p> <p>Basic and intermediate skills are taught in the program, which allows an individual to obtain a career in the broadband industry and possibly advance after working in the field for a few years.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>We have guest speakers come in and speak to students in class, as well as having students help with campus projects that need completed dealing with networking or fiber optic installations, etc. One example is helping to install cabling in new theater at LTC.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>We have dual credit students from Hutsonville, Oblong, Palestine, and Robinson high schools.</p> <p>Networking, Fundamentals of Telecom, Intro to Computers, and Electronics are usually the common course offerings for dual credit students, as they are good entry level courses with hands-on experience to get them excited in the industry. These are foundational courses that are required in the program.</p>

<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students have the opportunity to participate in an internship with a telecommunications company during the summer semester. This is a 5-credit course requiring 375 work hours, and the students get paid for their internship work.</p> <p>Externships are available to students if they choose to job shadow for a few days with a worker in the telecom industry if the need arises. We also take students on field trips to view workers in action and to give them the experience of seeing equipment we don't have in our program being used in the field.</p> <p>Students gain valuable work experience during the internship, such as customer service, working with colleagues and supervisors. I would make the internship a requirement for future students.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>There is no industry accreditation requirement for this program.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The one industry-recognized credential embedded in the program is the FOA certification from the Fiber Optics Association. It is available to students who take TEL 2264. Another available credential is the IT Fundamentals certification through CompTIA. This is not required, but available for students who complete the TEL 1201 IT Fundamentals course.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>There are no apprenticeship opportunities, yet. We are looking into the possibility of working with some industry partners to provide apprenticeship opportunities in the future, possibly following Department of Labor mandates.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Professional Licensure (State-issued)</p> <p>Professional Certifications (Industry-Organization Based)</p> <ul style="list-style-type: none"> • CFOT Certification through the Fiber Optics Association (pass rates are 100% for this certification) • IT Fundamentals Certification through CompTIA (pass rates for this certification are near 70% for this certification for students who choose to take it)
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are currently no articulation agreements in place for this program.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> <p>What opportunities exist for other partnerships?</p>	<p>Many of the places our students obtain jobs are where the students worked on their internship. These workforce partners are usually asked to sit on our advisory council, of which most accept the offer.</p> <p>Industry partners donate older products, such as routers, switches, computers, cabling and test equipment that are used in classes.</p>

	<p>This happens every year.</p> <p>We have added a few more internship opportunities in the last couple years giving students more opportunities as combination technicians and outside plant construction.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Twin Rivers is an entity that provides assistance to the special populations in our area that we work with. We also work with JILG (Jobs for Illinois Graduates) and CEFS to give equitable access to disadvantaged populations. Our advisory council is made up of a diverse group of individuals from the industry.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>We have opportunities to do ride-alongs with various industry partners to learn more about how new technology is being used in the field. We also have opportunities to attend conferences that can help us in gaining skills that will aid in successful teaching of our courses.</p> <p>There is a possible educational need on new technology and equipment being used in the industry. We are seeking advice from employers in the field to see if they can help us in gaining this experience.</p> <p>No other professional development is needed.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>We speak frequently with other workers in the industry to determine how new technology is being used. We do research and travel to the companies to learn how the technology is being used in the field and then we create a structure of how to teach it in our courses. This is a specialized field, so general offerings of professional development are not used for the program, unless they are determined to enhance teaching effectiveness and student learning.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Most of our equipment is functional and we are always looking to add a few new items to our equipment each year which allows us to have enough for classes. Some of our fiber splicers and cleavers bought in the last five years are damaged and are unable to be used. We have procured funds to purchase some new equipment beginning with the current year.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Faculty primarily use testing, skills check lists, and projects for assessing students in courses.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Annual Reports</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>We have condensed courses into others to enhance the lab experiences for our students and get away from having courses with “dead time”. This makes teaching more exciting for both the instructors and students.</p> <p>Assessing our courses over the last couple years and working with our advisory council allowed us to see where the majority of our students were getting jobs in the industry and we have made the decision to focus our program to those jobs in the combination</p>

	<p>technician and outside plant areas.</p> <p>Beginning in the fall 2022, we will be moving Broadband Telecom from a degree program to a one year intensive study program with a required internship. Industry partners and our advisory council understand the increased need to get our students “out the door” as soon as possible. The industry is in a process of moving to fiber optic technology everywhere and the need for graduates is so much, that freshmen students are getting hired soon after their internships are completed and not coming back to finish the degree. We have lost over half of our freshmen as a result over the last three to four years.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>Over the last three years, students were 100% satisfied with the preparation for employment. Data is collected annually via a student satisfaction survey.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>Our advisory council meets every April to discuss our curriculum and job opportunities and skills needed from our students. Our advisory council encompasses both men and women from various industry partners. We sit in a roundtable for around three hours and discuss our program and industry and what we can do to aid our students in being prepared to obtain jobs in the industry. The engagement could possibly be improved by adding another council meeting during the late fall semester.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>We share labor market data with our committee, but since they are in the industry, they already know there is a huge need for technicians in the industry. In speaking with several of them, they see this trend continuing for the next 5-10 years as fiber optic rollouts are being deployed and the ever-increasing need for high-speed internet is increasing both for residential and business customers.</p>
<p>3.24 How satisfied are employers in the preparation of the program’s graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>The employers are very satisfied with the graduates from our program. This information is collected from the employer’s themselves and internship evaluations.</p>
<p>3.25 What are the program’s strengths?</p>	<p>Strengths of the Broadband Telecom program include a high demand for graduates, partnerships we have with our advisory council and industry partners, up to date equipment in most areas of the program, graduation rates and employment rates of our students.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>Some deficiencies of the program are marketability to potential students (both local and afar), and some dated equipment in a few labs.</p>

3.27 Did the review of program quality result in any actions or modifications? Please explain.

The review of the program quality resulted in modifications of the curriculum to better serve our students and industry partners. We receive weekly calls from industry personnel looking for graduates or students who want to work. Based upon discussions with our advisory council this demand is not going to subside for the next 10 years or more. As discussed previously, we have lost over half of our starting freshmen to jobs in the field as a result of the high demand. Industry partners who are hiring aren't concerned with a 2-year degree from the program as much as hiring students who have the basic skills they need. For this reason, we have begun to focus on creating a new one-year certificate that will have all of the skills taught in the first year of the older two year program, plus many of the advanced skills of the second year.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Issues the Broadband Telecom program face are students are getting hired after their freshman year or during their sophomore year. The Broadband industry is a "hot" field and a 2-year degree is not needed to obtain a well-paying job. Thus, we are working to create a lab-intensive one-year curriculum that will allow dual credit and post-secondary students the opportunity to obtain a job, industry recognized certifications, and a one-year program certification to meet these needs.

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. Each year may represent a cohort.

CTE Program	Broadband Technician				
CIP Code	150305				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	37	23	15	8
Number of Completers	14 (60.87%)	25 (64.1%)	9 (37.5%)	11 (73.33%)	1 (12.5%)
Other (Please identify)					

What disaggregated data was reviewed?
 If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.
 It may also be appropriate to analyze intersectionality among student demographics (e.g.

Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 15-16, 16-17, 17-18, 18-19, and 19-20 as the program centers around a two-year associate degree.

<p>gender & race, special population status & race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Over the five years of review, 62.07% or 54 students completed one of the credentials offered. Of the 54 completers, 39 of them completed the degree, while 21 completed C446 and 38 completed C447. Enrollment has been on the decline since the 2017 academic year as has the completion rate (50%) over the last three academic years.</p> <p>When examining program enrollment, 94.25% were male and 94.40% were white non-Hispanic. Furthermore, 64.37% of the students that enrolled in the program were Pell-eligible. Exploring the data for equity gaps, only 40% of the female students completed at least one credential for the program while male students completed at a 63.41% rate. Non-eligible students completed a credential (64.52%) at a slightly higher rate than Pell-eligible students (60.71%). Of the three Hispanic students that enrolled in the program, 66.67% or two students completed a credential.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of male students 94.25% compared to the overall student population of 38% according to the 2020 IECC Factbook, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 96% white non-Hispanic while the program is similarly representative with the program being 95.40% white non-Hispanic. This data suggests the students served in this program are representative of the entire student population with regards to student ethnicity.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of male students 94.25% compared to the overall district population of 51.1%, thus, they are not representative when it comes to gender. The overall district demographics indicates that the population is 92% white non-Hispanic while the program is similarly representative with the program being 95.40% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.</p>
<p>Review Results</p>	

<p>Action</p>	<p><input type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The coursework is of a proven quality, and the instructors are highly qualified and focused on students. However, the delivery and modalities of instruction need to be adapted to the employer demands, and to the larger regional needs.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> - Work with faculty on scheduling 1-week, 2-week, 4-week options - Work toward a competency-based education model - Create more earn and learn and internship opportunities for students
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Program objectives are being met, but student numbers and relations with employers require strengthening.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Given the uniqueness of the program in a very large geographic region of the Upper Midwest, it is imperative to implement short-term scheduling, competency-based education, and varying instructional modalities. These changes will enhance the opportunities for underserved groups, primarily women and minority students from distant urban areas. Also, these changes will allow students with disabilities to engage more effectively in the education and employment.</p>
<p>Resources Needed</p>	<ul style="list-style-type: none"> - Instructional design to implement instructional modalities - Faculty development - Relations with employers
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<ul style="list-style-type: none"> - Faculty - Dean and President

Career & Technical Education				
College Name:		Illinois Eastern Community College Lincoln Trail College		
Academic Years Reviewed:		2017-2021		
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
Computer Security & Forensics	C239 MSS	26.5	111003	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The Computer Security & Forensics program prepares students to investigate computer crimes and incidents while accurately analyzing and reporting findings. <u>Occupations</u> 11-3021 Computer and Information Systems Managers 15-1212 Information Security Analysts 15-1231 Computer Network Support Specialists 15-1241 Computer Network Architects 15-1244 Network and Computer Systems Administrators 15-1245 Database Administrators and Architects		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		No instruction has occurred, hence no objectives achieved.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		<u>2017 Intended Action Steps</u> Because information security and the ability to conduct forensic investigations of information systems is becoming more relevant in society, we do not believe that this program should be discontinued. Instead, we intend to reassess the current curriculum and outcomes so that we can develop the program that is both relevant and marketable. None of these objectives could be completed because the courses were not taught for lack of enrollment.		

<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Brent Todd, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation</p> <p>Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>N/A</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>No.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>
<p>Indicator 1: Need</p>	<p align="center">Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 3,289 target occupations in the area which is 63% below the national average. Annually, there are 291 job openings available in the region with median earnings of \$33.38/hr or \$69.4K/yr. The region is expecting 6.4% growth over the next five years.</p> <p>When breaking down the occupations, the median earnings for this Information Security Analysts is \$36.03/hr. but this occupation only has 81 jobs in the region with 9 annual openings. Computer Systems Analysts has median earnings of \$37.09/hr. with 561 jobs in the region and 40 annual openings.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL;</p>

	Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the last five years, the regional job market decreased by 3.4% but is expecting a 6.4% growth rate over the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	EMSI, Inc. Data is reviewed during program review.
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 (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>N/A</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>N/A</p>
<p>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? Please explain.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>N/A</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>N/A</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>N/A</p>

Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	N/A
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	N/A
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	N/A
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	N/A
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	N/A
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening</p>	N/A

<p>the program, what dual credit courses are seen as a priority?</p>	
<p>3.7 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?</p>	<p>N/A</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>N/A</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>N/A</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>N/A</p>

<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>N/A</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>N/A</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>N/A</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>N/A</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>N/A</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>N/A</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>N/A</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>N/A</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>N/A</p>

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A
3.25 What are the program's strengths?	N/A
3.26 What are the identified or potential weaknesses of the program?	N/A
3.27 Did the review of program quality result in any actions or modifications? Please explain.	N/A

List any additional barriers encountered while implementing the program not detailed above. 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. Each year may represent a cohort.

CTE Program	Computer Security & Forensics				
CIP Code	111003				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	1	1	1
Number of Completers	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other (Please identify)					

What disaggregated data was reviewed?
If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time

The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.

<p>status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	N/A
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	N/A
<p>Are the students served in this program representative of the total student population? Please explain.</p>	The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.
<p>Are the students served in this program representative of the district population? Please explain.</p>	The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.
Review Results	
<p>Action</p>	<p><input type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input checked="" type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program has not established itself. No faculty has adopted the program and worked on the marketing.</p>

<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Inactivate program and analyze needs, direction to take and feasibility.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>N/A</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>N/A</p>
<p>Resources Needed</p>	<p>N/A</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>LTC President and Dean</p>

Career & Technical Education				
College Name:		Illinois Eastern Community College Frontier Community College		
Academic Years Reviewed:		2017-2021		
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
Electrical Distribution Systems	D166 EDS	65	460301	C266
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Learning Outcomes <ol style="list-style-type: none"> 1. Students will demonstrate safe climbing techniques. 2. Students will demonstrate proper use of Electrical Distribution Systems equipment and tools. 3. Students will demonstrate proper electrical safety awareness. 4. Students will demonstrate the proper understanding of transformer theory. 		
		Occupations Electrical Power-Line Installers and Repairers (49-9051) Electrical and Electronics Repairers, Powerhouse, Substation, and Relay (49-2095) Security and Fire Alarm Systems Installers (49-2098) Electricians (47-2111) Helpers-Electricians (47-3013) First-Line Supervisors of Mechanics, Installers, and Repairers (49-1011) Electrical and Electronics Repairers, Commercial and Industrial Equipment (49-9051)		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Program objective achievement is measured in a variety of ways: <ul style="list-style-type: none"> ○ Review of annual assessment and longitudinal reports ○ Task check-off sheets ○ Certification exam pass rates ○ Graduate placement data ○ Employer feedback during the lineman rodeo 		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		<u>Intended Actions Steps from 2017</u> <ul style="list-style-type: none"> • Investigate grant funding opportunities to acquire a newer bucket truck (2017) <ul style="list-style-type: none"> ○ In January of 2019, FCC applied for and received a CTE Leadership Grant in the amount of 		

	<p>\$50,000. The majority of these funds went to the purchase of a newer bucket truck for the EDS program.</p> <ul style="list-style-type: none"> • Approach local utility companies about a donation of a used bucket truck (2017-2018) <ul style="list-style-type: none"> ○ Because we received funds to purchase a newer bucket truck, a donation was no longer necessary. • Embed more resume and interview skills into the program (2017-2018) <ul style="list-style-type: none"> ○ GEN 2297 – Employment Skills – was added to the curriculum in the last semester of the program. In addition, local employers/guests are invited to class to provide mock interviews. • Convene a meeting of the advisory committee (2017 forward) <ul style="list-style-type: none"> ○ The advisory committee has met annually since 2017 (minus 2020 during Covid). • Evaluate aspects of the program and update (2017 forward) <ul style="list-style-type: none"> ○ Based on input from the advisory committee, local employers, and program faculty, the program is updated regularly. Examples: CDL, sprayer, and flagger trainings were added during the period of time covered by this review. • Increase the number of advisory committee members (2017 forward) <ul style="list-style-type: none"> ○ This has been challenging. With the increased use of technology to hold meetings, however, we have been able to include more members in meetings.
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Dustin Wiggins, Lead Instructor Dr. Paul Bruinsma, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation</p> <p>Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Student Services staff – provided input from an incoming, matriculating, and graduating student’s perspective.</p> <p>Students – student input was received anecdotally and through student satisfaction survey results.</p>

CTE Program Review Analysis	
<p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>Pre-requisites for this program include appropriate ACCUPLACER test score results. When necessary, multiple measures are used to place students.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The advisory committee, employers, and program faculty agree that the courses in the curriculum are needed to give students a well-rounded education. The addition of the CDL, sprayer, and flagger training courses make graduates more employable/competitive in the job market.</p>
Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 588 target occupations in the area which is 28% below the national average (Interestingly, many of the program graduates find gainful employment in neighboring states: Indiana, Kentucky, Missouri, etc.). Annually, there are 52 job openings available in the region with median earnings of \$38.94/hr or \$81.0K/yr. This is slightly higher than the national wage data. When breaking down the occupations, the median earnings for this Electrical Power-Line Installers and Repairers is \$40.65/hr. In addition, this occupation has 439 jobs in the region with 39 annual openings.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The demand has changed over the last five years. In the greater IECC region the target occupations decreased by 16.7% while growing within the IECC District by 16.4% and went from 140 to 164 jobs from 2016 to 2021.</p> <p>Over the next five years, the occupations are expected to grow by 0.2% which is lower than the national average of 3.6% growth. As stated above, many graduates find gainful employment in neighboring states.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI (Lightcast)</p> <p>Data is reviewed during program review.</p>

<p>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?)</p>	<p>The FCC recruiter participates in recruitment activities in both District 529 and adjacent district high schools throughout the year. The program is advertised/promoted on billboards, through social media and press outlets, and via target marketing. In addition, FCC hosts a lineman rodeo competition in the spring where current, incoming, prospective, and high school students can interact with each other and employers. Word-of-mouth advertising/recruitment is one of the strongest ways FCC recruits for this program (program reputation).</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Suggestions for program updates/improvements can come from the program faculty, local employers, and/or the advisory committee. All suggestions are thoroughly vetted by the program faculty, the advisory committee, and campus administration.</p>
<p>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.</p>	<p>There are no suggested actions or modifications at this time.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>The unit cost for the EDS program is \$371.81, which is in line with other CTE programs in the district. Costs associated with the EDS program are covered through education fund dollars, tuition, fees, and grants. Many major purchases (bucket truck, mini excavator, etc.) are made with grant funds. The running student-to-faculty ratio has been 16:1. Since courses in EDS are mostly unique to the program, the number of students in each mirrors the enrollment in the program. As of recent, the enrollment trend has been on an upward trajectory. This can be attributed to faculty turnover, adding certifications to the curriculum and enhanced partnerships which have increased graduate placement. Students who graduate from the program earn 40 credit hours. The number of credits generated for the institution is 40 times the number of students. Courses in the EDS program are scheduled from 8:00am to 2:00pm on Tuesdays, Wednesdays, and Thursdays. This block scheduling allows students to work while going to school.</p>

<p>2.2. What are the findings of the cost-effectiveness analysis?</p>	<p>The EDS program runs very efficiently through a combination of different funding sources, scheduling efficiencies, and optimal student-to-faculty ratios.</p>
<p>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? Please explain.</p>	<p>Many of the larger purchases for the EDS program are provided by Perkins funds and other grant dollars (CTE Leadership Grant, etc.). If these funding mechanisms are no longer available, the paradigm would shift to funding more purchases using educational fund dollars, implementing student fees, looking for alternative grant opportunities, soliciting donations, and borrowing equipment for specific tasks. Supplies/consumables for the program are funded with educational fund dollars.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>There are several options for students who are experiencing financial barriers:</p> <ul style="list-style-type: none"> ○ Financial aid (FAFSA-based) ○ EDS program scholarships ○ Foundation scholarships ○ Industry sponsorship ○ WIOA dollars <p>Disadvantaged students are referred to the Transition Center for resource information.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Classes are currently scheduled on Tuesdays, Wednesdays, and Thursdays from 8:00am to 2:00pm. This maximizes the amount of time a student can work outside of class. Since this is largely a hands-on program, using the distance learning classrooms and online learning platforms are not ideal. Finding additional grant funding to offset additional expenses is an option moving forward.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Except for possibly looking for additional grant funding, no actions or modifications are necessary at this time.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include Traditional, Hybrid, and Online. When taking hybrid courses, an electrical distribution systems student was 93.68% successful in their courses compared to 93.93% in traditional courses and 100% in online courses. Most offerings were available in the traditional delivery method. Online/hybrid delivery was during the Covid-19 school closure.</p>

<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>During the program, students job shadow with an area employer to learn how their training relates to real-world situations. In addition, local utilities/municipalities send experienced linemen with new trucks to bring students an employee/company perspective.</p> <p>Lineman work is done in a team environment. The makeup of the team is irrelevant. How the team works together is most important. As part of their training, students are placed in different groups/teams for projects/tasks with different leaders. Students must learn to work/interact with different personalities to get the job/task done safely.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The EDS program was submitted for consideration as a Perkins V Program of Study. All nine Quality Components were addressed in detail in the Program of Study Approval Form submitted to the ICCB. We are currently waiting for the results of our submission.</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The EDS program does not meet the definition of a career pathway program.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Field trips to local utility companies/municipalities have added a real-world touch to the EDS program. In addition, students participate in job shadowing experiences with employers during the program.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>At this time, no courses specifically related to the EDS program are taken by dual credit students. Students do take general education courses as dual credit which can feed into the EDS program.</p>

<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students participate in job shadowing experiences with employers during the program. In addition, experienced linemen, supervisors, hiring managers, etc. are invited to give guest lectures and demonstrations. In addition, the EDS program hosts a Lineman Rodeo in the spring. Here, students compete against each other using different skills they have learned throughout the program. Local employers, family, and future students get to see firsthand what each student can do.</p> <p>These interactions give students a real-world experience and allow them to network in the hopes of getting a job offer. Having more of these interactions would improve the program.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>N/A</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Upon completion of the EDS program, students have their CDL license, sprayer certification, CPR/first aid card, and flagger certification.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Upon completion of the EDS program, students have their CDL license, sprayer certification, CPR/first aid card, and flagger certification.</p> <p>To complete the EDS program, all enrolled students must take the following (unless they already have the certification):</p> <p>CDL: 100% CPR/first aid: 100% pass Sprayer: 100% Flagger: 100%</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>None at this time. We are working toward having some in place.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Several members of the advisory committee have stepped up with donations of products, guest lectures, and field demonstrations. These experiences have increased the quality of the program. One partner in particular is CenterPoint Energy in Indiana. Because of the interactions they have had with our program/students, they have been the largest group to hire EDS program graduates.</p> <p>We plan on expanding the partnership opportunities with other advisory committee members/employers.</p>

<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The Academic Success Center on FCC's campus houses the disability services coordinator.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>The EDS faculty collaborate with other lineman schools in the region. Education videos from ISPC are used by the faculty for both professional development and student training. The faculty also works during the summer for the Union Hall as a lineman to keep up his skills/knowledge.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Faculty and staff are encouraged to participate on DEI training through Go2Knowledge, NISOD, and OCCRL.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Current technology and equipment for the EDS program are more than sufficient to meet the needs of faculty and students. The latest purchase, an updated bucket truck, allows students to operate a piece of equipment similar to what is found in industry. A mini excavator is being purchased using Perkins V funds.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Student demonstration of skills (check offs) is the main way student learning is measured. Pass rates of certification exams (CDL, sprayer, CPR/first aid, and flagger) also provide data on student success.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Annual reports were generated and shared with the program faculty and the Dean of Instruction.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Based on results from the assessment of student learning, a need for supplemental videos was identified. Through a grant opportunity, ISPC videos were acquired and incorporated into the EDS program. The use of these videos has increased student understanding of higher-level EDS concepts and activities.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>In 2021, students expressed a 100% satisfaction in preparation for employment from one respondent. In 2020, students expressed a 100% satisfaction in preparation for employment from eight respondents. In 2019, students expressed a 100% satisfaction in preparation for employment from one respondent. Satisfaction was collected via an annual institution-wide survey.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The EDS advisory committee is comprised of men and women from the following areas: IBEW, Cooperatives, Utility Companies, Suppliers, and K-12. The committee meets annually with in-person and virtual options. The committee discusses the programs, suggests improvements/revisions, and provides</p>

	feedback on graduates. Collaborative initiatives are also discussed often yielding donations, guest speakers, and/or financial support. We are always looking for new representation on the advisory committee.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Area employers share their views on the employment outlook for graduates. Also, local employers sponsor and help run the annual lineman rodeo. If not on the advisory committee, employers still have a voice in the program and its content. We usually invite people with programmatic input to join the advisory committee.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	While no formal survey goes out, anecdotally, we find that employers are generally very happy with program graduates. Members of the advisory committee often employ program graduates. They provide positive feedback during advisory meetings.
3.25 What are the program's strengths?	<ul style="list-style-type: none"> ○ Up-to-date equipment ○ Knowledgeable faculty ○ Collaborative/team environment ○ Give all students an opportunity to get a high-paying job ○ Excellent job placement in a diverse range of companies ○ Job shadow program ○ Partnerships with business and industry ○ Good funding stream
3.26 What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> ○ Needing to borrow specialized equipment (needed for one day) ○ Working with non-energized systems ○ Competition for indoor lab space
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Based on the review of program quality, no actions or modifications are needed at this time.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
<ul style="list-style-type: none"> ○ Transitioning a fully face-to-face program to hybrid/online during the COVID-19 pandemic posed a serious challenge. ○ As enrollment in the program continues to increase, there will be a need for another part-time instructor and/or a lab assistant. ○ With our current academic structure, getting EDS students through the CDL training course has been a challenge. ○ Getting program graduates into the union halls has been a challenge. 	
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. Each year may represent a cohort.	

CTE Program	Electrical Distribution Systems				
CIP Code	460303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	14	15	16	17
Number of Completers	13 (81.25%)	12 (85.71)	13 (86.67%)	9 (56.25%)	11 (64.71%)
Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Disaggregated data was used to examine equity gaps, enrollment gaps, retention gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 16-17, 17-18, 18-19, 19-20, and 20-21 as during this time the program was a single one-year certificate. During the 2022 academic year, the program established a two-year degree option.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The COVID-19 pandemic did not hurt program enrollment numbers. The lineman industry is predominately male dominated. Similarly, the EDS program enrollment is predominately male. Although several females have started the program, none have successfully completed.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>While exploring the data for equity gaps, it is noticeable that the program's enrollment tends to be male at 98.72%, while only 1.28% of the program's enrollment is female. Furthermore, 94.87% of the students are white non-Hispanic. When reviewing the completion data, 0% of female students completed the program while only 74.03% of the male students completed. Pell-eligible students complete the program at a slightly lower rate (73.68%) than non-eligible students (75.00%). The white non-Hispanic completion rate is 75.68% but only 50% of the black non-Hispanic students completed the program while 100% of the Native Hawaiian Pacific Islanders completed the program.</p>				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the</p>	<p>IECC has indicated on the Perkins performance improvement plan that we plan to focus on nontraditional student enrollment and completion rates. FCC is working with marketing and recruitment to specifically target identified student populations. Advisory committee members have been asked to help with this recruitment process.</p>				

college plans to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	The program population in terms of male/female is not representative of the student population. The district population of females is 62% while the female population in the EDS program has only been 1.28%. The program population of white, non-Hispanic is 94.87%. This is similar to the overall student population which was 96% white, non-Hispanic.
Are the students served in this program representative of the district population? Please explain.	The program population is not representative of the district population. The district mail population is 51.1%. The program has overrepresentation from the male population (98.72%) and underrepresentation from the female population (1.28%). After reviewing the program headcount, the breakdown of student's ethnicity, the program's headcount was 94.87% white, non-Hispanic while the district's population was 92.51% white, non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The EDS program is poised to experience a growth in enrollment. This can be attributed to new/updated equipment, the addition of certification exams, high placement rates, and overall student/graduate satisfaction. There are adequate funding sources to support the program, and an increasing number of industry partners. The program is sensitive to employer needs, and the curriculum is evaluated and updated regularly to stay current.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> ○ Look for additional grant funding to support the EDS program (one to five years). ○ As enrollment grows, investigate the hiring of a part-time faculty and/or a part-time lab assistant (one to five years). ○ Look for additional partnerships with business and industry (one to five years). ○ Increase the number of advisory committee members from diverse backgrounds (one to five years).
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Finding up-to-date and quality textbooks has been challenging. Looking at available OER books may help improve achievement of program objectives. Also, incorporating more quality training videos and/or guest presentation/field trips will help increase student achievement of program goals.

<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>IECC has indicated on the Perkins performance improvement plan that we plan to focus on nontraditional student enrollment and completion rates. FCC is working with marketing and recruitment to specifically target identified student populations. Advisory committee members have been asked to help with this recruitment process. The program faculty and advisory committee are also reviewing the curriculum for equity concerns and suggesting adjustments when appropriate.</p>
<p>Resources Needed</p>	<p>Additional financial support is always needed. As the population of students in the EDS program grows, more personnel (part-time faculty and/or lab support) will give the students a better experience.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Program faculty, Dean of Instruction, District office employees, local business/industry partners, and K-12 representatives.</p>

Career & Technical Education				
College Name:		Illinois Eastern Community College Lincoln Trail College		
Academic Years Reviewed:		2017-2021		
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
Electronic Medical Records	C194 HIM	31	510707	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		<p>The student will demonstrate knowledge of filing systems, basic knowledge of correlation charts, and basic knowledge of Electronic Health Records/Electronic Medical Records.</p> <p>The student will demonstrate proficiency in monitoring provider documentation for completeness and accuracy, executing file maintenance procedures, and auditing charts to ensure charting compliance.</p> <p>The student will display competency in ensuring patient's privacy and security of health information, following HIPAA guidelines, and knowledge of record release principles.</p> <p>The student will display knowledge of medical record filing, application operation, and execution of EMR work flows within a healthcare facility.</p> <p>The student will demonstrate knowledge of basic computer skills and basic medical terminology specifically pertaining to EMR and HIPAA standards.</p>		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		<p>Review Annual Assessment Reports and Longitudinal Reports</p> <p>Students are assessed by rates of successful completion of program. Feedback from preceptor evaluations of internship competency. Passing of national licensure examination.</p>		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		<p><u>2017 Intended Action Steps</u></p> <p>Lincoln Trail intends to add coding-specific coursework to the curriculum. This may involve deleting some current coursework and replacing with the new course(s) or it may involve adding to the overall credit-hour requirement for the program. If this latter step is taken, we will submit the</p>		

	<p>modified program curriculum to ICCB as required. HEA 2267 is already in the curriculum. HEA 2268 and 2269 could be added as well to increase the coding-specific coursework, but would require changing the program.</p> <p>Further evaluation did not show a need to add these additional courses.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Dr. Jared Gullett, faculty Mr. Brent Todd, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation Erin Volk, Director of Instructional Services</p> <p>Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Students frequently complete their internships at Crawford Memorial Hospital, Jasper County Health Department, Good Samaritan Hospital, Carle Richland Hospital and Union Hospital.</p> <p>The following list includes individuals in the Health Careers Advisory Council.</p> <p>Tona Ambrose- LTC Erica Brooks- CMH Patty Burbank, FNP- CMH Amy Dulaney- IECC Tammy Fralicker- CMH Brad Harmon- Harmon's Pharmacy Troy Hickey- Twin Rivers Laurie Jenkins- LTC Nursing Ellen Maxwell- CMH Blake Potts- CMH/LTC Pharmacy Eric Potts, PA- GSH Dana Richey- Heritage Health Pam Robbins, CMA- CMH Lisa Rotman, RWR Medical Arts- David Rotman MD Odetta Shafer- CMH Sandy Steffey- CMH Brent Todd- LTC Eric Volk- LTC Emily Walls- GSH Laci Walton – CMH Kaye Weck- Ridgeview Care Center Katelyn Williams- CMH Pharmacy Laura Woods- Carle Richland Memorial Hospital Sandy Zumbahlen- Jasper County Health Department Todd Hoagland- Hoagland Chiropractic</p>

CTE Program Review Analysis	
<p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
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.	There are no pre-requisites for this program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	We feel the work-based curriculum (HIM 2220 Clinical Practicum) is valuable enough to the student to put us over the 30-hour certificate limit. (31 total)
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>In 2020, the regional labor market had 4317 jobs and 519 annual openings. The median earnings for occupations are \$14.47/hr or \$30,100/year.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the last five years, the regional occupational market decreased by 4.3%. It is projected to grow by 2% from 2022 to 2027.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	<p>Emsi, Inc.</p> <p>Data is reviewed during Program Review.</p>
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 attend several high school counselor events throughout the year as well as health career days/health awareness fairs. I have close/frequent communication with local health care facilities about job opportunities for students.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The curriculum is reviewed by the Curriculum Committee and the program lead on an annual basis. The program lead prompts changes to the curriculum based on advice from the Advisory Council and recent needs in the health care industry.

<p>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.</p>	<p>Review of the program resulted in expansion of industry partnerships via student internships with new health care facilities. Program review has shown a need to revise recruitment efforts which has resulted in the hiring of a college recruiter whose job will be to specifically increase enrollment in all LTC programs.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>Electronic Medical Records costs include faculty salaries, instructional supplies, and benefits. The district employs one full-time instructor who teaches these courses in addition to Medical Assisting, and is located at Lincoln Trail College. During the review period (FY18-22), EMR costs were \$324,241 (of which \$10,022 were non salary related), whereas the revenue (including tuition and fees, and program fees) amounted to \$236,470. This resulted in a \$87,961 loss to the district. The total cost of instruction was \$977 per credit. All non-salary related costs were for supplies that were paid from Ed Fund sources.</p> <p>The fill rate for the 14 semesters included in this analysis averaged close to 100.</p> <p>Much of the program is taught online, which makes this program a possible area of growth.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>During the review period (FY18-22), EMR costs were \$324,241 (of which \$10,022 were non salary related), whereas the revenue (including tuition and fees, and program fees) amounted to \$236,470. This resulted in a \$87,961 loss to the district. However, a lot of the costs incurred prior to FY21 are expected to be lower, especially given that one full-time faculty's load covers the program.</p>
<p>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? Please explain.</p>	<p>Amount of supplies and equipment needed is minimal due to the online nature of the program.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like</p>	<p>All students complete the FAFSA to be considered for financial aid, scholarships, and disadvantaged students are referred to CEFS or some come through the TRIO program, as well.</p> <p>The costs of the program to students are communicated via the IECC catalog. The IECC catalog outlines program requirements</p>

<p>programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>and course descriptions. Public information is made available for students and any external group or individual to see on the IECC website.</p> <p>Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. LTC Student Services Offices include a Financial Aid Office and are open and available at times suited to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The college has taken steps to increase schedule efficiencies by converting the program to a fully online program to accommodate working adults which limits travel for students to campus.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Not currently.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>This program is asynchronous and offered fully online.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The coursework prepares the students for several healthcare specific job opportunities and the clinical practicum gives the students real-world work experience prior to program completion.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No, this program is not part of a program of study.</p>

<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Not currently. Revision of IECC curriculum into meta majors over the next 5 years will position the program to meet the criteria.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The whole program (aside from the internship) is available in an online format to allow flexibility to students. During the pandemic, an online internship replacement course was developed.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>All high school students are eligible for the program as juniors and seniors. The new Director of Instructional Services coordinates the enrollment of students into the program from high school, ensuring advising, and providing information about stackable credentials, etc.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students must complete HIM 2220 Clinical Practicum to complete the program. They can complete this internship at many different healthcare facilities, usually at the choice of the student. They get real-world healthcare experience in these internships, frequently on day one. Rotations are often offered, especially at hospital locations.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<ul style="list-style-type: none"> - Upon completion of the program, students are prepared to take NHA licensing exams. - I have communicated with many local healthcare facilities about what credentialing agencies they prefer their employees are tested under. The overwhelming response was National Healthcare Association (NHA). We prepare students to take the NHA CMAA exam specifically, but students are equipped to take and pass other licensing organization exams as well. - We organize a testing day (usually a morning and afternoon session) for our students at the LTC Academic Success Center. We help them register for the exam and this year we purchased testing vouchers with Perkins funds for our students. I believe this encouraged more students to take the

	exam and get licensed.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Many of our students take the CMAA exam through NHA. Upon passing the test they become a CMAA (Certified Medical Administrative Assistant).
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	The internship course is a good alternative to any apprenticeship opportunities.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Professional Licensure (State-issued) Professional Certifications (Industry-Organization Based)
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None for this certificate program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Relationships with the local healthcare community are strong. Instructor has a strong working relationship with the local healthcare and therefore, can make a call to setup new internships within this community. Opportunities exist to expand beyond our local community into surrounding communities and those within IECC district. National exams are not state regulated and thus, internships can be established across state lines as well.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Diversity, Equity, & Inclusion Committee
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?	The instructor attends seminars for his professional license and attends an annual conference as part of American Association of Medical Assistants that he is a member of. Additional professional development is needed. Program lead is suggesting accreditation by AHIMA and CAAHEP.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	I attend a chiropractic symposium event annually that provides a lot of continuing education that is relevant to EMR updates as well as HIPAA and other office management information. I am a member of the AAMA (American Association of Medical Assistants) and am attending a conference with this organization this year.

3.17 What is the status of the current technology and equipment used for this program?	Program is fully online. Therefore, there is not a need for equipment. Technology used in program is publisher specific.
3.18 What assessment methods are used to ensure student success?	Instructor speaks with preceptors from student internships and sends an evaluation form to the facilities assessing skills, competency, and knowledge.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are shared with Advisory Council and Curriculum Committee.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Licensure exam and data is used to evaluate curriculum or program changes. I use this data to evaluate which parts of program need more focus or delivered differently.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students frequently express satisfaction with their preparation for employment after they have completed their internships. I require the students to complete a preceptor evaluation form as well as weekly logs and a final hour internship log. These “assignments” require that the student give feedback on what they felt was good about the program and their preparation levels.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Program advisory committee meets annually with very little feedback and suggestions. The Advisory Committee is comprised of a diverse population of healthcare leaders in terms of gender and healthcare professionals which allows for multiple perspectives.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The institution plans to restructure the Advisory Council to include one annual meeting with all CTE programs included and during the meeting groups are split by individual programs.
3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?	I send out an internship evaluation form to each preceptor site for each intern. I also make phone calls to the preceptor sites every other week to get feedback.
3.25 What are the program’s strengths?	Instructor is a strength – Substantial experience in the industry and credentialed. Students sit for the National Health Careers Association and the Certified Medical Administrative Assistant exams.
3.26 What are the identified or potential weaknesses of the program?	We haven’t had a lot of recruitment opportunities/effort for this program since I have been at LTC (since the start of 2020 during the pandemic). I have increased the enrollment for EMR within the past year by recruiting some of my CMA students. The two programs pair so well and the extra credentials of a CMA with

	EMR education/experience raise the eyebrows of potential employers. We have a potential opportunity to merge our EMR program with several other IECC programs to increase enrollment and serve a larger student population.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Actions include focusing on recruitment and increasing enrollment in the program.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
At this time, there are no additional barriers.					
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. Each year may represent a cohort.					
CTE Program	Electronic Medical Records				
CIP Code	510707				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	3	3	4	1
Number of Completers	0 (0%)	1 (33.33%)	1 (33.33%)	1 (25%)	0 (0%)
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Although the program enrollment is low, disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 16-17, 17-18, 18-19, 19-20, and 20-21 as during this time the program was a single one-year certificate.				
How does the data support the program goals?	Data is not robust enough to make good judgments in this area.				

Elaborate.	
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	While exploring the data for equity gaps, 100% of the enrollment were female white non-Hispanic over the last five academic years. Furthermore, 90.91% of the students are Pell-eligible. The completion rate for Pell-eligible students has been 30% over the last five year.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates. How are you recruiting students from nontraditional fields?
Are the students served in this program representative of the total student population? Please explain.	The program population is not representative of the student population. 62% of the district population is female while 100% of the program's headcount is female. After reviewing the program headcount, 100% of the program's headcount was white, non-Hispanic while the overall student population was 96% white, non-Hispanic.
Are the students served in this program representative of the district population? Please explain.	The program population is not representative of the district population. 51.1% of the district's population is male while the program overrepresents the female population with a 100% enrollment rate of the last five years. After reviewing the program headcount, the breakdown of student ethnicity, the program's headcount was 100% white, non-Hispanic while the district's population was 92.51% white, non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Most of the program is online. Only internships are in-person. High success rate.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A

<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Objectives are being met.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>In its current format the program is effective.</p>
<p>Resources Needed</p>	<p>N/A</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>N/A</p>

Career & Technical Education				
College Name:		Illinois Eastern Community College Frontier Community College		
Academic Years Reviewed:		2017-2021		
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
Graphic Arts & Design	D199 GAD	61	110801	C198
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Learning Outcomes <ol style="list-style-type: none"> 1. Student will demonstrate structure-based design ideas verbally, visually, and digitally. 2. Student will demonstrate creative thinking and problem-solving skills by applying the principles of design to produce original design projects as they relate in digital, print, motion, and 3D. 3. Student will display a professional manner in manipulating materials and information, use of time, attitude, and work ethic. 		
		Occupations <ul style="list-style-type: none"> • 27-1024 Graphic Designers • 27-1014 Special Effects Artists and Animators • 15-1257 Web Developers and Digital Interface Designers • 15-1299 Computer Occupations, All Other 		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Project objective achievement is measured in a variety of ways: <ul style="list-style-type: none"> • Review of annual assessment and longitudinal reports • Internship provider feedback • Direct assessment of software use proficiency • Live-client interactions/feedback • Formative and summative assessment methods 		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		<u>2017 Intended Action Steps</u> Finalize a 2+2 articulation agreement with the University of Southern Indiana (2017) <ul style="list-style-type: none"> • Completed. A 2+2 articulation agreement with the University of Southern Indiana is established for Graphic Arts and Design students to seamlessly transfer credits toward a Baccalaureate degree in Graphic Design. 		

	<p>Secure additional internship sites for fourth semester students (2017-2019)</p> <ul style="list-style-type: none"> • Completed. Internship sites for the fourth semester have increased and are secure for students' final semester. <p>Embed more resume and interview skills into the program (2017-2018)</p> <ul style="list-style-type: none"> • Completed. Job preparation skills including resume and cover letter creation are introduced in the first semester of the program. Then, job preparation skills are reviewed in greater depth in the fourth semester to demonstrate growth in software knowledge, ability and skill using Adobe Suite software. Students also participate in mock interviews at the conclusion of the fourth semester. Students showcase the portfolio they create throughout the program during their mock interview. Students are taught to reference their design thought process in each piece presented. <p>Evaluate aspects of the program and update (2017 forward)</p> <ul style="list-style-type: none"> • Since the previous 2017 Program Review, the intended action steps were completed and students have participated in the 2+2 agreement with the University of Southern Indiana.
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Cheryl Harl, Faculty Dr. Paul Bruinsma, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation Megan Black, Director of Instructional Services</p> <p>Each partner shared their input regarding curriculum planning expertise, assessment analysis, student success coordination, and data mining</p> <p>Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Kara Blanton, Advisor-Student Services Current Graphic Arts and Design students – provide feedback and performance data regarding program outcomes Members of Graphic Arts and Design Advisory Committee – provide feedback regarding skill</p> <p>Student and employer information was collected and shared through various processes such as surveys and Area Planning Councils. Employers, who support the program, directly impacted the review. Information regarding the skills taught in the program and the satisfaction of using a curriculum that supports employment "soft skills" were solicited.</p>

CTE Program Review Analysis	
<p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>There are no course pre-requisites for this program. Placement scores: English/Writing: Compass: ≥ 47, ACT: ≥ 18, Asset: ≥ 38, SAT: ≥ 450, Accuplacer: ≥ 76 Reading: Compass: ≥ 77, ACT: ≥ 18, Asset: ≥ 39, SAT: ≥ 460, Accuplacer: ≥ 82 Math: Compass: ≥ 32, ACT: ≥ 18, Asset: ≥ 36, SAT: ≥ 470, Accuplacer: ≥ 34 If cut-off scores are not met, remedial and college preparatory courses must be completed.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>One additional credit hour was added to the Graphic Arts and Design program. GEN 2297 Employment Skills is a required course in the final semester. The rationale for adding the course is to prepare students for employment in the graphic arts industry. The course outcomes include developing necessary documents for employment and preparing and practicing interview skills for positions in the graphic arts field. According to the advisory committee, all courses in the program are necessary for student success.</p>
Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 968 target occupations in the area which is 60% below the national average. Annually, there are 84 job openings available in the region with median earnings of \$23.31/hr. or \$48.5K/yr. This is significantly lower than the national wage data. When breaking down the occupations, there is an expected growth in the Web Developers and Digital Interface Designers which currently comprises 172 jobs with 14 annual openings. In addition, the median earnings for this occupation is \$21.72/hr.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the past five years the target occupations have decreased by 6.1%. The region is expected to see slight growth over the next five years at approximately 2.5% compared to a national growth rate of 4.0%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI (Lightcast) Data is reviewed during program review.</p>

<p>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?)</p>	<p>The FCC/IECC Recruiters work collaboratively with area school counselors to recruit students with interest in Graphic Arts and Design program and visual arts in general. FCC/IECC Recruiters attend local college and career fairs to promote the Graphic Arts Program. FCC also hosts a Career and Technical Education Showcase event for prospective students to learn about CTE programs at FCC including the Graphic Arts and Design program. FCC also hosts an Annual Art Show showcasing local artists including FCC’s GAD students. This event allows current GAD students to engage with prospective students.</p> <p>Members of the Advisory Council serve as guest speakers in the classroom to educate students on specific content.</p> <p>There is a Dual Credit feeder program for Graphic Arts and Design, however interest among high school students is sporadic from year to year. There is interest in the Dual Credit GAD courses in the 2022-2023 school year.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Syllabi are reviewed and updated annually by faculty. Changes are made to the curriculum based on feedback from the advisory council meetings. The administration monitors student satisfaction results and advisory councils regarding suggestions for changes to the curriculum.</p>
<p>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.</p>	<p>Review of the Graphic Arts and Design program resulted in the addition of GEN 2297 Employment Skills. Advisory Council members expressed a need for a course to prepare students in the job search and preparation. No additional action is needed at this time.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends 	<p>The unit cost for the GAD program is \$351.14 which is in line with other CTE programs in the district. Costs associated with the GAD program are covered through education fund dollars, tuition, fees, and grants. Major purchases (software, supplies, equipment, etc.) are made with institutional and grant funds. The running student-to-faculty ratio has been 8:1. The dual credit enrollment should provide an increase in college enrollment in future years. The program schedules courses during the day and evening throughout the week.</p>

<ul style="list-style-type: none"> • Credit hours earned year to year • Scheduling efficiency 	
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The GAD program runs very efficiently through a combination of different funding sources, optimal student to faculty ratios, and a dedicated part-time instructor.</p>
<p>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? Please explain.</p>	<p>The Graphic Arts and Design program is funded through the annual budget, additional support is provided from Perkins funding when necessary.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>IECC Financial Aid Offices administer the institutional, Illinois State, and Federal financial assistance programs for students and veterans according to the required regulations for each program. Scholarships are available through the Student Services office and the college foundation.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>A block schedule format is currently used for the required Graphic Arts and Design courses. This format allows for reduced costs of the program and allows students to have greater availability to pursue elective courses. Frontier Community College has recently added a Distance Learning classroom. Investigation of installing similar technology will be completed to determine if a distance education format is feasible for Graphic Arts students. Enrollment minimums are examined annually to determine cost effectiveness. Frontier has updated hardware and software in phases in order to maintain cost-effectiveness while staying current with industry standards.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Except for possibly looking for additional grant funding, no actions or modifications are necessary at this time.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>

<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Overall, 91.92% of students were successful in their courses regardless of delivery method. When analyzing the data, the success rates change to 90% for online delivery and 91.13% for a hybrid delivery method.</p> <p>The program's strengths are excellent instructors, updated equipment, ample space for students to work, long-established relationships with local businesses, and a robust curriculum.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Coursework and assignments/projects are linked to work experience by implementing the use of “live client” assignments/projects. These assignments provide opportunities for the students to engage with community leaders which fosters relationship building between the students and potential employers.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The GAD program is currently not approved as a program of study. We plan to submit for consideration in the future.</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>The GAD program does not meet the definition of a career pathway program.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Students participate in various field trips for program related content delivery. Students also go on field trips in order to practice concepts and skills taught in the classroom. For example, photography students visit a nearby zoo to practice natural light photography with animal subjects.</p> <p>Graphic Arts and Design students collaborate with other FCC programs to complete projects involving marketing and design. Specifically, the Electrical Distribution Systems program collaborates with GAD to concept, brand, create, and design promotional materials for the annual EDS Lineman Rodeo event.</p>

	<p>In the final semester, students produce a pdf, animated, and a hard-copy portfolio which they present to a panel of professionals.</p> <p>Students create a mock business and marketing plan for the business.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Edwards County High School and Fairfield Community High School students have enrolled in Dual Credit Graphic Arts and Design courses. Students enroll in GAD 1201 and GAD 1211. GAD 1201 and GAD 1211 are foundational courses in the graphic arts and design program teaching introductory level content of graphic arts and the various Adobe software used in the program.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Graphic Arts and Design students are given curriculum-based learning opportunities that include meeting and communicating with clients to determine the scope of projects and desired outcomes. These learning opportunities are carefully selected by the instructor to ensure alignment with course and program outcomes.</p> <p>Graphic Arts and Design students participate in a 150-hour internship experience in the final semester of the Graphic Arts and Design program. The owners of businesses who host an intern are asked to serve on the Graphic Arts and Design Advisory Committee and provide valuable feedback about program improvements and outcomes.</p> <p>Wayne County Press TTT design Clay County Republican Newspaper First Baptist Church Pip and Kate Olde Print Shoppe New Beginnings Church Frontier Community College softball league Ikonic Studio</p> <p>Students gain professional experiences and client interaction in their internships and projects. The student experience could improve by providing opportunities which the students could be compensated for their time or portion of their time.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>No.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>No, there are not currently industry-recognized certifications or credentials for the program.</p>

<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No, there are not apprenticeship opportunities available through this program. However, students participate in a 150-hour internship program.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Not applicable</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Frontier has a 2+2 articulation agreement with the University of Southern Indiana. Students who complete the Associate in Applied Science in Graphic Arts and Design can transfer to USI for a Bachelor of Science or Bachelor of Arts in Art/Graphic Design.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>IECC/FCC has partnered with two area high schools to offer Graphic Arts and Design courses as dual credit. We have also partnered with the University of Southern Indiana to form a 2+2 agreement. New internship sites are added each year. The internship site relationships are cultivated by the participants on the advisory council for Graphic Arts and Design.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The partnership with the University of Southern Indiana allows students to advance their skills to earn a bachelor's degree.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development opportunities are offered at the beginning of the semester for campus updates and topic specific trainings. Professional Development is available to faculty and staff through the Center for Excellence in Teaching and Learning. Professional development courses are available for implementing the Learning Management Software, Canvas. In addition, self-paced trainings are available for Canvas as well.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Professional Development for Mental Health First Aid is available to faculty and staff to address student Mental Health as well as equity and inclusion. Go2Knowledge is another resource used by faculty and staff on specific topics based on faculty need and interest.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Within the last three years, two 3D printers, a mat cutter, pottery wheel and a new 24" printer have been purchased. All these items are in good condition. New Mac computers have been installed in the Graphic Arts and Design lab. The Adobe Creative Cloud subscription is renewed and updated annually. Technology and equipment used in this program is modern and sufficient for student learning.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Students are assessed in a variety of ways: quizzes, exams, rubrics, hands-on assignments, research, and written assignments. Students are also given 'live client' projects which connect</p>

	students to community and business needs.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are presented at annual meetings, shared with the Advisory Council, and discussed with faculty. Collaboration with these groups help determine methods for improvement in content delivery and student performance.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Curriculum revisions are on-going and adjusting syllabi when design software updates. Instructors make changes based on needs and feedback from employers and their employees. Students and employers also provide feedback that affects learning styles and therefore, to ensure all learning styles are incorporated into instruction. Additionally, an instructor may add and/or change training to include additional time on a specific aspect of the subject because of student feedback.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	In FY21, one graphic design student responded to the survey but did not complete the question about the program. The information is requested from the student after program completion.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The committee meets annually. These members consist of men and women that own graphic businesses, as well as educators from all levels of education, and other graphic adjunct instructors. The engagement could be improved with this group by inviting them into the classroom for presentations on topics related to their expertise in the graphic arts and design industry.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers and community based non-profit organizations are engaged in the program by serving as guest lecturers in the classroom. Small business owners often engage with students by providing learning opportunities requesting design projects created by students. The relationships built by these projects provide work-based learning projects for students. Organizations and employers help review curriculum content, program structure, and overall improvements to the program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers, including those who hire interns and/or graduates report satisfaction with Graphic Arts and Design students. Employers indicate students are knowledgeable and can navigate the necessary software used in design. Further, employers state students are well prepared for employment in the industry.
3.25 What are the program's strengths?	The program's strengths are that it provides a strong foundational knowledge and skill base for students who transfer to a 4-year institution or who plan to gain employment. The faculty have extensive background and experience in the graphic art and design skill area which they teach which allows IECC to provide high quality instruction while ensuring the latest trends and skill levels to be taught for the industry.

<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>Financial difficulties to keep the latest technologies in the learning environment is challenge of the program. Maintaining computer hardware and software is a significant expense.</p> <p>Another area of weakness for the program is follow-up. Retrieving student response data is a challenge to gather information regarding program satisfaction.</p>				
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The Program Review Team does not recommend any actions or modifications.</p>				
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>					
<p>With a preference for face-to-face learning from students, COVID-19 was a barrier. Students depended on college facilities, computer hardware and software to complete coursework. Additional Mac computer stations were made available to students in library study spaces to increase accessibility for students. Coordinating high school and college schedules for dual credit courses has been a barrier to enrollment generation.</p>					
<p>Performance and Equity</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.</p>					
<p>CTE Program</p>	<p>Graphic Arts & Design</p>				
<p>CIP Code</p>	<p>110801</p>				
	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>
<p>Number of Students Enrolled</p>	<p>8</p>	<p>8</p>	<p>7</p>	<p>9</p>	<p>6</p>
<p>Number of Completers</p>	<p>5 (62.5%)</p>	<p>7 (87.5%)</p>	<p>3 (42.86%)</p>	<p>5 (55.56%)</p>	<p>0 (0%)</p>
<p>Other (Please identify)</p>					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p>	<p>Although the program enrollment is low, disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. Academic years 2017, 2018, 2019, 2020, and 2021 are the last five years that contain enrollment data but for completion data, academic years 2017, 2018, 2019, and 2020 were examined</p>				

<p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	<p>The COVID-19 pandemic did not hurt program enrollment numbers. The GAD industry is a predominantly a female dominated industry. Similarly, the GAD program enrollment is predominantly female.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>While exploring the data for equity gaps, it is noticeable that the program’s enrollment tends to be 66.67% female. In comparison, only 33.33% of the program’s enrollment is male. 58.33% of students were Pell-eligible while 41.67% were not eligible. Furthermore, 75% of female students completed the program while only 40% of the male students completed. Non-Pell-eligible students complete the program at a higher rate (71.43%) than Pell-eligible students (56.25%). Overall, the program completion rate was 63.33% when examining cohorts from 2017, 2018, 2019, and 2020.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates. FCC is working with marketing and recruitment to specifically target identified student populations. Advisory committee members have been asked to help with this recruitment process.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>The program population is representative of the student population. For example, the student population is 62% female and 38% male, while the program is 66.67% female and 33.33% male. In addition, after reviewing the program headcount, the breakdown of student’s ethnicity, 91.67% of the program’s headcount was white, non-Hispanic while 8.33% were non-white. In comparison, the overall student population was 96% white, non-Hispanic. Although there is a slight difference between the program and the overall student population’s representation, the program tends to enroll a more diverse student population than the entire student population.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The program population is not representative of the district population. 51.1% of the district’s population is male and 48.9% is female, while the program overrepresents the female population (66.67%) and underrepresents the male population (33.33%). After reviewing the program headcount, the breakdown of student’s ethnicity, 91.67% of the program’s headcount was white, non-Hispanic. In comparison, the district’s population was 92.51% white, non-Hispanic. Although there is a slight difference between the program and the overall student population’s representation of ethnic groups, the students surveyed represent the district population.</p>
<p>Review Results</p>	

<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The Team does not recommend any changes to the Graphic Arts and Design program, other than minor syllabi modifications. The program is high quality and appropriate to the College's, students', and community's needs.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>The action steps are to monitor the follow up with graduate placement and employment at the conclusion of the program and beyond.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>N/A. Program objectives are being met.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates. FCC is working with marketing and recruitment to specifically target identified student populations. Advisory committee members have been asked to help with this recruitment process. Program faculty and advisory committee are also reviewing the curriculum for equity concerns and suggesting adjustments when appropriate.</p>
<p>Resources Needed</p>	<p>Additional financial support is always needed. An additional part-time instructor could be added to provide students a different perspective.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Instructional Services team, including the Dean of Instruction and Director of Instructional Services will lead in implementing any modifications to the program.</p>

Career & Technical Education				
College Name:		Illinois Eastern Community College Olney Central College		
Academic Years Reviewed:		2017-2021		
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 Information Technology	D188 MCOD	60	510713	C189 Medical Coding Associate
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Learning Outcomes <ol style="list-style-type: none"> 1. Students will be able to evaluate and assign appropriate codes. 2. Students will be able to analyze and verify documentation inside the health record. 3. Students will be able to maintain primary and secondary health data in accordance with policies and procedures. 4. Students will apply legal, confidentiality, and privacy concepts and principles to the practice of HIT. 5. Students will utilize appropriate technology and research methods to analyze data and support decision making. 6. Students will demonstrate quantitative skills to solve related healthcare statistical problems. 7. Students will effectively communicate information accessibility and usability to patients. 8. Students will apply reimbursement policies and procedures. 9. Students will evaluate the revenue cycle management processes. 10. Students will comply with all regulatory policies and procedures. 11. Students will demonstrate multi-faceted leadership skills appropriate to the HIT field. 		
		Occupations <ul style="list-style-type: none"> • 29-2098 - Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other • 31-9092 - Medical Assistants • 43-3021 - Billing and Posting Clerks • 43-6013 - Medical Secretaries and Administrative Assistants • 43-9021 - Data Entry Keyers • 43-9041 - Insurance Claims and Policy Processing Clerks 		

<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Completion rate is 41.82 percent, which is higher than national and state average for programs like this. program outcomes are assessed through end of semester testing and portfolio completion. Program assessment aligns with learning outcomes. Students are meeting broad learning outcomes through completion and assessment standards set by national agencies. This program will consolidate with other similar programs across the IECC district through a guided pathways initiative.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Program was added since the 2017 cycle. This is the first review.</p>
<p>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.</p>	<p>Amie Mayhall, Associate Professor Shasta Bennett, Associate Professor Dr. Michael Conn, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination. Dean Conn provided cost analysis and final determination. Instructor Amie Mayhall provided narrative sections.</p>
<p>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.</p>	<p>Student Service staff who provided narrative advice. Student and Employer information was collected and shared through various processes such as surveys and Area Planning Councils. Employers, who support the programs, directly impacted the review. Information regarding emphases of the program and the satisfaction of using a curriculum that supports employment "soft skills" were solicited.</p>

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.

<p>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.</p>	<p>Beginning Keyboarding is required. Students can test out if they have the skills.</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The program is 60 hours.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 18,225 target occupations in the area which is 28% below the national average. Annually, there are 1,993 job openings available in the region with median earnings of \$16.04/hr. to \$33.4K/yr.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the past five years the target occupations have decreased by 3.4%. The region is expected to see a slight decrease over the next five years at approximately 1% compared to a national growth rate of 2.3%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI, Inc.</p> <p>Data is reviewed during program review.</p>
<p>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?)</p>	<p>Recruitment involves career/college fairs, communication with high school counselors and regular contact with IECC advisors.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Yearly advisory council meetings are scheduled as well as regular communication with advisory members regarding industry needs/requirements/adjustments.</p>
<p>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.</p>	<p>None currently.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affai</p>	<p>Response</p>

rs/program-review/																																																																																												
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> Costs to the institution associated with this program How costs compare to other similar programs on campus How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). Revenue Analysis Student to faculty ratio Course/section fill rates Enrollment trends Credit hours earned year to year Scheduling efficiency 	<p>Program Cost:</p> <table border="1"> <tr> <td colspan="7">HLTH & MED</td> </tr> <tr> <td>F/T Fac</td> <td>\$61,577</td> <td>\$63,101</td> <td>\$64,890</td> <td>\$69,892</td> <td>\$68,071</td> <td></td> </tr> <tr> <td>F/T Summer</td> <td>\$15,336</td> <td>\$18,054</td> <td>\$17,780</td> <td>\$17,096</td> <td>\$17,345</td> <td></td> </tr> <tr> <td>Overload</td> <td>\$33,232</td> <td>\$33,809</td> <td>\$34,570</td> <td>\$38,527</td> <td>\$35,738</td> <td></td> </tr> <tr> <td>P/T Fac</td> <td>\$12,201</td> <td>\$12,255</td> <td>\$10,879</td> <td>\$11,019</td> <td>\$7,292</td> <td></td> </tr> <tr> <td>Supplies</td> <td>\$627</td> <td>\$624</td> <td>\$336</td> <td>\$205</td> <td>\$710</td> <td></td> </tr> <tr> <td>Misc other</td> <td>\$922</td> <td>\$1,369</td> <td>\$938</td> <td>\$826</td> <td>\$840</td> <td></td> </tr> <tr> <td>Prof Develop</td> <td>\$661</td> <td>-</td> <td>\$218</td> <td>-</td> <td>-</td> <td></td> </tr> <tr> <td>F/T Internet</td> <td>-</td> <td>-</td> <td>-</td> <td>\$4,900</td> <td>-</td> <td></td> </tr> <tr> <td>P/T Internet</td> <td>-</td> <td>-</td> <td>-</td> <td>\$2,100</td> <td>-</td> <td></td> </tr> <tr> <td colspan="7">Perkins Grant</td> </tr> <tr> <td>Travel</td> <td><u>\$1,965</u></td> <td><u>\$3,012</u></td> <td><u>\$3,428</u></td> <td><u>\$3,578</u></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>\$126,521</td> <td>\$132,224</td> <td>\$133,039</td> <td>\$148,143</td> <td>\$129,996</td> <td></td> </tr> </table> <p>Total cost of program for 5-year span is \$669,923 for instruction and supplies. Unit cost is \$419 for HEA type courses. Cost is slightly higher than other CTE type courses. Enrollment trends are up.</p> <p>Student to faculty ratio is: 7:1 which is lower than the state average.</p>	HLTH & MED							F/T Fac	\$61,577	\$63,101	\$64,890	\$69,892	\$68,071		F/T Summer	\$15,336	\$18,054	\$17,780	\$17,096	\$17,345		Overload	\$33,232	\$33,809	\$34,570	\$38,527	\$35,738		P/T Fac	\$12,201	\$12,255	\$10,879	\$11,019	\$7,292		Supplies	\$627	\$624	\$336	\$205	\$710		Misc other	\$922	\$1,369	\$938	\$826	\$840		Prof Develop	\$661	-	\$218	-	-		F/T Internet	-	-	-	\$4,900	-		P/T Internet	-	-	-	\$2,100	-		Perkins Grant							Travel	<u>\$1,965</u>	<u>\$3,012</u>	<u>\$3,428</u>	<u>\$3,578</u>			Total	\$126,521	\$132,224	\$133,039	\$148,143	\$129,996	
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<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The program is slightly higher to run than other OCC CTE programs. The teacher to student ratio is very low. The cost to the student is very low.</p> <p>The program budget is developed annually and approved by the Board of Trustees. Revenue is derived from tuition, fees, and state reimbursements. Grant funds (Perkins) could be used to focus on teaching/learning and student-centric strategies. These include professional development (in addition to the current budget line item) and instructional equipment and student needs. The administration has been supportive of the program and has provided requested budgeted items each year. Support for nonbudgeted items has also been provided, for updated equipment and space cost.</p>																																																																																											
<p>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? Please explain.</p>	<p>Regular budget for most expenses.</p>																																																																																											
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming</p>	<p>The student costs are reasonable at \$4,090 per year. Book costs and fees are minimal. OCC and other IECC program costs are amongst the lowest in the state.</p> <p>Yes, students are informed early of assistance opportunities available such as CEFS, Pell, and financial aid. Advisors provide information as well as course syllabi including information on assistance.</p>																																																																																											

<p>financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Availability as an online only option. Students have the option of taking all or some online. Consolidate with other programs for institutional cost effectiveness.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Yes, we will consolidate with other programs over the next few years.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>Delivery methods include Traditional, Hybrid, and Online. When taking online courses, medical coding students were 87% successful in their courses compared to 100% in traditional courses and 100% in hybrid courses. Most of the coursework was delivered online.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program audits materials for cultural sensitivity. The program updates materials with industry standards that align with DEI initiative and culturally responsive language and imagery.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit,</p>	<p>No. An institutional shift to guided pathways should resolve this issue.</p>

<p>support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Carle Richland Memorial – virtual field trip. Sarah Bush Lincoln – Guest Speaker Virtual. Capstone course with activities in AHIMA Virtual Lab and EHRGO. Case medical records to code from local facilities.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Students can complete any course as dual credit. The program is available completely online.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students are required to complete a Professional Practice course which provides them with the “real-life” experience of working in the field.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Yes, CAHIIM must accredit the program to be eligible for students to sit for the RHIT. We do not meet the requirements because we do not have two credentialed faculty members.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>AHIMA CCA is a certification option for students. AHIMA RHIT is not an option due to program not meeting accreditation requirements.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include</p>	<p>Professional Licensure (State-issued) - N/A Professional Certifications (Industry-Organization Based) RHIT, CCA</p>

examination pass rates and the number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	IECC currently has a partnership with Franklin University in which all students who achieve their Associate degree can transfer. Franklin University offers a Bachelor of Science in Healthcare Management and Health Information Management which are excellent opportunities for students to continue their education.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Advisory council members are an intricate detail for the program. They are extremely knowledgeable and provide input on the skills/certifications/requirements needed in the field.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	None currently.
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 attend AHIMA annually and keep up on their CEUs.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Use of technology tools such as Studio, Teams, etc. The LMS (Learning Management Systems) allows numerous opportunities to receive information. Faculty attend AHIMA annually and keep up on their CEUs.
3.17 What is the status of the current technology and equipment used for this program?	Current technology and equipment is up to date.
3.18 What assessment methods are used to ensure student success?	Exams, observations, and internship evaluations.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Annual assessment reports.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your	Updated databases using virtual exercises and updated requirements through AHIMA. Many items available virtually, including even Professional Practice completed virtually due to the pandemic.

program and students learning?)	
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Very satisfied. Satisfaction surveys are collected through end of course online surveys, and F2F collection.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council is an especially important knowledge-based resource for this program. They represent various area industries and many years of experience in the field.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Data is shared within the Advisory Council regarding program courses and expectations in each course. Feedback is asked on what additional information or changes in course instruction should take place to provide up-to-date instruction.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	From the advisory council local employers are satisfied with student preparation. We talk to area partners. We communicate during advisory council.
3.25 What are the program's strengths?	Growth of healthcare industry and the facilities available in the area.
3.26 What are the identified or potential weaknesses of the program?	Losing a faculty member and competing programs with other campuses as well as not being accredited for RHIT as suggested by advisory council.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	We have investigated institution accreditation through AHIMA and at the possibility of consolidating programs across the district for better curriculum alignment.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
COVID-19 made it difficult for students to receive on-site professional practice experience. The program not meeting AHIMA accreditation requirements hampers students' ability to sit for the RHIT certification which is the advisory council's main push for our 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. Each year may represent a cohort.	
CTE Program	Health Information Technology
CIP Code	510713

	2016	2017	2018	2019	2020
Number of Students Enrolled	10	8	9	16	15
Number of Completers	3 (30%)	4 (50%)	4 (40%)	5 (29.41%)	7 (46.67%)
Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 15-16, 16-17, 17-18, 18-19, and 19-20 as the program centers around a two-year associate degree.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>Numbers are increasing, and alumni are employed, however this program will consolidate with similar programs through a guided pathways initiative.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Over the five years of review, 41.82% or 23 students completed one of the credentials offered. Of the 23 completers, 20 of them completed the C189, while 3 completed D188. When examining program enrollment, 87.27% were female and 90.91% were white non-Hispanic. Furthermore, 76.36% of the students that enrolled in the program were Pell-eligible. Exploring the data for equity gaps, only 45.83% of the female students completed at least one credential for the program while male students completed at a 14.29% rate. Non Pell-eligible students completed a credential (53.58%) at a slightly higher rate than Pell-eligible students (38.10%). Of the five students who do not identify as white non-Hispanic, only 2 completed a credential for the program.</p>				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>IECC has indicated the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates. How are you recruiting students from nontraditional fields? – We are reaching out to alternative channels through social media and new recruiting efforts.</p>				

<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of female students 87.27% compared to the overall student population of 62% according to the 2020 IECC Factbook, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 96% white non-Hispanic while the program is similarly representative with the program being 90.91% white non-Hispanic.</p> <p>The program needs to be marketed to be less gender specific.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of female students 87.27% compared to the overall district population of 51.1%, thus, they are not representative when it comes to gender. The overall district demographics indicate that the population is 92% white non-Hispanic while the program is similarly representative with the program being 90.91% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is slightly more diverse when compared to the district population it serves.</p>
<p>Review Results</p>	
<p>Action</p>	<p> <input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input checked="" type="checkbox"/> Other (please specify) Consolidation of 3 programs across college campuses </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>We recommend consolidating the program with similar programs in the district. Since we were unable to move for accreditation, we are meeting the same employer needs as other programs in the district.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Consolidate the program within 5 years with similar programs in the district. Action of meeting with Deans, Dr. Jared Gullett, Dr. Michael Conn, Amie Mayhall, District office staff, and Shasta Bennett to make consolidations. 2022-2023 work to make consolidations and finish students in the program or move them over. Timeline should align with Guided Pathways initiative. We may revisit the AHIMA accreditation process in the new consolidated model if applicable.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Reassessment of program goals and possible curriculum revision to match local needs assessment. One suggestion has been to shift to a focus on coding curriculum and greater free resources such as OER books and software. Work with B&I for possible partnerships.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Ensure more representation of marginalized populations. Increase marketing to female and minority populations. Create incentives to secure spots for students related to Equity needs and concerns. Review curriculum for equity concerns and make necessary adjustments.</p>

Resources Needed	Time to work with the team. Support from administration.
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction for oversight of changes, faculty responsible for curriculum changes. New Provost if in place. Presidents of Colleges District Office responsible for reporting and providing financial resources.

Career & Technical Education				
College Name:		Illinois Eastern Community College Olney Central College		
Academic Years Reviewed:		2017-2021		
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
Information Systems Technology	D217 IST	60	110103	C216
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>		<ol style="list-style-type: none"> 1. Students will apply knowledge of networking, switching, routing, and general LAN/WAN concepts. 2. Students will apply knowledge of computer hardware/software installation, configuration, and troubleshooting. 3. Students will apply knowledge of network security principles as well as the tools and configurations associated with network security. 4. Students will apply knowledge of end user and network operating system installation, configuration, and troubleshooting. 5. Students will communicate effectively by expressing information or ideas orally and in writing with a range of audiences. 6. Students will act professionally and responsibly to prepare themselves to work in an employment setting. <p><u>Occupations</u></p> <ul style="list-style-type: none"> • 11-3021 - Computer and Information Systems Managers • 15-1211 - Computer Systems Analysts • 15-1212 - Information Security Analysts • 15-1221 - Computer and Information Research Scientists • 15-1231 - Computer Network Support Specialists • 15-1232 - Computer User Support Specialists • 15-1241 - Computer Network Architects • 15-1244 - Network and Computer Systems Administrators • 15-1245 - Database Administrators and Architects • 15-1251 - Computer Programmers • 15-1256 - Software Developers and Software Quality Assurance Analysts and Testers 		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include</i>		Completion rate is 48.39 percent, which is about the national average for this type of program and above the state average for CTE programming.		

<p><i>employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Objectives are tested regularly in the curriculum and through end of course assessments. Projects and portfolios additionally aid in the learning outcomes assessment.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><u>2017 Intended Action Steps:</u> Plan to hire a full-time faculty for this program once funding is secured. Action completed start of Fall 2021 year.</p>
<p>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.</p>	<p>Jane McCormick, IST Faculty Dr. Michael Conn, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Eva Fatheree, Coordinator of Curricular Reporting and Articulation Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination. Dean Conn wrote narratives and reviewed sections. Jane McCormick provided narrative sections and Faculty perspective</p>
<p>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.</p>	<p>Student services personnel and district office IT staff.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>In High School and Accuplacer tests, students are placed with multiple measures. No revisions from past years.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>
<p>Indicator 1: Need</p>	<p>Response</p>

<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 3,998 jobs in the regional market with 331 annual openings. The median earnings were \$31.19/hr. or \$64.9K/yr.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>In the last five years, the demand for the occupations decreased by 7.2%. Over the next five years, the occupational demand is expected to grow by 5.9%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Emsi, Inc., O-net data</p> <p>Data is reviewed during Program Review.</p>
<p>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?)</p>	<p>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. Recruitment efforts occur in high schools, career fairs, radio, TV, print, and online advertising. The OCC recruiter and faculty attend career and college fairs at local high schools.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The college 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.</p>
<p>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.</p>	<p>Expanding the curriculum to include the possibility of coding and greater course offerings.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>Costs:</p> <table border="1"> <tr> <td>IST Title III</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>F/T</td> <td>\$25,240</td> <td>\$25,871</td> <td>\$45,672</td> <td>\$70,167</td> <td>\$70,905</td> </tr> <tr> <td>IST Title III</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>F/T</td> <td>\$25,240</td> <td>\$25,871</td> <td>\$45,672</td> <td>\$70,167</td> <td>\$70,905</td> </tr> <tr> <td>F/T Summer</td> <td>\$3,076</td> <td>\$1,897</td> <td>\$1,957</td> <td>\$1,980</td> <td>\$4,005</td> </tr> <tr> <td>Overload</td> <td>\$2,704</td> <td>\$4,913</td> <td>\$1,680</td> <td>\$5,064</td> <td>\$5,016</td> </tr> <tr> <td>P/T Faculty</td> <td>\$4,935</td> <td>\$1,246</td> <td>\$2,054</td> <td>\$0</td> <td>\$873</td> </tr> <tr> <td>Supplies</td> <td>-</td> <td>-</td> <td>\$66,953</td> <td>\$4,151</td> <td>\$6,174</td> </tr> <tr> <td>Misc other</td> <td>-</td> <td>-</td> <td>\$39,975</td> <td>\$52,108</td> <td>\$11,245</td> </tr> <tr> <td>Prof Develop</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Equip 8600</td> <td>-</td> <td>-</td> <td>-</td> <td>\$26,274</td> <td>-</td> </tr> <tr> <td>F/T Internet</td> <td></td> <td></td> <td></td> <td></td> <td><u>\$2,100</u></td> </tr> <tr> <td>Total</td> <td>\$35,955</td> <td>\$33,927</td> <td>\$158,291</td> <td>\$159,744</td> <td>\$100,318</td> </tr> <tr> <td>F/T Summer</td> <td>\$3,076</td> <td>\$1,897</td> <td>\$1,957</td> <td>\$1,980</td> <td>\$4,005</td> </tr> <tr> <td>Overload</td> <td>\$2,704</td> <td>\$4,913</td> <td>\$1,680</td> <td>\$5,064</td> <td>\$5,016</td> </tr> <tr> <td>P/T Faculty</td> <td>\$4,935</td> <td>\$1,246</td> <td>\$2,054</td> <td>\$0</td> <td>\$873</td> </tr> <tr> <td>Supplies</td> <td>-</td> <td>-</td> <td>\$66,953</td> <td>\$4,151</td> <td>\$6,174</td> </tr> <tr> <td>Misc other</td> <td>-</td> <td>-</td> <td>\$39,975</td> <td>\$52,108</td> <td>\$11,245</td> </tr> <tr> <td>Prof Develop</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Equip 8600</td> <td>-</td> <td>-</td> <td>-</td> <td>\$26,273</td> <td>-</td> </tr> <tr> <td>F/T Internet</td> <td></td> <td></td> <td></td> <td></td> <td><u>\$2,100</u></td> </tr> <tr> <td>Total</td> <td>\$35,955</td> <td>\$33,927</td> <td>\$158,291</td> <td>\$159,744</td> <td>\$100,318</td> </tr> </table> <p>Total for last five years was \$488,235 for supplies and instructor cost.</p> <p>Average unit cost average for last year was: \$371 lower than the average unit cost of \$439.57 for OCC courses.</p> <p>The overall cost of this program is low compared to other CTE programs based on supplies and lower cost of new instructors who facilitate the program. Some costs have been offset by Title III initiative grant funding.</p> <p>The student to faculty ratio for the program is 10:1</p> <p>Enrollment trends are up. Program is new and growing.</p>	IST Title III						F/T	\$25,240	\$25,871	\$45,672	\$70,167	\$70,905	IST Title III						F/T	\$25,240	\$25,871	\$45,672	\$70,167	\$70,905	F/T Summer	\$3,076	\$1,897	\$1,957	\$1,980	\$4,005	Overload	\$2,704	\$4,913	\$1,680	\$5,064	\$5,016	P/T Faculty	\$4,935	\$1,246	\$2,054	\$0	\$873	Supplies	-	-	\$66,953	\$4,151	\$6,174	Misc other	-	-	\$39,975	\$52,108	\$11,245	Prof Develop	-	-	-	-	-	Equip 8600	-	-	-	\$26,274	-	F/T Internet					<u>\$2,100</u>	Total	\$35,955	\$33,927	\$158,291	\$159,744	\$100,318	F/T Summer	\$3,076	\$1,897	\$1,957	\$1,980	\$4,005	Overload	\$2,704	\$4,913	\$1,680	\$5,064	\$5,016	P/T Faculty	\$4,935	\$1,246	\$2,054	\$0	\$873	Supplies	-	-	\$66,953	\$4,151	\$6,174	Misc other	-	-	\$39,975	\$52,108	\$11,245	Prof Develop	-	-	-	-	-	Equip 8600	-	-	-	\$26,273	-	F/T Internet					<u>\$2,100</u>	Total	\$35,955	\$33,927	\$158,291	\$159,744	\$100,318
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<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The program is cost effective, when compared with other CTE programs.</p> <p>The 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 the current budget line item), instructional equipment and student needs. The administration has been supportive of the program and has</p>																																																																																																																																				

	provided requested budgeted items each year. Support for nonbudgeted items has also been provided, for updated equipment and space cost.
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? Please explain.	Title III funding for first 3 years, now transitioned fully to general ed fund.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The student costs are reasonable at \$4,090 per year. Book costs and fees are minimal. OCC and other IECC program costs are amongst the lowest in the state. Disadvantaged students are referred to the Transition Center for resource information, including C.E.F.S.
2.5 How will the college increase the cost- effectiveness of this program?	Scheduling efficiencies will increase with new guided pathways initiative. The implementation of distance learning classrooms will allow for instruction throughout the district and through the Rise consortium. Consumable costs are offset by donations and grant explorations.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	None currently.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Students of the program take courses in a variety of delivery methods including traditional, hybrid, and online. The average success rate was 90.33% while the success rate in the online method was 84.78% and 87.5% in the hybrid method.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Coursework is linked to work experience through internships, close connections to local employers, virtual workplace activities, and in-depth projects. The curriculum is culturally relevant and tied to DEI initiatives. Students are prepared for the workplace through rigor of program and role-playing simulated projects for curriculum.

<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>IST does qualify for Perkins V. However, it is not part of a program of study in 2022. We will explore a program of study in the future.</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Not currently.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Virtual fields trips, Capstone type projects, and Cross-collaborations with other CTE programs in the West Richland Center building.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Two classes are offered as dual credit to local high schools. The two classes are Informational Technology Essentials and Introduction to Networks. These two classes are the beginning foundation to the IT degree providing introduction to many aspects of IT.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Internships are part of the degree program. We are working on externships.</p> <p>Internships provide real-life, hands-on problem-solving experiences necessary to be proficient in a successful IT career in the future.</p>

<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>None currently.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>One third-party authority verifies the students' qualifications and competency levels. Students are prepared to study for and take Cisco certification exams as desired by the individual.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>None currently.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>IECC-Olney Central College has a transfer agreement to BS Information Technology with Southern Illinois University at Carbondale. IECC also has a partnership with Franklin University in which any associate degree transfers to Franklin. Franklin offers many programs related to AAS in Information Systems Technology in which students may continue their education – Information Systems, Information Technology, Cybersecurity, and Web Development.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Workforce partners with advisory councils and local business leaders including donors of products and consumables. New internship sites include Abacus computers, AM Transport, and North American Lighting.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>N/A</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development is available to all IECC instructors and built into departmental budgets and incorporated in the yearly schedule. Instructors take district-wide professional development and attend specific conferences annually with their internal budgets. Additionally, the HR department provides additional funding for professional development through a selection process for distribution of funds.</p>

<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>DEI training is provided to faculty through the OCCRL and through our free Vector LMS training (sensitivity, LGBTQ+, and diversity). Additionally, we offer sessions at our district wide workshop on DEI initiatives.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Current technology is up to date and current with industry standards. Cisco Systems, new computers, and computer programing simulators are all part of the equipment purchased with a T3 grant.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Qualitative and quantitative methods are used to assess students and the program.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Program assessment is annually conducted and collected through Compliance Assist. Local assessment coordinators combine data and release reports to help with dissemination of data trends and continuous improvement.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>None currently – program is too new.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>100% of the students were satisfied in 2020 and only 50% of the students were satisfied in 2021. One factor of explaining this data is the low response rate from the program.</p> <p>Data is collected in the annual student satisfaction survey.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>IST program advisory committee meets regularly, and records are on file. Local business and industry representatives attend and provide input for improvement and curriculum advisement. The committee is new and could use diversification of representation.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>We share labor market data with the committee and members have a voice in the program structure.</p>
<p>3.24 How satisfied are employers in the preparation of the program’s graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>In 2022, the employers where students were recently placed were very happy with the preparation of the students. They have positive feedback.</p>

3.25 What are the program’s strengths?	Strengths include Labor Market Demand, Faculty Recognition/Achievements, Partnerships, Equipment & Resources, Graduation and Employment Rates, etc.
3.26 What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> • Enrollment • Equity gaps • Limited courses offerings • Limited faculty to instruct the courses.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Share labor market data with the committee and members have a voice in the program structure.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

- Transition from T3 funding to Ed fund.
- Staff changes.
- Updating curriculum to align to student needs and cost reductions.
- Geographically, the program is located away from main campus, and creates challenges for students to schedule appropriate courses.

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. Each year may represent a cohort.

CTE Program	Information Systems Technology				
CIP Code	110103				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	0	5	8	14
Number of Completers	1 (16.67%)	N/A	4 (80%)	5 (62.5%)	7 (50%)
Other (Please identify)					

<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate</p>	<p>Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by college, race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 15-16, 16-17, 17-18, 18-19, and 19-20 as the program centers around a two-year associate degree.</p>
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<p>to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	<p>The program is growing, and we are developing new avenues and partnerships to meet the overall program goals. We are developing stronger connections to dual credit partnerships and developing greater curriculum options.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Over the five years of review, 48.39% or 15 students completed one of the credentials offered. Of the 15 completers, 15 of them completed the degree, D217, while 4 completed C216. The completion for the program being offered by Frontier Community College was 46.67% while it was 50% for the program offered at Olney Central College.</p> <p>When examining program enrollment, 74.19% were male and 90.32% were white non-Hispanic. Furthermore, 74.19% of the students that enrolled in the program were Pell-eligible. Exploring the data for equity gaps, only 25% of the female students completed a credential for the program while male students completed at a 56.52% rate. Non-eligible students completed a credential (50%) at a slightly higher rate than Pell-eligible students (47.83%). None of the 3 students who identified non-white completed either credential.</p> <p>We will work to identify any practices to ensure greater completion rates and meet equity gap concerns.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of male students 74.19% compared to the overall student population of 38% according to the 2020 IECC Factbook, thus, they are not representative when it comes to student gender. This gap is on average with national trends for IST. The overall student demographics indicates that the student population is 96% white non-Hispanic while the program is similarly representative with the program being 90.32% white non-Hispanic. This data suggests the students served in this program are representative of the entire student population with regards to student ethnicity.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of male students 74.19% compared to the overall district population of 51.1%, thus, they are not representative when it comes to gender. The overall district demographics indicates that the population is 92% white non-Hispanic while the program is similarly representative with the program being 90.32% white non-Hispanic. The program is representative of the racial and ethnic demographics of the district.</p>

Review Results	
Action	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
Summary Rationale Please provide a brief rationale for the chosen action.	The program is newly designed and shows steady growth. After developing the curriculum and facilities for a Title III grant, the program moved to the main education budget and shifted to a full-time instructor and multiple adjunct instructors. We will continue to run the program focusing on growth and curriculum development based on industry needs and local needs assessments.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>We will continue to develop the curriculum and purchase any necessary equipment. (1-5 years)</p> <p>We will provide professional development for the instructors to learn the necessary skills (five years).</p> <p>We will move to develop greater quality online instructional design instruments and courses (1-5 years).</p>
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Reassessment of program goals and possible changing of curriculum to match local needs assessment. One suggestion has been to shift to a focus on coding curriculum and greater free resources such as OER books and software. Work with B&I for possible partnerships.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Ensure more representation of marginalized populations. Increase marking to female and minority populations. Create incentives to secure spots for students related to equity needs and concerns. Review curriculum for equity concerns and make necessary adjustments.
Resources Needed	Money, time, people, and space
Responsibility Who is responsible for completing or implementing the modifications?	Dean, Faculty, District office staff, local business leaders, B&I partnerships, Presidents, and students.

Career & Technical Education				
College Name:	Illinois Eastern Community College Olney Central College			
Academic Years Reviewed:	2017-2021			
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
Massage Therapy	C338 THM	43	513501	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
<p>Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>	<p>The objectives and purpose of the Massage Therapy certificate program is to give students the skills needed for the field of Massage Therapy. Through the coursework within this program, students will be prepared to work in the wellness area of professional massage therapy.</p> <p>At the completion of this degree program, students will be able to do the following:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the structure and function of the human body. 2. Demonstrate manual soft tissue therapy skills for assessment and treatment. 3. Demonstrate professional and interpersonal competencies for a career as a professional massage therapist. 4. Demonstrate an ability to maintain personal health and wellness using somatic self-care methods and techniques. 5. Demonstrate an understanding of the competencies required for a successful business providing massage therapy services. <p>Upon completion of this program of study, students will be eligible to sit for the National Certification Exam in Therapeutic Massage and Bodywork.</p> <p><u>Occupations</u> 31-2022 - Physical Therapist Aides 31-9011 - Massage Therapists</p>			
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting</i></p>	<p>Students demonstrate an understanding of the structure and function of the human body through testing achievement. Students demonstrate manual soft tissue therapy skills for assessment and treatment through in class evaluations and work experience. Students demonstrate professional and interpersonal competencies for a career as a professional massage therapist. Students demonstrate an ability to maintain personal health and wellness using somatic self-care methods and techniques. Students demonstrate an understanding of the competencies required for a successful business providing skills and the high</p>			

<p><i>Program Learning Outcomes, etc.)</i></p>	<p>rate of students who start their own business or move to industry. Completion rate is 63.64 percent, which is about the national average for this type of program and above the state average for CTE (Career and Technical Education) programing.</p> <p>Objectives are tested regularly in the curriculum and through end of course assessments. Projects and portfolios additionally aid in the learning outcomes assessment.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>2017 Intended Action Steps: Recruit in a wider area within the district, starting immediately. Start a day cohort, starting Fall 2017. Attempt to recruit more males, starting immediately.</p> <p>- A day cohort did not begin.</p>
<p>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.</p>	<p>Deb Burnett, Lead Instructor Dr. Michael Conn, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center, and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination. Mike Conn provided cost, narrative, and determination. Faculty provided narratives</p>
<p>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.</p>	<p>Student Service staff provided narrative advice.</p> <p>Student and employer information was collected and shared through various processes such as surveys and Area Planning Councils. Employers, who support the program, directly impacted the review.</p> <p>Information regarding emphases of the program and the satisfaction of using a curriculum that supports employment "soft skills" were solicited.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>High School, GED, and Accuplacer tests, students are placed with multiple measures. No revisions from past years.</p>

<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Students must fulfil all requirements of a standard massage therapy program and meet state and federal regulations. Overtime hours are required for some Illinois Department of Financial and Professional Regulation guidelines.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 330 target occupations in the area which is 28% below the national average. Annually, there are 48 job openings available in the region with median earnings of \$14.02/hr. or \$29.2 K/yr.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the past five years the target occupations have 10.5%. The region is expected to see slight growth over the next five years at approximately 0.5% compared to a national growth rate of 3.6%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI, Inc., O-Net Data</p> <p>Data is reviewed during program review.</p>
<p>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?)</p>	<p>Faculty and recruiters attend local high school recruiting events.</p> <p>The faculty collaborate to ensure the curriculum meets local employers' needs. The curriculum reflects a focus on troubleshooting at the employers' request and current trends in the field. The college 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.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The faculty look at curriculum changes annually per the advisory council and industry needs. Academic affairs council reviews curriculum as needed. Campus leadership facilitates any changes as needed.</p>
<p>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.</p>	<p>Update the equipment to meet industry standards.</p>

Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response																																																															
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<table border="1" data-bbox="683 415 1461 703"> <tr> <td colspan="7">Massage P/T</td> </tr> <tr> <td>Therapy</td> <td>Faculty</td> <td>\$10,622</td> <td>\$13,122</td> <td>\$11,203</td> <td>\$14,225</td> <td>\$11,615</td> </tr> <tr> <td></td> <td>Supplies</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>4102</td> <td>\$2,093</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td></td> <td>Misc</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>other</td> <td>\$55</td> <td>\$74</td> <td>\$168</td> <td>\$222</td> <td>\$159</td> </tr> <tr> <td>Perkins Grant</td> <td>Supplies</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>4102</td> <td>\$2,093</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Total</td> <td></td> <td>\$14,863</td> <td>\$13,196</td> <td>\$11,371</td> <td>\$14,447</td> <td>\$11,774</td> </tr> </table> <p>The total for the last five years was \$63,568 for supplies and instructor cost.</p> <p>The average unit cost average for last year was: \$953.29 higher than the average unit cost of 439.57 for OCC courses.</p> <p>The overall cost of this program is low compared to other CTE programs based on minimal supplies and low cost of adjunct instructors who facilitate the program.</p> <p>The student to faculty ratio for the program is 10:1</p> <p>Enrollment trends are down.</p>	Massage P/T							Therapy	Faculty	\$10,622	\$13,122	\$11,203	\$14,225	\$11,615		Supplies							4102	\$2,093	-	-	-	-		Misc							other	\$55	\$74	\$168	\$222	\$159	Perkins Grant	Supplies							4102	\$2,093	-	-	-	-	Total		\$14,863	\$13,196	\$11,371	\$14,447	\$11,774
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<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The overall cost of this program is low compared to other CTE programs based on minimal supplies and low cost of adjunct instructors who facilitate the program. The program is cost effective with little to no supply costs.</p> <p>The program budget is developed annually and approved by the Board of Trustees. Revenue is derived from tuition, fees, and state reimbursements. Grant funds (Perkins) could be used to focus on teaching/learning and student-centric strategies. These include professional development (in addition to the current budget line item), instructional equipment and student needs. The administration has been supportive of the program and has provided requested budgeted items each year. Support for nonbudgeted items has also been provided, for updated equipment and space cost.</p>																																																															
<p>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? Please explain.</p>	<p>All supplies are funded through regular budget lines.</p>																																																															

<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The student costs are reasonable at \$4,090 per year. Book costs and fees are minimal. OCC and other IECC program costs are amongst the lowest in the state.</p> <p>Disadvantaged students are referred to the Transition Center for resource information, including C.E.F.S.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The school will work on scheduling efficiencies, cost collaborations, and curriculum redundancies.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>None currently.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery methods include Traditional, Hybrid, and Online.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Students are expected to conduct themselves as in a work environment, and students engage in activities that are work simulations. Students are encouraged to embrace all diversity and equity standards and practices and conduct training for diversity sensitivity and practice.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No</p>

<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>No</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The student engages in virtual fields trips and simulations. Students use capstone type projects and collaborate with the cosmetology program for greater academic success.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>There are no dual credit courses for this program.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>None currently</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>N/A</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>

<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Professional Licensure (State-issued) Professional Certifications (Industry-Organization Based)</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are currently no agreements for his certificate program.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Workforce partners with advisory councils. Local businesses donate products and consumables.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Partnerships with local businesses have been formed. Guidance from the OCCRL guide conversations regarding DIE initiatives for greater access for marginalized populations.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development is available to all IECC instructors and built into departmental budgets and incorporated in the yearly schedule. Instructors take district wide professional development and attend specific conferences annually with their internal budgets. Additionally, the HR Department provides additional funding for professional development through a selection process for distribution of funds.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Faculty taught for many years in a diverse environment. The faculty also managed many diverse individuals in a corporate setting for several years. DEI training is provided to faculty through the OCCRL and through our free Vector LMS training (sensitivity, LGBTQ+, and diversity). Additionally, we offer sessions at our district-wide workshop on DEI initiatives.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Technology is current and relevant to the program.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Qualitative and quantitative methods are used to assess students and the program.</p>

<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Program assessment is annually conducted and collected through Compliance Assist. Local assessment coordinators combine data and release reports to help with dissemination of data trends and continuous improvement</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>Curriculum is updated to align with industry standards and improve student learning outcomes.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>Survey data was collected in 2020 and 2021. In each year, students responded that they were 100% satisfied with their preparation for employment. No data was received in 2019</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>Does the committee meet annually? Have both men and women members and secondary education members? Are business and industry represented?</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Do you share labor market data with the committee? Do members have a voice in the program structure?</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>Strengths can include Labor Market Demand, Faculty Recognition/Achievements, Partnerships, Equipment & Resources, Graduation and Employment Rates, etc.</p>
<p>3.25 What are the program's strengths?</p>	<p>Strengths are the faculty, consistency of program, newer equipment through Perkins funding, and adequate space at the West Richland Centers.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<ul style="list-style-type: none"> • Enrollment • Equity gaps • Limited courses offerings • Limited faculty to instruct the courses.
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>We plan to share labor market data with the committee AND increase members to have a voice in the program structure.</p>

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

- Limited faculty
- Changing employment opportunities
- Enrollment

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. Each year may represent a cohort.

CTE Program	Massage Therapy				
CIP Code	513501				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	2	14	0	7
Number of Completers	8 (80%)	2 (100%)	11 (78.57)	N/A	7 (100%)
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 16-17, 17-18, 18-19, 19-20, and 20-21 as the program is a standalone one-year certificate program.				
How does the data support the program goals? Elaborate.	The numbers are low and hard to calculate. The program is unique, and students are finding employment after graduation.				
Were there gaps in the data (equity gaps, enrollment gaps,	Over the five years of review, 63.64% or 21 of the 33 students completed one of the credentials offered. When examining program enrollment, 84.85% were female and 96.97% were white non-Hispanic. Furthermore,				

<p>retention gaps, success gaps, etc.)? Please explain.</p>	<p>75.76% of the students that enrolled in the program were Pell-eligible. Exploring the data for equity gaps, only 60.71% of the female students completed the program while male students completed at an 80% rate. Non-eligible students completed a credential (50%) at a lower rate than Pell-eligible students (68%).</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>N/A</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of female students 84.85% compared to the overall student population of 62% according to the 2020 IECC Factbook, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 96% white non-Hispanic while the program is similarly representative with the program being 96.97% white non-Hispanic. This data suggests the students surveyed in this program are representative of the entire student population with regards to student ethnicity.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of female students 84.85% compared to the overall district population of 51.1%, thus, they are not representative when it comes to gender. The overall district demographics indicates that the population is 92% white non-Hispanic while the program is similarly representative with the program being 96.97% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>Students are satisfied with the program and market demand requires that IECC have a viable massage therapy program. We will continue to run the program focusing on growth and curriculum development based on industry needs and local needs assessments.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>We will continue to develop the curriculum and purchase any necessary equipment (1-5 years). We will provide professional development for the instructors to learn the necessary skills (five years). We will move to develop greater quality online instructional design instruments and courses (1-5 years).</p>

<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Reassessment of program goals and possible changing of curriculum to match local needs assessment. One suggestion has been to shift to a focus on coding curriculum and greater free resources such as OER books and software. Work with B&I for partnerships.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Ensure more representation of marginalized populations. Increase marking to male and minority populations. Create incentives to secure spots for students related to equity needs and concerns. Review curriculum for equity concerns and make necessary adjustments.</p>
<p>Resources Needed</p>	<p>Time, space, and funding.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Dean, Faculty, District office staff, local business leaders, B&I partnerships</p>

Career & Technical Education				
College Name:		Illinois Eastern Community College Olney Central College		
Academic Years Reviewed:		2017-2021		
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
Medical Office Assistant	D190 SMED	68	510710	C195 Medical Transcription
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Learning Outcomes <ul style="list-style-type: none"> • Students will demonstrate typing skills by consistently keying 50 WPM or above with 3 or fewer errors on a five-minute timing. • Students will create appropriately formatted documents for the medical field. • Students will demonstrate proper clinical procedures through successful patient simulations. • Students will demonstrate entry-level medical office skills including soft skills necessary for employment in the field. • Students will solve common healthcare statistical problems. • Students will appropriately utilize the Medical Language. • Students will demonstrate business communication skills. • Students will submit a self-reflection about their education. 		
		Occupations <ul style="list-style-type: none"> • 29-2098 - Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other • 31-9092 - Medical Assistants • 31-9094 - Medical Transcriptionists • 43-1011 - First-Line Supervisors of Office and Administrative Support Workers • 43-4071 - File Clerks • 43-4171 - Receptionists and Information Clerks • 43-6013 - Medical Secretaries and Administrative Assistants • 43-9021 - Data Entry Keyers • 43-9061 - Office Clerks, General 		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include</i>		Completion rate is 18 percent, which is below the national average for this type of program and the state average for CTE programming.		

<p><i>employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Objectives are tested regularly in the curriculum and through end of course assessments. Projects and portfolios additionally aid in the learning outcomes assessment.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Students are no longer enrolled into Medical Transcription Certificate. We have determined that this should be phased out and some courses folded into other programs.</p>
<p>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.</p>	<p>Amie Mayhall, Associate Professor Dr. Michael Conn, Dean of Instruction Sheri Gray, Director of Instructional Services Shasta Bennett, Associate Professor Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center, and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination. Dean Conn provided cost analysis and final determination. Instructor Amie Mayhall provided narrative sections.</p>
<p>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.</p>	<p>Student Service staff who provide narrative advice. Student and employer information was collected and shared through various processes such as surveys and Area Planning Councils. Employers, who support the programs, directly impacted the review. Information regarding emphases of the program and the satisfaction of using a curriculum that supports employment "soft skills" were solicited.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>Beginning Keyboarding is required. Students can test out if they have the skills.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>D190 is a very broad-based program that seeks to incorporate various areas that a student might decide to work in. To accommodate all the areas of skill knowledge in addition to the general education requirements, the larger credit hours were required.</p>

Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 18,225 target occupations in the area which is 28% below the national average. Annually, there are 1,993 job openings available in the region with median earnings of \$16.04/hr. or \$33.4K/yr.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the past five years, the target occupations have decreased by 3.4%. The region is expected to see a decrease over the next five years to approximately 1% compared to a national growth rate of 2.3%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI, Inc.</p> <p>Data is reviewed during program review.</p>
<p>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?)</p>	<p>We attend high school career and college fairs, create promotional videos, promote on social media, and are visible within many local employers that we work with to provide internship opportunities.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>We work with our local advisory council to analyze curriculum, as well as getting feedback from internship supervisors on any gaps or major changes to the positions. The changes have been prompted by industry advisory council members, from changes in the field, and by the instructors.</p>
<p>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.</p>	<p>Program to discontinue/consolidate</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>Deans/Business Office</p> <p>HLTH & MED</p> <table border="1"> <tr><td>F/T</td><td>\$61,577</td><td>\$63,101</td><td>\$64,890</td><td>\$69,892</td><td>\$68,071</td></tr> <tr><td>F/T Sum</td><td>\$15,336</td><td>\$18,054</td><td>\$17,780</td><td>\$17,096</td><td>\$17,345</td></tr> <tr><td>Overload</td><td>\$33,232</td><td>\$33,809</td><td>\$34,570</td><td>\$38,527</td><td>\$35,738</td></tr> <tr><td>P/T Faculty</td><td>\$12,201</td><td>\$12,255</td><td>\$10,879</td><td>\$11,019</td><td>\$7,292</td></tr> <tr><td>Supplies</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4102</td><td>\$627</td><td>\$624</td><td>\$336</td><td>\$205</td><td>\$710</td></tr> <tr><td>Misc other</td><td>\$922</td><td>\$1,369</td><td>\$938</td><td>\$826</td><td>\$840</td></tr> <tr><td>Prof Develop</td><td>\$661</td><td>-</td><td>\$218</td><td>-</td><td>-</td></tr> <tr><td>F/T Internet</td><td>-</td><td>-</td><td>-</td><td>\$4,900</td><td>-</td></tr> <tr><td>P/T Internet</td><td>-</td><td>-</td><td>-</td><td>\$2,100</td><td>-</td></tr> <tr><td>Perkins Grant</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Travel</td><td><u>\$1,965</u></td><td><u>\$3,012</u></td><td><u>\$3,428</u></td><td><u>\$3,578</u></td><td><u>-</u></td></tr> <tr><td>Total</td><td>\$126,522</td><td>\$132,225</td><td>\$133,038</td><td>\$148,143</td><td>\$129,996</td></tr> </table> <p>The total cost of the program for a 5-year span is \$669,921.91 for instruction and supplies.</p> <p>Unit cost is \$419 for BOC type courses. Cost is slightly higher than other CTE type courses.</p> <p>Enrollment trended slightly up.</p> <p>Student to faculty ratio is: 5:1 which is lower than the state average.</p>	F/T	\$61,577	\$63,101	\$64,890	\$69,892	\$68,071	F/T Sum	\$15,336	\$18,054	\$17,780	\$17,096	\$17,345	Overload	\$33,232	\$33,809	\$34,570	\$38,527	\$35,738	P/T Faculty	\$12,201	\$12,255	\$10,879	\$11,019	\$7,292	Supplies						4102	\$627	\$624	\$336	\$205	\$710	Misc other	\$922	\$1,369	\$938	\$826	\$840	Prof Develop	\$661	-	\$218	-	-	F/T Internet	-	-	-	\$4,900	-	P/T Internet	-	-	-	\$2,100	-	Perkins Grant						Travel	<u>\$1,965</u>	<u>\$3,012</u>	<u>\$3,428</u>	<u>\$3,578</u>	<u>-</u>	Total	\$126,522	\$132,225	\$133,038	\$148,143	\$129,996
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<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Program to discontinue due to low enrollment and consolidation with guided pathways initiative.</p>																																																																														
<p>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? Please explain.</p>	<p>Most of the equipment and supplies are purchased through Perkins. We also have a program budget through the school.</p>																																																																														
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Program cost is lower than the state average.</p> <p>Students that need assistance are referred to any agencies or departments that can provide services depending on the student scenario.</p>																																																																														

<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Consider combining programs with Lincoln Trail College’s existing programs in the future.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Program to consolidate with other similar programs to a</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>Delivery methods include Traditional, Hybrid, and Online. When taking online courses, medical office students were 75% successful in their courses compared to 83% in traditional courses and 83% in hybrid courses.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>There is a direct link to work experience through guest speakers and internship opportunities. Students get the opportunity to practice their knowledge hands-on in a local facility.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>No</p>

<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Carle Richland Memorial – Virtual field trip Guest Speaker from Sarah Bush – Virtual Internship is the Capstone.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Because the program is fully online, students can enroll in any of the courses dual credit that are vital to the program.</p>
<p>3.7 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?</p>	<p>Students take a two-semester internship – 1 requires 150 hours (about 6 and a half days) while 2 requires 225 hours (about 1 and a half weeks). These opportunities are vital to a student’s success in implementing the skills they have learned on the job. There are a variety of settings, and the instructors work with the students to ensure they are in a facility that aligns with their goals.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Not required, but students can sit for the NCMOA.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students can sit for the NCMOA.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>None currently.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Professional Licensure (State-issued) – N/A Professional Certifications (Industry-Organization Based) NCMOA</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>IECC currently has a partnership with Franklin University in which all students who achieve their Associate degree can transfer. Franklin University offers a Bachelor of Science in Healthcare Management and Health Information Management which are excellent opportunities for students to continue their education.</p>

<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>We have modified some of the internship opportunities to encourage rotations in the facility.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>None</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>None</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Faculty attends AHIMA annually and keeps up on CEUs for credentials.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>We annually review technology and equipment, and each year add to the program. We are currently in an acceptable situation for equipment.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Exams, simulations, projects, case-studies, self-reflections, and internship evaluations.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Annual Assessment Reports</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>We have implemented new virtual opportunities through necessity in the pandemic.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>100% of the students indicated they were satisfied with their preparation for employment. Data is collected annually via the student satisfaction survey.</p>

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The committee meets annually and has discussions via email as needed between members. The members are from local hospitals, clinics, and health departments in the area.				
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Our committee annually reviews the curriculum and gives suggestions for improvement and changes.				
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A				
3.25 What are the program's strengths?	Equipment and resources, faculty credentials				
3.26 What are the identified or potential weaknesses of the program?	Losing a faculty this year, meeting the same market needs as other programs in the district.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	We will discontinue the program. Consider combining with Lincoln Trail College's existing programs.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Faculty needed with credentials Institution effectiveness with duplication of programs.					
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. Each year may represent a cohort.					
CTE Program	Medical Office Assistant				
CIP Code	510710				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	21	20	18	6	9
Number of Completers	7 (31.82%)	3 (15%)	4 (22.22%)	0 (0%)	0 (0%)

Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 15-16, 16-17, 17-18, 18-19, and 19-20 as the program centers around a two-year associate degree.</p> <p>Program to discontinue/consolidate.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>N/A</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Over the five years of review, 18.92% or 14 students completed one of the credentials offered. Of the 14 completers, 11 of them completed the degree, D190, while three completed C195. Enrollment has been on the decline since the 2018 academic year as has neither of the cohorts completed a credential in the program.</p> <p>When examining program enrollment, 97.30% were female and 97.30% were white non-Hispanic. Furthermore, 91.89% of the students that enrolled in the program were Pell-eligible. Exploring the data for equity gaps, only 19.44% of the female students completed at least one credential for the program while male students completed at a 0% rate. Non-eligible students completed a credential (66.67%) at a higher rate than Pell-eligible students (14.71%). None of the students who did not identify as white non-Hispanic completed a credential.</p> <p>Students often move between the available programs in the district. The completion is hard to track since they may be moving to a different degree due to opportunities.</p>				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>IECC has indicated the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates.</p>				

<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of female students 97.30% compared to the overall student population of 62% according to the 2020 IECC Factbook, thus, they are not representative when it comes to student gender as the lack of enrollment from male students. The overall student demographics indicate that the student population is 96% white non-Hispanic while the program is similarly representative with the program being 97.30% white non-Hispanic. This data suggests the students surveyed in this program are representative of the entire student population with regards to student ethnicity.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>With regards to gender, the program enrolls a high percentage of female students 97.30% compared to the overall district population of 48.9%, thus, they are not representative when it comes to gender as the lack enrollment from male students. The overall district demographics indicates that the population is 92% white non-Hispanic while the program is similarly representative with the program being 97.30% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district’s census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.</p>
<p>Review Results</p>	
<p>Action</p>	<p> <input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input checked="" type="checkbox"/> Other (please specify) Consolidation of three programs across college campuses </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>Due to the loss of the credentialed faculty and the duplication of courses in the district, we recommend discontinuing and merging the program with another similar program in the district.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Consolidate the program within 5 years with similar programs in the district. Action of meeting with Deans, Dr, Jared Gullett, Dr. Michael Conn, Amie Mayhall, District office staff, and Shasta Bennett to make consolidations. 2022-2023 work to make consolidations and finish students in the program or move them over. The timeline should align with Guided Pathways initiative. We may revisit the AHIMA accreditation process in the new consolidated model if applicable.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Reassessment of program goals and possibly change curriculum to match local needs assessment. One suggestion has been to shift to a focus on coding curriculum and greater free resources such as OER books and software. Work with B&I for partnerships.</p>

<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Ensure more representation of marginalized populations. Increase marketing to female and minority populations. Create incentives to secure spots for students related to equity needs and concerns. Review curriculum for equity concerns and make necessary adjustments.</p>
<p>Resources Needed</p>	<p>Time set aside to work with the group to consolidate. Support from administration.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Dean of Instruction for oversight of changes, faculty responsible for curriculum changes. Provost if in place. District Office responsible for reporting and providing financial resources.</p>

Career & Technical Education				
College Name:		Illinois Eastern Community Colleges Wabash Valley College		
Academic Years Reviewed:		2017-2021		
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
Music and Media	D256 MEDIA	62	10.0203	C257 Music and Media
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Learning Outcomes <ol style="list-style-type: none"> 1. Students will analyze and summarize the history and evolution of the arts, audio-video technology, and communications field to understand the current place the field holds within society and the economy. 2. Students will examine the various organizational structures adopted by groups within the arts, audio-video, technology, and communications field to understand the diversity and variety of functions within the industry 3. Students will analyze the arts, audio-visual technology and communication industry's economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole. 4. Students will examine and summarize career opportunities in audio and video technology and film to build an understanding of opportunities in the field. 5. Students will employ knowledge regarding equipment use and skills related to audio production to demonstrate an understanding of the basic tools used in the field. 6. Students will edit audio and video productions to demonstrate basic skills in operating various elements in a production system. 7. Students will design a production for audio-video presentation to acquire an understanding of the entire production process. 		
		Occupations <ul style="list-style-type: none"> • 5-4022 - Librarians and Media Collections Specialists • 27-4011 - Audio and Video Technicians • 27-4012 - Broadcast Technicians • 27-4014 - Sound Engineering Technicians 		

<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Faculty and administration review assessment and longitudinal reports annually. All course and program outcome assessment results are reviewed on a bi-annual basis (half each year). The assessment process utilizes a wide range of assessment modalities including exams, student course projects, skills checklists, capstone projects and studies. This review and analysis shows some of the program’s goals are being met but growth has been slow. Sharing equipment and other resources with common programs has allowed continued support for the young program.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>N/A. Programs’ first review cycle.</p>
<p>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.</p>	<p>Kyle Peach, Assistant Professor and Lead Instructor Robert Conn, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination.</p>
<p>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.</p>	<p>Music and Media shares advisory committee expertise with the Radio/TV Advisory Council members consisting of industry professionals and secondary education instructors. Current advisory council members: Roger Beard – WSJD Radio Kevin Madden – WSJD Radio Jim Cox – Retired Director of Broadcasting WVC Wayne Hart – Chief Meteorologist WEHT-TV Dave Hertel – Newman Kees Engineering Frank Hertel – Newman Kees Engineering Randy Poole – WNOI Radio Mark Weiler – WSEI Radio Kat Mykals – Townsquare Media Kenton McDonald – WNIN Radio Tom Benson – University of Evansville Purple Aces Productions Jevin Redman – University of Evansville / Learfield Radio Jo Beth Boosts – Instructor So. Ind. Career & Tech Center Sarah Newby – Instructor North Clay High School Cole Carter – Broadcast Services Specialist WVC (former student)</p>

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.

