Illinois Eastern Community Colleges
District 529

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

2021 Program Review

August 2021

Program Review Cover Page	
College	Illinois Eastern Community Colleges Frontier Community College Lincoln Trail College Olney Central College Wabash Valley College
District Number	529
Contact Person *(name, title, contact information)*	Dr. Ryan Gower, Chancellor gowerry@iecc.edu 618-393-2982
Fiscal Year Reviewed:	FY2021
Directory of Reviews Submitted	
Area Being Reviewed	*Page Numbers*
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Prior Review Supplemental Reports
None

Academic Disciplines	
College Name:	Illinois Eastern Community Colleges (IECC) Frontier Community, Lincoln Trail, Olney Central, and Wabash Valley Colleges
Academic Years Reviewed:	2016-2020
Discipline Area:	Social & Behavioral Sciences

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?	Through study in the Social & Behavioral Sciences (SBS), IECC students gain an appreciation of human continuity and change, learn to analyze the past, develop insight into contemporary social life, and consider the impact of individual and social actions on the future. SBS faculty encourage students to develop a sense of global responsibility toward humanity and the environment. Through SBS program outcomes, students: 1. Identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and understand how they can exercise responsible and productive citizenship; and 2. Compare and contrast individual or societal behaviors, major beliefs, experiences, events, ideas, or values that have shaped human history, culture, or societies to understand the diverse global society.

To what extent are these objectives being achieved?	The District measures these program goals and outcomes as well as other student success measures through assessment practices, student transfer to four-year institutions, and institutional awards and recognitions. **Assessment** During this review cycle, SBS faculty assessed student ethical and civic responsibility (2018-19) and human and cultural understanding (2019-20) as part of the program's general education assessment practices. *Ethical & Civic Responsibility*—For ethical and civic responsibility, faculty identified the following outcome: "Students will identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and understand how they can exercise responsible and productive citizenship." Results showed that 54% of IECC students exceeded or met the assessment goal with an additional 33% partially meeting the goal. Faculty identified a gap between dual credit and non-dual credit college students. In closing the gap, faculty intend to monitor this outcome to look for patterns, if any exist. *Human & Cultural Understanding*—For human and cultural understanding, faculty identified the following outcome: "Students will compare and contrast individual or societal behaviors, major beliefs, experiences, events, ideas, or values that have shaped human history, culture, or societies in order to understand the diverse global society. More than 63% of students exceeded or met that outcome with another 11% partially meeting the outcome. **Student Success**—Student success rates are also high. In total, 92% of courses with enrollment experienced student success rates at 70% or higher. Of those courses that did not reach the 70% threshold, 65% had enrollment of 8 or fewer (and in many cases had as few as 1 or 2 students). Enrollment this low makes the percentages for one given year less meaningful. When reviewing student success results for each of these courses aggregated during the review period, student success rates are more encouraging. **Institutional Recognition**—During the program review period, multiple IECC institutions were eligible or received recognition from the Aspen Institute. Additionally, CNN Money recognized IECC institutions for degree completion and transfer performance of our students according to data collected by the Bill and Melinda Gates Foundation.

How does this discipline contribute to other fields and the mission of the college?	The SBS discipline contributes to IECC general education through continual IAI approval of many of its courses. In the SBS discipline, 31 courses have IAI designations, representing 30 different IAI codes (H5 900, H9 901, S1 900N, S1 901N, S2 900, S2 901, S2 902, S2 903, S2 912N, S2 913N, S2 920N, S3 900, S3 901, S3 902, S4 906, S5 900, S5 902, S5 903, S5 904, S6 900, S6 902, S6 903, S6 904, S6 905, S7 900, S7 901, S7 902, S7 903D, S7 904D, S8 900). Since SBS predominantly prepares students for transfer degrees, the District articulated an additional 21 courses with Illinois four-year institutions including Eastern Illinois University, Illinois State University, Southern Illinois University—Edwardsville, and University of Illinois at Urbana-Champaign. Many SBS courses, like Race and Ethnic Relations, supports CTE programs as well.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The prior SBS review recommended increased collaboration among faculty to align assessment goals and improve teaching methods for all levels of students. To facilitate increased collaboration, the District created Discipline Facilitator stipends to collaborate assessment activities within each discipline. The SBS Discipline Facilitators serve as a liaison between each college's Assessment Coordinators to ensure that all discipline faculty (adjunct, dual credit, and full-time) have shared assessment goals and activities, data collection is completed and entered into the assessment system, and results are shared with faculty. To provide improved teaching pedagogy development opportunities, the District is currently establishing a Center for Excellence in Teaching & Learning (CETL). The District will staff the CETL with a director, an administrative position with opportunities to add staff at each of the four college campuses. The CETL will coordinate professional development opportunities for faculty, promote the Quality Matters model of course development, and review online courses, among other responsibilities. The four colleges continue to offer assessment activities such as workshops, program review kick-offs, and data sharing in conjunction with its Fall semester Opening Day activities and also its Fall semester professional development workshops in October.

Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	IECC participates in the Illinois Articulation Initiative (IAI), which approved many of its SBS courses (See the previous section). Through IAI, faculty and deans review syllabi and submit modifications to master and course syllabi to state-wide faculty-led panels for approval and articulation with baccalaureate institutions in Illinois. Additionally, IECC articulates its courses with various Indiana institutions, including, but not limited to, Indiana State University, University of Evansville, and University of Southern Indiana, and Vincennes University Master syllabi reviews start with faculty and deans at each of the four Colleges. The district reviews master course syllabi following the program review schedule. All recommendations for changes to courses are reviewed by the Deans Committee.
1.2 How will students be informed or recruited for this discipline?	Many SBS courses fulfill IAI general education requirements. Students enroll in these courses in consultation with advisors. A district-wide recruiter and individual college recruiters recruit students, highlighting programs of study. Students interested in SBS majors enroll in the AS or ASA options.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	SBS did not add any new academic transfer degrees or major options during the review period.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	IECC offers 65 courses in the SBS discipline, spanning subjects including anthropology, economics, ethics, geography, history, logic, philosophy, psychology, and sociology. Those courses that IECC articulated through IAI or with individual colleges experience the most substantial enrollment, indicating need from students.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	Faculty salaries represent the most substantial cost in providing SBS courses. Although spending by the district's baccalaureate transfer programs is substantially higher than that of other programs, the unit cost for offering SBS courses is relatively low ($225.88). By comparison, Adult Education ($373.66), ESL ($373.66), health and industry training ($516.13), and remedial ($568.18) all have higher per unit costs. Only CTE ($207.52) and Business & Technical ($220.31) programs have lower per unit costs than transfer.

2.2 What steps can be taken to offer curricula more cost-effectively?	IECC began sharing instructors and courses in 2020 through distance learning. Each college installed designated distance learning labs with the same equipment at each location. The four Deans of Instruction continue to develop schedules and to identify courses suited for a sharing model. The distance learning model will reduce costs at IECC by reducing the need for multiple low-enrollment sections of the same courses and requiring fewer sections per faculty.
2.3 Is there a need for additional resources?	Throughout this review cycle, SBS faculty reported the need for new technology in classrooms; however, CARES funding allowed the District to equip classrooms with technology that allowed for multiple modalities during the pandemic.

Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	SBS course offerings occur face-to-face, online, and hybrid across the district. Beginning with Summer 2021, the four colleges will offer anthropology through their new distance learning labs. These opportunities for distance learning will increase in future semesters.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?	Yes, we analyze student success rates with online vs. hybrid vs. face-to-face. Comparisons between success rates are examined during program review and yearly by faculty members.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Instructors teaching IAI general education SBS courses assess student learning each semester. Deans at each college observe instruction of all full-time and adjunct instructors on a rotating schedule. Deans observe full-time faculty once per year until instructors earn tenure, then once every other year after faculty obtain tenure. Deans observe all adjunct instructors once the first semester of instruction with each college, then once every nine semesters. Observations include an evaluation of class structure, methods, teacher-student interaction, and content. In this review cycle, the four colleges began observing dual credit instructors and reviewing course content to ensure the content and rigor of Type A dual credit courses match or exceed the expectations of IECC. Additional items covered by the evaluation tool include regulatory responsibilities, professional development, and program and college involvement. Faculty and deans meet face-to-face for follow-up meetings after observations.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	Each college coordinates professional development opportunities for individual faculty as appropriate. District-wide, the four colleges offer up to five days of opening day activities in the Fall semester, one professional development day in October, and two days in the Spring semester. The District is currently establishing new procedures for faculty to request professional development opportunities distinct from District activities.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	One SBS instructor served on an IAI political science panel during this review cycle.
3.6 How does the discipline identify and support "at-risk" students?	Each college employs a Retention Coordinator, who monitors progress reports. Faculty submit progress reports for students with poor attendance and/or academic progress. Retention coordinators meet with students individually to discuss challenges preventing their academic success. The progress report system successfully mitigates issues within a semester; however, each campus also has methods to prevent these challenges. New student orientation and pathways courses provide students with the tools to be successful in higher education. Three IECC Colleges (LTC, OCC, and WVC) had existing Academic Success Centers (previously called Learning Resource Centers), offering academic testing and proctoring, tutoring, computer access, and study hours. FCC added an Academic Success Center during 2020-21. District-wide, students may participate in TRiO Student Support Services, which also offers support services, particularly to first-generation and low-income students.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Advising and faculty work together to ensure students take appropriate science coursework per the students' intended program of study. Faculty work with Retention Coordinators to identify at-risk students. Faculty, Retention Coordinators, and Academic Success Centers Directors work to identify necessary resources (tutoring, peer editing, study skills). In some instances, social and behavioral sciences faculty work with instructors from CTE disciplines to ensure students have foundational knowledge in their subject matters. Where appropriate, the catalog's advising paths recommend specific social and behavioral sciences courses as electives for CTE degrees, e.g. SOC 1108 Race & Ethnic Relations is recommended for various CTE AAS degrees.
3.8 What does the discipline or department review when developing or modifying curriculum?	IECC reviews various documents and data prior to modifying curricula. Sources may include, but are not limited to, IAI standards and panel documentation, master syllabi, course and general education assessment results, student course reviews, enrollment trends within the discipline, and course and program success rates.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	IECC attempts to prevent retention challenges by recommending Pathways courses to students, checking prerequisites, academic testing, and advisement. The Deans should consider looking at low retention and/or success rates on a district-wide scale.

	The District measures program goals and outcomes as well as other student success measures through assessment practices, student transfer to four-year institutions, and institutional awards and recognitions.

Assessment
During this review cycle, SBS faculty assessed student ethical and civic responsibility (2018-19) and human and cultural understanding (2019-20) as part of the program's general education assessment practices.

Ethical & Civic Responsibility—For ethical and civic responsibility, faculty identified the following outcome: "Students will identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and understand how they can exercise responsible and productive citizenship." Results showed that 54% of IECC students exceeded or met the assessment goal with an additional 33% partially meeting the goal. Faculty identified a gap between dual credit and non-dual credit college students. In closing the gap, faculty intend to monitor this outcome to look for patterns, if any exist. |
| 3.10 How does the college determine student success in this discipline? | *Human & Cultural Understanding*—For human and cultural understanding, faculty identified the following outcome: "Students will compare and contrast individual or societal behaviors, major beliefs, experiences, events, ideas, or values that have shaped human history, culture, or societies in order to understand the diverse global society. More than 63% of students exceeded or met that outcome with another 11% partially meeting the outcome.

Student Success—Student success rates are also high. In total, 92% of courses with enrollment experienced student success rates at 70% or higher. Of those courses that did not reach the 70% threshold, 65% had enrollment of 8 or fewer (and in many cases had as few as 1 or 2 students). Enrollment this low makes the percentages for one given year less meaningful. When reviewing student success results for each of these courses aggregated during the review period, student success rates are more encouraging.

Institutional Recognition—During the program review period, multiple IECC institutions were eligible or received recognition from the Aspen Institute. Additionally, CNN Money recognized IECC institutions for degree completion and transfer performance of our students according to data collected by the Bill and Melinda Gates Foundation. |

3.11 Did the review of quality result in any actions or modifications? