



**Illinois Eastern Community Colleges
District 529**

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

2018 Program Review

July 2018

Program Review Cover Page	
<i>COLLEGE</i>	Illinois Eastern Community Colleges Frontier Community College Lincoln Trail College Olney Central College Wabash Valley College
<i>DISTRICT NUMBER</i>	529
<i>CONTACT PERSON</i> <i>(NAME, TITLE, CONTACT INFORMATION)</i>	Robert Conn Chief Academic Officer connr@iecc.edu 618-393-2982
<i>FISCAL YEAR REVIEWED:</i>	FY2018
DIRECTORY OF REVIEWS SUBMITTED	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
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Career & Technical Education				
<i>College Name:</i>		Olney Central College		
<i>Fiscal Year in Review:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>Program Title</i>	<i>Degree or Cert</i>	<i>Total Credit Hours</i>	<i>6-Digit CIP Code</i>	<i>List All certificate programs that are stackable within the parent degree</i>
Cosmetology	C260	42	120401	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The objectives for the Cosmetology certificate are as follows: <ul style="list-style-type: none"> •Perform the basic manipulative skills in all phases of hair, skin, and nail care. •Apply learned theory, technical information, and related matter to assure sound judgments, decisions, and procedures. •Master necessary subject material and have fulfilled 1500 clock hours required by the Illinois Department of Financial Professional Regulation to take the Cosmetology examination for licensure. •Practice effective communication, skills, visual poise, and proper grooming. •Project a positive attitude and a sense of personal integrity and self-confidence. •Respect the need to deliver worthy service. In addition to the above objectives, cosmetology is an art, science and a business. It is a program of clearly defined objectives to train the student in the basic manipulative skills, safety judgments, proper work habits, and desirable attitudes necessary to obtain licensure and for competency in entry-level positions in cosmetology or related career fields.		
To what extent are these objectives being achieved?		Objectives are being meet by close examination of student performance and assessment activities.		
Past Program Review Action What action was reported last time the program was reviewed?		Continue with minor improvements.		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	<p>1. Complete an application to Olney Central College by March 1 for fall admission or by October 1 for spring admission. If an applicant does not qualify for ranking during the term requested or is ranked but not admitted, it is the responsibility of the applicant to notify the cosmetology advisor they wish to be considered for the next entry point.</p> <p>2. Submit official copies of high school transcript or GED scores and previous college transcripts if applicable.</p> <p>3. The applicant must have earned a minimum cumulative GPA of 2.0 for all college level courses. If college coursework has not been completed, a cumulative high school GPA of 2.0. Students making application for the same year they graduate from high school must have a 2.0 GPA at the end of the first semester of their senior year to be eligible to apply. Passing the GED Test will meet this requirement.</p> <p>4. Placement test scores must be at the 34th percentile or above in English, reading and mathematics.</p>																						
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<p>First Semester</p> <table> <tr> <td>BUS 1201 Financial Planning/Management</td> <td>2</td> </tr> <tr> <td>COS 1200 Cosmetology I</td> <td>12</td> </tr> <tr> <td>ENG 1201 Communications or</td> <td><u>3</u></td> </tr> <tr> <td>ENG 1111 Composition I</td> <td></td> </tr> <tr> <td>Total</td> <td>17</td> </tr> </table> <p>Second Semester</p> <table> <tr> <td>COS 1210 Cosmetology IIA</td> <td><u>12</u></td> </tr> <tr> <td>Total</td> <td>12</td> </tr> </table> <p>Summer Semester</p> <table> <tr> <td>COS 1220 Cosmetology IIB</td> <td>8</td> </tr> <tr> <td>PEG 1137 First Aid & Safety Education</td> <td>3</td> </tr> <tr> <td>MTH 1201 Technical Mathematics</td> <td><u>2V</u></td> </tr> <tr> <td>Total</td> <td>13</td> </tr> </table> <p>Total Credit Hours 42</p>	BUS 1201 Financial Planning/Management	2	COS 1200 Cosmetology I	12	ENG 1201 Communications or	<u>3</u>	ENG 1111 Composition I		Total	17	COS 1210 Cosmetology IIA	<u>12</u>	Total	12	COS 1220 Cosmetology IIB	8	PEG 1137 First Aid & Safety Education	3	MTH 1201 Technical Mathematics	<u>2V</u>	Total	13
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Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The courses are carefully crafted and selected for state certification. The program meets ICCB requirements.																						
INDICATOR 1: NEED	RESPONSE																						

1.1 How strong is the occupational demand for the program?	<p>Labor market statistics from Illinois state that there will be 25,630 employed in cosmetology related jobs. Annual projected job openings there will be a 10% growth rate for cosmetologists nationally from 2018-2028. Locally, the growth rate for cosmetologists in Southeast Illinois is projected to be 6% for 2018 to 2028.</p> <p>The Federal Occupational Outlook Handbook indicated a growing demand in cosmetology. Overall employment is expected to grow 10-14 percent from 2018 to 2028, as fast as the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has stayed approximately the same. The outlook is good.
1.3 What is the district and/or regional need?	<p>Labor market statistics from Illinois state that there will be 25,630 employed in cosmetology related jobs. Annual projected job openings there will be a 10% growth rate for cosmetologists nationally from 2018-2028. Locally, the growth rate for cosmetologists in Southeast Illinois is projected to be 6% for 2018 to 2028.</p> <p>The Federal Occupational Outlook Handbook indicated a growing demand in cosmetology. Overall employment is expected to grow 10%-14% from 2018 to 2028, as fast as the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.</p>
1.4 How are students recruited for this program?	Students are recruited through local advertisement, social media marketing, high school college fairs, conferences, and word of mouth.
1.5 Where are students recruited from?	Local high schools.
1.6 Did the review of program need result in actions or modifications? Please explain.	<p>A computer lab was installed at the West Richland Center (WRC) and the curriculum was augmented to implement "Pivot Point" cosmetology books and resources.</p> <p>Additionally, the program was moved to the West Richland Center, a former high school that was acquired by the district. The program was previously housed at a rented facility. The move has resulted in more area for students and greater accessibility for clients to the program. This move has saved considerable cost in rental fees.</p>
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	\$169.78 unit cost per student for Cosmo. \$133,584.34 cost for cosmetology total.

2.2 How do costs compare to other programs on campus?	\$194.90 unit cost for non-health CTE at IECC. Cosmo is well below the average CTE unit cost.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost comes from general funds, Perkins grants, and recovery costs from clientele at the cosmetology school.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A – the majority of the cost comes from the general fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The strength of the program are facilities, curriculum, and staff/faculty.
3.2 What are the identified or potential weaknesses of the program?	Competition from other institutions and the move to the WRC may have alienated some students due to its rural location and distance from the Main OCC campus.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and hybrid. Lecture and lab methods are utilized for teaching as well.
3.4 How does this program fit into a career pathway?	The program clearly fits into a pathway to a hair stylist or barber human service occupation. Graduates can work at hair salons or barber shops.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Pivot Point curriculum has been effective in teaching all areas of cosmetology to the students of OCC.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, we have a dual credit program with the local high school that has solid attendance every semester. Richland County High School.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students attend various conferences, attend workshops, visit local shops, and conduct site visits for work based learning opportunities. Additionally, all students must work in the cosmetology lab/salon and meet a minimum number of hours on the shop floor cutting and coloring hair.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The program is accredited and licensed by the Illinois Department of Financial and Professional Regulations. Our state license is up to date and valid.
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A. This program utilizes in-house salon hours instead of apprenticeship.
3.11 If applicable, please list the licensure examination pass rate.	92% pass rate for those that take the test. Some students drop out of the program before taking the test.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None at this time.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Informal partnerships with local cosmetology schools for joint field trips and group events for cost savings.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	10:1 average student to teacher ratio.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	District provides multiple professional development days on campus. Budget is allocated for conferences and personal professional development of staff. Additionally, all faculty and staff have access to Go to Knowledge an online professional development resources with multiple listings and seminars.
3.16 What is the status of the current technology and equipment used for this program?	Students have access to a computer lab with applicable software. All classrooms have Wi-Fi access points. Instructors utilize online learning management systems to provide additional resources and course activities.
3.17 What assessment methods are used to ensure student success?	IECC conducts ongoing district wide assessment. We assess programs and courses annually. Data is collected via Compliance Assist software and is aggregated and analyzed across campus. Instructors are tasked with assessing specific outcomes from the master syllabus and making adjustments based on the results. Curriculum review is often informed by assessment results.
3.18 How satisfied are students with their preparation for employment?	Students report a 90% satisfaction with program and instruction.
3.19 How is student satisfaction information collected?	Student surveys are collected every year. Faculty and staff listen and respond to student feedback.

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are part of the advisory council. Employers are given tours of the facility.				
3.21 How often does the program advisory committee meet?	Every semester.				
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the quality of preparation of the students.				
3.23 How is employer satisfaction information collected?	Employers are contacted via surveys and by direct contact.				
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.				
List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.					
Student retention is a continuing issue with this program. We are good at finding and starting students. Many student tend to drop out for various reasons. We should work on monitoring and improving retention rates.					
DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
<i>CTE PROGRAM</i>	C260 Cosmetology				
<i>CIP CODE</i>	120401				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	30	35	36	21	21
<i>NUMBER OF COMPLETERS</i>	17	19	17	12	11
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Students are graduating from the program. Attendance seems relatively steady. Students are getting jobs upon completion.				
What disaggregated data was reviewed?	Gender, Ethnicity, Age, Disability, Single Parent, Economics, WIOA support				

Were there gaps in the data? Please explain.	95% female, 97% white, 1% Asian student, 1% Hispanic student, 1% Native Indian. 7% WIOA support. 82% 17-24 age. 80% economically disadvantaged.
What is the college doing to overcome any identifiable gaps?	The college is working with the OCCRL office to develop a strategy for greater equity in the CTE programing at OCC and IECC.
Are the students served in this program representative of the total student population? Please explain.	No. The students in Cosmetology, generally speaking, tend to be female (95%), come from lower income backgrounds, have lower GPA scores, and are nontraditional students.
Are the students served in this program representative of the district population? Please explain.	Same as above.
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.	This Program is strong and vibrant. We see opportunity for growth in FTE and in curriculum offerings. We have invested in materials and infrastructure and would like to build upon previous year's success. We are meeting goals, mission statements, and finding employment for students. We see the program as successful.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action: Increasing course options and expanding the curriculum to include online training and possible additional training for existing certified professionals – continuing education. I see growth opportunities with our dual credit program that has proven successful.

Career & Technical Education				
<i>COLLEGE NAME:</i>		Olney Central College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Cosmetology Teacher	C263	35	120413	C260
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The purpose of the certificate program is to give students the skills (including a review of basic cosmetology, teaching methods, and business skills) needed to complete the cosmetology teacher state exam and subsequently teach cosmetology.		
To what extent are these objectives being achieved?		Objectives are being met by close examination of student performance and assessment activities.		
Past Program Review Action What action was reported last time the program was reviewed?		Continue with minor improvements.		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	<p>1. Complete an application to Olney Central College by March 1 for fall admission or by October 1 for spring admission. If an applicant does not qualify for ranking during the term requested or is ranked but not admitted, it is the responsibility of the applicant to notify the cosmetology advisor they wish to be considered for the next entry point.</p> <p>2. Submit official copies of high school transcript or GED scores and previous college transcripts if applicable.</p> <p>3. The applicant must have earned a minimum cumulative GPA of 2.0 for all college level courses. If college coursework has not been completed, a cumulative high school GPA of 2.0. Students making application for the same year they graduate from high school must have a 2.0 GPA at the end of the first semester of their senior year to be eligible to apply. Passing the GED Test will meet this requirement.</p> <p>4. Placement test scores must be at the 34th percentile or above in English, reading and mathematics.</p> <p>5. Completion of the OCC cosmetology program or another accredited cosmetology certificate program and state license for cosmetology</p>																										
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<table> <tr> <td colspan="2">First Semester</td> </tr> <tr> <td>COS 1250 Cosmetology Teacher I</td> <td>8</td> </tr> <tr> <td>PSY 1101 General Psychology I</td> <td>3</td> </tr> <tr> <td>Business or Health Elective</td> <td><u>4</u></td> </tr> <tr> <td>Total</td> <td>15</td> </tr> <tr> <td colspan="2">Second Semester</td> </tr> <tr> <td>COS 1251Cosmetology Teacher II</td> <td>8</td> </tr> <tr> <td>Business Elective</td> <td><u>4</u></td> </tr> <tr> <td>Total</td> <td>12</td> </tr> <tr> <td colspan="2">Third Semester</td> </tr> <tr> <td>COS 1252Cosmetology Teacher III</td> <td><u>8</u></td> </tr> <tr> <td>Total</td> <td>8</td> </tr> <tr> <td>Program Total</td> <td>35</td> </tr> </table>	First Semester		COS 1250 Cosmetology Teacher I	8	PSY 1101 General Psychology I	3	Business or Health Elective	<u>4</u>	Total	15	Second Semester		COS 1251Cosmetology Teacher II	8	Business Elective	<u>4</u>	Total	12	Third Semester		COS 1252Cosmetology Teacher III	<u>8</u>	Total	8	Program Total	35
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INDICATOR 1: NEED	RESPONSE																										

1.1 How strong is the occupational demand for the program?	<p>Labor market statistics from Illinois state that there will be 25,630 employed in cosmetology related jobs. Annual projected job openings there will be a 10% growth rate for cosmetologists nationally from 2018-2028. Locally, the growth rate for cosmetologists in Southeast Illinois is projected to be 6% for 2018 to 2028.</p> <p>The Federal Occupational Outlook Handbook indicated a growing demand in cosmetology. Overall employment is expected to grow 10-14 percent from 2018 to 2028, as fast as the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has stayed approximately the same. The outlook is good.
1.3 What is the district and/or regional need?	<p>Labor market statistics from Illinois state that there will be 25,630 employed in cosmetology related jobs. Annual projected job openings there will be a 10% growth rate for cosmetologists nationally from 2018-2028. Locally, the growth rate for cosmetologists in Southeast Illinois is projected to be 6% for 2018 to 2028.</p> <p>The Federal Occupational Outlook Handbook indicated a growing demand in cosmetology. Overall employment is expected to grow 10%-14% from 2018 to 2028, as fast as the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.</p>
1.4 How are students recruited for this program?	Students are recruited through local advertisement, social media marketing, high school college fairs, conferences, and word of mouth.
1.5 Where are students recruited from?	Local high schools and local solons and current cosmos students.
1.6 Did the review of program need result in actions or modifications? Please explain.	<p>A computer lab was installed at the West Richland Center and the curriculum was augmented to implement "Pivot Point" cosmetology books and resources.</p> <p>Additionally, the program was moved to the West Richland Center, a former high school acquired by the district. The program was previously housed at a rented facility. The move resulted in more area for students and greater accessibility for clients to the program. This move has saved considerable cost in rental fees.</p>
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	No cost when considering that this program is stacked with the Cosmo program and requires no additional faculty, supplies, or facilities. The instructional cost for Cosmetology overall was \$169.97 per student.

2.2 How do costs compare to other programs on campus?	\$194.90 unit cost for Business, Service, and Technical CTE programs at IECC. The cost is average. It is below the cost of some and above the cost of other CTE programs
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost is paid from general funds, Perkins grants, and recovery costs from clientele at the cosmetology school.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A. The majority of the cost comes from the general fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The strength of the program are facilities, curriculum, and staff/faculty.
3.2 What are the identified or potential weaknesses of the program?	Competition from other institutions and the move to the WRC may have alienated some students due to its rural location and distance from the Main OCC campus.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and hybrid. Lecture and lab methods are utilized for teaching as well.
3.4 How does this program fit into a career pathway?	The program clearly fits into a pathway to a hair stylist or barber human service occupation. Graduates can work at hair salons or barber shops.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Pivot Point curriculum has been effective in teaching all areas of cosmetology to the students of OCC.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, we have a dual credit program with the local high school that has solid attendance every semester. Richland County High School.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students attend various conferences, attend workshops, visit local shops, and conduct site visits for work based learning opportunities. Additionally, all students must work in the cosmetology lab/salon and meet a minimum number of hours on the shop floor cutting and coloring hair.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The program is accredited by the State through JCAR rules and regulations. Our state license is up to date and valid.
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A. This program utilizes in house salon hours instead of apprenticeship.
3.11 If applicable, please list the licensure examination pass rate.	100% pass rate for those that take the test. Some students drop out of the program before taking the test.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None at this time.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Informal partnerships with local cosmetology schools for joint field trips and group events for cost savings.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:1 average student to teacher ratio
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	District provides multiple professional development days on campus. Budget is allocated for conferences and personal professional development of staff. Additionally, all faculty and staff have access to Go to Knowledge an online professional development resources with multiple listings and seminars.
3.16 What is the status of the current technology and equipment used for this program?	Students have access to a computer lab with applicable software. All classrooms have Wi-Fi access points. Instructors utilize online learning management systems to provide additional resources and course activities.
3.17 What assessment methods are used to ensure student success?	IECC conducts ongoing district wide assessment. We assess programs and courses annually. Data is collected via compliance assist software and is aggregated and analyzed across campus. Instructors are tasked with assessing specific outcomes from the master syllabus and making adjustments based on the results. Curriculum review is often informed by assessment results.
3.18 How satisfied are students with their preparation for employment?	Students report a 90% satisfaction with program and instruction.
3.19 How is student satisfaction information collected?	Student surveys are collected every year. Faculty and staff listen and respond to student feedback.

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are part of the advisory council. Employers are given tours of the facility.
3.21 How often does the program advisory committee meet?	Every semester.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the quality of preparation of the students.
3.23 How is employer satisfaction information collected?	Employers are contacted via surveys and by direct contact.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No
List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.	
Enrollment is low	

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
<i>CTE Program</i>	C263 Cosmetology Teacher				
<i>CIP Code</i>	120401				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	1	0
<i>NUMBER OF COMPLETERS</i>	0	0	0	1	0
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Students are graduating from the program. This program provides an additional certification beyond the Cosmetology certificate. This program is essentially an add-on to the Cosmetology program and provides students with additional options.				
What disaggregated data was reviewed?	No				

Were there gaps in the data? Please explain.	n/a
What is the college doing to overcome any identifiable gaps?	n/a
Are the students served in this program representative of the total student population? Please explain.	n/a
Are the students served in this program representative of the district population? Please explain.	n/a
REVIEW RESULTS	
Action	<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.	This program is designed as an “add-on” to the existing Cosmetology program. This program provides additional options to student. It costs us nothing and we would like to continue this program. We see the program as successful.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Increase course options and expand the curriculum to include online training and possible additional training for existing certified professionals – continuing education. I see growth opportunities with our dual credit program that has proven successful.

Career & Technical Education				
<i>College Name:</i>		Olney Central College		
<i>Fiscal Year in Review:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Baking and Pastry Arts	C382	15.5	120501	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		Program recommended to be placed on inactive status.		
To what extent are these objectives being achieved?		N/A		
Past Program Review Action What action was reported last time the program was reviewed?		This is the first review of the this program		
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.				
List all pre-requisites for this program (courses, placement scores, etc.).		N/A		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		N/A		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		N/A		
INDICATOR 1: NEED		RESPONSE		

1.1 How strong is the occupational demand for the program?	None
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	N/A
1.3 What is the district and/or regional need?	N/A
1.4 How are students recruited for this program?	N/A
1.5 Where are students recruited from?	N/A
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	0
2.2 How do costs compare to other programs on campus?	N/A
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	N/A
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	N/A
3.2 What are the identified or potential weaknesses of the program?	N/A

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

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	N/A
3.16 What is the status of the current technology and equipment used for this program?	N/A
3.17 What assessment methods are used to ensure student success?	N/A
3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	N/A
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.21 How often does the program advisory committee meet?	N/A
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	N/A
3.24 Did the review of program quality result in any actions or modifications? Please explain.	N/A
List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.	
We could not find qualified faculty for the program. Zero applicants after multiple searches.	
<p align="center">DATA ANALYSIS FOR CTE PROGRAM REVIEW</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</p>	

<i>CTE PROGRAM</i>	C382 Baking and Pastry Arts				
<i>CIP CODE</i>	120501				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>NUMBER OF COMPLETERS</i>	0	0	0	0	0
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	N/A				
What disaggregated data was reviewed?	N/A				
Were there gaps in the data? Please explain.	N/A				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	N/A				
Are the students served in this program representative of the district population? Please explain.	N/A				
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.	We could not find qualified faculty for the program.				
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Recommend program to be discontinued after the inactive status time allocation.				

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Olney Central College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>Program Title</i>	<i>Degree or Cert</i>	<i>Total Credit Hours</i>	<i>6-Digit CIP Code</i>	<i>List All certificate programs that are stackable within the parent degree</i>
Culinary Arts Basic Cook	D384 C383	61 28	120503	C383
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		Program recommended to be placed on inactive status.		
To what extent are these objectives being achieved?		N/A		
Past Program Review Action What action was reported last time the program was reviewed?		This is the first review of the this program		
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.				
List all pre-requisites for this program (courses, placement scores, etc.).		N/A		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		N/A		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		N/A		
INDICATOR 1: NEED		RESPONSE		

1.1 How strong is the occupational demand for the program?	None
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	N/A
1.3 What is the district and/or regional need?	N/A
1.4 How are students recruited for this program?	N/A
1.5 Where are students recruited from?	N/A
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	0
2.2 How do costs compare to other programs on campus?	N/A
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	N/A
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	N/A
3.2 What are the identified or potential weaknesses of the program?	N/A

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

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	N/A
3.16 What is the status of the current technology and equipment used for this program?	N/A
3.17 What assessment methods are used to ensure student success?	N/A
3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	N/A
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.21 How often does the program advisory committee meet?	N/A
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A – No employees
3.23 How is employer satisfaction information collected?	N/A
3.24 Did the review of program quality result in any actions or modifications? Please explain.	N/A
List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.	
We could not find qualified faculty for the program. Zero applicants after multiple searches.	
<p align="center">DATA ANALYSIS FOR CTE PROGRAM REVIEW</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</p>	

<i>CTE PROGRAM</i>	C383 Basic Cook D384 Culinary Arts				
<i>CIP CODE</i>	120503				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>Number of Students Enrolled</i>	0	0	0	0	0
<i>Number of Completers</i>	0	0	0	0	0
<i>Other (Please identify)</i>					
How does the data support the program goals? Elaborate.	N/A				
What disaggregated data was reviewed?	N/A				
Were there gaps in the data? Please explain.	N/A				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	N/A				
Are the students served in this program representative of the district population? Please explain.	N/A				
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.	We could not find qualified faculty for the program.				
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Recommend program to be discontinued after the inactive status time allocation.				

Career & Technical Education				
<i>COLLEGE NAME:</i>		Lincoln Trail College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Emergency Management Systems	C328	16	430301	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The Emergency Management System program is offered in collaboration with the Illinois Emergency Management Agency (IEMA), incorporating their curriculum for educating and training new and existing emergency management personnel. The curriculum meets the requirements outlined by the federal government for Homeland Security. Graduates will have the knowledge, skills, and abilities associated with emergency planning. National Incident Command Systems, leadership and influence, Homeland Security exercises, developing volunteer resources, and numerous other aspects that are crucial for emergency planning during a natural or man-made disaster.		
To what extent are these objectives being achieved?		N/A		
Past Program Review Action What action was reported last time the program was reviewed?		The 2013 review of the EMS program recommended continuation with minor improvements. Specifically, recommendations included the review of assessment activities and continuation of the EMS Advisory Council.		
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.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students are placed in keyboarding classes according to previous experience, training, and ability. Placement into BOC 1202 (Intermediate Keyboarding) requires consent of instructor. All students place into courses using prescribed district-wide placement scores via ACT, Accuplacer, COMPASS, or SAT scores.		

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<p>Courses required for program completion include:</p> <ul style="list-style-type: none"> • EMS 1201 Emergency Planning • EMS 1202 Emergency Mgt & Volunteers • EMS 1203 Incident Command System • EMS 1204 HSEEP • ENG 1212 Technical Writing -OR- PTT 1205 Tech Reading/Writing/Reporting • MTH 1103 Liberal Arts Mathematics -OR- MTH 1201 Technical Mathematics • SPE 1111 Interpersonal Communications -OR- SPE 1101 Fundamentals of Effective Speaking • Elective from major or area of concentration
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The EMS certificate is 16 hours; thus, no rationale is required.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	Per onetonline.org, employment trends for EMS positions project average growth (5-9%) between 2016 and 2026. Projected annual job openings for Illinois is 10 positions and for Indiana is 10 positions.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Specific data were not provided in the last program review.
1.3 What is the district and/or regional need?	Data for LWIA 23 does not exist.
1.4 How are students recruited for this program?	N/A
1.5 Where are students recruited from?	N/A
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. This program is not in demand in the LTC service area; however, this program could be used for regional training.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	No. The program did not have faculty or students in FY2017.
2.2 How do costs compare to other programs on campus?	Although the per unit cost for technical programs is higher than that of adult education (\$133.11) and pre-baccalaureate (\$189.03) courses, they are lower than business (\$205.70), health (\$438.21) and remedial (\$449.37) courses. If offered again, these statistics provide useful information.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	N/A
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No. The program did not have faculty or students in FY2017.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The EMS program can be completed in less than a year. IEMA, Homeland Security, and NICS criteria give the program strength.
3.2 What are the identified or potential weaknesses of the program?	Currently, LTC does not have faculty identified to teach the majority of courses. Need is not great, regionally.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	N/A
3.4 How does this program fit into a career pathway?	A certificate in EMS certificate trains existing employees in emergency management.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The EMS program exists as training for individuals already employed in the discipline.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No industry accreditation is required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	No industry-recognized credentials are offered for this program.

3.10 Is this an apprenticeship program? If so, please elaborate.	No apprenticeship opportunities currently exist for this program.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently, there are no articulation or cooperative agreements in place for this 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?	No additional partnerships have been formed since the last review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	N/A
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	N/A
3.16 What is the status of the current technology and equipment used for this program?	N/A
3.17 What assessment methods are used to ensure student success?	N/A
3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	N/A
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A
3.21 How often does the program advisory committee meet?	N/A
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A

3.23 How is employer satisfaction information collected?	N/A				
3.24 Did the review of program quality result in any actions or modifications? Please explain.	<p>Yes. The quality review resulted in two areas for potential improvements or expansions, including:</p> <ul style="list-style-type: none"> Assessment of the program needs to be completed in future semesters with enrollment. The College needs to engage local partners by establishing an Advisory Council. 				
<p align="center">DATA ANALYSIS FOR CTE PROGRAM REVIEW</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</p>					
<i>CTE PROGRAM</i>	C328 Emergency Management Systems				
<i>CIP CODE</i>	430301				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	4	0	1	0	0
<i>NUMBER OF COMPLETERS</i>	2	0	0	0	0
<i>OTHER (PLEASE IDENTIFY)</i>	N/A	N/A	N/A	N/A	N/A
How does the data support the program goals? Elaborate.	The program struggles with enrollment. The number of enrollees and completers does not provide valuable information in supporting program goals.				
What disaggregated data was reviewed?	Data include completion rates, demographics (gender, ethnicity, and age), disability status, single-parent status, economic and academic disadvantage, and existence of WIOA support.				
Were there gaps in the data? Please explain.	Completion rates are less than 50% for this program; however, enrollment is low, so this data may not be valuable. The low enrollment prohibits valuable information regarding demographics, disability status, single parent, status, or economic and academic disadvantage from the data.				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	No; however, the low enrollment in the program makes it difficult to obtain useful information from data.				
Are the students served in this program representative of the district population? Please explain.	No; however, the low enrollment in the program makes it difficult to obtain useful information from data.				
<p align="center">REVIEW RESULTS</p>					
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.	Nationally, EMS is expected to grow at average rates; however, the regional demand is only expected to produce 20 jobs per year in all of Illinois and Indiana. This program should be viewed as a training opportunity for existing emergency management personnel.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action steps generated from this review include: <ul style="list-style-type: none"> • Explore interest from existing emergency management personnel throughout the IECC district. • If interest does not exist, consider discontinuing the program.

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>BOC 1201 – Beginning Keyboarding OR Keyboarding Elective BOC 1211 – Professional Office Procedures BUS 1101 – Introduction to Business CIS 1101 – Intro to Computers & Their Applications OR Computer Elective ENG 1111 – Composition I OR English Gen Ed Elective BUS 2202 – Records Management CIS 1209 - Outlook CIS 1278 – Spreadsheet DAP 2202 – Word Processing I ENG 1202 – Business Correspondence OR BOC 2250 – Business Communications Social Science Gen Ed Elective ACC 1101 – Applied Accounting BMG 2204 – Human Resource Management BUS 2201 – Principles of Management OR BUS 2203 – Office Management CIS 1275 – Power Point DAP 2265 – Desktop Publishing I SPE 1101 – Fundamentals of Effective Speaking or SPE 1111 – Interpersonal Communications BMK 2101 – Principles of Marketing BOC 2211 –Office Internship I GEN 2297– Employment Skills MTH 1201 – Technical Mathematics OR College Level Math General Education Elective</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Executive Office Professional degree was initially created as a 67 credit hours program. When we met with the advisory committee, they stated the current curriculum was well-rounded and that removing two or three courses would cause our graduates to be less prepared to enter the workforce.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>According to O*Net, in Illinois between 2016 and 2026, there will be a 6% increase in the need for Executive Office Professional graduates (average growth). Nationally, the increase will be 9%.</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>Executive Office Professional graduates are always in demand. As turnover occurs, those individuals need to be replaced by skilled workers. In the next five years, the outlook appears to be stronger than it is now.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>The need for Executive Office Professional graduates in the district is relatively high. As businesses relocate to the area and current employees retire, graduates will have many good opportunities.</p>
<p>1.4 How are students recruited for this program?</p>	<p>Instructors participate in presentations to high school students and discuss the program with students at community events. The program is also featured in press releases to area newspapers and radio stations.</p>
<p>1.5 Where are students recruited from?</p>	<p>Students are recruited from high schools and communities within Frontier Community College's and Wabash Valley College's districts.</p>

1.6 Did the review of program need result in actions or modifications? Please explain.	The Executive Office Professional program was overhauled in 2016. According to the advisory committee and area employers/internship providers, the curriculum is relevant for their needs. We will continue to embed more essential employability skills in the curriculum.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Costs associated with the program include the instructors' salaries, instructional supplies, and required textbooks. For FY17, the unit cost was \$205.70.
2.2 How do costs compare to other programs on campus?	The costs for the Executive Office Professional program are comparable to other programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The Executive Office Professional program is funded through the colleges' annual budget, with support from the Program Improvement Grant and Carl Perkins dollars.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Even with the State's budget crisis, Carl Perkins dollars have continued to be available. When Program Improvement Grant dollars are not available, the College's annual budget will absorb those costs.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Because of the relatively low program cost, no actions or modifications are recommended.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Based on advisory committee recommendations, the Executive Office Professional program was revitalized. The program gives graduates entry-level skills to obtain gainful employment in an office setting. Essential employability skills are woven into the curriculum.
3.2 What are the identified or potential weaknesses of the program?	Since the Executive Office Professional program is taught solely by adjunct faculty, there is not a "program champion." Students have limited access to proprietary, company-specific software.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Methods of delivery: traditional face-to-face, online, and hybrid.
3.4 How does this program fit into a career pathway?	Executive Office Professional falls into the Administrative Support Pathway under the Business Management & Administration Cluster.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Based on advisory committee feedback outlining the need for creating marketing documents, courses in Desktop Publishing and Marketing were added to the curriculum.

3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	<p>Yes, dual credit opportunities are available to high schools in the IECC District. The following are courses in the Executive Office Professional program which are offered as dual credit:</p> <p>DAP 2202 Word Processing I – Fairfield Community High School</p> <p>DAP 2265 Desktop Publishing – Fairfield Community High School</p> <p>MTH 1201 Technical Math – Flora High School</p> <p>ENG 1201 Communications – Newton High School</p> <p>ENG 1212 Technical Writing – Newton High School</p> <p>BUS 1101 Intro to Business – Red Hill High School</p> <p>BOC 2250 Business Communication – Red Hill High School</p>
3.7 What work-based learning opportunities are available and integrated into the curriculum?	<p>Work-based learning is woven into many of the courses in the Executive Office Professional program by integrating assignments and projects involving workplace scenarios for students to connect concept to application. Further, there are two courses, GEN 2297 Employment Skills and BOC 2211 Office Internship I, whose curriculum is work-based, preparing students for entering or re-entering the workforce in an office/clerical setting related to the program.</p>
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	<p>There are currently no industry-related accreditations required for this program.</p>
3.9 Are industry-recognized credentials offered? If so, please list.	<p>Not applicable</p>
3.10 Is this an apprenticeship program? If so, please elaborate.	<p>No, this is not an apprenticeship program.</p>
3.11 If applicable, please list the licensure examination pass rate.	<p>Not applicable</p>
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>None</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>Executive Office Professional program students participate in an internship experience during the fourth semester of the degree. Some providers include Fairfield Memorial Hospital, Pollard Realty, VFW Post #4535, and the Career Development Center.</p>
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	<p>The faculty-to-student ratios range from 1:1 to 1:15 depending on the course and the semester. A ratio of 1:1 would be a course that is independent study. The average ratio for the Executive Office Professional program is 1:7.</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>At the beginning of each semester, a day-long adjunct/full-time faculty workshop is held. Additional professional development trainings are available throughout the semester (Go2Knowledge, professional development Fridays, etc.).</p>

3.16 What is the status of the current technology and equipment used for this program?	The Executive Office Professional program currently uses Microsoft Office Suite 2016 for instruction. This is the most current version of the software necessary for the program.				
3.17 What assessment methods are used to ensure student success?	Course level assessment includes rubric-based assignments, skills tests, internship provider feedback, and comprehensive final exams/projects.				
3.18 How satisfied are students with their preparation for employment?	Anecdotally, students are pleased with their level of preparation after completing the Executive Office Professional program.				
3.19 How is student satisfaction information collected?	Student satisfaction information is collected annually in the Spring semester from all enrolled students. Data is gathered and reviewed to determine points of attention and need for improvement.				
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged through the advisory committee process and provide feedback on curriculum design, job placement, and work-based/experiential learning opportunities. Employers review the course content and sequence of courses within the program. They also provide feedback, communicating competencies necessary for students to gain employment in this field of study. In addition, employers engage with the program by serving as guest lecturers and providing valuable work-based learning by serving as internship sites.				
3.21 How often does the program advisory committee meet?	The Executive Office Professional Advisory Committee meets annually.				
3.22 How satisfied are employers in the preparation of the program's graduates?	Feedback from recent advisory committee meetings and internship supervisors are positive and express satisfaction in students' knowledge.				
3.23 How is employer satisfaction information collected?	The advisory committee provides feedback once or twice a year and interns submit progress/status update reports that are completed by the internship supervisor.				
3.24 Did the review of program quality result in any actions or modifications? Please explain.	In 2016, in conjunction with the advisory committee, a thorough review of the Executive Office Professional program was completed. As a result, updates were made to the program outline and courses/course offerings. One certificate associated with the degree was removed and a new certificate was added.				
<p align="center">DATA ANALYSIS FOR CTE PROGRAM REVIEW</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</p>					
<i>CTE PROGRAM</i>	D269 Executive Office Professional				
<i>CIP CODE</i>	520402				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	2	12	14	8	17

<i>NUMBER OF COMPLETERS</i>	0	8	4	2	N/A
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Students enrolled in the Executive Office Professional program are seeking job opportunities in an office setting. After completing the majority of the program, many students have gained enough skills and abilities to secure employment without finishing the degree. To this end, the program goal of preparing students for gainful employment is being met.				
What disaggregated data was reviewed?	For Program Review, we reviewed Gender, Ethnicity, Age, Disability, Single Parent, and Economic Status.				
Were there gaps in the data? Please explain.	None				
What is the college doing to overcome any identifiable gaps?	None				
Are the students served in this program representative of the total student population? Please explain.	<p>Gender: In the Executive Office Professional program, all of the students have been female (100%). IECC: 54% females and 46% males. -- Executive Office Professional graduate jobs have traditionally been female dominated, with relatively few males.</p> <p>Ethnicity: In the Executive Office Professional program, all of the students are white (100%). IECC: 95% of students are white.</p> <p>Age: In the Executive Office Professional program, the average age range of students is 45 and up. IECC: Majority of students are 25-34 years of age.</p> <p>Economic Status: In the Executive Office Professional program, roughly 35-40% of the students are economically disadvantaged. IECC: 28% of students economically disadvantaged.</p> <p>Disability: In the Executive Office Professional program, 0% of the students were disabled.</p> <p>Single Parent: In the Executive Office Professional program, 0% of the students were single parents.</p>				
Are the students served in this program representative of the district population? Please explain.	<p>Gender: 51% male and 49% female --FCC's Executive Office Professional program 100% female</p> <p>Ethnicity: 95% white --FCC's Executive Office Professional program 100% white</p> <p>Age: >55 years of age: 33% --FCC's Executive Office Professional program average age range 45 and up</p>				
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.	In 2016, the Executive Office Professional program was revised and updated. This was done in conjunction with the Executive Office Professional advisory committee. Subsequent feedback from the advisory committee and employers indicates that these changes provide students with needed skills and competencies to secure gainful employment after				

	graduation. We continue to assess the Program Outcomes and make adjustments when needed.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Secure additional internship sites (2018 forward) Assign interns to more than one facility during their final semester (2018) Embed more resume and interview skills into the program (2018) Evaluate aspects of the program and update (2018 forward) Explore the possibility of offering night classes to allow non-completers to finish the Executive Office Professional degree while working (2018-2019)

Career & Technical Education				
<i>COLLEGE NAME:</i>		Frontier Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Fire Science	D401	67.5	430203	C402 C404
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> • Demonstrate the maintenance and operation of fire apparatus. • Demonstrate the knowledge of building construction. • Define classifications of hazardous materials. • Define fire chemistry and fire behavior. • Identify the scope of services provided by the fire department. • Demonstrate the use of the various tools used in fire rescue. • Identify common fire hazards and make recommendations for their correction. • Identify the functions of the staff and line positions in a fire department. • Read and comprehend college level work. • Explain and defend ideas orally and in writing. • Examine ideas using critical thinking and reasoning. • Solve problems using logic, mathematics, technology, and creative thinking. • Demonstrate information and technology literacy. • Engage in lifelong learning and participate as responsible members of a culturally-diversified global society. 		
To what extent are these objectives being achieved?		The Illinois State Fire Marshal's Office provides objectives and curriculum guidelines for the Fire Science degree. These objectives must be fully met for state certification.		
Past Program Review Action What action was reported last time the program was reviewed?		Continued with minor improvements		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	<p>There are no course pre-requisites for this program.</p> <p>Placement scores:</p> <p>English/Writing: Compass: ≥ 47, ACT: ≥ 18, Asset: ≥ 38, SAT: ≥ 460, Accuplacer: ≥ 76</p> <p>Reading: Compass: ≥ 77, ACT: ≥ 18, Asset: ≥ 39, SAT: ≥ 460, Accuplacer: ≥ 82</p> <p>Math: Compass: ≥ 32, ACT: ≥ 18, Asset: ≥ 36, SAT: ≥ 470, Accuplacer: ≥ 70</p> <p>If cut-off scores or multiple measures guidelines are not met, remedial and college preparatory courses must be completed.</p>
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<p>EMA 1200 - NIMS Certification</p> <p>EPF 1203 – Fire Ground Operations</p> <p>EPF 1205 – Vehicle Operator Fundamentals</p> <p>EPF 1208 – Firefighting Fundamentals</p> <p>EPF 1209 – Fire Suppression Fundamentals</p> <p>EPH 1200 – Hazardous Mat Fundamentals</p> <p>EPM 1200 – CPR Fundamentals</p> <p>EPM 1620 – CPR/First Aid</p> <p>EPF 1204 – Firefighting Applications</p> <p>EPF 1206 – Extrication Practices</p> <p>EPF 1207 – Fire Apparatus Engineer</p> <p>EPF 1219 – Technical Rescue Awareness</p> <p>EPF 1600 – Firefighting Safety Fundamentals</p> <p>EPH 1201 – Hazardous Materials Operations</p> <p>ENG 1201 – Communications OR</p> <p>ENG 1111 – Composition</p> <p>EPF 2203 – Fire Instructor Fundamentals</p> <p>EPF 2204 - Fire Investigation & Inspection</p> <p>EPF 2205 – Fire Prevention Officer</p> <p>EPF 2230 – Fire Service Internship OR</p> <p>EMA 1210 – Incident Command Fundamentals</p> <p>MTH 1201 – Technical Mathematics</p> <p>EPF 2206 – Fire Admin Fundamentals</p> <p>EPF 2207 – Fire Administration Applications</p> <p>EPF 2209 – Tactic & Strategy Fundamentals</p> <p>EPM 1201 - Emergency Medical Responder</p> <p>SPE 1111 – Interpersonal Communications OR</p> <p>SPE 1101 – Fundamentals of Effective Speaking</p> <p>General Education Elective</p>
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The curriculum for the Fire Science degree is dictated by the Illinois State Fire Marshall's Office. To adhere to their guidelines and cover all content, the program needs to be 67.5 credit hours.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	According to O*Net, in Illinois between 2016 and 2026, there will be a 0% increase in the need for firefighters. The students in the Fire Science program are already employed as firefighters or serve on a volunteer fire department and are receiving additional training. Nationally, the increase will be 7%.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Many fire departments request specialized technical/ technological and advanced equipment-training courses to meet State and national mandates for firefighters. The next five years will see an increase in training focusing specifically on technology advancements in equipment for fire services along with the proper training.
1.3 What is the district and/or regional need?	As unfunded training and certification demands from the State continue to increase, in-district fire departments are looking more and more to Frontier Community College for quality cost effective training.
1.4 How are students recruited for this program?	Local fire departments can send students to a scheduled course offering or a fire department can request that a specific course be offered on its site. Departments are notified of course offerings through mailings and department visits by the EP Director.
1.5 Where are students recruited from?	The student base is mainly from within the Illinois Eastern Community College district, with a small number attending from just outside the district. All students are fire service members on an Illinois fire department.
1.6 Did the review of program need result in actions or modifications? Please explain.	No action or modifications are needed at this time. To meet the Illinois State Fire Marshal's new mandates, all courses in the program will be updated and revised for 2018-2019.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Costs associated with the Fire Science program include the instructor's salary, instructional supplies and equipment, required textbooks, and professional development. For FY17, the unit cost was \$205.70.
2.2 How do costs compare to other programs on campus?	The costs for the Fire Science program are comparable to other programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The Fire Science program is funded through Frontier Community College's annual budget, with support from the Program Improvement Grant and Carl Perkins dollars.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	If/when Program Improvement Grant and/or Carl Perkins dollars are not available, the College's annual budget will absorb those costs.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Because of the relatively low program cost, no actions or modifications are recommended.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	High-quality instruction. Tuition, not fees, has historically been waived for students enrolled in the programs, in general, as volunteer firefighters do what the title suggests, volunteer their services to save lives and structures.
3.2 What are the identified or potential weaknesses of the program?	Lack of specialized training equipment and available instructors are a weakness. All Fire Science instructors serve in an adjunct capacity and are not always available to meet the EP Department's training/course schedule.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Face-to-face lecture and hands-on instruction. Many courses are team- or multi-instructor taught.
3.4 How does this program fit into a career pathway?	The Fire Science degree falls into the Emergency and Fire Management Pathway under the Law, Public Safety, Corrections & Security Cluster.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	When grant funding is available or the College's budget allows, technology and/or equipment are purchased for the program. For example, thermal imaging cameras were purchased in the fall of 2017 and are being used to strengthen and update the program.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Dual Credit Fire Science courses are currently offered to Fairfield Community and Edwards County High Schools. Dual Credit students receive the same courses and training as is given to fire department employees.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	A three credit-hour internship is currently offered as part of the Fire Science degree (EPF 2230 Fire Service Internship).
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Frontier Community College's Fire Science courses are approved, audited, and dictated by the Illinois Office of State Fire Marshal. The names of successful completers are submitted to the State Fire Marshal's Office for State certification testing.
3.9 Are industry-recognized credentials offered? If so, please list.	Successful completion of courses enable a student to sit for Illinois Office of State Fire Marshal's certification testing.
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	This information is available only to the Illinois Office of State Fire Marshal and the fire departments.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The Emergency Preparedness department has facility usage agreements with the Olney and Mt. Carmel Fire Departments to use their equipment and training facilities.
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?	No specific partnerships have been formed, but when a fire department hosts a requested fire science class, the local department supplies the required equipment (i.e., fire engine, hose, ladders and other needed equipment).
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty-to-student ratios range from 1:1 to 1:20 depending on the course and the semester. A ratio of 1:1 would be a course that is independent study. The average ratio for the Fire Science program is 1:9.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Adjunct instructors receive recertification training through various providers including the Illinois Fire Service Institute, IECC's EP department, FDIC, NFPA, and their local Department.
3.16 What is the status of the current technology and equipment used for this program?	All equipment is in working order, but some of the equipment is becoming outdated and is in need of replacement.
3.17 What assessment methods are used to ensure student success?	Students are given Illinois State required practical skills tests along with a written exam. The questions for this written exam come from National Fire Protection Association (NFPA) objectives.
3.18 How satisfied are students with their preparation for employment?	Anecdotally, students are pleased with their level of preparation after completing courses in the Fire Science program.
3.19 How is student satisfaction information collected?	An end-of-course survey is administered for every course taken in the Fire Science program.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Fire Science program has an advisory committee that meets once per year at a minimum. The committee is comprised of local fire Chiefs, a K-12 representative, and local fire service employees. This group is engaged by offering feedback and suggesting enhancements to the program.
3.21 How often does the program advisory committee meet?	The advisory committee for the Fire Science program meets once or twice a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	The advisory committee, including several employers/fire houses in the area, feels that students are well-equipped with firefighting skills and knowledge from our program.
3.23 How is employer satisfaction information collected?	The EP Director routinely visits fire departments to get feedback on course presentations and overall departmental satisfaction with fire-related training. Advisory Committee meetings provide crucial feedback and suggestions to improve the Fire Science Program. The Advisory Committee is comprised of fire Chiefs, a K-12 representative, and individuals from various areas of the fire service field.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No action or modifications are needed at this time. To meet the Illinois State Fire Marshal's new mandates, all courses in the program will be updated and revised for 2018-2019.
DATA ANALYSIS FOR CTE PROGRAM REVIEW Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.	
<i>CTE PROGRAM</i>	Fire Science
<i>CIP CODE</i>	430203

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	7	2	0	0	0
NUMBER OF COMPLETERS	1	0	0	0	0
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	Students enrolled in the Fire Science program are already employed as a fire fighter or serve as a volunteer. Students take specific courses to update their training and earn/update certifications from the State Fire Marshal's Office.				
What disaggregated data was reviewed?	For Program Review, we reviewed Gender, Ethnicity, Age, and Economic Status.				
Were there gaps in the data? Please explain.	Disability and Single Parent data were not available.				
What is the college doing to overcome any identifiable gaps?	We are looking to acquire this information and include it in the next round of Program Review.				
Are the students served in this program representative of the total student population? Please explain.	<p>Gender: In the Fire Science program, the majority of students are male (>90%). IECC: 54% females and 46% males. --Firefighting is a male-dominated field with relatively few females serving.</p> <p>Ethnicity: In the Fire Science program, the majority of students are white (>95%). IECC: 95% of students are white.</p> <p>Age: In the Fire Science program, the average age range of students is 25-34. IECC: Majority of students are 25-34 years of age.</p> <p>Economic Status: In the Fire Science program, roughly 20-25% of the students are economically disadvantaged. IECC: 28% of students economically disadvantaged.</p>				
Are the students served in this program representative of the district population? Please explain.	<p>Gender: 51% male and 49% female --FCC's Fire Science program >90% male</p> <p>Ethnicity: 95% white --FCC's Fire Science program >95% white</p> <p>Age: >55 years of age: 33% --FCC's Fire Science program average age range 25-34 years</p>				
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.	In 2018, the Illinois State Fire Marshal's Office released revised guidelines for the Fire Science curriculum. As a result, all courses will be updated to reflect this new guidance. Additional courses will be created to cover new topics. Feedback from the Advisory Committee indicates that students are very satisfied with the training they receive to reach their certification goals. We continue to assess the overall program outcomes and make adjustments when needed.				

<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>Investigate grant funding opportunities to secure needed equipment, updates, and technology (2018 forward). Continue to increase the number and frequency of courses offered to fire departments to meet their training needs (2018 forward). Update the Fire Science curriculum to align with the Illinois State Fire Marshal's guidelines (2018). Evaluate all aspects of the program and update (2018 forward)</p>
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Career & Technical Education				
<i>COLLEGE NAME:</i>		Frontier Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Advanced Suppression Specialist	C403	27.5	510904	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<ul style="list-style-type: none"> • Demonstrate the maintenance and operation of fire apparatus. • Demonstrate the knowledge of building construction. • Define classifications of hazardous materials. • Define fire chemistry and fire behavior. • Identify the scope of services provided by the fire department. • Demonstrate the use of the various tools used in fire rescue. • Identify common fire hazards and make recommendations for their correction. • Identify the functions of the staff and line positions in a fire department. • Read and comprehend college level work. • Explain and defend ideas orally and in writing. • Examine ideas using critical thinking and reasoning. • Solve problems using logic, mathematics, technology, and creative thinking. • Demonstrate information and technology literacy. • Engage in lifelong learning and participate as responsible members of a culturally-diversified global society. 		
To what extent are these objectives being achieved?		The Illinois State Fire Marshal's Office provides objectives and curriculum guidelines for the Advanced Suppression Specialist certificate. These objectives must be fully met for State certification.		
Past Program Review Action What action was reported last time the program was reviewed?		Continued with minor improvements.		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	<p>There are no course pre-requisites for this certificate program.</p> <p>Placement scores:</p> <p>English/Writing: Compass: ≥ 47, ACT: ≥ 18, Asset: ≥ 38, SAT: ≥ 460, Accuplacer: ≥ 76</p> <p>Reading: Compass: ≥ 77, ACT: ≥ 18, Asset: ≥ 39, SAT: ≥ 460, Accuplacer: ≥ 82</p> <p>Math: Compass: ≥ 32, ACT: ≥ 18, Asset: ≥ 36, SAT: ≥ 470, Accuplacer: ≥ 70</p> <p>If cut-off scores or multiple measures guidelines are not met, remedial and college preparatory courses must be completed.</p>
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<p>EMA 1200 – NIMS Certification</p> <p>EPF 1203 – Fire Ground Operations</p> <p>EPF 1205 – Vehicle Operator Fundamentals</p> <p>EPF 1208 – Firefighting Fundamentals</p> <p>EPF 1209 – Fire Suppression Fundamentals</p> <p>EPH 1200 – Hazardous Mat Fundamentals</p> <p>EPM 1200 – CPR Fundamentals</p> <p>EPM 1620 – CPR/First Aid</p> <p>EPF 1204 – Firefighting Applications</p> <p>EPF 1206 – Extrication Practices</p> <p>EPF 1207 – Fire Apparatus Engineer</p> <p>EPF 1219 – Technical Rescue Awareness</p> <p>EPF 1600 – Firefighting Safety Fundamentals</p> <p>EPH 1201 – Hazardous Materials Operations</p>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The curriculum for the Advanced Suppression Specialist certificate is 27.5 credit hours.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	According to O*Net, in Illinois between 2016 and 2026, there will be a 0% increase in the need for firefighters. The students in the Advanced Suppression Specialist program are already employed as firefighters or serve on a volunteer fire department and are receiving additional training. Nationally, the increase will be 7%.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Many fire departments request specialized technical/technological and advanced equipment-training courses to meet State and national mandates for firefighters. The next five years will see an increase in training focusing specifically on technology advancements in equipment for fire services along with the proper training.
1.3 What is the district and/or regional need?	As unfunded training and certification demands from the State continue to increase, in-district fire departments are looking more and more to Frontier Community College for quality cost effective training.
1.4 How are students recruited for this program?	Local fire departments can send students to a scheduled course offering or a fire department can request that a specific course be offered on its site. Departments are notified of course offerings through mailings and department visits by the EP Director.
1.5 Where are students recruited from?	The student base is mainly from within the Illinois Eastern Community College district, with a small number attending from just outside the district. All students are fire service members on an Illinois fire department.

1.6 Did the review of program need result in actions or modifications? Please explain.	No action or modifications are needed at this time. To meet the Illinois State Fire Marshal's new mandates, all courses in the program will be updated and revised for 2018-2019.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Costs associated with the Advanced Suppression Specialist program include the instructor's salary, instructional supplies and equipment, required textbooks, and professional development. For FY17, the unit cost was \$205.70.
2.2 How do costs compare to other programs on campus?	The costs for the Advanced Suppression Specialist program are comparable to other programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The Advanced Suppression Specialist program is funded through Frontier Community College's annual budget, with support from the Program Improvement Grant and Carl Perkins dollars.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	If/when Program Improvement Grant and/or Carl Perkins dollars are not available, the College's annual budget will absorb those costs.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Because of the relatively low program cost, no actions or modifications are recommended.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	High-quality instruction. Tuition, not fees, has historically been waived for students enrolled in the programs, in general, as volunteer firefighters do what the title suggests, volunteer their services to save lives and structures.
3.2 What are the identified or potential weaknesses of the program?	Lack of specialized training equipment and available instructors are a weakness. All Fire Science instructors serve in an adjunct capacity and are not always available to meet the EP Department's training/course schedule.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Face-to-face lecture and hands-on instruction. Many courses are team- or multi-instructor taught.
3.4 How does this program fit into a career pathway?	The Advanced Suppression Specialist certificate falls into the Emergency and Fire Management Pathway under the Law, Public Safety, Corrections & Security Cluster.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	When grant funding is available or the College's budget allows, technology and/or equipment are purchased for the program. For example, thermal imaging cameras were purchased in the fall of 2017 and are being used to strengthen and update the program.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Dual Credit courses are currently offered to Fairfield Community and Edwards County High Schools. Dual Credit students receive the same courses and training as is given to fire department employees.

3.7 What work-based learning opportunities are available and integrated into the curriculum?	None.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Frontier Community College's Advanced Suppression Specialist courses are approved, audited, and dictated by the Illinois Office of the State Fire Marshal. The names of successful completers are submitted to the State Fire Marshal's Office for State certification testing.
3.9 Are industry-recognized credentials offered? If so, please list.	Successful completion of courses enable a student to sit for Illinois Office of State Fire Marshal's certification testing.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	This information is available only to the Illinois Office of State Fire Marshal and the fire departments.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The Emergency Preparedness department has facility usage agreements with the Olney and Mt. Carmel Fire Departments to use their equipment and training facilities.
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?	No specific partnerships have been formed, but when a fire department hosts a requested fire science class, the local department supplies the required equipment (i.e., fire engine, hose, ladders and other needed equipment).
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty-to-student ratios range from 1:1 to 1:20 depending on the course and the semester. A ratio of 1:1 would be a course that is independent study. The average ratio for the program is 1:9.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Adjunct instructors receive recertification training through various providers including the Illinois Fire Service Institute, IECC's EP department, FDIC, NFPA, and their local Department.
3.16 What is the status of the current technology and equipment used for this program?	All equipment is in working order, but some of the equipment is becoming outdated and is in need of replacement.
3.17 What assessment methods are used to ensure student success?	Students are given Illinois State required practical skills tests along with a written exam. The questions for this written exam come from National Fire Protection Association (NFPA) objectives.
3.18 How satisfied are students with their preparation for employment?	Anecdotally, students are pleased with their level of preparation after completing courses in the Advanced Suppression Specialist program.
3.19 How is student satisfaction information collected?	An end-of-course survey is administered for every course taken in the Advanced Suppression Specialist program.

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Fire Science/Advanced Suppression Specialist programs have an advisory committee that meets once per year at a minimum. The committee is comprised of local fire Chiefs, a K-12 representative, and local fire service employees. This group is engaged by offering feedback and suggesting enhancements to the program.
3.21 How often does the program advisory committee meet?	The advisory committee for the Fire Science/Advanced Suppression Specialist programs meets once or twice a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	The advisory committee, including several employers/fire houses in the area, feels that students are well-equipped with firefighting skills and knowledge from our program.
3.23 How is employer satisfaction information collected?	The EP Director routinely visits fire departments to get feedback on course presentations and overall departmental satisfaction with fire-related training. Advisory Committee meetings provide crucial feedback and suggestions to improve the Fire Science/Advanced Suppression Specialist Program. The Advisory Committee is comprised of fire Chiefs, a K-12 representative, and individuals from various areas of the fire service field.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No action or modifications are needed at this time. To meet the Illinois State Fire Marshal's new mandates, all courses in the program will be updated and revised for 2018-2019.

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
<i>CTE PROGRAM</i>	Advanced Suppression Specialist				
<i>CIP CODE</i>	510904				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>NUMBER OF COMPLETERS</i>	0	0	0	0	0
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Students enrolled in the Advanced Suppression Specialist program are already employed as a fire fighter or serve as a volunteer. Students take specific courses to update their training and earn/update certifications from the State Fire Marshal's Office.				
What disaggregated data was reviewed?	For Program Review, we reviewed Gender, Ethnicity, Age, and Economic Status.				

Were there gaps in the data? Please explain.	Disability and Single Parent data were not available.
What is the college doing to overcome any identifiable gaps?	We are looking to acquire this information and include it in the next round of Program Review.
Are the students served in this program representative of the total student population? Please explain.	<p>Gender: In the Advanced Suppression Specialist program, the majority of students are male (>90%). IECC: 54% females and 46% males. --Firefighting is a male-dominated field with relatively few females serving.</p> <p>Ethnicity: In the Advanced Suppression Specialist program, the majority of students are white (>95%). IECC: 95% of students are white.</p> <p>Age: In the Advanced Suppression Specialist program, the average age range of students is 25-34. IECC: Majority of students are 25-34 years of age.</p> <p>Economic Status: In the Advanced Suppression Specialist program, roughly 20-25% of the students are economically disadvantaged. IECC: 28% of students economically disadvantaged.</p>
Are the students served in this program representative of the district population? Please explain.	<p>Gender: 51% male and 49% female --FCC's Advanced Suppression Specialist program >90% male</p> <p>Ethnicity: 95% white --FCC's Advanced Suppression Specialist program >95% white</p> <p>Age: >55 years of age: 33% --FCC's Advanced Suppression Specialist program average age range 25-34 years</p>
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.	In 2018, the Illinois State Fire Marshal's Office released revised guidelines for the Fire Science/Advanced Suppression Specialist curriculum. As a result, all courses will be updated to reflect this new guidance. Additional courses will be created to cover new topics. Feedback from the Advisory Committee indicates that students are very satisfied with the training they receive to reach their certification goals. We continue to assess the overall program outcomes and make adjustments when needed.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Investigate grant funding opportunities to secure needed equipment, updates, and technology (2018 forward). Continue to increase the number and frequency of courses offered to fire departments to meet their training needs (2018 forward). Update the Advanced Suppression Specialist curriculum to align with the Illinois State Fire Marshal's guidelines (2018). Evaluate all aspects of the program and update (2018 forward)

Career & Technical Education				
<i>COLLEGE NAME:</i>		Lincoln Trail College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Industrial Management Workplace Skills	D274 C271	16	151501	C271 Workplace Skills; C272 Manufacturing Skills C273 Supervisory Skills
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<p>Industrial Management. The Industrial Management program includes three certificates that lead to the AAS degree. The program provides industry skills ranging from occupational safety and health regulations, total quality management, performance analysis, to manufacturing methods. Graduates supervise and coordinate activities of employees engaged in all phases of a plant operation.</p> <p>Workplace Skills. One stackable certificate of the Industrial Management program, included in this program review, is Workplace Skills (C271). The Workplace Skills certificate program prepares individuals with entry-level employment skills used in business and industry settings. Graduates of this certificate will be proficient in the general skills necessary for quality interpersonal interaction, as well as specific proficiencies in blueprint reading.</p>		
To what extent are these objectives being achieved?		These objectives are achieved through enrollment in the program.		
Past Program Review Action What action was reported last time the program was reviewed?		The 2013 review of the Industrial Management and Workplace Skills programs recommended that they be placed on inactive status.		
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.				
List all pre-requisites for this program (courses, placement scores, etc.).		All students place into courses using prescribed district-wide placement scores via ACT, Accuplacer, COMPASS, or SAT scores.		

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>Courses required for program completion include:</p> <p>Workplace Skills (INDMG), C271</p> <ul style="list-style-type: none"> • CON 1202, Blueprint & Building Codes • ENG 1201, Communications -OR- ENG 1111, Composition • GEN 2297, Employment Skills • IND 1201, Strategies for Success • IND 1210, General Safety • MTH 1201, Technical Mathematics -OR- College Level Math • SPE 1111, Interpersonal Communications -OR- SPE 1101, Fundamentals of Effective Speaking <p>Manufacturing Skills (INDMG), C272</p> <ul style="list-style-type: none"> • IND 2210, Manufacturing Internship • MAC 2203, Manufacturing Processes • TEL 1275, Essential Computer Skills • One of two directed manufacturing focus areas: <ul style="list-style-type: none"> ○ Fabrication <ul style="list-style-type: none"> ▪ TRA 1298, Special Topics in Mechanics & Repair ▪ WEL 1201, Basic Welding ▪ WEL 1203, Practical Welding ▪ WEL 1206, Special Projects in Welding ○ Construction <ul style="list-style-type: none"> ▪ BTR 1225, Building Trades Internship ▪ CON 1201, Construction Fundamentals ▪ CON 1210, Framing/Finishing Fundamentals ▪ CON 1220, Masonry Fundamentals <p>Supervisory Skills (INDMG), C273</p> <ul style="list-style-type: none"> • ENG 1202, Business Correspondence • IND 2212, Supervisory Internship • SOC 1108, Race and Ethnic Relations • TQM 1203, Customer and Quality Improvement • TQM 1204, Process Improvement • TQM 1206, Project Management • TQM 1212, Team Leader and Facilitator Training
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Industrial Management degree requires 66 hours. The additional 6 hours are necessary because the degree consists of three stackable certificates—Workplace Skills (22 hours), Manufacturing Skills (21 hours), and Supervisory Skills (23 hours).</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Per onetonline.org, employment trends for Industrial Management positions project average growth to have little or no change (-1 to 1%) between 2016 and 2026. Projected annual job openings for Illinois is 200 positions and for Indiana is 260 positions.</p>

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Positions have decreased over the last five years and are mixed for the next five years. In Illinois, there is expected to be negative growth (-5%); however, there will still be 200 open positions expected during that time. For Indiana, there will be 7% growth, with 260 positions expected in the next five years.
1.3 What is the district and/or regional need?	Data for LWIA 23 project 1% growth in industrial production managers.
1.4 How are students recruited for this program?	Students learn about the program through the College's recruiter and advisors.
1.5 Where are students recruited from?	LTC predominantly recruits students for its Industrial Management (and Workplace Skills certificate) from Crawford County high schools (Hutsonville, Oblong, Palestine, and Robinson).
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. There are curricular changes needed for this program, such as additional directed manufacturing focus areas (e.g. process technology) that could support existing, successful programs at the College, updating the curriculum's TQM coursework, and engaging the community by adding an advisory council.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Costs include instructors' salaries, instructional supplies, college overhead, and professional development fees and dues. Per unit costs for FY 2017 was \$194.90.
2.2 How do costs compare to other programs on campus?	Although the per unit cost for technical programs is higher than that of adult education (\$133.11) and pre-baccalaureate (\$189.03) courses, they are lower than business (\$205.70), health (\$438.21) and remedial (\$449.37) courses. If offered again, these statistics provide useful information.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is funded by tuition and district resources.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No. The Industrial Management program incurs relatively low per unit costs compared to other types of programs.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The Industrial Management degree is composed of three stackable certificates. The certificates allow students to earn college credentials while working toward the degree. The certificates also can enhance other degree programs at the College. Both rural and urban regions need Industrial Manager personnel; thus, students can use their degree whether staying locally or moving to other regions.

3.2 What are the identified or potential weaknesses of the program?	Currently, LTC does not have full time faculty identified to teach the majority of these courses; most courses are taught by adjunct faculty. Need for the program is not great, regionally.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Courses are taught through traditional means (predominantly via face-to-face courses); however, many of the courses are activity- or lab-based.
3.4 How does this program fit into a career pathway?	Both the Workplace Skills certificate and the Industrial Maintenance degree prepare students to enter directly into the workforce. There is a potential for 2+2 articulation agreements with baccalaureate-granting institutions with Industrial Management.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Current dual credit opportunities offered in local high schools include ENG 1111 (Composition), college-level math, and SPE 1111 (Fundamentals of Effective Speaking). The College has dual credit agreements with local high schools that allow students to attend courses on campus for a reduced rate.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The Manufacturing Skills certificate within the Industrial Management degree has three internship opportunities. Many courses within the degree are lab-based courses.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No industry accreditation is required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	No industry-recognized credentials are offered for this program.
3.10 Is this an apprenticeship program? If so, please elaborate.	No apprenticeship opportunities currently exist for this program.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently, there are no articulation or cooperative agreements in place for this 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?	No additional partnerships have been formed since the last review.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Overall, faculty to student ratios are low due to the low enrollments in the Industrial Management degree courses.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Instructors participate in College-led faculty development opportunities, including online learning development.
3.16 What is the status of the current technology and equipment used for this program?	LTC uses the D2L learning management system.
3.17 What assessment methods are used to ensure student success?	Faculty participate in course, program, and co-curricular assessment.
3.18 How satisfied are students with their preparation for employment?	Unknown
3.19 How is student satisfaction information collected?	LTC collects student satisfaction information through course evaluations.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Students participate in internships with local businesses.
3.21 How often does the program advisory committee meet?	Infrequently and irregularly.
3.22 How satisfied are employers in the preparation of the program's graduates?	Unknown
3.23 How is employer satisfaction information collected?	N/A
3.24 Did the review of program quality result in any actions or modifications? Please explain.	<p>Yes. The quality review resulted in three areas for potential improvements or expansions, including:</p> <ul style="list-style-type: none"> • Assessment of the program needs to be completed in future semesters with enrollment. • The College needs to engage local partners by establishing an Advisory Council. • The College should pursue 2+2 articulation agreements with baccalaureate-granting institutions.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

<i>CTE PROGRAM</i>	D274 Industrial Management C271 Workplace Skills				
<i>CIP CODE</i>	151501				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	3	5
<i>NUMBER OF COMPLETERS</i>	0	0	0	1	Unknown
<i>OTHER (PLEASE IDENTIFY)</i>	N/A	N/A	N/A	N/A	N/A
How does the data support the program goals? Elaborate.	Only one year has both enrollment and completion data. Although the completion of that year (2016) is low (33%), there is not enough data to provide valuable information.				
What disaggregated data was reviewed?	Data include completion rates, demographics (gender, ethnicity, and age), disability status, single-parent status, economic and academic disadvantage, and existence of WIOA support.				
Were there gaps in the data? Please explain.	Completion rates are at 33% for this program; however, enrollment is low, so this data may not be valuable. The low enrollment prohibits valuable information regarding demographics, disability status, single-parent, status, or economic and academic disadvantage from the data.				
What is the college doing to overcome any identifiable gaps?	The College needs to work on completion for this program.				
Are the students served in this program representative of the total student population? Please explain.	Per the U.S. Census Bureau, nearly 95% of the district is White. Although enrollment in this program is low enough that data may not provide valuable information, we should expect at least one non-White/minority student in the program. The program managed to enroll one female (this is a traditionally male program) and a substantial percentage of economically and disadvantaged students.				
Are the students served in this program representative of the district population? Please explain.	Per the U.S. Census Bureau, nearly 95% of the district is White. Although enrollment in this program is low enough that data may not provide valuable information, we should expect at least one non-White/minority student in the program. The program managed to enroll one female (this is a traditionally male program) and a substantial percentage of economically and disadvantaged students.				
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.	Industrial Management should produce 200 to 250 jobs in each of Illinois and Indiana. Additionally, it is expected to grow nationally. For these reasons, there is value to students in offering this program of study. Several modifications to the program will improve it throughout the next five years.				
Intended Action Steps What are the action steps resulting from this review?	Action steps generated from this review include: <ul style="list-style-type: none"> Improving marketing and promotion of the Industrial Management program, including its stackable certificates, such as Workplace Skills, 				

<p>Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> • Developing 2+2 articulation agreements with baccalaureate-granting institutions, • Exploring apprenticeship opportunities in Industrial Management careers, • Assessing student satisfaction with the program, • Assessing student employability after completing the program, • Establish an advisory council to engage local industry, and • Modify the curriculum to update TQM courses and add more manufacturing-focus areas.
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Career & Technical Education				
<i>COLLEGE NAME:</i>		Wabash Valley College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Educational Leadership	C248	18	520213	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The Educational Leadership certificate focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Instructional topics include organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.		
To what extent are these objectives being achieved?		The new certificate has served to train instructors in specific tasks such as classroom management and student success. The assessment results showed lower than average completion for certificates of similar credit hours.		
Past Program Review Action What action was reported last time the program was reviewed?		New program in 2015.		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	<p>Students are required to meet the following requirements to enroll in the 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 <p>If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.</p>																								
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<p>First Semester Credit Hours</p> <table> <tr> <td>DAP 1201 Business Computer Systems</td> <td>3</td> </tr> <tr> <td>PSY 1101 General Psychology OR</td> <td>3</td> </tr> <tr> <td>PSY 1103 Business Psychology</td> <td></td> </tr> <tr> <td>BMK 1208 Basic Teaching Skills</td> <td>1</td> </tr> <tr> <td>BMK 1209 Managing Assessment</td> <td>1</td> </tr> <tr> <td>BMK 1210 Classroom Management</td> <td>1</td> </tr> </table> <p>Second Semester Credit Hours</p> <table> <tr> <td>BMK 2101 Principles of Marketing</td> <td>3</td> </tr> <tr> <td>BUS 2201 Principles of Management</td> <td>3</td> </tr> <tr> <td>BMK 1211 Student Focus Instruction</td> <td>1</td> </tr> <tr> <td>BMK 1212 Questioning Techniques</td> <td>1</td> </tr> <tr> <td>BMK 1213 Student Success</td> <td>1</td> </tr> <tr> <td>Total Credit Hours</td> <td>18</td> </tr> </table>	DAP 1201 Business Computer Systems	3	PSY 1101 General Psychology OR	3	PSY 1103 Business Psychology		BMK 1208 Basic Teaching Skills	1	BMK 1209 Managing Assessment	1	BMK 1210 Classroom Management	1	BMK 2101 Principles of Marketing	3	BUS 2201 Principles of Management	3	BMK 1211 Student Focus Instruction	1	BMK 1212 Questioning Techniques	1	BMK 1213 Student Success	1	Total Credit Hours	18
DAP 1201 Business Computer Systems	3																								
PSY 1101 General Psychology OR	3																								
PSY 1103 Business Psychology																									
BMK 1208 Basic Teaching Skills	1																								
BMK 1209 Managing Assessment	1																								
BMK 1210 Classroom Management	1																								
BMK 2101 Principles of Marketing	3																								
BUS 2201 Principles of Management	3																								
BMK 1211 Student Focus Instruction	1																								
BMK 1212 Questioning Techniques	1																								
BMK 1213 Student Success	1																								
Total Credit Hours	18																								
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A																								
INDICATOR 1: NEED	RESPONSE																								
1.1 How strong is the occupational demand for the program?	The population served is in high-demand for part-time college instructors and full-time staff. Positions as FT faculty members are scarce but IECC typically attempts to bring candidates up through the ranks. Employment of training and development managers is projected to grow 11 percent from 2012 to 2022, about as fast as the average for all occupations according to the U.S. Bureau of Labor Statistics, Employment Projections program.																								

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	This is a new program. Most job opportunities will come from the need to replace teachers who leave the occupation. As a result, teachers with work experience in the subject they teach and certifications should have the best job prospects.
1.3 What is the district and/or regional need?	The region and district have several job openings in higher education and the program helps candidates identify and practice skills needed to be successful. The certificate helps us identify standout individuals to promote into IECC FT positions.
1.4 How are students recruited for this program?	Students are recruited by the instructors of the program and are typically limited to current employees of IECC. No marketing material has been developed due to budget limitations.
1.5 Where are students recruited from?	Within the district and mostly IECC employees.
1.6 Did the review of program need result in actions or modifications? Please explain.	Some slight modifications of course content have been completed and implemented.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The average costs for these types of programs at IECC is \$205.70. Costs include instructor's salaries, instructional supplies, college overhead, and professional development fees and dues.
2.2 How do costs compare to other programs on campus?	The cost is in-line with other programs of comparable size.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is funded by credit hour reimbursement, tuition, and district reserves. Special laboratory fees are also applied to certain courses to supplement tuition.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.5 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 program's strengths?	Strengths include a job market in great need of talented individuals with training skills. Job opportunities across the U.S. reflect an average wage according to the Occupational Employment Statistics by the U.S. Department of Labor.
3.2 What are the identified or potential weaknesses of the program?	Low enrollment in the program creates risks for scheduling and budgeting.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Online with limited hybrid and F2F courses available. Most of the core courses are taught by local faculty face-to-face.

3.4 How does this program fit into a career pathway?	Both the parent program and the certificate are in the Business, Marketing, and Administration Career Cluster. The certificate falls mainly in the General Management Career Pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	IECC offers several courses for professional development through D2L. This program gives administrators the ability to train faculty and staff in the latest pedagogies and procedures. IECC offers these courses online at no charge to IECC faculty and staff.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No
3.7 What work-based learning opportunities are available and integrated into the curriculum?	None
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	15:1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Each semester, the college offers online instructor training, on-site workshops and professional development days, and funding for instructor initiated memberships and conference attendance.

3.16 What is the status of the current technology and equipment used for this program?	Because the program shares resources from other programs, the technology and equipment needs are limited.
3.17 What assessment methods are used to ensure student success?	Outcome Assessment Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Palomba & Banta, 1999). IECC is committed to assessing student learning through assessment of student outcomes. Learning outcomes are established at various levels of the institution. Last year, IECC launched a new assessment initiative using Campus Labs' Outcomes. Utilizing the tools in the new assessment system, we can target emerging trends or deficiencies.
3.18 How satisfied are students with their preparation for employment?	According to the 2017 IECC Student Satisfaction Survey, 97% of students would recommend their college and 95% were satisfied or very satisfied with the Quality of Instruction.
3.19 How is student satisfaction information collected?	A comprehensive student satisfaction survey is completed by students annually as well as a course survey that is administered at the end of every course. Before graduation, a program survey is completed by graduating students. Six months after graduation, an employment survey is sent to each program graduate.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory committees and employers are called upon to review new curriculum, provide internship and employment opportunities and subject matter expertise in each CTE field. Enrollment, completion data, labor market trends, and program specific advisory councils are utilized to maintain program viability and need within the IECC District.
3.21 How often does the program advisory committee meet?	The advisory committee meets at least once each year.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers express satisfaction with the preparation of graduates from the program.
3.23 How is employer satisfaction information collected?	Employer satisfaction is collected formally via paper and online surveys and by informal polling. It is often a challenge for IECC to compile useful data because of some organization's privacy policies regarding graduate performance.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No
DATA ANALYSIS FOR CTE PROGRAM REVIEW Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.	
<i>CTE PROGRAM</i>	Educational Leadership
<i>CIP CODE</i>	520213

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	NA	NA	NA	NA	2
NUMBER OF COMPLETERS					2
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	The number of students and graduates provide insufficient numbers to glean actionable information. As the program grows, more data will become available.				
What disaggregated data was reviewed?	Program data shows typical demographic makeup compared to the district's composition.				
Were there gaps in the data? Please explain.	No identifiable gaps.				
What is the college doing to overcome any identifiable gaps?	NA				
Are the students served in this program representative of the total student population? Please explain.	NA				
Are the students served in this program representative of the district population? Please explain.	NA				
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 new certificate has served to train instructors in specific tasks such as classroom management and student success. The assessment results showed lower than average completion for certificates of similar credit hours. We anticipate growth in enrollment and know that budget constraints may prove to be a barrier in future years if those constraints prevent adequate funding for necessary additions in faculty and facilities.				
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued implementation of the new program.				

Career & Technical Education				
<i>COLLEGE NAME:</i>		Wabash Valley College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Industrial Leadership & Org	C567	16	520205	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The Industrial Leadership and Organization concentration provides accessible, responsive, and quality education and training that qualifies individuals for professional positions within industrial management/leadership. In doing so, the Industrial Leadership concentration provides students an understanding and appreciation of the functions of leadership relative to decision making, human resources, and budgeting. The concentration also provides students with opportunities for professional growth and a strong foundation for continued educational achievement.		
To what extent are these objectives being achieved?		The curriculum is strong but low student enrollment hampers the objectives of the certificate.		
Past Program Review Action What action was reported last time the program was reviewed?		Continued with minor improvements. The advisory council suggested that the certificate would be helpful to incumbent workers that are looking to advance into supervisorial or management roles.		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	<p>Students are required to meet the following requirements to enroll in the 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 <p>If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.</p>
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<p>ACC 1101 Applied Accounting BMG 2204 Human Resource Management BUS 2201 Principles of Management MAN 1216 Principles of Industrial Mgt DAP 1201 Business Computer Systems MAN 2203 Organizational Behavior</p>
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	Very strong in our area. Graduates are in short supply and most have offers from multiple organizations before they complete the program. Several organizations have collaborated with WVC to provide training for workers in Advanced Manufacturing and we are exploring expanding and accelerating our credential offerings. With the addition of new equipment, WVC has the capacity to expand enrollment and shorten the time to a new career.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Wabash Valley College is adjacent to southwestern Indiana (Evansville) and it has a heavy manufacturing presence. Indiana manufacturers within 35 miles of Wabash Valley College include; automobile, plastics and fabrication. Annual employment of replacement workers in manufacturing positions looks favorable with the retirement of workers in the manufacturing field.
1.3 What is the district and/or regional need?	Very high in the immediate area with Toyota expanding to create thousands of new jobs over the next 3 years. Local manufacturers report critical shortages in skilled workers.

1.4 How are students recruited for this program?	The Industrial Leadership and Organization program shows no enrollment in the program but instructors recruit when appropriate.
1.5 Where are students recruited from?	NA
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes, market the certificate to area business as a mostly online option (4 of the 5 courses are available online) and/or running a cohort program with flexible instruction dates may help with enrollment and completion.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The average costs for these types of programs at IECC is \$205.70. Costs include instructor's salaries, instructional supplies, college overhead, and professional development fees and dues.
2.2 How do costs compare to other programs on campus?	The cost is in-line with other programs of comparable size.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is funded by credit hour reimbursement, tuition, and district reserves. Special laboratory fees are also applied to certain courses to supplement tuition.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.5 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 program's strengths?	The Industrial Leadership and Organization Certificate is an advanced certificate that is taken simultaneously or after completion of the Advanced Manufacturing Degree. The Advanced Manufacturing Degree requires the completion and assessment of an Employment Skills course that prepares students for job interviews, job placement and employment using both verbal and written communication skills.
3.2 What are the identified or potential weaknesses of the program?	Low enrollment in the program creates risks for scheduling and budgeting.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Online with limited hybrid and F2F courses available. Most of the core courses are taught by local faculty face-to-face.
3.4 How does this program fit into a career pathway?	Both the parent program and the certificate are in the Business, Marketing, and Administration Career Cluster. The certificate falls mainly in the General Management Career Pathway.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	NA
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	NA
3.7 What work-based learning opportunities are available and integrated into the curriculum?	NA
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.9 Are industry-recognized credentials offered? If so, please list.	NA
3.10 Is this an apprenticeship program? If so, please elaborate.	NA
3.11 If applicable, please list the licensure examination pass rate.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	NA
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	4:1 15:1 25:1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Each semester, the college offers online instructor training, on-site workshops and professional development days, and funding for instructor initiated memberships and conference attendance.
3.16 What is the status of the current technology and equipment used for this program?	Because the program shares resources from other programs, the technology and equipment needs are limited.

3.17 What assessment methods are used to ensure student success?	<p>Outcome Assessment</p> <p>Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Palomba & Banta, 1999). IECC is committed to assessing student learning through assessment of student outcomes. Learning outcomes are established at various levels of the institution. Last year, IECC launched a new assessment initiative using Campus Labs' Outcomes. Utilizing the tools in the new assessment system, we can target emerging trends or deficiencies.</p>
3.18 How satisfied are students with their preparation for employment?	According to the 2017 IECC Student Satisfaction Survey, 97% of students would recommend their college and 95% were satisfied or very satisfied with the Quality of Instruction.
3.19 How is student satisfaction information collected?	A comprehensive student satisfaction survey is completed by students annually as well as a course survey that is administered at the end of every course. Before graduation, a program survey is completed by graduating students. Six months after graduation, an employment survey is sent to each program graduate.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory committees and employers are called upon to review new curriculum, provide internship and employment opportunities and subject matter expertise in each CTE field. Enrollment, completion data, labor market trends, and program specific advisory councils are utilized to maintain program viability and need within the IECC District.
3.21 How often does the program advisory committee meet?	The advisory committee meets at least once each year.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers express satisfaction with the preparation of graduates from the program.
3.23 How is employer satisfaction information collected?	Employer satisfaction is collected formally via paper and online surveys and by informal polling.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

<i>CTE PROGRAM</i>	Industrial Leadership & Org				
<i>CIP CODE</i>	520205				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	NA	NA	NA	NA	NA

<i>NUMBER OF COMPLETERS</i>					
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	The number of students and graduates provide insufficient numbers to glean actionable information.				
What disaggregated data was reviewed?	Program data shows typical demographic makeup compared to the district's composition.				
Were there gaps in the data? Please explain.	No identifiable gaps.				
What is the college doing to overcome any identifiable gaps?	NA				
Are the students served in this program representative of the total student population? Please explain.	NA				
Are the students served in this program representative of the district population? Please explain.	NA				
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.	No students in the past 5 years.				
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Without students in the program, we will eliminate the program.				

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Olney Central College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>Program Title</i>	<i>Degree or Cert</i>	<i>Total Credit Hours</i>	<i>6-Digit CIP Code</i>	<i>List All certificate programs that are stackable within the parent degree</i>
MS Office Specialist	C244	27	520401	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		Program Overview: The MS Office Specialist certificate will serve individuals in the workplace who utilize these applications on a day-to-day basis and those preparing for a new career. This certificate will prepare any individual for an office, business, or industry setting as an office technician and/or computer support specialist. The student in the MS office specialist certificate will achieve master level knowledge of: Microsoft Office Power Point, Excel, Word, Outlook, Publisher, and Access software programs.		
To what extent are these objectives being achieved?		Objectives are being meet by close examination of student performance and assessment activities.		
Past Program Review Action What action was reported last time the program was reviewed?		Scheduled for further review		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	<p>1. Complete an application to Olney Central College by March 1 for fall admission or by October 1 for spring admission. If an applicant does not qualify for ranking during the term requested or is ranked but not admitted, it is the responsibility of the applicant to notify the cosmetology advisor they wish to be considered for the next entry point.</p> <p>2. Submit official copies of high school transcript or GED scores and previous college transcripts if applicable.</p> <p>3. The applicant must have earned a minimum cumulative GPA of 2.0 for all college level courses. If college coursework has not been completed, a cumulative high school GPA of 2.0. Students making application for the same year they graduate from high school must have a 2.0 GPA at the end of the first semester of their senior year to be eligible to apply. Passing the GED Test will meet this requirement.</p> <p>4. Placement test scores must be at the 34th percentile or above in English, reading and mathematics. Multiple measures may be used for placement.</p>																												
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<p>First Semester</p> <table> <tr><td>CIS 1209 Outlook</td><td>2</td></tr> <tr><td>CIS 1275 PowerPoint</td><td>3</td></tr> <tr><td>DAP 1201 Business Computer Systems</td><td>3</td></tr> <tr><td>DAP 1236 Keyboarding Essentials</td><td>3</td></tr> <tr><td>DAP 2202 Word Processing I</td><td>3</td></tr> <tr><td>Term Total</td><td>14</td></tr> </table> <p>Second Semester</p> <table> <tr><td>ACC 1101 Applied Accounting</td><td>4</td></tr> <tr><td>Or</td><td></td></tr> <tr><td>ACC 2101 Financial Accounting</td><td>4</td></tr> <tr><td>CIS 1278 Spreadsheet</td><td>3</td></tr> <tr><td>CIS 1286 Database</td><td>3</td></tr> <tr><td>DAP 2265 Desktop Publishing I</td><td>3</td></tr> <tr><td>Term Total</td><td>13</td></tr> <tr><td>Program Total</td><td>27</td></tr> </table>	CIS 1209 Outlook	2	CIS 1275 PowerPoint	3	DAP 1201 Business Computer Systems	3	DAP 1236 Keyboarding Essentials	3	DAP 2202 Word Processing I	3	Term Total	14	ACC 1101 Applied Accounting	4	Or		ACC 2101 Financial Accounting	4	CIS 1278 Spreadsheet	3	CIS 1286 Database	3	DAP 2265 Desktop Publishing I	3	Term Total	13	Program Total	27
CIS 1209 Outlook	2																												
CIS 1275 PowerPoint	3																												
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Term Total	14																												
ACC 1101 Applied Accounting	4																												
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CIS 1278 Spreadsheet	3																												
CIS 1286 Database	3																												
DAP 2265 Desktop Publishing I	3																												
Term Total	13																												
Program Total	27																												
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A																												
INDICATOR 1: NEED	RESPONSE																												

1.1 How strong is the occupational demand for the program?	<p>Projected Employment for Secretaries and Administrative Assistants, Except Legal, Medical, and Executive in ILLINOIS: 3% growth with 32,310 openings the next 5 years.</p> <p>The Federal Occupational Outlook Employment of general office clerks is projected to show little or no change from 2016 to 2026. Employment growth will vary by industry.</p> <p>An aging population is expected to drive employment growth in healthcare, and more general office clerks will be needed to handle administrative tasks related to billing and insurance processing in this sector. On the other hand, employment in the manufacturing sector is projected to decline over the next decade, so manufacturing firms are expected to need fewer general office clerks.</p> <p>Some tasks of office clerks have been affected by technology. For example, many organizations maintain electronic documents or use automated phone systems, reducing the need for some general office clerks.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has stayed approximately the same. The outlook is good to steady.
1.3 What is the district and/or regional need?	Labor market statistics from Illinois state that there will be 15,590 employed in office administrative support related jobs. Annual projected job openings there will be a 6% growth from 2018-2028.
1.4 How are students recruited for this program?	Students are recruited through local advertisement, social media marketing, high school college fairs, conferences, and word of mouth.
1.5 Where are students recruited from?	Local high schools and current OCC students.
1.6 Did the review of program need result in actions or modifications? Please explain.	A computer lab was updated with current software and new computers. New large screen TV's replaced the old projectors. Curriculum was reviewed and updated.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Faculty, software updates, computers, and facilities are some associated costs of the program. Some of the costs are zero considering that this program is stacked with other office administration programs. However, the faculty cost is \$77,158.79 for salary and benefits. Supply cost was \$741.38. These costs are shared with Office Administration and Medical Coding programs as the teacher works for multiple degree and certificate programs.

2.2 How do costs compare to other programs on campus?	\$194.90 unit cost for CTE at IECC. The cost is average. It is below the cost of some and above the cost of other CTE programs
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost comes from general funds, Perkins grants (supplemental), and student fees
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A – the majority of the cost comes from the general fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The strength of the program are facilities, curriculum, and the staff/faculty.
3.2 What are the identified or potential weaknesses of the program?	Low enrollment and changing software needs are potential weaknesses of this program
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hybrid, and online. Lecture and lab methods are utilized for teaching as well.
3.4 How does this program fit into a career pathway?	This program fits into a clear pathway to an entry level office assistant job. Jobs include: MS office specialists, computer software resource person, office clerk, data entry specialists, administrative assistant, personal assistant, school secretary, business office assistant.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn?	Smart boards, automatic video recording of lectures for hybrid classes, MS tablets and digital integration with the learning management systems for continued instruction. Online version of the courses are integrated into the curriculum.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students attend various conferences, attend workshops, visit local employers, and conduct site visits for work based learning opportunities.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.9 Are industry-recognized credentials offered? If so, please list.	NA
3.10 Is this an apprenticeship program? If so, please elaborate.	NA
3.11 If applicable, please list the licensure examination pass rate.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None at this time
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	NA
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:12 average student to teacher ratio.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	District provides multiple professional development days on campus. Budget is allocated for conferences and personal professional development of staff. Additionally, all faculty and staff have access to Go-to-Knowledge an online professional development resource with multiple listings and seminars.
3.16 What is the status of the current technology and equipment used for this program?	Students have access to a computer lab with applicable software. All software is up to date. Computers are updated on a five year cycle. All classrooms have Wi-Fi access points. Instructors utilize online learning management systems to provide additional resources and course activities.
3.17 What assessment methods are used to ensure student success?	IECC conducts ongoing district-wide assessment. We assess programs and courses annually. Data is collected via Compliance Assist software and is aggregated and analyzed across campus. Instructors are tasked with assessing specific outcomes from the master syllabus and making adjustments based on the results. Curriculum review is often informed by assessment results.
3.18 How satisfied are students with their preparation for employment?	Student report a 97% satisfaction with program and instruction.

3.19 How is student satisfaction information collected?	Student surveys are collected every year. Faculty and staff listen and respond to student feedback.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are part of the advisory council. Employers are given tours of the facility.
3.21 How often does the program advisory committee meet?	Every semester.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the quality of preparation of the students.
3.23 How is employer satisfaction information collected?	Employers are contacted via surveys and by direct contact.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Slight changes in equipment and software. Decision to renew and continue the program even though it has low enrollment.
List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.	
Enrollment is low.	

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
<i>CTE PROGRAM</i>	C244 MS Office Specialist				
<i>CIP CODE</i>	520401				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	3	5	4	1	0
<i>NUMBER OF COMPLETERS</i>	1	5	3	1	0
<i>OTHER (PLEASE IDENTIFY)</i>					
How does the data support the program goals? Elaborate.	Students are graduating the program and it provides students with additional options.				
What disaggregated data was reviewed?	Gender, Ethnicity, Age, Disability, Single Parent, Economics, WIOA support				
Were there gaps in the data? Please explain.	67% female, 78% white, 22% Asian, 75% economically disadvantaged, 3 students with WIOA support				
What is the college doing to overcome any identifiable gaps?	The college is working with the OCCRL to develop a strategy for greater equity in the CTE programing at OCC and IECC.				
Are the students served in this program representative of the total student population? Please explain.	No, the students in this program tend to 1) be female, 2) come from lower income backgrounds, 3) have lower GPA scores, and 4) are nontraditional students.				
Are the students served in this program representative of the district population? Please explain.	No, the students in this program tend to 1) be female, 2) come from lower income backgrounds, 3) have lower GPA scores, and 4) are nontraditional students.				
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.	This program provides options for students who are looking for a short certification. Although enrollment is low, it is easily stackable with other programs and the courses work with many other programs, therefore the cost is negligible. The full-time instructor who oversees this program recommends slight improvement and continuation. Program cost is minimal and we would like to continue this program. We see the program as successful.				

Intended Action Steps	
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What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	
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	This program serves as an option for students who are looking for a short certification for office assistants' work. We intend to slightly change the curriculum to align with new courses and updated workforce needs and requirements.
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Career & Technical Education				
<i>COLLEGE NAME:</i>		Olney Central College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Nail Technology	C259	16	120410	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		Nail Technology students will receive basic training in regards to personal and public hygiene, ethics, sterilization and disinfection, and OSHA standards. Classroom instruction will also cover subject areas including cells, metabolism and body systems, the theory of massage, Illinois state laws, and management practices. Clinical training will focus on manicures, pedicures, fabric and sculpting procedures, light cured gels, and massaging of the extremities.		
To what extent are these objectives being achieved?		Objectives are being met by close examination of student performance and assessment activities.		
Past Program Review Action What action was reported last time the program was reviewed?		Continue with minor improvements.		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	<p>1. Complete an application to Olney Central College by March 1 for fall admission or by October 1 for spring admission. If an applicant does not qualify for ranking during the term requested or is ranked but not admitted, it is the responsibility of the applicant to notify the cosmetology advisor they wish to be considered for the next entry point.</p> <p>2. Submit official copies of high school transcript or GED scores and previous college transcripts if applicable.</p> <p>3. The applicant must have earned a minimum cumulative GPA of 2.0 for all college level courses. If college coursework has not been completed, a cumulative high school GPA of 2.0. Students making application for the same year they graduate from high school must have a 2.0 GPA at the end of the first semester of their senior year to be eligible to apply. Passing the GED Test will meet this requirement.</p> <p>4. Placement test scores must be at the 34th percentile or above in English, reading and mathematics.</p>												
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<p>First Semester</p> <table> <tr> <td>COS 1261Nail Technology I</td> <td>4</td> </tr> <tr> <td>COS 1262Nail Technology II</td> <td>4</td> </tr> <tr> <td>Total</td> <td>8</td> </tr> </table> <p>Second Semester</p> <table> <tr> <td>COS 1263Nail Technology III</td> <td>4</td> </tr> <tr> <td>COS 1264Nail Technology IV</td> <td>4</td> </tr> <tr> <td>Total</td> <td>8</td> </tr> </table> <p>Total Credit Hours 16</p>	COS 1261Nail Technology I	4	COS 1262Nail Technology II	4	Total	8	COS 1263Nail Technology III	4	COS 1264Nail Technology IV	4	Total	8
COS 1261Nail Technology I	4												
COS 1262Nail Technology II	4												
Total	8												
COS 1263Nail Technology III	4												
COS 1264Nail Technology IV	4												
Total	8												
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA												
INDICATOR 1: NEED	RESPONSE												
1.1 How strong is the occupational demand for the program?	<p>Labor market statistics from Illinois state that there will be 25,630 employed in cosmetology related jobs. Annual projected job openings there will be a 10% growth rate for cosmetologists nationally from 2018-2028. Locally, the growth rate for cosmetologists in Southeast Illinois is projected to be 6% for 2018 to 2028.</p> <p>The Federal Occupational Outlook Handbook indicated a growing demand in cosmetology. Overall employment is expected to grow 10-14 percent from 2018 to 2028, as fast as the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.</p>												
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has stayed approximately the same. The outlook is good												

1.3 What is the district and/or regional need?	<p>Labor market statistics from Illinois state that there will be 25,630 employed in cosmetology related jobs. Annual projected job openings will be a 10% growth rate for cosmetologists nationally from 2018-2028. Locally, the growth rate for cosmetologists in Southeast Illinois is projected to be 6% from 2018 to 2028.</p> <p>The Federal Occupational Outlook Handbook indicated a growing demand in cosmetology. Overall employment is expected to grow 10-14 percent from 2018 to 2028, as fast as the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.</p>
1.4 How are students recruited for this program?	Students are recruited through local advertisement, social media marketing, high school college fairs, conferences, and word of mouth.
1.5 Where are students recruited from?	Local high schools and regional advertisements.
1.6 Did the review of program need result in actions or modifications? Please explain.	<p>A computer lab was installed (at the West Richland Center - WRC) and the curriculum was augmented to implement "Pivot Point" cosmetology books and resources.</p> <p>Additionally, the program was moved to the West Richland Center, a former high school that was acquired by the district. The program was previously housed at a rented facility. The move has resulted in more area for student and greater accessibility for clients to the program. This move has saved considerable cost in rental fees.</p>
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	\$169.78 unit cost per student for Cosmo related fields at WRC. \$133,584.34 cost for cosmetology total. \$4886 cost for nail tech specifically.
2.2 How do costs compare to other programs on campus?	\$194.90 unit cost for CTE at IECC. This program is well below the average CTE unit cost.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost comes from general funds, Perkins grants, and recovery costs from clientele at the cosmetology school.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA. The majority of the cost comes from the general fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
INDICATOR 3: QUALITY	RESPONSE

3.1 What are the program's strengths?	The strength of the program are facilities, curriculum, and staff/faculty.
3.2 What are the identified or potential weaknesses of the program?	Competition from other institutions.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and hybrid. Lecture and lab methods are utilized for teaching as well.
3.4 How does this program fit into a career pathway?	The program clearly fits into a pathway to a Nail Technician. Graduates can work at hair salons, nail salons, or barber shops.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Pivot Point curriculum has been effective in teaching all areas of cosmetology related studies to the students of OCC.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students attend various conferences, attend workshops, visit local shops, and conduct site visits for work based learning opportunities. Additionally, all students must work in the cosmetology lab/salon and meet a minimum number of hours.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The program is accredited by the State through ICCB rules and regulations. Our state license is up to date and valid.
3.9 Are industry-recognized credentials offered? If so, please list.	NA
3.10 Is this an apprenticeship program? If so, please elaborate.	NA – this program utilizes in house salon hours instead of apprenticeship.
3.11 If applicable, please list the licensure examination pass rate.	100% pass rate for those that take the test. Some students drop out of the program before taking the test.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None at this time.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Informal partnerships with local cosmetology schools for joint field trips and group events for cost savings.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	9:1 average student to teacher ratio.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	District provides multiple professional development days on campus. Budget is allocated for conferences and personal professional development of staff. Additionally, all faculty and staff have access to Go to Knowledge an online professional development resources with multiple listings and seminars.
3.16 What is the status of the current technology and equipment used for this program?	Students have access to a computer lab with applicable software. All classrooms have Wi-Fi access points. Instructors utilize online learning management systems to provide additional resources and course activities.
3.17 What assessment methods are used to ensure student success?	IECC conducts ongoing district-wide assessment. We assess programs and courses annually. Data is collected via Compliance Assist software and is aggregated and analyzed across campus. Instructors are tasked with assessing specific outcomes from the master syllabus and making adjustments based on the results. Curriculum review is often informed by assessment results.
3.18 How satisfied are students with their preparation for employment?	Students report a 90% satisfaction with program and instruction.
3.19 How is student satisfaction information collected?	Student surveys are collected every year. Faculty and staff listen and respond to student feedback.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are part of the advisory council. Employers are given tours of the facility.
3.21 How often does the program advisory committee meet?	Every semester.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the quality of preparation of the students.
3.23 How is employer satisfaction information collected?	Employers are contacted via surveys and by direct contact.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.					
Student retention is a continuing issue with this program. We are good at finding and starting students. Many student tend to drop out for various reasons. We should work on monitoring and improving retention rates.					
Data Analysis for CTE Program Review Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE Program	C259 Nail Technology				
CIP Code	120401				
	Year 1	Year 2	Year 3	Year 4	Year 5
NUMBER OF STUDENTS ENROLLED					9
NUMBER OF COMPLETERS					8
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	Students are graduating the program. Attendance is steady. Students are getting jobs upon completion.				
What disaggregated data was reviewed?	Gender, Ethnicity, Age, Disability, Single Parent, Economics, WIOA support				
Were there gaps in the data? Please explain.	100% female, 89% white, 11% Asian, 56% economically disadvantaged, 1 student WIOA support				
What is the college doing to overcome any identifiable gaps?	The college is working with the OCCRL office to develop a strategy for greater equity in the CTE programing at OCC and IECC.				
Are the students served in this program representative of the total student population? Please explain.	No. Students in the cosmetology-related fields, generally speaking, tend to: 1) be female, 2) come from lower income backgrounds, 3) have lower GPA scores, and 4) are nontraditional student.				
Are the students served in this program representative of the district population? Please explain.	Same as above.				
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.	This program is new. We see opportunity for growth in FTE and in curriculum offerings. We have invested in materials and infrastructure and would like to build upon previous year's success. We are meeting goals, mission statements, and finding employment for students. We see the program as successful.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Increasing course options and expanding the curriculum to include online training and possible additional training for existing certified professionals – continuing education. This program is new so we are still navigating any opportunities and weaknesses.