<p>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.</p>	<p>Students are required to meet the following high school requirements to enroll in the Associate in Applied Science degree program or one-year certificate program:</p> <ol style="list-style-type: none"> 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. <p>Illinois Eastern Community Colleges recognizes that student success in college course work is directly related to appropriate course placement. Therefore, IECC uses multiple measures to determine student placement in college-level courses and admission to a degree or certificate program. The colleges administer ACCUPLACER for course placement and admission into select degree and certificate programs.</p> <p>Multiple measures for placement includes analysis of:</p> <ol style="list-style-type: none"> 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.
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Students in this program are required to have applied music electives that teach a skill set of technical elements of Music & Media. Students also have opportunities while completing their credential to gain skills through laboratory, applied/hands-on learning, and internships.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 530 target occupations in the area which is 8.8% below the national average. Annually, there are 90 job openings available in the region with median earnings on \$17.05/hr or \$35.5K/yr. This is significantly lower than the nation wage data.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the past five years the target occupations have decreased by 10.5%. The region is expected to see a slight decrease over the next five years at approximately 0.6% compared to a national growth rate of 4.4%.</p>

<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI, Inc. Data is reviewed during program review.</p>
<p>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?)</p>	<p>In addition to speaking to numerous high school classes in the media discipline, our lead instructor and department staff participate in college and career fairs throughout the region. Two part-time faculty assists with live events that give students the opportunity to perform on-stage in front of live audiences. The program also hosts early college credit courses each year for area high school students which has often produced college program enrollees. In addition, the program sponsors live productions with programming geared to the high school and college age audience. The college’s marketing efforts promote the program through digital and social media marketing. Our department also utilizes campus radio and TV stations to reach perspective students while in high school with programming and promotional messages.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The Music and Media program relies on the combined resources of two other degree programs that share similar outcomes. The related program’s lead instructor takes the lead on all program/curricular changes in consultation with the Dean of Instruction. The program’s faculty plays a significant role in suggesting changes to the program’s curriculum.</p>
<p>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.</p>	<p>Yes, most courses have been modernized and updates were required. Because of the changing nature of technology and media the curriculum required re-alignment with modern digital media elements gaining added significance.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis 	<p>Music and Media share resources with Sports Marketing and Media and Radio, TV, and Digital Media to provide one of the most efficient models in the district. Costs include faculty salaries, instructional supplies, and benefits. The district employs two part-time instructors located at Wabash Valley College. A full-time instructor from a related program teaches the remaining sections. Music and Media costs are reflected in Radio, TV, and Digital Media’s costs, which are \$251.61 per credit hour, similar to other WVC programs’ average costs (\$267.32). Social Services AAS: \$359.33 Early Childhood AAS: \$245.80 Diesel AAS: \$423.30 Marketing Business AAS: \$241.88 Agriculture AAS: \$249.80</p>

<ul style="list-style-type: none"> • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>The District pays the cost of this program through tuition and fees, apportionment and equalization, and property taxes. Revenue analysis indicates the program is breaking even most years and has turned a slight profit when retention and persistence follows campus averages. Student to faculty ratio is the same as Radio, TV, and Digital Media’s which averaged 9:1 over the 5-year program review. Scheduling efficiency with the program’s shared (AAS degrees Sports Marketing and Media and Music and Media) pathways have improved section fill rates.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The cost-effectiveness analysis indicates larger section size with combined AAS degree coursework can lead to sustainable options. Additional shared resources with Sports Marketing and Media, Music and Media, and Marketing Business Management AAS degrees are being explored.</p>
<p>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? Please explain.</p>	<p>This program is funded by tuition and district reserves as well as a special auxiliary account of program generated advertising and programming revenue. Special laboratory fees are also applied to certain courses to supplement tuition.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Costs for this IECC program compared to similar programs in the region is among if not the most affordable. Students are considered for financial aid, scholarships and referred to the Transition Center for resource information as needed.</p> <p>The Student Handbook and IECC catalog are the primary documents to communicate costs, program requirements, and course descriptions to current and prospective students. Public information is made available for students and any external group/individual to see from the IECC website.</p> <p>Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. WVC Student Services Offices include a Financial Aid Office and are open and available at times suited to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The college has taken steps to increase scheduling efficiencies to limit travel for students to campus, while also adding distance learning classrooms. Most courses are offered in a hybrid learning format to limit travel as well.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Because of the program’s relatively low unit costs, no actions are planned to reduce costs further.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>

<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>The program uses hybrid, online, and traditional delivery methods.</p> <p>Hybrid, and traditional delivery have relatively similar success rates while the online delivery method only has a 20% success rate.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Through consultation with the program's Advisory Council and other industry professionals. Students also work in a variety of lab environments on and off campus as well as the internship and seminar courses which gives them field experience. These experiences also allow students to interact with the industry's diverse workplace environments.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No, this program is working toward a Program of Study designation in conjunction with the Radio/TV and Digital Media program.</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Music and Media, like Radio/TV and Digital Media, is part of the Arts, A/V Technology & Communications Career cluster. IECC ensures quality in career education with a Radio/TV and Digital Media Advisory Committee comprised of Media professionals and managers from local media outlets and news organizations. The external stakeholders have a vested interest as employers who assist in the education and training of students. These students create a local talent pipeline to the industry and Radio/TV advisory committee members' organizations.</p> <p>At the career pathway level, students make choices about occupations in terms of their career interests and start to acquire pathway-level knowledge and skills at either the secondary or postsecondary levels of the educational system. The Music and Media and Radio/TV and Digital Media programs have developed dual credit partnerships with local high schools for Digital Media technicians as a pathway into the Music and Media and Radio/TV and Digital Media programs. Faculty recruit students for concurrent enrollment and early college credit opportunities that support progression through the pathway.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Students take part in a career day in which we travel to broadcast facilities in the Evansville, Indiana radio/TV market. Stops include at Townsquare Media's Evansville radio station cluster, the TV studios of WEHT-TV and WTVW-TV, and University of Evansville's ESPN production facility. Students each semester also get the chance to put the skills they learn into practice through enrollment in hands-on based classes. These courses required students to complete work for the college's radio and TV stations, giving them real-world experience with productions of media content as well as hands on experience with music instruments and record. Capstone projects include a media</p>

	<p>research project surveying the local target radio market, development of a social media marketing plan for area businesses and more.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Students in Mt. Carmel High School participate in dual credit coursework within the discipline averaging approximately 7 students each semester. These students are enrolled in the Practicum in Broadcasting course.</p> <p>Opportunities are being explored to offer dual credit for other district high schools. The courses being offered via dual credit are also being reviewed.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students in the program participate in applied music-based courses each semester allowing them to work on their own skills. Students can gain real-world experience in all facets of industry work with engagement in campus and community performance events each semester.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Not at this time. But through Advisory Council recommendation several certifications are being explored including Adobe software certifications.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time. But through Advisory Council recommendation several certifications are being explored.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>None at this time. But through Advisory Council recommendation several certifications are being explored.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Wabash Valley College has an articulation agreement with Eastern Illinois University which leads to a TV Video Production Bachelor of Arts with a minor in Radio and Audio Production.</p>

<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Several area broadcasting stations accept program interns for work-based learning including WFIE-TV, WEHT-TV, The Original Company, Townsquare Media and many others.</p> <p>Students have also served as blog writers, video/audio content producers, and social media coordinators for area businesses. Many such opportunities exist.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Equitable access and outcomes are being developed for this program including textbook assistance and deployment of Pell funds earlier in the semester to help disadvantaged students. Data collected shows disadvantaged students delaying purchases of their textbooks is increasing and action is needed. Bookstore vouchers for textbooks and supplies are available before classes start each semester.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development is offered to faculty, staff, and instructors through district memberships with NISOD and Go2Knowledge. The trainings and information provided is evidenced-based and current. Topics for professional development include diversity, equity, and inclusion, online learning, student mental health, and universal design for learning.</p> <p>Additional professional development will be provided through the Centers of Excellence for Teaching and Learning (CETL).</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Instructors utilize such opportunities as Go2Knowledge and NISOD as provided by the institution and through attendance at workshops and training sessions hosted by the institution.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Significant updates to the programs radio station main studio including updates to all equipment were made in the summer of 2019.</p> <p>Computer equipment and software for video editing, including the Adobe Creative Cloud are updated each year.</p> <p>Significant updates to the TV studio equipment and software were made in the summer of 2020. Updates included new video</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Across the curriculum, exams, reports, and projects are used as assessment.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Data is compiled in annual assessment reports.</p> <p>Program assessment results and action plans are posted after the end of each semester. Assessment Reports are generated via tools in the system. Program assessment efforts have been shared among faculty members and administrators annually at the Students First! Curricular Retreat. The Retreat provided an excellent forum for discussion, sharing, and reflection on the program assessment processes across the many different programs at IECC.</p>

	Indirect measures of learning are also collected and reviewed to improve student learning. IECC adopted an End-of-Course Survey which is administered for every IECC course and available asynchronously online. These survey results provide additional indirect measures of student learning.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Actions taken based upon student assessment include revising teaching methods for certain topics, spending more instructional and lab time on given concepts, giving students more time for certain projects to be completed. Rubrics have been added and revised to make project guidelines more clearly understood. Courses such as Social Media have been added to address areas of needed skill.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Enrollment and survey data is low for Music and Media. In 2021, 85.71% of the students taking courses within the related Radio/TV and Digital Media Department responded that they were satisfied with the program’s preparation for employment. Data is collected via annual student satisfaction survey.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council meets annually and also via email exchanges as needed. The council is made up of both men and women as well secondary education instructors. Members include those working a variety of career paths within the industry, those educating students in the industry, and managers of broadcast related facilities in the region. During the annual meeting the council reviews the college’s broadcast facilities, equipment, program requirements, and curriculum.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The Advisory Council’s input is sought on all program improvements including equipment purchases, course offerings, certifications, and material taught. Labor market data is reviewed to ensure the program is staying on course with demands for jobs in the field. Employers throughout the region are invited to and do take part in our internship program and are invited as guest lecturers in various courses as appropriate.
3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?	Review of student success and employability as well as program satisfaction is conducted via surveys on each student intern evaluation. That same review is also conducted by the program’s Advisory Council which also reviews the satisfaction data to ensure graduates are adequately prepared to enter the field.
3.25 What are the program’s strengths?	The program’s broadcast stations have been nationally recognized among the nation’s best by the Intercollegiate Broadcasting System. Instructors in the program are highly regarded in the industry locally while continuing to do freelance work within the industry. Equipment is consistently updated to ensure students are working with the latest in technology.
3.26 What are the identified or potential weaknesses of the program?	The program wishes to increase completion and persistence rates.

<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Modifications are being made in the programs course offerings and structure as well as additional progress in stackable certificates moving towards a clearer career pathway.</p>				
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>					
<p>The Covid-19 pandemic limited student engagement and opportunities for students to complete such tasks as sports announcing, live event streaming, radio air shifts and more. The pandemic also significantly reduced recruitment visits and opportunities to interact with potential students. A lack of marketing dollars have also limited the program's ability to expand its growth.</p>					
<p>Performance and Equity</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.</p>					
<p>CTE Program</p>	<p>Music and Media</p>				
<p>CIP Code</p>	<p>100203</p>				
	<p>2016</p>	<p>2017</p>	<p>2018</p>	<p>2019</p>	<p>2020</p>
<p>Number of Students Enrolled</p>	<p>N/A</p>	<p>N/A</p>	<p>2</p>	<p>0</p>	<p>3</p>
<p>Number of Completers</p>	<p>N/A</p>	<p>N/A</p>	<p>0%</p>	<p>N/A</p>	<p>0%</p>
<p>Other (Please identify)</p>					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender</p>	<p>The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.</p>				

& race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	Low enrollment may indicate new recruitment efforts are needed but sharing program resources allows additional flexibility. Completion rates could be increased by career exploration prior to enrollment as well as increased support to students with life challenges. Economic diversity is high as we have more Pell eligible students than average.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates. Our program is attending career fairs and engaging students from all backgrounds, including those nontraditional broadcast majors through attending broadcast related high school classes to speak with prospective students.
Are the students served in this program representative of the total student population? Please explain.	The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.
Are the students served in this program representative of the district population? Please explain.	The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.
Review Results	
Action	X Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Synergies created by offering a program that can share common resources with a related program are valuable. The program needs minor modifications to continue its adaptation to trend within the industry and to align our curriculum with the Illinois Articulation Initiative’s Media and Communications Arts major as well as to maintain our existing transfer agreements with Eastern Illinois University and University of Southern Indiana.

<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>IECC and WVC have implemented a program update that should improve retention, persistence, and completion and possibly increase student engagement and enrollment. Balancing the needs of students who desire career entry immediately and those intending to transfer pursuing a bachelor’s degree requires additional flexibility. The following milestones reflect IECC and WVC’s improvement plan:</p> <p>2021-Create/modify stackable certificates that will allow the college to expand into the industry’s growing sub-fields and engage the students in the program.</p> <p>2022-Update specific curriculum to reflect current technology utilizing digital media while aligning with IAI’s Media and Communications Arts major.</p> <p>2022-Update marketing materials and enrollment management plan for upcoming academic year. Implement and teach new and modified programs and courses.</p> <p>2023-Evaluate persistence and completion and modify as needed.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The goals of the program are being met overall with mixed results in specific enrollment target areas. IECC’s Strategic Engagement Plan will help build on established programs and support new endeavors that will improve our students’ lives and communities.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The college has implemented marketing best practices that include focusing on underserved communities.</p>
<p>Resources Needed</p>	<p>Audio-editing software upgrades.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Dean of Instruction Robert Conn Assistant Professor/Director of Broadcasting Kyle Peach</p>

Career & Technical Education				
College Name:		Illinois Eastern Community Colleges Wabash Valley College		
Academic Years Reviewed:		2017-2021		
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
Radio/TV and Digital Media	D255 RADIO	68	10.0202	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of digital video editing applications, equipment operation, and in the ability to produce a television program. 2. Students will demonstrate knowledge of digital audio recording and editing, equipment operation, and in the ability to perform in the various roles of a radio station. 3. Students will edit audio and video productions to demonstrate basic skills in operating various elements in a production system. 4. Students will demonstrate knowledge of Federal Communications Commission (FCC) rules and regulations governing the broadcast industry. 5. Students will demonstrate effective broadcast related communications skills, both oral and written. 6. Students will demonstrate a knowledge of the business side of the media industry. This includes programming and sales as it relates to business success. <p>Occupations</p> <ul style="list-style-type: none"> • 25-4022 - Librarians and Media Collections Specialists • 27-2012 - Producers and Directors • 27-4011 - Audio and Video Technicians • 27-4012 - Broadcast Technicians • 27-4031 - Camera Operators, Television, Video, and Film • 27-4032 - Film and Video Editors • 43-2099 - Communications Equipment Operators, All Other 		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting</i>		Annually we review assessment and longitudinal reports. All course and program outcome assessment results are reviewed on a bi-annual basis (half each year). The assessment process utilizes a wide range of assessment modalities including exams, student course projects, skills checklists, capstone projects and studies. This review and analysis suggests the program's goals are being met overall. Opportunities for growth exist with continued work on improving completion rates and expanding enrollment through additional curriculum opportunities and stackable degree options while enhancing our dual credit pathway.		

<i>Program Learning Outcomes, etc.)</i>	
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>To help with retention, persistence, and completion as well as student engagement and enrollment certificate programs and a sister Sports Marketing and Media degree were implemented. An additional Music and Media degree option was also started. Work continues on making the certificate options stackable into the degree tracks.</p> <p>A significant update of curriculum offerings was completed to reflect current technology utilizing digital media while aligning with IAI's Media and Communication Arts major. Marketing materials and an enrollment management plan were also put into place.</p> <p>Continued evaluation of persistence and completion data was undertaken. This plan will address modifications that are needed.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Kyle Peach, Assistant Professor and Lead Instructor Robert Conn, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation</p> <p>Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Radio/TV Advisory Council members consisting of industry professionals and secondary education instructors. Current advisory council members: Roger Beard – WSJD Radio Kevin Madden – WSJD Radio Jim Cox – Retired Director of Broadcasting WVC Wayne Hart – Chief Meteorologist WEHT-TV Dave Hertel – Newman Kees Engineering Frank Hertel – Newman Kees Engineering Randy Poole – WNOI Radio Mark Weiler – WSEI Radio Kat Mykals – Townsquare Media Kenton McDonald – WNIN Radio Tom Benson – University of Evansville Purple Aces Productions Jevin Redman – University of Evansville / Learfield Radio Jo Beth Boosts – Instructor So. Ind. Career & Tech Center Sarah Newby – Instructor North Clay High School Cole Carter – Broadcast Services Specialist WVC (former student)</p>

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.

<p>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.</p>	<p>Students are required to meet the following high school requirements to enroll in the Associate in Applied Science degree program or one-year certificate program:</p> <ol style="list-style-type: none"> 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. <p>Illinois Eastern Community Colleges recognizes that student success in college course work is directly related to appropriate course placement. Therefore, IECC uses multiple measures to determine student placement in college-level courses and admission to a degree or certificate program. The colleges administer ACCUPLACER for course placement and admission into select degree and certificate programs.</p> <p>Multiple measures for placement includes analysis of:</p> <ol style="list-style-type: none"> 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.
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Students in this program are required to have a unique skill set of highly technical elements of Radio/TV Broadcasting and refined communication. Not only are these elements students learn but we also provide ample opportunities while completing their credential to practice those skills learned through laboratory, applied/ hands-on learning, and internships.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 3,613 target occupations in the area which is 51% below the national average. Annually, there are 368 job openings available in the region with median earnings on \$24.84/hr or \$51.7K/yr. This is significantly lower than the nation wage data.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>

<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the past five years the target occupations have decreased by 3.2%. The region is expected to see growth over the next five years at approximately 5.6% higher than the national growth rate of 5.2%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI, Inc. Data is reviewed during program review.</p>
<p>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?)</p>	<p>In addition to speaking to numerous high school classes in the media discipline, our lead instructor and department staff participate in college and career fairs throughout the region.</p> <p>The program also hosts a dual credit course each semester for area high school students which has consistently produced college program enrollees.</p> <p>In addition, the program operates a radio station with programming geared to the high school and college age audience.</p> <p>The college’s marketing efforts promote the program through digital and social media marketing. Our department also utilize campus radio and TV stations to reach perspective students while in high school with programming and promotional messages.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The program’s lead instructor takes the lead on all program/curricular changes in consultation with the Dean of Instruction. The program’s Radio/TV Advisory Council plays a significant role in suggesting changes to the program’s curriculum.</p>
<p>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.</p>	<p>Yes, most courses have been modernized and updates were required. Because of the changing nature of journalism, technology, and media, the curriculum required re-alignment with modern digital media element gaining added significance.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: Costs to the institution associated with this program How costs compare to other similar programs on campus How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). Revenue Analysis Student to faculty ratio Course/section fill rates Enrollment trends Credit hours earned year to year Scheduling efficiency</p>	<p>Radio, TV, and Digital Media costs include faculty salaries, instructional supplies, and benefits. The district employs one full-time instructor located at Wabash Valley College. An adjunct instructor teaches the remaining sections. Radio, TV, and Digital Media costs are \$251.61 per credit hour, similar to other WVC programs' average costs (\$267.32). Social Services AAS: \$359.33 Early Childhood AAS: \$245.80 Diesel AAS: \$423.30 Marketing Business AAS: \$241.88 Agriculture AAS: \$249.80</p> <p>The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes. Revenue analysis indicates the program is breaking even most years and has turned a slight profit when retention and persistence follows campus averages. Grants from various stakeholders for modern equipment helps offset costs associated with a high-quality CTE program.</p> <p>Student to faculty ratio averaged 9:1 over the 5-year program review. Course and section fill rates have been monitored closely with slight improvements to first year retention. Enrollment trends show a low but steady program census. Scheduling efficiency with the program's shared (AAS degrees Sports Marketing and Media and Music and Media) pathways have improved section fill rates.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The cost-effectiveness analysis indicates larger section size with combined AAS degree coursework can lead to sustainable options. Additional shared resources with Sports Marketing and Media, Music and Media, and Marketing Business Management AAS degrees are being explored.</p>
<p>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? Please explain.</p>	<p>This program is funded by tuition and district reserves as well as a special auxiliary account of program generated advertising and programming revenue. Special laboratory fees are also applied to certain courses to supplement tuition. Perkins has not previously supported this program – but Perkins support will be explored moving forward.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Costs for this IECC program compared to similar programs in the region is among, if not, the most affordable. Students are considered for financial aid, scholarships and referred to the Transition Center for resource information as needed.</p> <p>The IECC catalog is the main document to communicate costs, program requirements, and course descriptions to current and prospective students. Public information is made available for students and any external group/individual to see from the IECC website.</p> <p>Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. WVC Student Services Offices include a Financial Aid Office and are open and available at times suited</p>

	to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.
2.5 How will the college increase the cost- effectiveness of this program?	The college is taking steps to increase scheduling efficiencies to limit travel for students to campus, while also adding distance learning classrooms. Most courses are offered in a hybrid learning format to limit travel as well.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Because of the program’s relatively low unit costs, no actions are planned to reduce costs further.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include Traditional, Hybrid, and Online. When taking online courses, Radio-TV and Digital Media students were 79% successful in their courses compared to 83% in traditional courses and 73% in hybrid courses.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Through consultation with the Radio/TV Advisory Council and other industry professionals. Students also work in a variety of lab environments on and off campus as well as the internship and seminar courses which gives them field experience. These experiences also allow students to interact with the industry’s diverse workplace environments.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No, this program is working toward a Program of Study designation. 1) Radio/TV and Digital Media is part of the Arts, A/V Technology & Communications Career cluster. IECC ensures quality in career education with a Radio/TV and Digital Media Advisory Committee comprised of Media professionals and managers from local media outlets and news organizations. The external stakeholders have a vested interest as employers who assist in the education and training of students. These students create a local talent pipeline to the industry and Radio/TV advisory committee members’ organizations. Skills identified through IECC’s CLNA informed us of multiple cross-sector connections with high-wage fields related to Radio/TV and Digital Media. High-demand jobs include information technology technicians, telecommunications installers/operators, software application technicians, digital media editing technicians, and social/ digital file content managers. The Radio/TV and Digital Media program has developed dual credit partnerships with local high schools for Digital Media

	<p>technicians as a pathway into the Radio/TV and Digital Media program.</p> <p>2) Radio/TV and Digital Media is a fast-paced profession that is highly technical and requires critical thinking, quick analysis, prioritization skills, and demonstration of skills for Broadcast Production. The program also requires students to engage and demonstrate quality Radio/TV and Digital Media Production standards which include:</p> <ol style="list-style-type: none">1. Digital Video Editing2. Digital Audio Editing3. FCC Rules and Regulations4. Operating Broadcast System5. Communication Skills6. Business Information Systems <p>The curriculum includes projects centered on teamwork, critical thinking, and communication to develop soft skills. An example of employability skills in the curriculum can be found in BRD 1207 Writing for Media. Completers of the course are expected to “Articulate methods of public relations writing and social media content management.” Course completers are expected to be professional writers with the ability to “Demonstrate the standard expectations of writing including AP Style, grammar, etc.”</p> <p>The curriculum for the Radio/TV and Digital Media program is based on a traditional CTE hands-on pedagogy with theory supported by lab activities and supervised work experiences. The faculty work with industry experts to define skills and competencies students must demonstrate and develop forms of assessment. The goals are progressive in complexity throughout the program.</p> <p>The educational program outcomes for the Radio/TV and Digital Media AAS are as follows:</p> <ol style="list-style-type: none">1. Students will demonstrate knowledge of digital video editing applications, equipment operation, and in the ability to produce a television program.2. Students will demonstrate knowledge of digital audio recording and editing, equipment operation, and in the ability to perform in the various roles of a radio station.3. Students will edit audio and video productions to demonstrate basic skills in operating various elements in a production system.4. Students will demonstrate knowledge of Federal Communications Commission (FCC) rules and regulations governing the broadcast industry.5. Students will demonstrate effective broadcast related communications skills, both oral and written.6. Students will demonstrate a knowledge of the business side of the media industry. This includes programming and sales as it relates to business success.
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	<p>3) Provide a non-duplicative, fully articulated sequence of courses from secondary through postsecondary.</p> <p>4) The Radio/TV and Digital Media program encourages students to participate in at least one of the many student organizations on campus. Organizations such as FRESH (Food Pantry) have a mission, bylaws, and follow parliamentary procedure when conducting meetings. Students learn through organizing community service projects, exploring the legislative process related to their interests, and other leadership opportunities.</p> <p>The Radio/TV and Digital Media program has developed dual credit partnerships with local high schools for Digital Media technicians as a pathway into the Radio/TV and Digital Media program.</p> <p>Many student projects end up on our stations, including student produced TV and radio shows, podcasts and more. Students can submit entries in national and statewide contests such as the Intercollegiate Broadcasting System and the Illinois Broadcasters Association.</p> <ul style="list-style-type: none">o WVC’s News Channel 15 was named the Intercollegiate Broadcasting System’s 2022 National Community College TV Station of the Year, previously won the same award in 2020, and was the 2015 Energy Education Council Safe Electricity College Challenge Video Award winner. <p>5) Dual credit with the Digital Media student-technicians at the local high-schools play an important role in reaching secondary students. Students engage in information systems and journalism concepts with WVC’s early college entry point. General education support classes may also be taken through dual credit.</p> <p>Radio/TV and Digital Media also has articulation agreements with Eastern Illinois University for an AAS to BA pathway opportunity. This appeals to students wishing to continue their studies and provides a seamless transition.</p> <p>The Radio/TV and Digital Media advisors participate in recruitment activities at local high schools. The Radio/TV and Digital Media program is advertised on the IECC website, catalog, college Facebook pages, radio, TV, career fairs, and at various locations where college handouts are available.</p> <p>6) Faculty, in consultation with the respective Dean of Instruction, consistently and continually review and update courses, degrees, and certificates to ensure they are current with required student performance, with a comprehensive program review of each program every five years. Courses are continually reviewed and revised by faculty to meet program and workplace requirements. Radio/ TV Program of Study (POS) courses are reviewed at least once a year by the Advisory Council who</p>
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	<p>provide input and suggestions related to workplace and career requirements.</p> <p>Enrollment, completion data, labor market trends, and program specific advisory councils are utilized to maintain program viability and need. In addition to the direct assessment approaches, IECC's End of Course Survey process allows each Dean of Instruction feedback from students to maintain quality assurance across course offerings. At the end of each semester, these course surveys are administered electronically to college and aggregate data across courses and locations. In addition, this feedback is given to the individual instructors for their use in improving and guiding the teaching and learning process for their courses.</p> <p>WVC has a Student Services Office with advisors to provide academic and career support services that focus on student learning and academic success. Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. Student Services Offices are open and available at times suited to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.</p> <p>Student support services are also available and designed for specific student populations. Students with disabilities receive a learning styles strengths and weaknesses assessment. Reports of the findings and their approved accommodations are sent to their instructors each semester. WVC maintains close ties with the Department of Rehabilitation Services and attend high school transition staffing for students with disabilities to help those students successfully transition to the college. Additionally, online materials including websites, Learning Management System (LMS) portal, and third-party systems are tested for ADA base requirements. Any new online services include ADA compliance as a required feature and assistive technology is available through the college libraries for student use.</p> <p>In addition, the Academic Success Centers offer free tutoring to students who need help with their coursework from either professional or peer tutors. The IECC Transition Center provides student support services to single parents and special population students. Childcare facilities, accredited by National Association for the Education of Young Children, are available at two of the colleges for children of parents who wish to return to college to continue their education. These programs are licensed by the Department of Children and Family Services with approved pre-school programs.</p> <p>7) Radio/TV and Digital Media faculty stay engaged with industry professionals through the advisory committee.</p>
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	<p>Additionally, some of the faculty work part-time to stay in practice in the Radio/TV and Digital Media field.</p> <p>Instructors at IECC are appropriately credentialed and educated in accordance with the Board of Trustees Minimum Faculty Requirements/ Qualification Policy 400.8, which is aligned with HLC Assumed Practices and with Illinois Community College Board (ICCB) Faculty Qualifications Requirements for Community Colleges Section 1501.303(f) The Deans of Instruction are responsible for the evaluation of each faculty member by completing the Evaluation Form for Faculty. Full-time faculty are evaluated directly by the Dean. In the case of part-time faculty, the Dean conducts the evaluation, but may also select an experienced full-time faculty member to conduct the evaluation in consultation with the Dean.</p> <p>To promote effective teaching, IECC provides professional development for faculty and resources for continuing education activities both on and off college sites. This includes salary incentives, travel funds for attendance at professional meetings, and technology training and support. Faculty participate in a variety of professional development conferences, workshops, and training. Several are also active members in national, state, and local organizations that provide interaction with external constituents related to their discipline.</p> <p>Several workshops are held which focus and support faculty professional development and training. Faculty and Staff Workshops are held every semester at each of the colleges, which include meetings and training sessions specific to the faculty in preparation for the upcoming semester. The workshops cover several topics, such as assessment of student learning, classroom management, student advising, effective teaching strategies, loss prevention updates, campus emergency plan updates, critical thinking, identity theft prevention, and online learning. New faculty are introduced and orientation sessions specifically for them are also provided. Adjunct faculty are invited to faculty workshops held each semester, but specific Adjunct Faculty Workshops are also held at each college.</p> <p>8) WVC’s Radio/TV and Digital Media Program of Study (POS) has the physical and technological infrastructure to support its instructional operations. IECC has a District Site and Construction Master Plan which maps out current and proposed facilities. This plan provides information on current buildings, including location, gross square footage, condition, and provides information on planned additions to permanent and temporary facilities.</p> <p>WVC maintains a 50,000-Watt Radio Station and a local access TV Station that serves as a laboratory environment for a wide range of different types of broadcast activities.</p> <p>WVC maintains instructional computer labs, wireless network access, and utilizes learning management system software. Most classrooms are equipped with a ceiling mounted LCD projector or projection TV and monitor connected to an instructor</p>
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	<p>computer. WVC has sufficient numbers of full-time and part-time faculty as indicated by one full-time program instructor teaching the majority of POS courses.</p> <p>Students within the Radio/TV and Digital Media program have access to ADA accommodations through Instructional Support Services at Illinois Eastern Community Colleges. Our campuses offer an extensive range of accommodations such as an extended test time of 150% and distraction-free testing areas. These accommodations set up students for successful assessments within the Radio/TV and Digital Media courses to ensure an equitable testing environment for all students. Guidelines for requesting reasonable accommodations are available at any time at www.iecc.edu/ada.</p> <p>9) The Radio/TV and Digital Media faculty engage in assessment to evaluate student learning. From this perspective, faculty can evaluate curriculum and propose adjustments. On-air broadcasting events provide a form of assessment of Radio/TV and Digital Media students to ensure comprehension and retention.</p> <p>Student learning is the highest priority at WVC and is achieved by a combination of processes that foster a culture of continuous improvement through assessment and evaluation. IECC's commitment to an effective process for assessing student learning is guided by Assessment Policy 800.4. The policy articulates the commitment of IECC to gather, analyze, and publish data annually for planning and evaluation of the accomplishments of missions, goals, purposes, and outcomes of IECC.</p> <p>IECC participation in the Higher Learning Commission's Assessment Academy from 2007-2014 helped establish the necessary framework for assessing student learning. The IECC Assessment Committee establishes a yearly Assessment of Student Learning Operational Plan to guide and efficiently manage the assessment process by ensuring that assessing student learning is meaningful, manageable, and measurable. WVC has recently modified its process to include mapping student learning outcomes. Curriculum maps are a vital resource for assessment planning and program reviews.</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If</p>	<p>No, this program is making progress toward the definition of a career pathway program.</p> <p>A) Aligns with skill of needed industries in the economy of the state or regional economy</p> <p>Radio/TV and Digital Media is part of the Arts, A/V Technology & Communications Career cluster. IECC ensures quality in career education with a Radio/TV and Digital Media Advisory Committee comprised of Media professionals and managers from local media outlets and news organizations. The external stakeholders have a vested interest as employers who assist in the education and training of students. These students create a local talent pipeline to the industry and Radio/TV advisory</p>

no, please describe if and how the college will improve the program based on the career pathway elements.

committee members' organizations.

B) 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

The Radio/TV and Digital Media program encourages students to participate in at least one of the many student organizations on campus. Organizations such as FRESH (Food Pantry) have a mission, bylaws, and follow parliamentary procedure when conducting meetings. Students learn through organizing community service projects, exploring the legislative process related to their interests, and other leadership opportunities.

Internships and Applied Broadcasting are key elements of the hands-on education provided by WVC's Radio/TV and Digital Media program. The Radio/TV and Digital Media program has developed dual credit partnerships with local high schools for Digital Media technicians as a pathway into the Radio/TV and Digital Media program.

C) Include counseling to support an individual in achieving the individual's education and career goals

The Radio/TV and Digital Media advisors participate in recruitment activities at local high schools. The Radio/TV and Digital Media program is advertised on the IECC website, catalog, college Facebook pages, radio, TV, career fairs, and at various locations where college handouts are available.

D) Include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

Radio/TV and Digital Media faculty teach Applied Broadcasting at WVC's college Radio and TV stations in which students create newscasts, shows, and live events on-air. The Radio/TV and Digital Media program encourages students to participate in at least one of the many student organizations on campus. Many student projects end up on our stations, including student produced TV and radio shows, podcasts and more. Students can submit entries in national and statewide contests such as the Intercollegiate Broadcasting System and the Illinois Broadcasters Association.

E) Organizes education, training and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable

The Radio/TV and Digital Media program has developed dual credit partnerships with local high schools for Digital Media technicians as a pathway into the Radio

	<p>/TV and Digital Media program. Faculty recruit students for concurrent enrollment and early college credit opportunities that support progression through the pathway.</p> <p>F) Enables an individual to attain a secondary school diploma or its recognized equivalent and at least 1 recognized postsecondary credential WVC is working toward facilitating co-enrollment in programs administered by the core within WIOA and Perkins partners and stakeholders.</p> <p>G) Helps an individual enter or advance within a specific occupation or occupational cluster WVC and IECC is collaborating with employers to support participant educational and career advancement through on-the-job training, customized training, and other work-based training strategies.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Students take part in a career day in which we travel to broadcast facilities in the Evansville, Indiana radio/TV market. Stops include at Townsquare Media’s Evansville radio station cluster, the TV studios of WEHT-TV and WTVW-TV, and University of Evansville’s ESPN production facility. Students each semester also get the chance to put the skills they learn into practice through enrollment in Applied Broadcasting classes. These courses required students to complete work for the college’s radio and TV stations, giving them real-world experience with productions of radio airshifts, podcasts, newscasts, live sports productions and more. Capstone projects include a media research project surveying the local target radio market, development of a social media marketing plan for area businesses and more.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Students in Mt. Carmel High School participate in dual credit coursework within the discipline averaging approximately 7 students each semester. These students are enrolled in the Practicum in Broadcasting course which is a degree required course.</p> <p>Opportunities are being explored to offer dual credit for other district high schools. The courses being offered via dual credit are also being reviewed.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students in the program participate in applied (practicum) based courses each semester allowing them to work for our campus radio and TV stations which we see as a powerful unique aspect of our program. Students gain real-world experience in all facets of industry work with the average student completing approximately 90 hours of such work each semester. Students also take part in internship experiences off campus. We believe these experiences are essential to student success in the industry. We hope to add more managerial experiences for students in the future.</p>

<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Not at this time. But through Advisory Council recommendation several certifications are being explored including Adobe software certifications.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time. But through Advisory Council recommendation several certifications are being explored.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>None at this time. But through Advisory Council recommendation several certifications are being explored.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Wabash Valley College has an articulation agreement with Eastern Illinois University which leads to a TV Video Production Bachelor of Arts with a minor in Radio and Audio Production.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Several area broadcasting stations accept program interns for work-based learning including WFIE-TV, WEHT-TV, The Original Company, Townsquare Media and many others. Students have also served as blog writers, video/audio content producers, and social media coordinators for area businesses. Many such opportunities exist.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Equitable access and outcomes are being developed for this program including textbook assistance and deployment of Pell funds earlier in the semester to help disadvantaged students. Data collected shows disadvantaged students delaying purchases of their textbooks is increasing and action is needed. Bookstore vouchers for textbooks and supplies are available before classes start each semester.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development is offered to faculty, staff, and instructors through district memberships with NISOD and Go2Knowledge. The trainings and information provided is evidenced-based and current. Topics for professional development include diversity, equity, and inclusion, online learning, student mental health, and universal design for learning. Additional professional development will be provided through the Centers of Excellence for Teaching and Learning (CETL).</p>

<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Instructors utilize such opportunities as Go2Knowledge and NISOD as provided by the institution and through attendance at workshops and training sessions hosted by the institution.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Significant updates to the program radio station main studio including updates to all equipment were made in the summer of 2019.</p> <p>Computer equipment and software for video editing, including the Adobe Creative Cloud are updated each year.</p> <p>Significant updates to the TV studio equipment and software were made in the summer of 2020. Updates included new video servers, production studio, graphics and switching equipment including a conversion to full HD video technology.</p> <p>Equipment updates are consistently completed ensuring they are sufficient for student learning while at the same time being fully suitable for students with disabilities.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>The assessment methods used by this program include exams, observations, and projects. Indirect measures of learning are also collected and reviewed to improve student learning.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Annual Assessment Reports: For Radio/TV and Digital Media, a culminating experience, such as a broadcast and/or internship, serves as a summative assessment of student learning within the program. Students participating in such experiences offer feedback and are, themselves, evaluated by both faculty members and, in some instances, by professionals at the placement location. Data collected from these culminating experiences are utilized by faculty to help determine how well program outcomes are being met.</p> <p>Program assessment results and action plans are posted after the end of each semester. Assessment Reports are generated via tools in the system. Program assessment efforts are also shared among faculty members and administrators annually at the Students First! Curricular Retreat. The Retreat provides an excellent forum for discussion, sharing, and reflection on the program assessment processes across the many different programs at IECC. Indirect measures of learning are also collected and reviewed to improve student learning. IECC adopted an End-of-Course Survey which is administered for every IECC course and available asynchronously online. These survey results provide additional indirect measures of student learning.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the</p>	<p>Actions taken based upon student assessment include revising teaching methods for certain topics, spending more instructional and lab time on given concepts, giving students more time for certain projects to be completed. Rubrics have been added and revised to make project guidelines more clearly understood. Courses such as Social Media have been added to address areas of needed skill.</p>

assessment to improve your program and students learning?)	
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	In 2021, 85.71% of the students responded that they were satisfied with the program’s preparation for employment. Data is collected via annual student satisfaction survey.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Radio/TV Advisory Council meets annually and also via email exchanges as needed. The council is made up of both men and women as well secondary education instructors. Members include those working a variety of career paths within the industry, those educating students in the industry, and managers of broadcast related facilities in the region. During the annual meeting the council reviews the college’s broadcast facilities, equipment, program requirements, and curriculum.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Advisory Council’s input is sought on all program improvements including equipment purchases, course offerings, certifications, and material taught. Labor market data is reviewed to ensure the program is staying on course with demands for jobs in the field. Employers throughout the region are invited to and do take part in our internship program and are invited as guest lecturers in various courses as appropriate.
3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?	Review of student success and employability as well as program satisfaction is conducted via surveys on each student intern evaluation. That same review is also conducted by the program’s Advisory Council which also reviews the satisfaction data to ensure graduates are adequately prepared to enter the field.
3.25 What are the program’s strengths?	The program’s TV station News Channel 15 was recognized by the Intercollegiate Broadcasting System as the nation’s Junior College TV Station of the Year in 2020 and 2021 based upon student submitted projects and coursework. Instructors in the program are highly regarded in the industry locally while continuing to do freelance work within the industry. Equipment is consistently updated to ensure students are working with the latest in technology.
3.26 What are the identified or potential weaknesses of the program?	The program wishes to increase completion and persistence rates.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Modifications are being made in the programs course offerings and structure as well as additional progress in stackable certificates moving towards a clearer career pathway.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

The Covid-19 pandemic limited student engagement and opportunities for students to complete such tasks as sports announcing, live event streaming, radio air shifts and more. The pandemic also significantly reduced recruitment visits and opportunities to interact with potential students. A lack of marketing dollars have also limited the program's ability to expand its growth.

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. Each year may represent a cohort.

CTE Program	Radio/TV and Digital Media				
CIP Code	100202				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	11	5	9	10
Number of Completers	5 (55.56%)	5 (45.45%)	1 (20%)	2 (22.22%)	5 (50%)
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 15-16, 16-17, 17-18, 18-19, and 19-20 as the program centers around a two-year associate degree.				
How does the data support the program goals? Elaborate.	Low enrollment usually indicates new recruitment efforts are needed. Completion rates could be increased by career exploration prior to enrollment as well as increased support to students with life challenges. Economic diversity is high as we have more Pell eligible students than average.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)?	Over the five years of review, 40.91% or 18 students completed the program. When examining program enrollment, 88.64% were male and 88.64% were white non-Hispanic. Furthermore, 65.91 % of the students that enrolled in the program were Pell-eligible. Exploring the data for equity gaps, 40% of the female students completed the program while similarly male students completed at a 41.03% rate. Non-eligible students completed				

Please explain.	a credential (46.67%) at a slightly higher rate than Pell-eligible students (37.93%). Of the five students that identified as non-white only one student completed the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates. Our program is attending career fairs and engaging students from all backgrounds, including those nontraditional broadcast majors through attending broadcast related high school classes to speak with prospective students. Expanding recruiting to increase reach to a more diverse enrollment. Reaching out to female professionals in the field to speak to potential students.
Are the students served in this program representative of the total student population? Please explain.	With regards to gender, the program enrolls a high percentage of male students 88.64% compared to the overall student population of 38% according to the 2020 IECC Factbook, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 96% white non-Hispanic while the program is similarly representative with the program being 88.64% white non-Hispanic. This data suggests the students surveyed in this program are slightly more diverse compared to the entire student population with regards to student ethnicity.
Are the students served in this program representative of the district population? Please explain.	Students in the program are not representative of the district when it comes to gender. The overall district demographics indicates that the population is 92% white non-Hispanic while the program is similarly representative with the program being 88.64% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is more diverse then the community college district population it serves with regards to the demographics focused on race and ethnicity.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program needs minor modifications to continue its adaptation to trend within the industry and to align our curriculum with the Illinois Articulation Initiative's Media and Communications Arts major as well as to maintain our existing transfer agreements with Eastern Illinois University and University of Southern Indiana.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	IECC and WVC have implemented a program update that should improve retention, persistence, and completion and possibly increase student engagement and enrollment. Balancing the needs of students who desire career entry immediately and those intending to transfer pursuing a bachelor's degree requires additional flexibility. The following milestones reflect IECC and WVC's improvement plan: 2021 - Create/modify stackable certificates that will allow the college to expand into the industry's growing sub-fields and engage the students in the

	<p>program.</p> <p>2022- Update specific curriculum to reflect current technology utilizing digital media while aligning with IAI’s Media and Communications Arts major. Update marketing materials and enrollment management plan for upcoming academic year. Implement and teach new and modified programs and courses.</p> <p>2023 - Evaluate persistence and completion and modify as needed.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The goals of the program are being met overall with mixed results in specific areas. Areas of opportunities include improving completion rates, expanding enrollment with our updated and stackable curriculum and course offerings. (See timeline above)</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The program will continue to engage students from all walks of life through college-career fairs, in-classroom visits to area high schools, and in promotional messages created by the department for the college’s broadcast stations.</p>
<p>Resources Needed</p>	<p>Based upon advisory council recommendations the department is in need of additional equipment to modernize its main studio and to create a mobile video production facility for the production of live video streaming events.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Dean of Instruction Robert Conn Assistant Professor/Director of Broadcasting Kyle Peach</p>

Career & Technical Education				
College Name:		Illinois Eastern Community College Wabash Valley College		
Academic Years Reviewed:		2017-2021		
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
Shooting Range Safety Officer	C574 FST	26	43.0112	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The Shooting Range Safety Officer certificate prepares students for careers in the firearms industries. The certificate provides training needed to become a shooting range manager and professional safety officer. Students are required to provide a basic set of hand tools and firearms. Problem-Solving and Critical Thinking: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. Quality Processes: Recognize and correct production processes to assure that products meet production quality standards. Maintenance: Maintain equipment, tools and workstations to provide a safe working environment and meet company regulations. Safety, Health, and Environmental: Articulate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance. Occupations <ul style="list-style-type: none"> • 11-9198 - Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other • 13-1198 - Project Management Specialists and Business Operations Specialists, All Other • 33-1099 - Miscellaneous First-Line Supervisors, Protective Service Workers • 33-9031 - Gambling Surveillance Officers and Gambling Investigators • 33-9093 - Transportation Security Screeners • 33-9098 - School Bus Monitors and Protective Service Workers, All Other 		

<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Completion of the certificate includes coursework in firearms safety, maintenance, ammunition production, and shooting skills. Students must be at least 18 years old to enroll in this program. Students have been challenged by the high cost of ammunition and enrollment has been zero for several years.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>N/A. This is the program's first review cycle.</p>
<p>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.</p>	<p>Tim Zimmer, Part-time Instructor Robert Conn, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination.</p>
<p>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.</p>	<p>The parent program, Gunsmithing, provides training in custom gunsmithing and gun repair, and develops the basic knowledge and skills needed to become a professional gunsmith. The program utilizes subject matter experts for the parent advisory committee to answer questions and discuss careers.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>N/A</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>

Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2020, there were 662 target occupations in the area which is 28% below the national average. Annually, there are 71 job openings available in the region with median earnings on \$19.04/hr or \$39.6K/yr. This is significantly lower than the nation wage data. When breaking down the occupations, there is an expected growth in the Public Relations Specialists which currently comprises 290 jobs with 31 annual openings. In addition, the median earnings for this occupation is \$23.39/hr.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the past five years the target occupations have decreased by 3.8%. The region is expected to see slight growth over the next five years at approximately 7.0% compared to a national growth rate of 5.3%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI, Inc. Data is reviewed during program review.</p>
<p>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?)</p>	<p>Active recruitment for the certificate ended three years ago when enrollment went to zero.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The Shooting Range Safety Officer program relies on the combined resources of other degree programs that share similar outcomes. The related program’s lead instructor takes the lead on all program/curricular changes in consultation with the Dean of Instruction. The program’s faculty plays a significant role in suggesting changes to the program’s curriculum.</p>
<p>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.</p>	<p>Yes, the review resulted in closing the program.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affai</p>	<p>Response</p>

<p>rs/program-review/)</p>	
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>The District pays the cost of this program through tuition and fees, apportionment and equalization, and property taxes. Revenue analysis indicates the program is breaking even most years and has turned a slight profit when retention and persistence follows campus averages.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The cost-effectiveness analysis indicates closing the program and focusing on the AAS degree coursework may lead to sustainability.</p>
<p>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? Please explain.</p>	<p>This program is funded by tuition and district reserves as well as a special auxiliary account of program generated advertising and programming revenue. Special laboratory fees are also applied to certain courses to supplement tuition.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Students are considered for financial aid, scholarships and referred to the Transition Center for resource information as needed. The Student Handbook and IECC catalog are the primary documents to communicate costs, program requirements, and course descriptions to current and prospective students.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>N/A</p>

<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>N/A</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>This program is only offered in the traditional delivery method.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Through consultation with the program's Advisory Council and other industry professionals. Students also work in a variety of lab environments on and off campus as well as the internship and seminar courses which gives them field experience.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>N/A</p>
<p>3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>N/A</p>

<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>N/A</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>N/A</p>
<p>3.7 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?</p>	<p>N/A</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>N/A</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>

<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>N/A</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>N/A</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>N/A</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Professional development is offered to faculty, staff, and instructors through district memberships with NISOD and Go2Knowledge.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>N/A</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>N/A</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>N/A</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>N/A</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>N/A</p>

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A
3.25 What are the program's strengths?	N/A
3.26 What are the identified or potential weaknesses of the program?	N/A
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Modifications are being made to move the programs course offerings and additional stackable certificates moving towards a career pathway.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

COVID-19 and high student costs for supplies.