Career & Technical Education				
<i>COLLEGE NAME:</i>		Olney Central College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
Program Identification Information				
<i>Program Title</i>	<i>Degree or Cert</i>	<i>Total Credit Hours</i>	<i>6-Digit CIP Code</i>	<i>List All certificate programs that are stackable within the parent degree</i>
Office Administration	D247 C246	65 25	520201	C246
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		Program Overview: The Office Administration degree prepares students for a career in a professional office environment. As the business office relies increasingly on technology, organizations need well-trained, capable individuals to ensure that daily tasks are handled efficiently and effectively. This program is designed to provide graduates with skills in business principles, office procedures, software applications and communication needed for a career in office management or office administration. This includes proficiency in using office technology, creating presentations, developing databases, designing newsletters, setting up telephone and web conferences and creating spreadsheets. Students will learn the technical and interpersonal skills that will make them key players in day to day operations. Students will study the current Microsoft Office applications including word processing, spreadsheets, databases, desktop publishing, and other communications technologies, allowing them to develop skills that will move them to the top of an organization's must-hire list. Students will also take the Microsoft certification exams in Word, Excel, and Access; as an option, students may also test in Outlook and PowerPoint.		
To what extent are these objectives being achieved?		Objectives are being met by close examination of student performance and assessment activities.		
Past Program Review Action What action was reported last time the program was reviewed?		First review, NA		
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.				

List all pre-requisites for this program (courses, placement scores, etc.).	<p>1. Complete an application to Olney Central College by March 1 for fall admission or by October 1 for spring admission. If an applicant does not qualify for ranking during the term requested or is ranked but not admitted, it is the responsibility of the applicant to notify the cosmetology advisor they wish to be considered for the next entry point.</p> <p>2. Submit official copies of high school transcript or GED scores and previous college transcripts if applicable.</p> <p>3. The applicant must have earned a minimum cumulative GPA of 2.0 for all college level courses. If college coursework has not been completed, a cumulative high school GPA of 2.0. Students making application for the same year they graduate from high school must have a 2.0 GPA at the end of the first semester of their senior year to be eligible to apply. Passing the GED Test will meet this requirement.</p> <p>4. Placement test scores must be at the 34th percentile or above in English, reading and mathematics.</p>																																																				
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	<p>Semester 1</p> <table> <tr><td>ACC 1101 Applied Accounting</td><td>4</td></tr> <tr><td>BUS 1101 Introduction to Business</td><td>3</td></tr> <tr><td>DAP 1201 Business Computer Systems</td><td>3</td></tr> <tr><td>ENG 1111 Composition I</td><td>3</td></tr> <tr><td>SPE 1101 Fundamentals of Effective Speaking</td><td>3</td></tr> <tr><td>Term Total</td><td>16</td></tr> </table> <p>Semester 2</p> <table> <tr><td>BMG 2103 Business Statistics</td><td>3</td></tr> <tr><td>BMK 2101 Principles of Marketing</td><td>3</td></tr> <tr><td>BUS 2201 Principles of Management</td><td>3</td></tr> <tr><td>DAP 1236 Keyboarding Essentials</td><td>3</td></tr> <tr><td>DAP 1237 Presentation and Promotion</td><td>3</td></tr> <tr><td>ENG 1121 Composition & Analysis</td><td>3</td></tr> <tr><td>Term Total</td><td>18</td></tr> </table> <p>Semester 3</p> <table> <tr><td>ACC 2101 Financial Accounting</td><td>4</td></tr> <tr><td>BOC 2216 Electronic Records Management</td><td>3</td></tr> <tr><td>CIS 1278 Spreadsheet</td><td>3</td></tr> <tr><td>ECN 2101 Principles of Macroeconomics</td><td>3</td></tr> <tr><td>PSY 1101 General Psychology I</td><td>3</td></tr> <tr><td>Term Total</td><td>16</td></tr> </table> <p>Semester 4</p> <table> <tr><td>ACC 2102 Managerial Accounting</td><td>4</td></tr> <tr><td>BOC 2217 Professional Development</td><td>3</td></tr> <tr><td>BOC 2218 Office Admin Internship</td><td>2</td></tr> <tr><td>CIS 1207 Business Applications of Web Design</td><td>3</td></tr> <tr><td>CIS 1286 Database</td><td>3</td></tr> <tr><td>Term Total</td><td>15</td></tr> </table> <p>Program Total</p> <table> <tr><td></td><td>65</td></tr> </table>	ACC 1101 Applied Accounting	4	BUS 1101 Introduction to Business	3	DAP 1201 Business Computer Systems	3	ENG 1111 Composition I	3	SPE 1101 Fundamentals of Effective Speaking	3	Term Total	16	BMG 2103 Business Statistics	3	BMK 2101 Principles of Marketing	3	BUS 2201 Principles of Management	3	DAP 1236 Keyboarding Essentials	3	DAP 1237 Presentation and Promotion	3	ENG 1121 Composition & Analysis	3	Term Total	18	ACC 2101 Financial Accounting	4	BOC 2216 Electronic Records Management	3	CIS 1278 Spreadsheet	3	ECN 2101 Principles of Macroeconomics	3	PSY 1101 General Psychology I	3	Term Total	16	ACC 2102 Managerial Accounting	4	BOC 2217 Professional Development	3	BOC 2218 Office Admin Internship	2	CIS 1207 Business Applications of Web Design	3	CIS 1286 Database	3	Term Total	15		65
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Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Courses are carefully selected to meet industry needs and to align with Advisory council suggestions.
Indicator 1: Need	Response
1.1 How strong is the occupational demand for the program?	<p>Projected employment for Secretaries and Administrative Assistants, Except Legal, Medical, and Executive in ILLINOIS: 3% growth with 32,310 openings the next 5 years.</p> <p>The Federal Occupational Outlook Employment of general office clerks is projected to show little or no change from 2016 to 2026. Employment growth will vary by industry.</p> <p>An aging population is expected to drive employment growth in healthcare, and more general office clerks will be needed to handle administrative tasks related to billing and insurance processing in this sector. On the other hand, employment in the manufacturing sector is projected to decline over the next decade, so manufacturing firms are expected to need fewer general office clerks.</p> <p>Some tasks of office clerks have been affected by technology. For example, many organizations maintain electronic documents or use automated phone systems, reducing the need for some general office clerks.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has stayed approximately the same. The outlook is good to steady
1.3 What is the district and/or regional need?	Labor market statistics from Illinois state that there will be 15,590 employed in Office administrative support related jobs. Annual projected job openings there will be a 6% growth from 2018-2028.
1.4 How are students recruited for this program?	Students are recruited through local advertisement, social media marketing, high school college fairs, conferences, and word of mouth.
1.5 Where are students recruited from?	Local high schools and current OCC students
1.6 Did the review of program need result in actions or modifications? Please explain.	A computer lab was updated with current software and new computers.
Indicator 2: Cost Effectiveness	Response

2.1 What are the costs associated with this program?	Faculty, software updates, computers, and facilities are some associated costs of the program. Some of the costs are zero considering that this programs is staked with many other office administration programs. However, the faculty cost is: \$77,158.79 for salary and benefits. Supply cost was 741.38. These costs are shared with Office Administration and Medical Coding programs as the teacher works for multiple degree and certificate programs.
2.2 How do costs compare to other programs on campus?	\$194.90 unit cost for CTE at IECC. The cost is average. It is below the cost of some and above the cost of other CTE programs
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost comes from general funds, Perkins grants, and student fees
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA. The majority of the cost comes from the general fund.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	Response
3.1 What are the program's strengths?	The strength of the program are facilities, curriculum, and staff/faculty
3.2 What are the identified or potential weaknesses of the program?	Quickly changing industry needs and software needs are potential weaknesses of this program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hybrid, and online teaching is used in this program. Lecture and lab methods are utilized for teaching as well.
3.4 How does this program fit into a career pathway?	This program fits into a clear pathway to an entry level office assistant job. Jobs include: MS office specialists, computer software resource person, office clerk, data entry specialists, administrative assistant, personal assistant, school secretary, business office assistant.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn?	Smart boards, automatic video recording of lectures for hybrid classes, MS tablets and digital integration with the learning management systems for continued instruction. Online version of the courses integrated into the curriculum.

3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students attend various conferences, attend workshops, visit local shops, and conduct site visits for work based learning opportunities.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The program is accredited by the State through JCAR rules and regulations. Our state license is up to date and valid.
3.9 Are industry-recognized credentials offered? If so, please list.	NA
3.10 Is this an apprenticeship program? If so, please elaborate.	NA
3.11 If applicable, please list the licensure examination pass rate.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None at this time
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	NA
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:12 average student to teacher ratio
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	District provides multiple professional development days on campus. Budget is allocated for conferences and personal professional development of staff. Additionally, all faculty and staff have access to Go-to-Knowledge an online professional development resources with multiple listings and seminars.
3.16 What is the status of the current technology and equipment used for this program?	Students have access to a computer lab with applicable software. All software is up to date. Computers are updated on a 5 year cycle. All classrooms have Wi-Fi access points. Instructors utilize online learning management systems to provide additional resources and course activities.

3.17 What assessment methods are used to ensure student success?	IECC conducts ongoing district wide assessment. We assess programs and courses annually. Data is collected via compliance assist software and is aggregated and analyzed across campus. Instructors are tasked with assessing specific outcomes from the master syllabus and making adjustments based on the results. Curriculum review is often informed by assessment results.				
3.18 How satisfied are students with their preparation for employment?	Student report a 97% satisfaction with program and instruction.				
3.19 How is student satisfaction information collected?	Student surveys are collected every year. Faculty and staff listen and respond to student feedback.				
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are part of the advisory council. Employers are given tours of the facility.				
3.21 How often does the program advisory committee meet?	Every semester.				
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the quality of preparation of the students				
3.23 How is employer satisfaction information collected?	Employers are contacted via surveys and by direct contact				
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Slight changes in equipment and software. Decision to renew and continue the program even though it has low enrollment.				
List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.					
DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE Program	C246 Office Administration D247 Office Administration				
CIP Code	520201				
	Year 1	Year 2	Year 3	Year 4	Year 5

<i>Number of Students Enrolled</i>	N/A	N/A	11	6	11
<i>Number of Completers</i>	N/A	N/A	1	8	6
<i>Other (Please identify)</i>					
How does the data support the program goals? Elaborate.	Students are graduating the program and it provides students with additional options. Students are getting jobs out of the program. The program is meeting the institutional mission of providing excellent education opportunities and strengthening the community.				
What disaggregated data was reviewed?	Gender, Ethnicity, Age, Disability, Single Parent, Economics, WIOA support				
Were there gaps in the data? Please explain.	Yes. All enrolled are white, 90 percent are female, and the ages are evenly spread.				
What is the college doing to overcome any identifiable gaps?	The college is working with the OCCRL office to develop a strategy for greater equity in the CTE programing at OCC and IECC.				
Are the students served in this program representative of the total student population? Please explain.	No. The students tend to 1: Be female, 2 come from lower income backgrounds, 3 have lower GPA scores, and 4 are nontraditional student.				
Are the students served in this program representative of the district population? Please explain.	Yes				
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.	This program provides options for students who are looking for a short certification. Although the enrollment is low, it is easily stackable with other programs and the courses work with many other programs, therefore the cost is negligible. The full-time instructor who oversees this program recommends slight improvement and continuation. Program cost is minimal and we would like to continue this program. We see the program as successful.				
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	This program serves as an option for students who are looking for a short certification for office assistants' work and can continue to the longer AAS degree. We intend to slightly change the curriculum to align with new courses and updated workforce needs/requirements.				

Career & Technical Education				
<i>COLLEGE NAME:</i>		Lincoln Trail College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Office Management	D186	63	520402	N/A
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		The Office Management program enables students to acquire highly skilled management capabilities in a diverse and progressive work environment. The curriculum includes business law, personnel management, technology, and accounting. Graduates of the program are employed in fields such as business, banking, education, public relations, law, government, industry, and accounting. Successful graduates are trained to organize, manage, and distribute information in today's fast paced business world.		
To what extent are these objectives being achieved?		Advisory committee Course assessments		
Past Program Review Action What action was reported last time the program was reviewed?		In 2013, LTC recommended that the program continue with minor improvements.		
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.				
List all pre-requisites for this program (courses, placement scores, etc.).		<p>Students are placed in keyboarding classes according to previous experience, training, and ability. Placement into BOC 1202 (Intermediate Keyboarding) requires consent of instructor.</p> <p>All students place into courses using prescribed district-wide placement scores via ACT, Accuplacer, COMPASS, or SAT scores.</p>		

<p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p>	<p>Courses required for program completion include:</p> <ul style="list-style-type: none"> • BMG 1202, Business Math or College-Level Math • BOC 1202, Intermediate Keyboarding • BUS 1101, Introduction to Business • DAP 1201, Business Computer Systems • ENG 1111, Composition I -OR- ENG 1201, Communications • BOC 1206, Employment Methods • DAP 2202, Word Processing I • DAP 2203, Word Processing II • PSY 1101, General Psychology -OR- PSY 1103, Business Psychology • SPE 1101, Fundamentals of Effective Speaking -OR- SPE 1111, Interpersonal Communications • TQM 1206, Project Management • ACC 1101, Applied Accounting • BUS 2101, Business Law I • BUS 2104, Business Economics -OR- ECN 2101, Principles of Macroeconomics • CIS 1278, Spreadsheet • TQM 1214, Team Building and Development • TQM 1216, Conflict Resolution & Consensus Bldg • TQM 2205, Leadership in Management • ACC 1102, Fundamentals of Accounting • BOC 2211, Office Internship I • BMK 2101, Principles of Marketing • BUS 1102, Managerial Effectiveness: Personnel • DAP 2265, Desktop Publishing
<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>LTC requires three additional credit hours of coursework beyond 60 to ensure that students possess diverse office management skills and are employable.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>1.1 How strong is the occupational demand for the program?</p>	<p>Per onetonline.org, employment trends for office management positions are expected to be faster than average (10 to 14%) between 2016 and 2026.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Demand continues to increase. Projected annual job openings in office management is 450 for Illinois and 100 for Indiana.</p>
<p>1.3 What is the district and/or regional need?</p>	<p>Data for LWIA 23 project an annual compounded growth rate of 3.83% for office administrative service positions.</p>
<p>1.4 How are students recruited for this program?</p>	<p>Since the last program review and until the 2017-18 academic year, students learned of the Office Management program when meeting with an advisor. Beginning in Fall 2018, LTC obtained a recruiter who promotes the program to students.</p>
<p>1.5 Where are students recruited from?</p>	<p>LTC predominately recruits students for its Office Management program from Crawford County high schools (Hutsonville, Oblong, Palestine, and Robinson).</p>

1.6 Did the review of program need result in actions or modifications? Please explain.	Yes. Office Management and related professions will experience substantial growth, both locally and regionally. Demand alone indicates that LTC has inadequately promoted its Office Management Program.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Costs include instructors' salaries, instructional supplies, college overhead, and professional development fees and dues. Per unit costs for FY 2017 was \$205.70.
2.2 How do costs compare to other programs on campus?	The per unit cost for business programs is higher than that of adult education (\$133.11), pre-baccalaureate (\$189.03), and technical (\$194.90) courses, but lower than health (\$438.21) and remedial (\$449.37).
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is funded by tuition and district resources.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No. The Office Management program incurs relatively low per unit costs compared to other types of programs.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	An AAS in Office Management leads students directly into careers, but also provides them with broad business, management, accounting, and similar interests to pursue further education. Faculty teaching Office Management program courses possess both exceptional educational and professional (both within higher education and in industry) backgrounds. Both rural and urban regions need Office Management personnel; thus, students can use their degree whether staying locally or moving to other regions.
3.2 What are the identified or potential weaknesses of the program?	Although Office Management is taught by exceptional faculty, both are adjunct instructors. Relying on adjunct faculty to teach a program places some uncertainty in the ability of the program to continue successfully from semester to semester and creates additional uncertainty and inflexibility in scheduling.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Faculty deliver Office Management program courses through traditional face-to-face, online, and hybrid formats.
3.4 How does this program fit into a career pathway?	An AAS in Office Management prepares students to enter directly into the workforce. There is potential for 2+2 articulation agreements with baccalaureate-granting institutions with Office Management.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	NA

3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are dual credit opportunities in local high schools to earn credit for two of the pre-baccalaureate courses (ENG 1111, Composition I, and PSY 1101, General Psychology) that the program requires.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Office Management requires a 2-credit hour internship.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.9 Are industry-recognized credentials offered? If so, please list.	NA
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently, there are no articulation or cooperative agreements in place for this 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?	No.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Overall faculty to student ratios are low due to the low enrollments in many of the Office Management courses.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Two adjunct instructors staff the LTC Office Management Program. Both instructors participate in college-led faculty development opportunities, including online learning development. Both adjunct instructors deliver lessons via multiple formats and incorporate information learned from professional development activities in online delivery.
3.16 What is the status of the current technology and equipment used for this program?	LTC uses the D2L learning management system and the College updated to Microsoft Office 10 in 2017.
3.17 What assessment methods are used to ensure student success?	Faculty participate in course, program, and institutional assessment.

3.18 How satisfied are students with their preparation for employment?	Unknown				
3.19 How is student satisfaction information collected?	LTC collects student satisfaction information through course evaluations.				
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Students participate in internships with local businesses.				
3.21 How often does the program advisory committee meet?	Infrequently and irregularly.				
3.22 How satisfied are employers in the preparation of the program's graduates?	Unknown.				
3.23 How is employer satisfaction information collected?	NA				
3.24 Did the review of program quality result in any actions or modifications? Please explain.	<p>Yes. The quality review resulted in various areas for potential improvements or expansions, including:</p> <ul style="list-style-type: none"> • Developing 2+2 articulation agreements with baccalaureate-granting institutions, • Developing dual credit partnerships to generate interest in the program and benefit high school students interested in office management, business, and similar careers, • Exploring apprenticeship opportunities in office management careers, • Assessing student satisfaction with the program, and • Assessing student employability after completing the program. 				
<p align="center">DATA ANALYSIS FOR CTE PROGRAM REVIEW</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</p>					
<i>CTE PROGRAM</i>	Office Management (D186)				
<i>CIP CODE</i>	520402				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	1	3	3	7	6
<i>NUMBER OF COMPLETERS</i>	0	0	0	0	Unknown
<i>OTHER (PLEASE IDENTIFY)</i>	N/A	N/A	N/A	N/A	N/A

How does the data support the program goals? Elaborate.	Students enrolled in the Office Management Program are not successful, as measured by completion.
What disaggregated data was reviewed?	Data include completion rates, demographics (gender, ethnicity, and age), disability status, single-parent status, economic and academic disadvantage, and existence of WIOA support.
Were there gaps in the data? Please explain.	Enrollees in Office Management are more likely female (86%) and white (100%).
What is the college doing to overcome any identifiable gaps?	The College is cognizant of these gaps. Through marketing, LTC is attempting to recruit males into traditionally female programs and females into traditionally male programs.
Are the students served in this program representative of the total student population? Please explain.	Per the U.S. Census Bureau, nearly 95% of the district is White. Although enrollment in this program is low enough that data may not provide valuable information, we should expect at least one non-White/minority student in the program. In the district, 28% of students are economically disadvantaged and 18% are both academically and economically disadvantaged; LTC Office Management data show 21% of enrollees are economically disadvantaged and 36% are both academically and economically disadvantaged.
Are the students served in this program representative of the district population? Please explain.	Per the U.S. Census Bureau, nearly 95% of the district is White. Although enrollment in this program is low enough that data may not provide valuable information, we should expect at least one non-White/minority student in the program. In the district, 28% of students are economically disadvantaged and 18% are both academically and economically disadvantaged; LTC Office Management data show 21% of enrollees are economically disadvantaged and 36% are both academically and economically disadvantaged.
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.	Office Management is a growing profession that benefits students who choose to stay locally or move to other regions. The curriculum is appropriate; however, other aspects of the program, including its promotion and assessment need improved.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action steps generated from this review include: <ul style="list-style-type: none"> • Improving marketing and promotion of Office Management, • Developing 2+2 articulation agreements with baccalaureate-granting institutions, • Developing dual credit partnerships to generate interest in the program and benefit high school students interested in office management, business, and similar careers, • Exploring apprenticeship opportunities in office management careers, • Assessing student satisfaction with the program, and • Assessing student employability after completing the program.

Career & Technical Education				
<i>COLLEGE NAME:</i>		Olney Central College		
<i>FISCAL YEAR IN REVIEW:</i>		2018		
PROGRAM IDENTIFICATION INFORMATION				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Radiography	D327	71.5	510911	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		<p>The mission of Illinois Eastern Community Colleges-Olney Central College Radiography Program is to provide quality radiography education and to graduate competent entry-level radiographers to serve the community.</p> <p>The mission is accomplished through these program goals:</p> <ol style="list-style-type: none"> 1. Students will be clinically competent. 2. Students will communicate effectively. 3. Students will use critical thinking and problem solving skills. 4. Students will evaluate the importance of professional growth and development. 		
To what extent are these objectives being achieved?		<p>Rubrics for evaluation of program outcomes have been developed and are utilized to evaluate student progress didactically and clinically. Successful completion of the program indicates that all program objectives have been achieved. See program completion rates for successful completion.</p> <p><i>It should be noted that most students who drop the program, do so related to outside influences (finances, life events, health issues). Lack of academic achievement in the program accounts for a very small percentage of non-completers.</i></p>		
Past Program Review Action What action was reported last time the program was reviewed?		<ol style="list-style-type: none"> 1. Computer lab integration into radiology lab for simulation and an improved laboratory experience utilizing Sim x-ray. 2. Initiated the HESI-Exit exam to simulate the registry starting in spring 2013. Gave the first HESI-Exit prior to Kettering Review in 2013. Moved HESI-Exit to after the Kettering Review with the following results: <p>Results indicate improvement noted in pass rate:</p>		

	Radiography Program Pass Rates 2013 -2017			
	Year	# Passing Students	Total # Students	Pass Rate
	2013	11	15	73.33%
	2014	7	9	77.78%
	2015	7	8	87.50%
	2016	15	16	93.75%
	2017	7	9	77.78%
	5/yr avg.	47	57	82.46%
	2013 - HESI was piloted, but was given BEFORE the Kettering Review Seminar			
	2014 HESI was preceded by Kettering Seminar			
	3. Online graduate surveys were introduced with a reminder two months after initial mailing. Survey return continues to be limited. This has been a topic of discussion with Advisory Committee members.			

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.	
List all pre-requisites for this program (courses, placement scores, etc.).	Approved college placement exam meeting prescribed levels. LSC 1101 (Biology) HEA 2299 (Radiography Orientation)

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).

Summer Semester			Credit Hours
MTH	1201	Technical Mathematics ¹ OR V2 College Level Math ¹	
RAD	1211	Radiography Orientation ³	.5
RAD	1212	Rad Clinical Oreintation ³	.5
Total			3
First Semester			Credit Hours
HEA	1225	Intro to Medical Terminology	3
LSC	2111	Human Anatomy & Physiology I ¹	4
RAD	1201	Intro to Rad & Patient Care ³	3.5
RAD	1204	Radiographic Procedures I ³	4
RAD	1206	Applied Clinical Radiology I ³	2
Total			16.5
Second Semester			Credit Hours
LSC	2112	Human Anatomy & Physiology II ¹	4
RAD	1209	Radiographic Physics ³	4
RAD	1224	Radiographic Procedures II ³	4
RAD	1226	Applied Clinical Radiology II ³	2
Total			14
Summer Semester			Credit Hours
RAD	1219	Radiographic Sectional Anatomy ³	2
RAD	1236	Applied Clinical Radiology III ³	2
ENG	1111	Composition I ¹ OR	3
SPE	1101	Fundamentals of Effective Speaking ¹	
Total			7
Third Semester			Credit Hours
RAD	2222	Image Production and Evaluation ³	4
RAD	2227	Radiographic Procedures III ³	4
RAD	2228	Radiation Biology & Protection ³	4
RAD	2246	Applied Clinical Radiology IV ³	3
Total			15
Fourth Semester			Credit Hours
PSY	1101	General Psychology I ¹ OR	3
SOC	2101	Principles of Sociology ¹ OR	
SOC	2104	Death and Dying ¹	
RAD	2201	Advanced Imaging ³	2
RAD	2204	Registry & Career Review ³	4
RAD	2221	Radiographic Pathology ³	4
RAD	2256	Applied Clinical Radiology V ³	3
Total			16
Total Credit Hours			71.5

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Coursework in excess of 60 hours meets the JRCERT accreditation requirements for the program. This are comparable to other schools of radiography in the state and nation.
INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	<p>IDES data indicates 111 new openings a year in Illinois and is expected to stay constant.</p> <p>Placement rate for new graduates currently ranges from 80-100%, based on graduate surveys and data collected by faculty.</p> <p>2017: 7 passed registry, 5 employed, 1 continuing education at BS level; 1 seeking employment.</p> <p>2016: 15 passed registry, 8 employed, 6 continuing education at BS level; 1 unknown.</p> <p>2015: 7 passed registry, 7 employed.</p> <p>2014: 7 passed registry, 7 employed.</p> <p>2013: 11 passed registry, 7 employed, 2 continuing education at BS level, 2 seeking employment.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained steady. Many students also obtain positions in surrounding Indiana counties.
1.3 What is the district and/or regional need?	Several regional hospitals are expanding services in many areas. An example is orthopedics which has expanded extensively in local counties providing a much needed demand for radiologic technologists.
1.4 How are students recruited for this program?	College fairs, high school visits, community events, advertising on public and social media sites.
1.5 Where are students recruited from?	Clay, Crawford, Clark, Edwards, Lawrence, Jasper, Richland, Wabash, Wayne, and White counties (our district) and in surrounding Indiana counties.
1.6 Did the review of program need result in actions or modifications? Please explain.	<ol style="list-style-type: none"> 1. The program curriculum was revised to meet JRCERT requirements in fall 2017. The revision is intended to help students be better prepared for current practice standards. The curriculum revision changed the program start from summer to fall and provided a better opportunity for high school graduates to seamlessly enter the program. The change moved us from a 6-semester program to a 5-semester program which is more in line with other programs in the state. 2. The Technology Initiative will be implemented in fall 2018 to assist students with acclimating more effectively to technology in practice and also in preparation for the online registry exam. The initiative also promotes active learning strategies in the classroom.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	\$438.21 per credit hour.

2.2 How do costs compare to other programs on campus?	Costs are higher for Radiography due to increased instruction costs related to equipment and supplies, travel to clinical sites, and program specific costs (radiation dosemetry badges, attendance at state and national conferences and meetings (accreditation standard), accreditation, and certifications).
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition for Allied Health is a higher rate than other courses (\$140/CH vs \$83/CH for other programs). State reimbursement and equalization also help support the program. Small grants supported faculty iPad purchases for Technology Initiative.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	No.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	<ul style="list-style-type: none"> • Students rotate through large and small facilities in order to assure equitable access to various modalities and procedures • Academic Advisor for program is very knowledgeable and ensures applicants have met all admission requirements. • The program has full administrative support as evidenced by curriculum update and Technology Initiative support. • Program budget is consistently funded at the requested amount. • Amount and quality of library resources, in particular, those related to Radiology and Radiologic Technology. • Curriculum prepares students to enter the professional workforce • The Program mission is clear and is consistent with IECC. • Regular site visits that allow individual attention to the student. Clinical Progress Agreement is filled out with each site visit so students stay informed of progress/lack of progress. • Consistently stress the importance of radiation protection throughout the program • The Program health and safety policies are in alignment with IECC policies. • Members of the Advisory Committee report that they are satisfied with our student/graduates. • Although the return rate of Graduate Surveys is low, the responses we do get indicate that students are satisfied with the Program. • Pass rate improved from an average >75% to an average >82% • Support and dedication of clinical sites, clinical instructors, and staff who provide our students with valuable learning opportunities. • Both the Program Director and Clinical Coordinator hold a master's degree.

3.2 What are the identified or potential weaknesses of the program?	<ul style="list-style-type: none"> • Do not have an energized lab. • Graduate/Employer survey return rates are poor. • Although the 5-year average pass rate was >82%, there is room for improvement. • The number of applicants has fluctuated a bit, but there is a steady improvement. This could be improved upon through increased recruitment efforts. • Retention rates have improved, but there is room for further improvement.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and hybrid. Faculty team teach some courses.
3.4 How does this program fit into a career pathway?	Students are able to transfer into healthcare facilities as radiologic technologists upon completion of program and successful completion of registry exam.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	A Technology Initiative will be implemented in fall 2018. Planning for this project began in fall 2016. Students will have an iPad requirement for the program and will do computerized testing. Students will also have the option of textbooks or eTextbooks for the program. The objective of the technology is to prepare students for a computerized registry exam and for transition into healthcare, where technology is the main communication and documentation tool used in patient care. Students will also be able to participate in active learning strategies in the classroom setting.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Students are able to take dual credit support classes. At this time, there are no dual credit radiography courses.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Clinical instruction places students in the workplace and allows them hands-on instruction on radiographic competencies.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	<p>The Olney Central College Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182</p> <p>JRCERT Standards can be viewed at http://www.jrcert.org</p>
3.9 Are industry-recognized credentials offered? If so, please list.	Radiologic technologist certification upon passing the American Registry of Radiographic Technologists (ARRT) primary certification exam.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.

3.11 If applicable, please list the licensure examination pass rate.	Radiography Program Pass Rates 2013 -2017			
	Year	# Passing Students	Total # Students	Pass Rate
	2013	11	15	73.33%
	2014	7	9	77.78%
	2015	7	8	87.50%
	2016	15	16	93.75%
	2017	7	9	77.78%
	5/yr avg.	47	57	82.46%
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The program currently has an articulation agreement with Southern Illinois University, Carbondale.			
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?	We added Sullivan County Community Hospital (Indiana) since last review. All hospitals in the counties we serve are partners, as well as several outside of our region.			
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	First year: 2.5 faculty:20 students (average students 19) Second year: 2.5 faculty:15 students (average students: 12) 2 full-time faculty and 1 part-time laboratory adjunct faculty share responsibility for both levels of the program.			
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Both faculty attend annual JRCERT training, ACERT seminars, and ISSRT workshops. Additional workshops that are available are encouraged based on schedule. Professional development funds are available for an additional annual conference or workshop per faculty member. IECC offers Ed2Go, an online webinar series for faculty and staff to earn continuing education hours.			
3.16 What is the status of the current technology and equipment used for this program?	Current technology is fair and meets the requirements for the program. The program has a need for an Energized Lab and is currently reviewing costs and facilities to explore this possibility. Major training occurs in actual facilities and students are usually working with current/up-to-date equipment in preparation for jobs in the clinical setting.			
3.17 What assessment methods are used to ensure student success?	Surveys for each semester are completed by students for the agency setting and annually for the program. Surveys are in line with accreditation, institution, and industry standards for practice.			
3.18 How satisfied are students with their preparation for employment?	Based on Graduate Follow-Up Surveys completed and returned at 6 months, no graduates reported feeling "not prepared" for employment. (n=16 returned surveys).			
		Mailed	Returned	
	FY17	9	4	
	FY16	16	0	
	FY15	8	2	
	FY14	10	4	
	FY13	15	6	

3.19 How is student satisfaction information collected?	Graduate survey is sent out 6 months post-graduation (November).																		
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers comprise our Advisory Committee which meets twice a year and includes a student representative from each level. Discussion about curriculum, assessment, accreditation, program objectives, clinical sites and opportunities, and trends in the job market are discussed, as well as any other issues or concerns that may come up.																		
3.21 How often does the program advisory committee meet?	Twice a year, March and September.																		
3.22 How satisfied are employers in the preparation of the program’s graduates?	<div>Employer surveys indicate that facilities feel our students are appropriately prepared for entry-level practice. Advisory meeting comments support this analysis – employers state they are happy with our graduates.</div> <table><tr><td></td><td>Mailed</td><td>Returned</td></tr><tr><td>FY17</td><td>12</td><td>2</td></tr><tr><td>FY16</td><td>12</td><td>0</td></tr><tr><td>FY15</td><td>12</td><td>4</td></tr><tr><td>FY14</td><td>12</td><td>2</td></tr><tr><td>FY13</td><td>12</td><td>3</td></tr></table>		Mailed	Returned	FY17	12	2	FY16	12	0	FY15	12	4	FY14	12	2	FY13	12	3
	Mailed	Returned																	
FY17	12	2																	
FY16	12	0																	
FY15	12	4																	
FY14	12	2																	
FY13	12	3																	
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are mailed out each year at 6 months post-graduation for new hires (November).																		
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Technology initiative for fall 2018. Currently seeking funding to support an energized lab proposal.																		

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

<i>CTE PROGRAM</i>	Radiography Program				
<i>CIP CODE</i>	510907				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	38	32	35	33	32
<i>NUMBER OF COMPLETERS</i>	15	8	10	16	8
<i>OTHER (PLEASE IDENTIFY)</i>					

How does the data support the program goals? Elaborate.	The data demonstrates that the program is providing graduates who are clinically competent, have good communication skills, can critically think, and understand the importance of professional growth and development to meet the needs of the communities we serve. Our graduates are getting jobs and are also continuing education to the next level.
What disaggregated data was reviewed?	Student demographic and enrollment data from Banner related to age, gender, ethnicity, and special populations data; U.S. Census Bureau Reports; and IECC Fact Book data on Student Demographics and Enrollment.
Were there gaps in the data? Please explain.	Lack of diversity: This is difficult to change because the program diversity represents the population diversity in the counties IECC serves. Program students are between 98-100% Caucasian, which is close to the IECC population and community population. Gender disparity: There are more women than men in the program in excess of the ratio on the IECC population and the community population. Age: most students are between the ages of 17-24 and tend to be traditional students. This is in line with the average age of IECC population and much younger than the community population.
What is the college doing to overcome any identifiable gaps?	Outreach to all the counties we serve to share benefits of the program. Working with male students to help with recruitment. Provide outreach to non-traditional (by age) students through job displacement programs and disseminating program information in the community at fairs, job fairs, and other community-oriented events.
Are the students served in this program representative of the total student population? Please explain.	Program Gender: 85% female Ethnicity: 93% Caucasian Age: 17-24 = 80% of total radiography population Total Students [need stats] Gender: 49% female Ethnicity: Caucasian 95-96% Age: 17-24 = 40% of total student population <i>IECC Radiography Cohort Data from Banner</i>
Are the students served in this program representative of the district population? Please explain.	Program Gender: 85% female Ethnicity: 93% Caucasian Age: 17-24; 80% of total radiography population District Gender: 49% female Ethnicity: Caucasian 95% Age: 17-24; 29% of total District population <i>Source: U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates for Clay, Crawford, Jasper, Lawrence, Richland, Wabash, Wayne</i>
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.	Currently, the program is meeting program and course objectives and accrediting criteria. Action plan will be to further incorporate technology in the classroom setting and search for opportunities to develop and incorporate an energized lab.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Fall 2018: <ul style="list-style-type: none"> • The Program will implement the Technology Initiative: <ul style="list-style-type: none"> ○ Smart classroom technology (TV/AppleTV; learning apps; teaching tools). ○ Computerized testing through ExamSoft/Exemplify which will allow for reliability and validity analyses; tie in to course and program outcomes; assessment of students in particular outcome areas. • Students will incorporate the iPad device requirement for: <ul style="list-style-type: none"> ○ Computerized testing through ExamSoft ○ eTextbook option (physical book option will still be available) ○ In class case studies, presentations, assignments ○ Homework (Office365 is offered to students at no cost through IECC IT Department). • Long-range planning <ul style="list-style-type: none"> ○ The program is reviewing options for development and incorporation of an energized lab. Currently, this project is incorporated into our strategic plan. Due to high cost of this project, additional funding sources are being researched.

Academic Disciplines	
<i>COLLEGE NAME:</i>	Illinois Eastern Community Colleges
<i>FISCAL YEAR IN REVIEW:</i>	FY2018
<i>DISCIPLINE AREA:</i>	Mathematics and Computer Science
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives/goals of the discipline?	<p>The goals and objectives of mathematics and computer science courses at IECC are to provide students with strong mathematics and computer science skills, which they can use in both their other courses and in their future careers beyond college. Each course in the mathematics and computer science discipline has a list of student learning outcomes in the master course syllabus. Through various measures of assessment, students show they meet the course objectives and learning outcomes. Assessment results show continuous improvement in meeting student learning outcomes in mathematics and computer science. Mathematics and computer science courses are vital to the general education learning outcomes as established by the IECC faculty. Transfer mathematics and computer science courses have been articulated to at least three Illinois Universities.</p> <p>Math Learning: Students will be able to critically analyze data. Students will be able to use mathematical analysis to solve real-world applications.</p> <p>Quantitative Reasoning: Students will be able to solve problems using critical thinking and/or quantitative reasoning.</p> <p>Information and Technology Literacy: Students will be able to demonstrate information and technology literacy.</p>
To what extent are these objectives being achieved?	Full-time mathematics instructors report students are successfully fulfilling their math and computer science transfer requirements. The Math Department has conducted course and discipline assessment every semester and academic year, respectively. The majority of our students are meeting the mathematics benchmarks and demonstrating technology literacy skills. Completion and persistence rates indicate a consistent overall success rate (C or better).
How does this discipline contribute to other fields and the mission of the college?	Mathematics is a foundational component to all disciplines and most programs at IECC. Computer Science skills are becoming increasingly prevalent in most fields of study and are paramount to the success of our students. General Education at Illinois Eastern Community Colleges provides students 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.

<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>Since our last program review, the program has:</p> <ol style="list-style-type: none"> 1. Re-organized course assessment across all four campuses. All full-time faculty now provide leadership for four-to-six courses each, coordinating assessment among full-time and adjunct-faculty across the district. 2. Developed new Mathematics and Computer Science program outcomes and modernized the process for program assessment district wide with Campus Labs' Outcomes. 3. Developed additional online math and computer science courses to offer students flexibility in furthering their education. For example, Quantitative Reasoning (MTH 1104) and Calculus & Analytical Geometry II (MTH 1172) were recently added. 4. Integrated online learning techniques into face-to-face and hybrid math courses. Almost all math courses now use MyMathLab to increase student learning and student retention. 5. Integrated technology into math courses, including calculator applications, Minitab software applications and Derive and/or Mathematica software applications. Technology is used as appropriate to enhance student understanding while still maintaining mathematical rigor where needed. 6. Developed project-based assignments in computer, statistics, and calculus courses to provide students real-world learning opportunities utilizing group work, written reports and use of technology to solve situations not possible using traditional, manual (by-hand) solution methods. For example, statistical students perform ESP experiments and use the Binomial Probability Distribution to analyze results; calculus students design cylindrical cans to minimize costs and develop methods to find gasoline volume in underground tanks.
<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 align="center">Response</p>
<p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>At IECC, several faculty and staff members are active on IAI panels, which advise campus curriculum committees and deans of changes effecting our transfer/ GECC degrees. Each campus curriculum committee makes recommendations to the Deans' Committee when changes are required. Faculty and staff from many different disciplines serve on Curriculum, Instructional Technology, and Distance Learning committees to evaluate and assess effectiveness and transferability. Changes approved at the Deans' Committee are presented to the Cabinet for approval.</p>
<p>1.2 How are students informed or recruited for this program?</p>	<p>Student handbooks for each campus are located on the IECC website and are accessible in the students' Entrata Student Portal accounts. Full-time faculty members and various student support staff do the bulk of recruiting for IECC. High school visits, program brochures, and the IECC website are the primary method for recruitment. Many community engagement activities also serve as recruitment vehicles and are generally performed by faculty and staff related to their discipline.</p>

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this discipline?	Faculty salaries (both full and part-time), instructional equipment and supplies. On average, bachelorette courses cost \$189.03 per hour and Technology courses costs \$194.90 per hour.
2.2 What steps can be taken to offer curricula more cost-effectively?	Decrease section numbers while increasing section enrollment capacity. Each campus has taken on an active section management process to reduce underutilized resources.
2.3 Is there a need for additional resources?	Typical instructional material needs and classroom/online upgrades are required to stay current in the discipline. The district has been able to keep campus classrooms sufficiently equipped for our current needs.
INDICATOR 3: QUALITY	RESPONSE
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Yes. Most mathematics courses and several computer science courses are offered online, hybrid, and traditional. There are also night sessions of those classes offered throughout the district. Recently, accelerated 8-week sections have been placed on the schedule also. Mathematics and Computer Science courses are offered fall, spring, and summer sessions (including intersession), to best meet the needs of our students. Independent studies are approved by the Dean's office to meet the needs of specific students in extenuating circumstances.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	Yes, for assessment purposes the faculty must identify whether the course is traditional F2F, hybrid, or online. The data collected in the assessment is compared to determine mastery of subject matter, retention of students, and success rates of each delivery method. Overly small sample sizes in hybrid/online made comparing results to larger f2f groups statistically misleading but the majority of online/hybrid students were meeting expectations (same as their f2f peers).
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Full-time and adjunct instructors are required to complete course assessments every semester; dual credit instructors complete course assessment once a year. The Dean of Instruction evaluates all faculty actively teaching by direct observation, statistical analysis, and other measures to ensure quality of instruction. Additionally, assessment activities, community engagement, and service to their discipline are considered when evaluating instructors.
3.4 How does the discipline identify and support at-risk students?	Multiple measures are used to assess a prospective student's academic level and are then placed in appropriate college-level or remedial classes. Struggling students are referred to the Learning Skills Center for additional tutoring; faculty also communicate with on-campus Retention Coordinators through online progress reports. We have recently piloted "co-requisite type" Math courses. This semester we linked Math Literacy with Liberal Arts math by using an accelerated approach to both. We also better aligned placement tests with course content and will be revamping our placement procedures with the new ACCUPLACER Next Generation.

3.5 To what extent is the discipline integrated with other instructional programs and services?	Mathematics and computer science is prevalent across most disciplines and programs because of advances in technologies and machine learning. Transfer degrees (except AGS) and most CTE programs require a combination of IECC's 5 general education disciplines as part of degree/program requirements. Disciplines also works closely with Learning Skills Center staff, Retention Coordinators, and Academic Advisors in identifying and assisting struggling students.				
3.6 What does the discipline or department review when developing or modifying curriculum?	Course textbook options, topical, and course outcomes are reviewed and modified as needed, based on IAI requirements. In addition, the Mathematics and Computer Science departments (all 4 IECC campuses) meet and review assessments and goes over the master syllabi yearly. Instructors are free to make specific changes to their course sections based on that data.				
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Each Campus Dean evaluates and reviews faculty's performance through observations, assessment, and data analysis to determine Student Learning Outcome effectiveness. The Deans Committee assesses student preparedness and placement through multiple measures, with recommendations from faculty and staff, to establish cut-off scores, prerequisites, and co-requisites.				
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.					
Entry math skills continue to range widely from fully prepared to minimal preparation for college level math. The district has adopted multiple placement measures to include the following measures to assess college reading, writing, and mathematics readiness: ACT/SAT recommended benchmark scores, PARCC scores, college placement scores using ALEKS, ACCUPLACER or equivalent, high school grade point average, high school transitional course grades, GED score, prior completion of college level writing or mathematics.					
DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1102 College Algebra				
COURSE DESCRIPTION	This is an advanced course in algebra. It includes a review of algebraic concepts and skills; first and second degree equations and inequalities; complex numbers; systems of equations and inequalities, including matrices and determinants; functions; graphing; the theory of equations; sequences, series; and binomial expansion. Additional topics may be selected from mathematical induction, permutations and combinations, probability. This course requires the use of appropriate technology, such as graphics calculators and/or computers. PREREQUISITE: The equivalent of 2 years of high school algebra and 1 year of geometry with grades of C or better, or PRE 0420 Intermediate Algebra and PRE 0415 Elementary Geometry, with grades of C or better, or a sufficient score on a placement test.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	226	247	286	298	309

CREDIT HOURS PRODUCED	904	988	1144	1192	1236
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	88%	90%	88%	85%	87%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	No IAI 7/3/13 NIU SIUC SIUE UIUC WIU			No IAI 6/20/16 Ill State SIUE UIUC WIU	
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	The data reviewed indicates high 5-year student success (87.69%) with College Algebra course goals. Student success is defined as students completing the course with a grade of A, B, or C. Students receiving a grade of D, F, or W are considered unsuccessful and will be studied further as the district purchases software in FY19 (Campus Labs Insight) to analyze data. MTH 1102 prepares students for Bachelor's degree programs and diverse career goals by developing skills in logical thinking, complex structures and algorithms, and the ability to learn technical material and abstract concepts.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Data collected by the district from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and 2017 IECC Fact Book includes subcategories of transfer students compared to CTE students. These are further broken down into lists based on race, ethnicity, age, disability, economically and/or academically disadvantaged, and WIOA support. The Insights software purchase will allow IECC to further disaggregate the data into actionable course improvements.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	No major gaps have been identified by our review of the data. Economically and academically disadvantaged students are considered at risk and respond well to academic assistance from various college support departments such as Retention, LSC, and Advising.				
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The course has been updated by the IECC faculty group based on recommendations compiled from advisory committees, associations, and assessment of student learning. Economically and academically disadvantaged students comprise the greatest opportunity for improvement in student success rates. IECC will purchase software FY19 that allows us to further research our data for gaps.				
Rationale Provide a brief summary of the review findings and a	The full-time Mathematics faculty group will continue to modify the course based on assessment of student learning and				

rationale for any future modifications.	suggestions by the advisory committees and part-time Mathematics instructors.
Resources Needed	Open source textbook exploration.
Responsibility Who is responsible for completing or implementing the modifications?	IECC Deans of Instruction and full-time Math and Computer Science Faculty.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1103 Liberal Arts Math				
COURSE DESCRIPTION	<p>This course is designed to fulfill general education requirements. This course focuses on mathematical reasoning and problem-solving strategies with real-life applications. Four topics, chosen from the following list, will be studied in depth: Counting techniques and probability, game theory, geometry, graph theory, linear programming, logic/set theory, mathematical modeling, mathematics of finance, statistics. The use of calculators and other technology is strongly encouraged.</p> <p>PREREQUISITE: PRE 0420 Intermediate Algebra with a grade of C or better, or REM 0422 Math Literacy, or two years of college preparatory algebra with a grade of C or better, or sufficient score on the placement test, or consent of instructor.</p>				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	332	324	292	267	242
<i>CREDIT HOURS PRODUCED</i>	996	972	876	801	726
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	92%	94%	92%	88%	85%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	M1 904	M1 904	M1 904	M1 904	M1 904
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Data indicates high 5-year student success (88.82%) in MTH 1103 (Liberal Arts Math), measured by the percentage of students completing the course with a C or better. This course meets mathematics requirements for the Associate in Science, Associate in Arts, Associate in Science and Arts, and Associate in General Studies degrees. As such, it prepares students for bachelor's degree programs and diverse career goals by focusing on mathematical reasoning and solving of real-life problems and appreciation.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Reviewed data is from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and the 2017 IECC Fact Book, including subcategories of transfer students compared to CTE students. Data further are disaggregated into demographic characteristics such as race, ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.				

<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The review did not indicate any major gaps. Economically and academically disadvantaged students are considered at-risk, but respond well to academic assistance from various college support offices such as Retention, Learning Skills Center, and Advising.
<i>ACADEMIC COURSE REVIEW RESULTS</i>	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	IECC updated this course based upon recommendations from advisory committees, associations, faculty recommendations, and district assessment results.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Full-time mathematics faculty will continue to modify the course based upon the recommendations, as listed above. Additionally, full-time faculty will engage adjunct and dual credit instructors to provide feedback regarding the course.
Resources Needed	IECC will explore open source textbooks for this course.
Responsibility Who is responsible for completing or implementing the modifications?	IECC Deans of Instruction and full-time Math and Computer Science Faculty.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1104 Quantitative Reasoning				
COURSE DESCRIPTION	This course focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Four topics are studied in depth: Critical thinking, mathematics of finance, statistics, and geometry. The use of calculators and computers are strongly encouraged. PREREQUISITE: PRE 0420 Intermediate Algebra or REM 0422 Math Literacy, or two years of college preparatory algebra and one year geometry with a grade of C or better, or sufficient score on the placement test, or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	NA	NA	NA	10	52
<i>CREDIT HOURS PRODUCED</i>	NA	NA	NA	30	156
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	NA	NA	NA	100%	94%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	M1 904	M1 904	M1 904	M1 904	M1 904
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data reviewed indicates high student success (92.71%) with Quantitative Reasoning course goals. MTH 1104 prepares students for Bachelor's degree programs and diverse career goals by developing skills in problem solving, math reasoning, and the ability to learn technical material and abstract concepts. The course has been particularly useful for students transferring to nearby University of Southern Indiana as it fulfills their university core requirements.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Data collected by the district from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and 2017 IECC Fact Book includes subcategories of transfer students compared to CTE students. The Insights software purchase will allow IECC to further disaggregate the data into actionable course improvements.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No major gaps have been identified by our review of the data. Economically and academically disadvantaged students are considered at risk and respond well to academic assistance from various college support departments such as Retention, LSC, and Advising.				