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. Each year may represent a cohort.

CTE Program	Shooting Range Safety Officer				
CIP Code	430112				
	Year 1	Year 2	2018	Year 4	Year 5
Number of Students Enrolled	N/A	N/A	3	N/A	N/A
Number of Completers	N/A	N/A	3 (100%)	N/A	N/A

Other (Please identify)					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>N/A</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.</p>				
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates.</p>				
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.</p>				
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The number of enrollees in this program is substantially low, making comparisons to the student population invalid and impractical.</p>				

Review Results	
Action	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The number of enrollees in this program is substantially low and unsustainable.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Close the program.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	NA
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	NA
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Robert Conn, Dean of Instruction will submit paperwork to inactivate program.

Career & Technical Education				
College Name:		Illinois Eastern Community College Wabash Valley Colleges		
Academic Years Reviewed:		2017-2021		
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
Sports Marketing and Media	D251 MEDIA	60	090906	C252 Entertainment Business C253 Media Communications C254 Social Media Management
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Program Learning Outcomes <ul style="list-style-type: none"> • Students will be able to define career opportunities in the sports marketing & media field while demonstrating an understanding of the industry’s historical, cultural and economic components. • Students will demonstrate the ability to plan and deliver multimedia productions while exhibiting readiness for completing key production functions. • Students will demonstrate team-building, collaboration, and leadership in order to complete sports marketing & media-related projects and productions. • Students will demonstrate effective communication skills to gather and disseminate information across a variety of multimedia platforms including marketing material. 		
		Occupations <ul style="list-style-type: none"> • Agents and Business Managers of Artists, Performers, and Athletes (13-1011) • Miscellaneous Entertainers and Performers, Sports and Related Workers (27-2099) • Broadcast Announcers and Radio Disc Jockeys (27-3011) • News Analysts, Reporters, and Journalists (27-3023) • Public Relations Specialists (27-3031) 		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting</i>		All course and program outcome assessment results are reviewed on a bi-annual basis (half each year). The assessment process utilizes a wide range of assessment modalities including exams, student course projects, skills checklists, capstone projects and studies. This review and analysis suggests the program’s goals are being met overall. Opportunities for growth exist with continued work on improving completion rates and expanding enrollment through additional curriculum opportunities and stackable degree options while enhancing our dual credit pathway.		

<i>Program Learning Outcomes, etc.)</i>	
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>N/A. Program was brand new in the 2017 cycle and did not have enough enrollment/data to create action steps for.</p>
<p>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.</p>	<p>Kyle Peach, Assistant Professor / Director of Broadcasting Robert Conn, Dean of Instruction Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director Institutional Assessment and Effectiveness Amy Dulaney, Director of Transition Center and Perkins Eva Fatheree, Coordinator of Curricular Reporting and Articulation Ms. Maglone, Mr. Weger, Ms. Dulaney, and Ms. Fatheree all provided various data points (labor market, disaggregated data), Perkins information, historical program information, and assisted with administrative coordination.</p>
<p>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.</p>	<p>Radio/TV Advisory Council members consisting of industry professionals and secondary education instructors. Current advisory council members: Roger Beard – WSJD Radio Kevin Madden – WSJD Radio Jim Cox – Retired Director of Broadcasting WVC Wayne Hart - Chief Meteorologist WEHT-TV Dave Hertel – Newman Kees Engineering Frank Hertel – Newman Kees Engineering Randy Poole – WNOI Radio Mark Weiler – WSEI Radio Kat Mykals - Townsquare Media Kenton McDonald – WNIN Radio Tom Benson – University of Evansville Purple Aces Productions Jevin Redman – University of Evansville / Learfield Radio Jo Beth Boosts – Instructor So. Ind. Career & Tech Center Sarah Newby – Instructor North Clay High School Cole Carter – Broadcast Services Specialist WVC (former student)</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>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.</p>	<p>Students are required to meet the following high school requirements to enroll in the Associate in Applied Science degree program or one-year certificate program:</p> <ol style="list-style-type: none"> 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. <p>Illinois Eastern Community Colleges recognizes that student success in college course work is directly related to appropriate</p>

	<p>course placement. Therefore, IECC uses multiple measures to determine student placement in college-level courses and admission to a degree or certificate program. The colleges administer ACCUPLACER for course placement and admission into select degree and certificate programs.</p> <p>Multiple measures for placement includes analysis of:</p> <ol style="list-style-type: none"> 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.
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Students in this program are required to have a unique skill set of highly technical elements of media production. Not only are these elements students learn but we also provide ample opportunities while completing their credential to practice those skills learned through laboratory, applied/hands-on learning, and internships.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The Sports Marketing and Media program prepares students for careers as sporting news analysts, reporters, and correspondents to gather information, prepare stories, and make broadcasts that inform us about local, state, national and international sporting events. In 2020, there were 662 target occupations in the area which is 28% below the national average. Annually, there are 71 job openings available in the region with median earnings of \$19.04/hr or \$39.6K/yr. This is significantly lower than the national wage data.</p> <p>The program prepares individuals to function as developers and managers of communications for sports facilities, teams, and events using digital communications media. Students explore methods of sport marketing and management using traditional and digital communications media and plan, coordinate, and implement marketing strategies, advertising, promotion, and public relations activities. When breaking down the occupations, there is an expected growth in the Public Relations Specialists which currently comprises 290 jobs with 31 annual openings. In addition, the median earnings for this occupation is \$23.39/hr.</p> <p>The regional labor market includes Clark County, IL; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.</p>

<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Over the past five years the target occupations have 10.5%. The region is expected to see slight growth over the next five years at approximately 0.5% compared to a national growth rate of 3.6%.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>EMSI, Inc. Data is reviewed during program review.</p>
<p>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?)</p>	<p>In addition to speaking to numerous high school classes in the sports marketing and media discipline, our lead instructor and department staff participate in college and career fairs throughout the region.</p> <p>The program also hosts a dual credit course each semester for area high school students which has consistently produced college program enrollees.</p> <p>In addition, the program operates a radio station with programming geared to the high school and college age audience.</p> <p>The college’s marketing efforts promote the program through digital and social media marketing. Our department also utilize campus radio and TV stations to reach perspective students while in high school with programming and promotional messages.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The program’s lead instructor takes the lead on all program/curricular changes in consultation with the Dean of Instruction. The program’s Advisory Council plays a significant role in suggesting changes to the program’s curriculum.</p>
<p>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.</p>	<p>Yes, most courses have been modernized and updates were required. Because of the changing nature of the industry the curriculum required re-alignment with modern digital media element gaining added significance.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>Sports Marketing and Media shares resources and equipment with Radio, TV, and Digital Media whose costs include faculty salaries, instructional supplies, and benefits. The district employs one full-time instructor located at Wabash Valley College. Several adjunct instructors teach the remaining sections. Sports Marketing and Media costs are \$250.19 per credit hour, similar to other WVC programs' average costs (\$267.32). Social Services AAS: \$359.33 Early Childhood AAS: \$245.80 Diesel AAS: \$423.30 Marketing Business AAS: \$241.88 Agriculture AAS: \$249.80</p> <p>The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes. Revenue analysis indicates the program is breaking even most years and has turned a slight profit when retention and persistence follows campus averages. Grants from various stakeholders for modern equipment helps offset costs associated with a high-quality CTE program.</p> <p>Student to faculty ratio averaged 9:1 over the 5-year program review. Course and section fill rates have been monitored closely with slight improvements to first year retention. Enrollment trends show a low but steady program census. Scheduling efficiency with the program's shared (AAS degrees Sports Marketing and Media and Music and Media) pathways have improved section fill rates.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The cost-effectiveness analysis indicates larger section size with combined AAS degree coursework can lead to sustainable options. Additional shared resources with radio/TV and Digital Media, Music and Media, and Marketing Business Management AAS degrees are being explored.</p>
<p>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? Please explain.</p>	<p>This program is funded by tuition and district reserves as well as a special auxiliary account of program generated advertising and programming revenue. Special laboratory fees are also applied to certain courses to supplement tuition. Perkins has not previously supported this program – but Perkins support will be explored moving forward.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services,</p>	<p>Costs for this IECC program compared to similar programs in the region is among if not the most affordable. Students are considered for financial aid, scholarships and referred to the Transition Center for resource information as needed.</p> <p>Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. WVC Student Services Offices include a Financial Aid Office and are open and available at times suited to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.</p>

apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	The college is taking steps to increase scheduling efficiencies to limit travel for students to campus, while also adding distance learning classrooms. Most courses are offered in a hybrid learning format to limit as well.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Because of the program’s relatively low unit costs, no actions are planned to reduce costs further.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods include Traditional, Hybrid, and Online. When taking online courses, sports marketing and media student were 80% successful in their courses compared to 95.77% in traditional courses and 95.65% in hybrid courses.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Through consultation with the Advisory Council and other industry professionals. Students also work in a variety of lab environments on and off campus as well as the internship and seminar courses which gives them field experience. These experiences also allow students to interact with the industry’s diverse workplace environments.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No, this program is working with the Radio/TV and Digital Media program toward a Program of Study designation.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the	No, this program is making progress toward the definition of a career pathway program. Sports Marketing and Media is part of the Arts, A/V Technology & Communications Career cluster but shares common outcomes with the Marketing Career cluster. IECC ensures quality in career education with an Advisory Committee comprised of Media professionals and managers from local media outlets and news organizations. The external stakeholders have a vested interest as employers who assist in the education and training of students. These students create a local talent pipeline to the industry and stakeholders’ organizations.

<p>college will improve the program based on the career pathway elements.</p>	
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Students take part in a career day in which we travel to broadcast facilities in the Evansville, Indiana radio/TV market. Stops include at Townsquare Media’s Evansville radio station cluster, the TV studios of WEHT-TV and WTVW-TV, and University of Evansville’s ESPN production facility. Student each semester also get the chance to put the skills they learn into practice through enrollment in Applied Broadcasting classes. These courses required students to complete work for the college’s radio and TV stations, giving them real-world experience with productions of radio airshifts, podcasts, newscasts, live sports productions and more. Capstone projects include a media research project surveying the local target radio market, development of a social media marketing plan for area businesses and more.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Students in Mt. Carmel High School participate in dual credit coursework within the discipline averaging approximately 7 students each semester. These students are enrolled in the Practicum in Broadcasting course which is a degree required course.</p> <p>Opportunities are being explored to offer dual credit for other district high schools. The courses being offered via dual credit are also being reviewed.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students in the program participate in applied (practicum) based courses each semester allowing them to work for our campus radio and TV stations which we see as a powerful unique aspect of our program. Students gain real-world experience in all facets of industry work with the average student completing approximately 90 hours of such work each semester. Students also take part in internship experiences off campus. We believe these experiences are essential to student success in the industry. We hope to add more managerial experiences for students in the future.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Not at this time. But through Advisory Council recommendation several certifications are being explored including Adobe software certifications.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not at this time. But through Advisory Council recommendation several certifications are being explored.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>N/A</p>

<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>None at this time. But through Advisory Council recommendation several certifications are being explored.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>None at this time.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Several area broadcasting stations accept program interns for work-based learning including WFIE-TV, WEHT-TV, The Original Company, Townsquare Media and many others. Students have also served as blog writers, video/audio content producers, and social media coordinators for area businesses. Many such opportunities exist.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>WVC provides students an equitable and inclusive education by building a foundation of values, attitudes, and skills necessary to become responsible and concerned citizens and lifelong learners possessing the ability to think critically, communicate effectively, and solve problems in a diverse global society. Equitable access and outcomes are being developed for this program including textbook assistance and deployment of Pell funds earlier in the semester to help disadvantaged students. Data collected shows disadvantaged students delaying purchases of their textbooks is increasing and action is needed. Bookstore vouchers for textbooks and supplies are available before classes start each semester.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development is offered to faculty, staff, and instructors through district memberships with NISOD and Go2Knowledge. The trainings and information provided is evidenced-based and current. Topics for professional development include diversity, equity, and inclusion, online learning, student mental health, and universal design for learning. Additional professional development will be provided through the Centers of Excellence for Teaching and Learning (CETL).</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Instructors utilize such opportunities as Go2Knowledge and NISOD as provided by the institution and through attendance at workshops and training sessions hosted by the institution.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Significant updates to the programs radio station main studio including updates to all equipment were made in the summer of 2019. Computer equipment and software for video editing, including the Adobe Creative Cloud are updated each year. Significant updates to the TV studio equipment and software were made in the summer of 2020. Updates included new video</p>

	<p>servers, production studio, graphics and switching equipment including a conversion to full HD video technology.</p> <p>Equipment updates are consistently completed ensuring they are sufficient for student learning while at the same time being fully suitable for students with disabilities.</p>
3.18 What assessment methods are used to ensure student success?	Exams and individual projects using testing instruments and rubrics.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Annual reports were generated and shared with the college deans.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	<p>Actions taken based upon student assessment include revising teaching methods for certain topics, spending more instructional and lab time on given concepts, giving students more time for certain projects to be completed. Rubrics have been added and revised to make project guidelines more clearly understood. Courses such as Social Media have been added to address areas of needed skill.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	Data was unattainable for the fiscal years under review.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council meets annually and also via email exchanges as needed. The council is made up of both men and women as well secondary education instructors. Members include those working a variety of career paths within the industry, those educating students in the industry, and managers of industry related facilities in the region. During the annual meeting the council reviews the college's broadcast facilities, equipment, program requirements, and curriculum.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Advisory Council's input is sought on all program improvements including equipment purchases, course offerings, certifications, and material taught. Labor market data is reviewed to ensure the program is staying on course with demands for jobs in the field. Employers throughout the region are invited to and do take part in our internship program and are invited as guest lecturers in various courses as appropriate.
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	Review of student success and employability as well as program satisfaction is conducted via surveys on each student intern evaluation. That same review is also conducted by the program's Advisory Council which also reviews the satisfaction data to ensure graduates are adequately prepared to enter the field.

<p>3.25 What are the program’s strengths?</p>	<p>The program’s TV station News Channel 15 was recognized by the Intercollegiate Broadcasting System as the national Junior College TV Station of the Year in 2020 based upon student submitted projects and coursework. Two individual students were also nominated by IBS for national awards pertaining specifically to sports programming produced. Instructors in the program are highly regarded in the industry locally while continuing to do freelance work within the industry. Equipment is consistently updated to ensure students are working with the latest in technology.</p>				
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The program wishes to increase completion and persistence rates.</p>				
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Modifications are being made in the programs course offerings and structure as well as additional progress in stackable certificates moving towards a clearer career pathway.</p>				
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>					
<p>The Covid-19 pandemic limited student engagement and opportunities for students to complete such tasks as sports announcing, live event streaming, radio air shifts and more. The pandemic also significantly reduced recruitment visits and opportunities to interact with potential students. A lack of marketing dollars have also limited the program's ability to expand its growth.</p>					
<p>Performance and Equity</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.</p>					
<p>CTE Program</p>	<p>Sports Marketing and Media</p>				
<p>CIP Code</p>	<p>090906</p>				
	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>
<p>Number of Students Enrolled</p>	<p>2</p>	<p>3</p>	<p>2</p>	<p>1</p>	<p>3</p>
<p>Number of Completers</p>	<p>2 (100%)</p>	<p>2 (66.67%)</p>	<p>0 (0%)</p>	<p>1 (100%)</p>	<p>1 (33.33%)</p>
<p>Other (Please identify)</p>					
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the</p>	<p>Although the program enrollment is low, disaggregated data was used to examine equity gaps, enrollment gaps, retention gaps, and success gaps by race, ethnicity, gender, and Pell-grant status.</p>				

<p>department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	<p>Low enrollment may indicate new recruitment efforts are needed but sharing program resources allows additional flexibility. Completion rates could be increased by career exploration prior to enrollment as well as increased support to students with life challenges. Economic diversity is high as we have more Pell eligible students than average.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Over the five years of review, 62.50% or 5 students completed one of the credentials offered. Of the 5 completers, 4 of them completed the degree, D251, while one student completed C254. There have been no completions for C252 and C253.</p> <p>While exploring the data for equity gaps, it is noticeable that the program's enrollment tends to be male at 75%. In comparison, only 25% of the program's enrollment is female. Furthermore, 100% of female students completed the program while only 50% of the male students. Pell-Eligible students complete the program at a higher rate (80%) than non-eligible students (33.33%). This was calculated by examining cohorts from 16-17, 17-18, 18-19, and 19-20. Analysis of equity gaps analyzing racial and ethnic groups was unattainable due to the lack of representation.</p>
<p>What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>IECC has indicated on the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>The program population is not representative of the student population. For example, 62% of the district population is female, while 25% of the program's headcount is female. In addition, after reviewing the program headcount, the breakdown of student's ethnicity was 100% white, non-Hispanic. In comparison, the overall student population was 96% white, non-Hispanic. Although there is a slight difference between the program and the overall student population's representation, the low enrollment of the program does skew the analysis of this data.</p>

<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The program population is not representative of the district population. 51.1% of the district’s population is male, while the program overrepresents male (75%) and underrepresents the female population (25%). After reviewing the program headcount, the breakdown of student’s ethnicity, 100% of the program’s headcount was 100% white, non-Hispanic. In comparison, the district’s population was 92.51% white, non-Hispanic. Although there is a slight difference between the program and the overall student population’s representation of ethnic groups, the low enrollment of the program does skew the analysis. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district’s census data, but another community college district serves these facilities.</p>
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>The program needs minor modifications to continue its adaptation to trend within the industry and to align classes within our curriculum with the Illinois Articulation Initiative’s Media and Communications Arts major.</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>IECC and WVC have implemented a program update that should improve retention, persistence, and completion and possibly increase student engagement and enrollment. Balancing the needs of students who desire career entry immediately and those intending to transfer pursuing a bachelor’s degree requires additional flexibility. The following milestones reflect IECC and WVC’s improvement plan:</p> <p>2021 Create/modify stackable certificates that will allow the college to expand into the industry’s growing sub-fields and engage the students in the program.</p> <p>2022 Update specific curriculum to reflect current technology utilizing digital media while aligning courses within the major with IAI’s Media and Communications Arts major.</p> <p>Update marketing materials and enrollment management plan for upcoming academic year. Implement and teach new and modified curriculum.</p> <p>2023 Evaluate persistence and completion and modify as needed.</p>

<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The goals of the program are being met overall with mixed results in specific areas. Areas of opportunities include improving completion rates, expanding enrollment with our updated and stackable curriculum and course offerings. (See timeline above)</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The program will continue to engage students from all walks of life through college-career fairs, in-classroom visits to area high schools, and in promotional messages created by the department for the college's broadcast stations.</p>
<p>Resources Needed</p>	<p>Based upon advisory council recommendations the department is in need of additional equipment to modernize its main studio and to create a mobile video production facility for the production of live video streaming events.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Dean of Instruction Robert Conn Assistant Professor/Director of Broadcasting Kyle Peach</p>

IECC Overall Program Review Schedule
ILLINOIS EASTERN COMMUNITY COLLEGES
OVERALL PROGRAM REVIEW – FCC (F), LTC (L), OCC (O), WVC (W)
5 YEAR PLAN (FY22-FY26)
INSTRUCTIONAL PROGRAMS AND STUDENT AND ACADEMIC SUPPORT SERVICES

TITLE	FY22	FY23	FY24	FY25	FY26
Due to ICCB	9/1/22	9/1/23	9/1/24	9/1/25	9/1/26
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					
English Language Acquisition (Including IELCE)	FLOW				
Developmental Mathematics		FLOW			
Developmental English Language Arts			FLOW		
Adult Education and Literacy				FLOW	
Vocational Skills					FLOW
Student & Academic Support Services					
Admissions, Registration and Records	FLOW				
Recruiting	FLOW				
Learning and Tutoring Centers		FLOW			
Career and Placement Services		FLOW			
Other Areas (Optional: Veterans' Services, DEI Centers and Programs, Campus Security, Online Learning		FLOW			
Financial Aid and Bursar			FLOW		
Disability Services				FLOW	
Counseling and Advising				FLOW	
Library Services				FLOW	
Athletics					FLOW
Student Activities					FLOW

The ICCB 2022-2026 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 2022-2026 Statewide Program Review Manual, review instruments, and forms are located at http://www2.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 Assistant Dean of Academic Services in the Spring Semester.