<i>ACADEMIC COURSE REVIEW RESULTS</i>	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps are planned other than minor modifications based on continued assessment of course outcomes.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Full-time mathematics faculty will continue to modify the course based upon the recommendations, as listed above. Additionally, full-time faculty will engage adjunct and dual credit instructors to provide feedback regarding the course.
Resources Needed	Continued employment of full-time faculty group.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1105 Trigonometry				
COURSE DESCRIPTION	This course develops the theory and applications of trigonometry. Topics include systems of angle measurement, trigonometric functions, inverse trigonometric functions; application to triangle solutions, law of sines and cosines, trigonometric identities, trigonometric equations and complex numbers. PREREQUISITE: PRE 0420 Intermediate Algebra or three years of college preparatory math with a grade of C or better, or a sufficient score on placement test, or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	171	160	192	146	162
<i>CREDIT HOURS PRODUCED</i>	513	480	576	438	486
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	96%	97%	95%	95%	96%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 11-7-17 EIU Ill. St. NIU SIUC SIUE UIUC WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data above indicates high student success (92.72%) with Trigonometry course goals. MTH 1105 prepares students for Bachelor's degree programs and diverse career goals by developing skills in theory and applications of trigonometry, and the ability to learn technical material and abstract concepts.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Data collected by the district from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and 2017 IECC Fact Book includes subcategories of transfer students compared to CTE students. These are further broken down into lists based on race, ethnicity, age, disability, economically and/or academically disadvantaged, and WIOA support.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No major gaps were identified by our review of the data. Economically and academically disadvantaged students are considered at risk and respond well to academic assistance from various college support departments such as Retention, Learning skills centers, and Advising.				

<i>ACADEMIC COURSE REVIEW RESULTS</i>	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The course has been updated by the IECC faculty math group based on recommendations compiled from advisory committees, associations, and assessment of student learning.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The full-time mathematics faculty group will continue to modify and update the course based on assessment of student learning and suggestions by the advisory committees and part-time mathematics instructors.
Resources Needed	Open source textbook exploration
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1121 Mathematics for Elementary Majors				
COURSE DESCRIPTION	This course, along with MTH 1122, is designed to meet the requirements of the state certification of elementary teachers. Students are strongly encouraged to complete both courses in sequence at the same institution and should check the specific requirements at the senior institution. The sequence fulfills the general education requirement only for students with a declared major in elementary and/or special education. This course focuses on mathematical reasoning and problem solving. Topics will be selected from the following list: integers, irrational numbers and the real number system, number theory, probability, rational numbers, sets, function, logic, whole numbers, and statistics. The use of calculators and other technology is strongly encouraged. PREREQUISITE: PRE 0420 Intermediate Algebra and PRE 0415 Elementary Geometry with a grade of C or better or two years of college preparatory algebra and one year geometry or placement test score, or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	33	37	20	21	18
<i>CREDIT HOURS PRODUCED</i>	132	148	80	84	72
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	97%	100%	95%	100%	83%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 11-7-17 EIU Ill. St. NIU SIUC SIUE UIUC WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Data indicates high 5-year student success 94.94% in MTH 1121 Mathematics for Elementary Majors, measured by the percentage of students completing the course with a C or better. This course meets Illinois mathematics requirements for certification of elementary teachers. IECC offers MTH 1121 as the first in a sequence of two courses, coupled with MTH 1122 (Geometry for Elementary Majors). The course, and its sequential counterpart, prepares Elementary Education and Early Childhood Education				

	majors for Associate in Applied Science and/or bachelor's degree programs. The course focuses on mathematical reasoning and problem solving.
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Reviewed data is from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and the 2017 IECC Fact Book, including subcategories of transfer students compared to CTE students. Data further are disaggregated into demographic characteristics such as race, ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The review did not indicate any major gaps. Economically and academically disadvantaged students are considered at-risk, but respond well to academic assistance from various college support offices such as Retention, Learning Skills Center, and Advising.
<i>ACADEMIC COURSE REVIEW RESULTS</i>	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	IECC updated this course based upon recommendations from advisory committees, associations, faculty recommendations, and district assessment results.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Full-time mathematics faculty will continue to modify the course based upon the recommendations, as listed above. Additionally, full-time faculty will engage adjunct and dual credit instructors to provide feedback regarding the course.
Resources Needed	IECC will explore open source textbooks for this course.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1122 Geometry for Elementary Majors				
COURSE DESCRIPTION	This course is designed for elementary and special education majors. Course content shall include one-, two-, and three-dimensional point set geometry, constructions, congruence, similarity, transformational geometry, measurement, and coordinate geometry. Calculators and computers will be used in this course. This course is the second semester of a two semester sequence designed to meet state certification in elementary teaching. It fulfills the general education requirement only for students seeking state certification as elementary and/or special education teachers. PREREQUISITE: Two years college prep algebra with C or better and MTH 1121 Mathematics for Elementary Majors or consent of instructor. Lecture.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	28	26	19	15	11
<i>CREDIT HOURS PRODUCED</i>	84	78	57	45	33
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	96%	92%	94%	86%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	M1 903	M1 903	M1 903	M1 903	M1 903
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Data indicates high 5-year student success 94.50% in MTH 1122 Geometry for Elementary Majors, measured by the percentage of students completing the course with a C or better. This course meets Illinois mathematics requirements for certification of elementary teachers. IECC offers MTH 1122 as the second in a sequence of two courses, coupled with MTH 1121 Mathematics for Elementary Majors. The course, and its sequential counterpart, prepares Elementary Education and Early Childhood Education majors for Associate in Applied Science and/or bachelor's degree programs. The course focuses mathematical reasoning and problem solving.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Reviewed data is from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and the 2017 IECC Fact Book, including subcategories of transfer students compared to CTE students. Data further are disaggregated into demographic characteristics such as race,				

	ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The review did not indicate any major gaps.
<i>ACADEMIC COURSE REVIEW RESULTS</i>	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	IECC updated this course based upon recommendations from advisory committees, associations, faculty recommendations, and district assessment results.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Full-time mathematics faculty will continue to modify the course based upon the recommendations, as listed above. Additionally, full-time faculty will engage adjunct and dual credit instructors to provide feedback regarding the course.
Resources Needed	IECC will explore open source textbooks for this course.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1131 Introduction to Statistics				
COURSE DESCRIPTION	<p>This course is designed to introduce beginning students to the basic concepts, techniques, and applications of statistics. The main objective of the course is the development of statistical reasoning. The course is intended to meet the general education requirements. Graphing calculators and computer software packages used for calculation and analysis of data are strongly encouraged. Topics include organization, presentation, and description of data, percentiles, measures of central tendency, measures of dispersion, standard normal distribution, correlation and regression, probability, hypothesis testing, confidence intervals, sampling, and sampling distributions. PREREQUISITE: PRE 0420 Intermediate Algebra with a grade of C or better, or REM 0422 Math Literacy, or two years of college preparatory algebra with a grade of C or better, or sufficient score on the placement test, or consent of instructor.</p>				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	284	254	255	260	368
<i>CREDIT HOURS PRODUCED</i>	831	762	765	780	1104
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	96%	91%	94%	93%	89%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	M1 902	M1 902	M1 902	M1 902	M1 902
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Data indicates high 5-year student success (91.76%) in MTH 1131 measured by the percentage of students completing the course with a C or better. The course focuses mathematical reasoning and problem solving.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Reviewed data is from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and the 2017 IECC Fact Book, including subcategories of transfer students compared to CTE students. Data further are disaggregated into demographic characteristics such as race, ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.				

<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The review did not indicate any major gaps.
<i>ACADEMIC COURSE REVIEW RESULTS</i>	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	IECC updated this course based upon recommendations from advisory committees, associations, faculty recommendations, and district assessment results.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Full time mathematics faculty will continue to modify the course based upon the recommendations, as listed above. Additionally, full time faculty will engage adjunct and dual credit instructors to provide feedback regarding the course.
Resources Needed	IECC will explore open source textbooks for this course.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1151 Finite Mathematics				
COURSE DESCRIPTION	<p>This course is designed primarily for those students majoring in business, social and behavioral sciences, and nonphysical sciences. It is not designed to be taken by mathematics majors. This course emphasizes the concepts and applications of mathematics rather than mathematical structures. The following topics are covered: vectors, determinants, matrices and matrix algebra; systems of linear equations and matrices; systems of inequalities and linear programming; simplex method, set theory, Venn Diagrams, logic and Boolean algebra; counting and probability theory; stochastic processes; game theory; Markov chain methods; mathematical modeling; and the mathematics of finance. Technology will be used throughout the course.</p> <p>PREREQUISITE: PRE 0415 Elementary Geometry and MTH 1102 College Algebra with a grade of C or better or consent of instructor.</p>				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	48	56	47	46	47
<i>CREDIT HOURS PRODUCED</i>	144	168	141	138	141
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	96%	92%	84%	95%	89%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	M1 906	M1 906	M1 906	M1 906	M1 906
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data indicates high student success with MTH 1151, this class is a major component of math majors. This course is offered at all four campuses at IECC. This course is recommended for continuation by math faculty.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Yes, desegregated data was gathered through Argos, and local demographics, and student surveys.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	None at this time. The class mimics college populations in ratios. There is no correlation between success rates and desegregated data for this course.				
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future	This course has been continually updated by IECC math faculty and administrators. This course is recommended for continuation with minor changes through our regular review process.				

based on this review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This class is a key component of the math curriculum. The class is successful with good completion rates and steady enrollment. Additionally, math faculty have recommended continuation of this course.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1152 Applied Calculus				
COURSE DESCRIPTION	This calculus course is designed specifically for students in business and the social sciences and does not count toward a major or minor in mathematics. It emphasizes applications of the basic concepts of calculus rather than proofs. Topics must include limits; techniques of differentiation applied to polynomial, rational, exponential, and logarithmic functions; partial derivatives and applications; maxima and minima of functions; and elementary techniques of integration including substitution and integration by parts. Business and social science applications are stressed throughout the course. PREREQUISITE: Four years of college preparatory mathematics with grades of C or better or MTH 1102 College Algebra with grade of C or better or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	68	57	56	40	55
<i>CREDIT HOURS PRODUCED</i>	272	228	224	160	220
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	92%	91%	96%	97%	94%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	M1 900	M1 900	M1 900	M1 900	M1 900
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data shows that the students are completing the class and doing well in the course. This is an advanced course (for community college) and few students take this course. It is intended primarily for transfer students and STEM majors. Faculty indicate satisfaction with the curriculum.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Data regarding gender, race, age, and majors was reviewed.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	There is a gap in the ratio of male to female students. Other demography mimic the overall college population ratios.				
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a	We will continue to update and asses this course through our completion and student success initiative. Faculty continually monitor and update class curriculum based on yearly findings.				

timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This class is a key component of the math curriculum. The class is successful with good completion rates and steady enrollment. Additionally, math faculty have recommended continuation of this course.
Resources Needed	None at this time
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1153 Statistics				
COURSE DESCRIPTION	<p>This course is intended for students who need an upper level statistics course to meet a specific program requirement. It also meets the general education requirement in mathematics. Graphing calculators and computer software packages used for calculation and analysis of data are strongly encouraged. Topics include organization, presentation, and description of data, percentiles, measures of central tendency, measures of dispersion, standard normal distribution, correlation and regression, probability, hypothesis testing, confidence intervals, sampling, sampling distributions, and research methods. PREREQUISITE: MTH 1102 College Algebra or equivalent with grade of C or better.</p>				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	NA	12	18	22	12
<i>CREDIT HOURS PRODUCED</i>	NA	36	54	66	36
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	NA	100%	94%	100%	91%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	NA	M1 902	M1 902	M1 902	M1 902
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data supports course outcomes of student success and completion. The data shows very high success rate.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Data regarding gender, race, age, and majors was reviewed.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	Gaps in the ratio of female to male students. Other ratios are consistent with general population.				
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.	We will continue to update and asses this course through our completion and student success initiative. Faculty continually monitor and update curriculum based on yearly findings.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This class is a key component of the math curriculum. The class is successful with good completion rates and steady enrollment. Additionally, math faculty have recommended continuation of this course.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1171 Calculus and Analytic Geometry I				
COURSE DESCRIPTION	A first course in calculus and analytic geometry. Topics include: basic techniques of differentiation and integration with applications including curve sketching, anti-differentiation, the Riemann integral, the fundamental theorem of calculus, transcendental functions and applications of the definite integral. Technology will be used throughout the course. Students are strongly advised to complete this sequence at one institution. PREREQUISITE: Four years of college preparatory mathematics including geometry, trigonometry, and algebra, or MTH 1102 College Algebra and MTH 1105 Trigonometry, with grades of C or better, or the consent of the instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	147	176	137	157	161
<i>CREDIT HOURS PRODUCED</i>	735	880	685	785	805
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	95%	93%	94%	93%	95%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	M1 900-1	M1 900-1	M1 900-1	M1 900-1	M1 900-1
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data above indicates high student success with Calculus and Analytic Geometry I course outcomes. MTH 1171 prepares students for Bachelor's degree programs and diverse career goals by developing skills in theory and applications of calculus and analytic geometry, and the ability to learn technical material and abstract concepts.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Data collected by the district from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and 2017 IECC Fact Book includes subcategories of transfer students compared to CTE students. These are further broken down into lists based on race, ethnicity, age, disability, economically and/or academically disadvantaged, and WIOA support.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No major gaps were identified by our review of the data. Economically and academically disadvantaged students are considered at risk and respond well to academic assistance from various college support departments such as Retention, Learning Skills Centers, and Advising.				

<i>ACADEMIC COURSE REVIEW RESULTS</i>	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The course has been updated by the IECC faculty math group based on recommendations compiled from advisory committees, associations, and assessment of student learning.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The full-time mathematics faculty group will continue to modify and update the course based on assessment of student learning and suggestions by the advisory committees and part-time mathematics instructors.
Resources Needed	Open source textbook exploration
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 1172 Calculus and Analytic Geometry II				
COURSE DESCRIPTION	A second course in calculus and analytic geometry. Topics include: applications of integration, exponential, logarithmic and other transcendental functions, techniques of integration, infinite series, polar coordinates, parametric equations, and conic sections. Technology will be used throughout the course. Students are strongly advised to complete this sequence at one institution. PREREQUISITE: MTH 1171 Calculus and Analytic Geometry I, or its equivalent with a grade of C or better, or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	47	36	22	23	32
<i>CREDIT HOURS PRODUCED</i>	235	180	110	115	160
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	98%	94%	95%	100%	87%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	M1 900-2	M1 900-2	M1 900-2	M1 900-2	M1 900-2
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data above indicates high student success with Calculus and Analytic Geometry II course outcomes. MTH 1172 prepares students for Bachelor's degree programs and diverse career goals by developing skills in theory and continued applications of calculus and analytic geometry, and the ability to learn technical material and abstract concepts.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Data collected by the district from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and 2017 IECC Fact Book includes subcategories of transfer students compared to CTE students. These are further broken down into lists based on race, ethnicity, age, disability, economically and/or academically disadvantaged, and WIOA support.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No major gaps were identified by our review of the data. Economically and academically disadvantaged students are considered at risk and respond well to academic assistance from various college support departments such as Retention, Learning Skills Centers, and Advising.				
ACADEMIC COURSE REVIEW RESULTS					

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The course has been updated by the IECC faculty math group based on recommendations compiled from advisory committees, associations, and assessment of student learning.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The full-time mathematics faculty group will continue to modify and update the course based on assessment of student learning and suggestions by the advisory committees and part-time mathematics instructors.
Resources Needed	Open source textbook exploration
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 2101 Linear Algebra				
COURSE DESCRIPTION	This is a first course in vectors, matrices, vector spaces, and linear transformations. The ideas discussed in this course not only serve as an introduction to the more abstract courses a mathematical student needs at the junior/senior level, but also may have many useful applications outside of mathematics, including engineering. This course is not intended to replace a more complete linear algebra course at the junior/senior level. The use of graphing calculators and/or computer algebra systems is strongly recommended. PREREQUISITE: MTH 1172 Calculus and Analytical Geometry II or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	5	8	5	6	3
<i>CREDIT HOURS PRODUCED</i>	15	24	15	18	9
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	MTH 911	MTH 911	MTH 911	MTH 911	MTH 911
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data above indicates high student success with linear algebra course goals. MTH 2101 prepares students for Bachelor's degree programs and diverse career goals by vectors, matrices, vector spaces, and linear transformations, and the ability to learn technical material and abstract concepts.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Data collected by the district from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and 2017 IECC Fact Book includes subcategories of transfer students compared to CTE students. These are further broken down into lists based on race, ethnicity, age, disability, economically and/or academically disadvantaged, and WIOA support.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No major gaps have been identified by our review of the data.				
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future	The course has been updated by the IECC faculty math group based on recommendations compiled from advisory committees, associations, and assessment of student learning.				

based on this review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The full-time mathematics faculty group will continue to modify and update the course based on assessment of student learning and suggestions by the advisory committees and part-time mathematics instructors.
Resources Needed	Open source textbook exploration
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 2173 Calculus and Analytic Geometry III				
COURSE DESCRIPTION	A third course in calculus and analytic geometry. Topics will include: vectors in 2 and 3 dimensions, vector operations; lines and planes in space; surfaces; quadric surfaces; functions of more than one variable, partial derivatives; the differential, directional derivatives, gradients; double and triple integrals, evaluation and applications; cylindrical and spherical coordinates; vector spaces and line integrals. Technology will be used throughout the course. Students are strongly advised to complete this sequence at one institution. PREREQUISITE: MTH 1172 Calculus and Analytic Geometry II with a grade of C or better, or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	12	25	15	8	16
<i>CREDIT HOURS PRODUCED</i>	48	100	60	32	64
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	96%	100%	88%	94%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	M1 900-3	M1 900-3	M1 900-3	M1 900-3	M1 900-3
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Data on the course indicates high student success but with very low samples. IECC will continue to monitor rates with assessment of outcomes.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Data collected by the district from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and 2017 IECC Fact Book includes subcategories of transfer students compared to CTE students. These are further broken down into lists based on race, ethnicity, age, disability, economically and/or academically disadvantaged, and WIOA support.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No major gaps were identified by our review of the data.				
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a	IECC updated this course based upon recommendations from advisory committees, associations, faculty recommendations, and district assessment results.				

timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Full time mathematics faculty will continue to modify the course based upon the recommendations, as listed above. Additionally, full time faculty will engage adjunct and dual credit instructors to provide feedback regarding the course.
Resources Needed	IECC will explore open source textbooks for this course.
Responsibility Who is responsible for completing or implementing the modifications?	IECC Deans of Instruction and full-time Math and Computer Science Faculty.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	MTH 2181 Differential Equations				
COURSE DESCRIPTION	Elementary theory and applications of ordinary differential equations, including linear equations of first and second order are covered. This course is strongly recommended for physics and engineering students as well as mathematics majors. Technology should be used where appropriate. PREREQUISITE: MTH 2173 Calculus and Analytic Geometry III or consent of the department.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	10	19	14	6	7
<i>CREDIT HOURS PRODUCED</i>	30	57	42	18	21
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	86%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 11-9-17 EIU Ill. St. NIU SIUC SIUE UIUC WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Data indicates high student success in MTH 2181 Differential Equations, measured by the percentage of students completing the course with a C or better. This course meets mathematics requirements for engineering and STEM-focused students. It prepares students for bachelor's degree programs and diverse career goals by focusing on elementary theory and applications of ordinary differential equations.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Reviewed data is from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and the 2017 IECC Fact Book, including subcategories of transfer students compared to CTE students. Data further are disaggregated into demographic characteristics such as race, ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The review did not indicate any major gaps. Economically and academically disadvantaged students are considered at-risk, but respond well to academic assistance from various college				

	support offices such as Retention, Learning Skills Center, and Advising.
<i>ACADEMIC COURSE REVIEW RESULTS</i>	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	IECC updated this course based upon recommendations from advisory committees, associations, faculty recommendations, and district assessment results.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Full-time mathematics faculty will continue to modify the course based upon the recommendations, as listed above. Additionally, full-time faculty will engage adjunct and dual credit instructors to provide feedback regarding the course.
Resources Needed	IECC will explore open source textbooks for this course.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	CIS 1101 Intro to Computers & Their Application				
COURSE DESCRIPTION	This course is an introduction to computers and their applications. Topics include computers and their capabilities, computer equipment, and software. The educational, social, and vocational aspects and impact of computers will be discussed. Applications of computers will be emphasized by utilizing various software packages in laboratory exercises. These exercises will be completed in open lab. PREREQUISITE: Recommend one semester of typing.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	24	19	9	6	17
CREDIT HOURS PRODUCED	72	57	27	18	51
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	96%	83%	100%	100%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					No IAI 10-23-17 EIU Ill. St. NIU SIUC SIUE WIU
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Data indicates high student success in CIS 1101 (Intro to Computers & Their Applications), measured by the percentage of students completing the course with a C or better. This course meets requirements for students pursuing Associate in Science degree with majors emphasizing computers. It prepares students for bachelor's degree programs and diverse career goals by focusing on computers and their applications.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Reviewed data is from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and the 2017 IECC Fact Book, including subcategories of transfer students compared to CTE students. Data further are disaggregated into demographic characteristics such as race, ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	The review did not indicate any major gaps.				

<i>ACADEMIC COURSE REVIEW RESULTS</i>	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	IECC updated this course based upon recommendations from advisory committees, associations, faculty recommendations, and district assessment results.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Full-time and part time faculty will continue to modify the course based upon the recommendations, as listed above. Additionally, full-time faculty will engage adjunct and dual credit instructors to provide feedback regarding the course.
Resources Needed	IECC will explore open source textbooks for this course.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	CIS 1103 Discovering Computers				
COURSE DESCRIPTION	Discovering Computers is designed to give students an appreciation and knowledge of computers. Students will finish the course with a complete understanding of computers, how to use computers, and how to access information. Topics covered include hardware, operating systems, word processing, spreadsheet, and Internet applications.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	NA	NA	NA	NA	NA
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 10-24-17 EIU Ill. St. NIU SIUC SIUE WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	NA				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>					
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>					
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	This course is being withdrawn.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Discovering Computers was effective for the time period but learners of the digital age do not require as much computer exposure to succeed.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	CIS 1104 Intro Learning Services Online				
COURSE DESCRIPTION	This course is an assessment of student skills and their ability to effectively learn via course(s) instructed online. Topics include evaluating a student's learning style, basic computer and web browsing skills, and web based learning tools. Emphasis will be placed on using computer hardware and software to access online resources and programs. In addition, various learning methods will be presented to help students evaluate if online learning is right for them.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	859	1397	1294	1190	735
CREDIT HOURS PRODUCED	429.5	698.5	647	595	367.5
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	100%	100%	100%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					No IAI 10-24-17 EIU Ill. St. NIU SIUC WIU
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	This class has 100 percent completion rates.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Data are disaggregated into demographic characteristics such as race, ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	No.				
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.	We will continue to update and asses this course through our completion and student success initiative. Faculty continually monitor and update curriculum based on yearly findings.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The class is successful with good completion rates and steady enrollment. Additionally, math faculty have recommended continuation of this course.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	CIS 1130 Introduction to Computer Science				
COURSE DESCRIPTION	The first in a sequence of courses for majors in Computer Science, Mathematics, and Engineering. Introduces a disciplined approach to problem-solving and algorithm development, in addition to an introduction to procedural and data abstraction. Covers: selection, repetition, and sequence control structures; program design, testing, and documentation using good programming style; block-structured high-level programming languages; and arrays, records, and files.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	10	6	7	14	6
CREDIT HOURS PRODUCED	30	18	21	42	18
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	90%	100%	100%	77%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)					No IAI 10-31-17 EIU Ill. St. NIU SIUC SIUE UIUC WIU
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Data indicates high student success in CIS 1130, measured by the percentage of students completing the course with a C or better. This course meets requirements for students pursuing an Associate in Science degree with majors emphasizing computers. It prepares students for Bachelor's degree programs and diverse career goals by focusing on computers and their applications.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Data are disaggregated into demographic characteristics such as race, ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	The review did not indicate any major gaps.				
ACADEMIC COURSE REVIEW RESULTS					

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The course will be reviewed for alignment with the IAI Computer Science Major panel. Timeline for completion is the 2018-2019 academic year.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The course builds a strong CIS background and is good for students. Future revisions will be based upon IAI recommendations.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, Deans, CAO

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	CIS 1131 Intro to Information Tech.				
COURSE DESCRIPTION	This first course examines information technology in the global enterprise environment. The information technology infrastructure is explored. The use of information technology systems role in functional, decisional, and strategic objectives is developed. The organizational implementation and impact of information technology systems on security, ethics, and related management issues are examined. PREREQUISITE: CIS 1270 Introduction to Computers, DAP 1201 Business Computer Systems, or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	130	0	0	5	6
<i>CREDIT HOURS PRODUCED</i>	390	0	0	15	18
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	99%	NA	NA	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 11-2-17 EIU NIU SIUC SIUE UIUC WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Data indicates high student success in CIS 1131, measured by the percentage of students completing the course with a C or better. This course meets requirements for students pursuing Associate in Science degree with majors emphasizing computers. It prepares students for bachelor's degree programs and diverse career goals by focusing on computers and their applications.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Reviewed data is from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and the 2017 IECC Fact Book, including subcategories of transfer students compared to CTE students disaggregated into demographic characteristics.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The review did not indicate any major gaps.				
ACADEMIC COURSE REVIEW RESULTS					

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The course will be reviewed for alignment with the IAI Computer Science Major panel. Timeline for completion is the 2018-2019 academic year.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The course builds a strong CIS background and is good for students. Future revisions will be based upon IAI recommendations.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, Deans, CAO

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	CIS 2101 Computer Programming for Teachers				
COURSE DESCRIPTION	The emphasis of this course will be on writing and running programs in an appropriate manner to be utilized in classroom instruction. The course will be of primary interest to elementary through high school teachers regardless of subject area taught. Time will also be devoted to enhancing programs for educational use.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	2	108	0	0	0
<i>CREDIT HOURS PRODUCED</i>	6	324	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	NA	NA	NA
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 11-6-17 EIU Ill. St. NIU SIUC SIUE UIUC WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	Data indicates high student success in CIS 2101, measured by the percentage of students completing the course with a C or better. This course meets requirements for students pursuing an Associate in Science degree with majors emphasizing computers. It prepares students for Bachelor's degree programs and diverse career goals by focusing on computers and their applications.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Reviewed data is from the U.S. Census Bureau 2012-2016 American Community Survey Demographic Estimates and the 2017 IECC Fact Book, including subcategories of transfer students compared to CTE students. Data further are disaggregated into demographic characteristics such as race, ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	The review did not indicate any major gaps. Economically and academically disadvantaged students are considered at-risk, but respond well to academic assistance from various college support offices such as Retention, Learning Skills Center, and Advising.				
ACADEMIC COURSE REVIEW RESULTS					

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

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	CIS 2102 Computer Applications for Instructors				
COURSE DESCRIPTION	The student will become familiar with computer hardware and software available for classroom use and will learn how to incorporate the technology software into lesson plans.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	NA	NA	NA	NA	NA
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 11-6-17 EIU Ill. St. NIU SIUC SIUE WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	NA				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>					
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>					
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	This course is being withdrawn.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.					

Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	CIS 2170 Computer Science II				
COURSE DESCRIPTION	This course continues any high-level language programming class including advanced programming, data structures and algorithm design. Topics include design and implementation of large-scale problems; abstract data types; data structures (files, sets, lists, stacks, queues, and trees); program verification and complexity; recursion; dynamic concepts (memory, scope, block structures); text processing; and an introduction to searching and sorting algorithms. PREREQUISITE: CIS 1130 Intro to Computer Science or CIS 2180 Computer Programming in C++ or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	NA	NA	NA	NA	NA
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 11-7-17 EIU Ill. St. NIU SIUC SIUE UIUC WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	NA				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>					
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>					
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a	This course is being withdrawn.				

timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	CIS 2180 Computer Programming in C++				
COURSE DESCRIPTION	The first in a sequence of courses for majors in Computer Science, Mathematics, and Engineering. Introduces a disciplined approach to problem-solving and algorithm development, in addition to an introduction to procedural and data abstraction. Covers: selection, repetition, and sequence control structures; program design, testing, and documentation using good programming style; block-structured high-level programming languages; and arrays, records, and files. PREREQUISITE: MTH 1171 Calculus and Analytic Geometry I and CIS 1130 Introduction to Computer Science.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	15	10	15	12	14
<i>CREDIT HOURS PRODUCED</i>	45	30	45	36	42
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	69%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 11-7-17 EIU Ill. St. NIU SIUC SIUE UIUC WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	The data shows strong completion rates and slight increase in enrollment.				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>	Data are disaggregated into demographic characteristics such as race, ethnicity, age, disability, economically and/or academically disadvantaged status, and WIOA support.				
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>	No				
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future	We will continue to update and asses this course through our completion and student success initiative. Faculty continually monitor and update class curriculum based on yearly findings.				

based on this review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The class is successful with good completion rates and steady enrollment. Additionally, math faculty have recommended continuation of this course.
Resources Needed	None at this time.
Responsibility Who is responsible for completing or implementing the modifications?	NA

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Mathematics and Computer Science				
COURSE TITLE	DAP 2180 Computer Programming in C++				
COURSE DESCRIPTION	An introduction to computer programming in C++ and Visual C++ using basic program paradigms and structured problem solving, numerical algorithms, iteration, decision-making functions, arrays, and data tables. Object-oriented programming is introduced using objects and classes, manipulating objects, function overload, inheritance and files. Business-related programming problems are emphasized. PREREQUISITE: DAP 1201 Business Computer Systems or consent of instructor.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	NA	NA	NA	NA	NA
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					No IAI 11-7-17 EIU Ill. St. NIU SIUC SIUE UIUC WIU
<i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i>	NA				
<i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i>					
<i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i>					
ACADEMIC COURSE REVIEW RESULTS					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	This course is being withdrawn.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Remedial Math	
<i>COLLEGE NAME:</i>	IECC
<i>FISCAL YEAR IN REVIEW:</i>	2018
REVIEW SUMMARY	
Program Objectives What are the objectives or goals of the program/discipline?	The remedial Math courses are designed to fill in the skills gaps students have so they can successfully enroll in college level courses.
To what extent are these objectives or goals being achieved?	The remedial/developmental courses are designed to enhance students' skills to meet deficits in abilities. These are delivered either through sixteen week, hybrid, face-to-face or online courses. Also included are accelerated opportunities as eight-week courses or co-requisite for students.
How does this program contribute to other fields and the mission of the college?	Remedial Math provides students a transition into differing Math Pathways. Students with deficits in knowledge are supported in their programs of study by gaining needed skills before taking gateway courses.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	In supporting students with deficits in their math skills, IECC has implemented modifications in curriculum as well as delivery. One dramatic change lies in the use of "Diagnostics" at OCC. Students scoring into remediation, are asked to participate in a "diagnostic" test, to identify specific gaps in skills. Interventions are then customized to each student. This intervention is delivered online with access 24/7. Teachers staff a Math Lab to assist and support students with this outcome-based approach to remediation, 10 hours weekly. The customized, accelerated model has also been closely aligned to Math Pathways to eliminate any overlap in coursework past students were asked to finish. Other courses have focused on changing delivery methods to accommodate the various needs of populations.
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 offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	<p>The Math Lab is an example of both a delivery method and a tutoring center. The Math Lab is available to students, 10 morning hours weekly as well as faculty available by phone or “live-online”. Additional support is offered through tutoring services in the afternoon, eight hours each week. Adult-Education students exiting or finishing the math section of the testing, are offered support in the Math Lab or tutoring services and in moving to the college-level through co-requisites and or accelerated remediation. All students, within any Math course, have the opportunity to receive tutoring during the Math Lab hours or afternoon tutoring. This is a particularly useful program for students who enter into the coursework at the remediation level as they are familiar with the teachers/tutors and the hours of operation.</p> <p>All colleges provide developmental programs to support students entering into college. These courses are aligned to the needs of programs and are offered either each semester or at the beginning of the program’s sequence.</p> <p>Other opportunities include summer-bridge program opportunities through Upward Bound and Student Support Services.</p>
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The District estimates costs (instructor salary) associated with remedial courses at \$119.08 per hour. Other costs such as supplies come from the campus education fund.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Funding for remedial math comes from tuition and district resources. Upward Bound and Students Support Services are grants from the US Department of Education.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	NA
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	It was in reviewing the Math Remediation program, that the cost saving changes to both the students and college were implemented. The remedial sequence prior saw students placed into 4 semesters of remediation from Basic Math to College Algebra courses. This resulted in tuition and book charges for more than 16 credits. The current program streamlines this to the hours students’ customized “needs assessment” reflect and one-time access code fee.
2.5 Are there needs for additional resources? If so, what are they?	Not at this time.
INDICATOR 3: QUALITY	RESPONSE
3.1 How is the college working with high schools to reduce remedial needs?	The District has implemented a multiple measures procedure for placement to include secondary school GPA and other means and projects. Dual credit and dual enrollment opportunities are available for high school students district-wide with F2F, online, and hybrid delivery methods coordinated with high school and college administrators and faculty.

3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	IECC has one of approximately 15 Bridging the Gap grants for developing co-requisite Math courses for students scoring in remediation levels on placement tests. These courses are designed to allow students to finish a college-level course within one semester, adding as few as possible hours to the gateway course credit. A concerted effort to move this model into the other three colleges, includes monthly meetings with administration and faculty.
3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.	<p>Students pursuing non-STEM programs of study, scoring below a 70 on Accuplacer Classic Arithmetic test are placed into remediation, in Basic Math. These students complete a “diagnostic” to determine specific areas of deficit in their knowledge. The gaps in knowledge determine their credit hours spent in remediation, but the students determine the time spent. The intervention is designed to be accelerated if the students pursue this model, as it is delivered online, 24/7. Students pursuing STEM coursework, who score below a 70 on Accuplacer Classic, Elementary Algebra also complete a diagnostic and placed into Elementary Algebra Developmental Math. This diagnostic determines areas of deficit and sets up a customized course for the students. The gaps in knowledge determine their credit hours spent in remediation, but the students determine the time spent. This process allows for a student-driven accelerated intervention.</p> <p>STEM Mathematics Pathway Basic Mathematics> Beginning Algebra> Intermediate Algebra> College Level</p> <p>Liberal Arts Mathematics Pathway Basic Mathematics> Math Literacy> College Level</p>
3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	One of the interventions is online, flexible, and can be accelerated. The other methods are courses that are delivered face-to-face, online, or a hybrid model.
3.5 What innovation has been implemented or brought to this program?	In the intervention that is accelerated and online, each semester, a formative and summative evaluation of the program informs the course for the next semester. It is an ever-evolving delivery model.
3.6 To what extent is the program integrated with other instructional programs and services?	This program is integrated with tutoring services. The outcomes of the remediation courses are directly correlated to objectives in the gateway courses, to which these students will enter.
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?	Yes. A partnership with ICCB, in working with Bridging the Gap, grants. This is a step in moving to scale and sustaining this new model across the IECC’s four colleges.
3.8 How well are completers of remedial/developmental courses doing in related college-level courses?	In the past five years, 1,938 students were assigned Developmental Education courses in Math using placement testing (Compass and Accuplacer) cut off scores. Of those approximately 57% passed a gateway mathematics course.

3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Professional development for the Math Lab teachers was provided by Pearson/MyFoundations, in use of the product. Tech support is provided on an ongoing basis.
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.	
Studies verify that students in remedial mathematics courses are far less likely to succeed at the college level than the baseline.	

DATA ANALYSIS FOR REMEDIAL MATH					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
<i>COURSE TITLE</i>	PRE 0415 Elementary Geometry				
<i>COURSE DESCRIPTION</i>	An introduction to elementary topics from plane and solid geometry. Emphasis will be placed on the following concepts: 1) Congruence, 2) Similarity, 3) Ration and Proportion, 4) Variation, 5) Inductive, deductive and indirect proof, and 6) Basic ideas from two- and three-dimensional geometric figures. Entry into this class is based on testing and/or recommendation of instructor. PREREQUISITE: A grade of C or better in first-year high school algebra or REM 0421 Beginning Algebra.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	12	17	1	0	0
<i>CREDIT HOURS PRODUCED</i>	44	64	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	72.72	81.25			

DATA ANALYSIS FOR REMEDIAL MATH					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
<i>COURSE TITLE</i>	PRE 0420 Intermediate Algebra				
<i>COURSE DESCRIPTION</i>	Topics covered in this course include: properties and operations of whole numbers, integers, rational numbers and real numbers; operations with polynomials, including factoring; operations with algebraic fractions; exponents, roots' radicals and complex numbers; solving first-degree equations and inequalities; quadric equations; functions; graphing; systems of equations and inequalities. This course may not be used to fulfill any degree or certificate requirements. PREREQUISITE: Grade of C or better in the first year of high school algebra, or a grade of C or better in REM 0421 Beginning Algebra or a sufficient score on placement test.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>

<i>NUMBER OF STUDENTS ENROLLED</i>	229	183	155	138	92
<i>CREDIT HOURS PRODUCED</i>					
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	80%	79%	77%	67%	
DATA ANALYSIS FOR REMEDIAL MATH Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
<i>COURSE TITLE</i>	REM 0419 Math Preparation				
<i>COURSE DESCRIPTION</i>	This course is a review of basic arithmetic principles. It is designed to prepare students for Basic Mathematics. Focus will be on arithmetic operations with whole numbers, decimals, fractions, measurement, geometric concepts as well as graphs, charts and maps.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>					
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>					

DATA ANALYSIS FOR REMEDIAL MATH Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
<i>COURSE TITLE</i>	REM 0420 Basic Mathematics				
<i>COURSE DESCRIPTION</i>	This course is a review of basic arithmetic principles. It is designed to strengthen computational skills and improve problem-solving techniques. Topics may include arithmetic operations with whole numbers, decimals, fractions, and percents; ratios and proportions; measurement; basic geometric concepts; and signed numbers.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	96	110	98	97	71
<i>CREDIT HOURS PRODUCED</i>					

SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	72%	72%	80%	70%	70%
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DATA ANALYSIS FOR REMEDIAL MATH					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
COURSE TITLE	REM 0421 Beginning Algebra				
COURSE DESCRIPTION	This course is designed for students who have had little or no algebra. Topics include sets of numbers, properties of real numbers, operations with signed numbers, problem solving, solve and graph linear equations, operations with polynomials, factoring, operations with algebraic fractions, and solving systems of linear equations in two variables. PREREQUISITE: REM 0420 Basic Mathematics.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	277	178	130	148	56
CREDIT HOURS PRODUCED					
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	83%	68%	55%	74%	68%

DATA ANALYSIS FOR REMEDIAL MATH					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
COURSE TITLE	REM 0422 Math Literacy				
COURSE DESCRIPTION	This course is designed for students who plan to take MTH 1103 Liberal Arts Math or MTH 1131 Introduction to Statistics but do not possess the requisite skills. Topics include but not limited to: problem-solving, review of basic operations of the real number system, creating and interpreting charts, graphs, and labels, introductory number theory, application of formulas, geometric, consumer, etc. , review of algebraic concepts such as slope, properties of algebra, graphing, etc. , introductory topics in statistics and probability. PREREQUISITE: REM 0420 Basic Mathematics or sufficient score on a math placement test.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	0	94	122	103	128
CREDIT HOURS PRODUCED					

<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>		78%	78%	82%	79%
<i>REVIEW RESULTS</i>					
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The District is committed to participating in the Transitional Math model suggested by ICCB and various State organizations. Several courses need to be withdrawn or modified to better suit the needs of the students.				
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Faculty and staff will be assigned various action plans aligned with IECC's new Strategic Plan. The 5-year Quality Initiative allows stakeholders to direct decision making with workable plans based on student outcomes and assessment.				

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

<i>COLLEGE NAME:</i>	Illinois Eastern Community Colleges
<i>FISCAL YEAR IN REVIEW:</i>	FY2018
<i>REVIEW AREA:</i>	<i>Learning and Tutoring Centers</i>

Program Summary

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

Learning Skills Center

All four colleges provide student tutoring, placement testing, disability services, remedial classes, and adult education classes. Lincoln Trail, Olney Central, and Wabash Valley Colleges have Learning Skills Centers. These centers house 1) remedial/developmental education programs, 2) tutoring services, 3) Adult Education programs, 4) Placement/testing services, 5) Disabilities services. Directors of these centers must hold a Bachelor's Degree.

1. Remedial Developmental programs at each of the colleges differ in delivery but not in purpose. The goals of the DE programs is to identify those students who may have deficits in their skills that would hinder their success in college-level courses. Each college provides DE courses in Mathematics and Reading/English. These programs differ in delivery and sequence. Three of the four colleges, provide face-to-face courses, online and hybrid in Mathematics sequenced from: Basic Mathematics – Beginning Algebra – Intermediate Algebra – College Algebra (or STEM gateway) or Basic Mathematics – Math Literacy – Liberal Arts Math (or non-STEM gateway) or Basic Math – Technical Math.

Three of the four also program English/Reading remediation as English I + Reading 1 – English 2+ Reading 2 – College Level (Communications or Composition 1). The placement is dependent upon Placement testing for these colleges.

Placement testing also plays a role in the fourth of the four colleges who has moved to an accelerated remediation program for both Mathematics and English/Reading. The battery of testing for placement at OCC includes a “diagnostic component”. The test is given in Mathematics to determine a customized DE program that is delivered 24/7 online. This program is constructed by the use of a “locator code” which is generated upon completion of the diagnostic test, which is delivered upon an indication of need, when students fall below a score determined as a cut off score determined by the district.

The Reading/English remediation at OCC is a two-hour, integrated accelerated intervention. Students who complete the two hour (eight weeks) DE Reading/English are then enrolled in a three-hour communications course (eight weeks). For those students in a Career and Technical Education program, this course fulfills the communications requirements. For those students in a STEM or non-STEM transfer program, this course works as a “stutter-step” to the requirements of a college-level composition course. The tutoring program at OCC is a large component of the accelerated DE programs.

2. All four colleges have tutoring available to all students for coursework within IECC. This is a free service to all students. The four colleges seek to match a student with a tutor who can fulfill his/her needs for instruction. LTC enlists faculty to help in the tutoring center as well as hiring student tutors. The tutoring center is open at LTC throughout the day. WVC schedules student tutors to be available for students to stop in for help throughout the day. FCC schedules student tutors to assist students. OCC has

	<p>math tutoring available for all students taking any math course, every morning for two hours. Two licensed mathematic instructors staff this Math Lab. These instructors also oversee the DE mathematics program allowing students who begin in DE, to become familiar with the instructors who will act as tutors through their program of study in their mathematics coursework. OCC's English/reading program also provides licensed teachers as tutors for students moving from DE to college-level English coursework. This lab is open afternoons, two times a week or by appointment. Student tutors are also available to students each afternoon for two hours.</p> <p>3. Learning Skills Centers on three of the four campuses house the Adult Education program. These programs offer courses, free of charge to individuals looking to achieve a General Education Diploma. Courses in math, language arts, science and social science are tailored, individualized, to each student and are delivered face-to-face, as a hybrid and online. OCC's Learning Skills Center has day classes and LTC, OCC, and WVC has night courses and online.</p> <p>4. Each of the Learning Skills Centers house a testing center. Tests for placement in courses include Accuplacer, a College Board standardized test. Pearson Vue Testing Centers are also at each of the LSCs. Pearson VUE centers at IECC were instituted to help deliver multiple tests, including online practice tests and high-stakes, proctored exams that require secure testing environments; Pearson VUE is the leader in computer-based testing.</p> <p>5. Disability services are part of each of the LSCs. Incoming students are asked to submit documentation to help provide guidance on accommodating special needs. Each center has a coordinator and staff that assists students that need help with physical disabilities, and learning disabilities to ensure students have equal access as their peers. Accommodations can include providing a distraction-free environment for testing as well as assistance in completing assignments or manipulating computer-delivered work. Students are encouraged and supported in their self-advocacy. OCC has implemented usage of issued "identification cards" to ensure privacy for the students and to allow students to decide to whom information is delivered. WVC and LTC coordinate with faculty, information sharing regarding the needs of students.</p>
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<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>In reviewing the functions of the Learning Skills Centers over the past five years, gaps in time from a student asking for assistance and acquiring that assistance became apparent. Connecting students with tutoring as soon as possible became one focus. OCC's LSC worked to have tutors available to students on demand. When a student needs help, that help is available in math courses and English courses. Students who need assistance with other courses are assisted by either soliciting names of capable students from the instructors or assigning an online tutor. Ways in which to respond to students' needs for alternative scheduling and accelerated delivery methods prompted change in Developmental Education and tutoring schedules. OCC has implemented Student Services cards for those with identified disabilities to ensure privacy and to encourage self-advocacy.</p>
<p>What are the identified or potential weaknesses of the program?</p>	<p>One of the weaknesses of the programs is the isolation of the program from all other student services. When combining departments, testing center hours can be expanded, tutoring services can be provided on demand, and staff can cross train to add each department.</p>
<p>What are the program's strengths?</p>	<p>The strengths of the program lies in the dedication to the learning centers and tutoring services within the IECC district. These programs are fully supported by each college's president as well as the district personnel in both funding and staffing. They are established programs with faculty and community support. Over the last year, many factors prompted an inward look at efficacy of the tutoring program. One of these factors, was the lack of a budget for two plus years. Each college looked for ways to provide tutoring using a wide-range of approaches. The joining of services with programming (remediation and tutoring) will strengthen the tutoring connection for the students.</p> <p>Action research has indicated an improved outcome for students in the accelerated DE reading/English programs, with a calculated large effect size. This research will inform practices as the district moves forward in restructuring DE programs.</p> <p>The district also undertook a project, grant-funded by ICCB, to move Mathematics DE programs to a co-requisite. Having peers with advanced knowledge in revamping the DE programs, using best practices is a distinct strength of this program and this district.</p>

<p>Rationale Detail all major findings resulting from the current review.</p>	<p>The findings of the review expose differences in tutoring programs.</p> <p>OCC's program provides tutors on demand for math courses, 14 hours weekly. Licensed, teacher-certified instructors staff ten of those hours. English/reading tutoring is also available online, by appointment as well as more than four hours weekly on demand. LTC incorporates an area for students to study with the tutoring lab, staffed approximately six hours a week with faculty. WVC utilizes student tutors by appointment but also has these student tutors available during specified hours. Students are aware of when these tutors are "on call".</p> <p>Another finding is that one of the four colleges task differing departments with differing components of the Learning Skills Center, which oversees tutoring in the other three. The disassociation of the tutoring and the Developmental Education services make connecting students to motivational and instructional tutors for their time at IECC more difficult.</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>Several steps have been taken within the district to improve the learning centers and tutoring program. An ICCB grant was obtained to move to scale co-requisite math courses. For each pathway, CTE, non-STEM, and STEM IECC is looking to add a co-requisite. The timeline of this implementation is adjacent to the grant timeline. The pilot program began July 2017. January-February started work with all campuses to implement a co-requisite.</p> <p>In July 2018, IECC will move to scale with co-requisite remediation-gateway mathematics.</p>

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

<i>COLLEGE NAME:</i>	Illinois Eastern Community Colleges
<i>FISCAL YEAR IN REVIEW:</i>	FY2018
<i>REVIEW AREA:</i>	<i>Career Centers and Job Placement</i>
Program Summary Please provide a brief summary of the function of the program.	Strengthen the career development of both current and former students by providing the necessary support, skills, resources, and employer relationships needed to assist them in searching and obtaining employment.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	<ol style="list-style-type: none"> 1. A database was set up to record employment of graduated students through surveys, self-report, and other investigative means. 2. Currently, there is a full time Career Services Coordinator assigned to the district that visits each campus, on different days, during the week that is accessible to the students, faculty, and employers. 3. There is a marked increase in users and employers over the past year of the Purple Briefcase platform. The average for the district is 25% for users and 28% for employers.
What are the identified or potential weaknesses of the program?	<ol style="list-style-type: none"> 1. Career Services staffing to student ratio is not optimal for tracking student success due to budget restrictions. 2. Student use of career services is underutilized during employment peaks and economic upturns. 3. Data gathering for reports concerning employment relies upon volunteer self-report.

<p>What are the program's strengths?</p>	<ol style="list-style-type: none"> 1. Helps prepare students for job searches, teaching them skills that are necessary to assist them in gaining employment upon graduation. 2. A contact person is available that connects with regional employers, for the purpose of, supporting student internships and graduate/alumni employment. 3. Supports alumni with career growth and support years after graduation. 4. Offers an online career development platform that supports students, alumni, and employers and connects them together. 5. One on one advising is available for students by knowledgeable Staff and Faculty during pathways course and throughout their time at the College campus in several of the core courses. 6. Each campus has a Career Services point of contact for them to utilize as needed to assist them in finding employment directly.
<p>Rationale Detail all major findings resulting from the current review.</p>	<ol style="list-style-type: none"> 1. The district should utilize a uniform database that will assist administrators and coordinators in recording employment of all its graduates for various entities that monitor the District through the State and Federal College systems. 2. Marketing of the Career Services platform Purple Briefcase should be improved to cause faculty and students to want to use it on a regular basis. 3. Career Services personnel will explore methods to improve services to each of the campuses. 4. Increase emphasis on a reliable system for reporting employment back to the College District. 5. Utilize surveys at the end of each semester filled out by students in the CTE programs to establish a base to work with when we send out 6-month post-grad surveys.
<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>	<ol style="list-style-type: none"> 1. Career Services Coordinator will engage in IECC's Strategic Plan to implement Strategy #2 for "Improving services available to students". Year 1. 2. Expand and document contacts with graduates and employers through greater efficiency and teamwork. Year 1. 3. Provide Job Skills, Resume writing, and other CS related workshops or seminars for all students and graduates. Year 1. 4. Increase visibility of student success stories with improved marketing methods utilizing existing communication lines, website, and social media. Year 2 and 3.

**ILLINOIS EASTERN COMMUNITY COLLEGES
OVERALL PROGRAM REVIEW – FCC (F), LTC (L), OCC (O), WVC (W)
5 YEAR PLAN (FY17-FY21)**

INSTRUCTIONAL PROGRAMS AND STUDENT AND ACADEMIC SUPPORT SERVICES

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

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

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

The 2017-2021 Statewide Program Review Manual, review instruments, and forms are located at https://www.iccb.org/academic_affairs/?page_id=36. IECC has reviewed and revised their previous Overall Program Review Schedule in order to follow this guideline and align with schedule. Program Review is due annually to ICCB by September 1. Therefore, each fall semester, IECC will begin the program review process on CTE, academic disciplines, cross-disciplinary instruction, and student and academic support services. Completed program specific ICCB templates will be due to the District Chief Academic Officer in the Spring Semester.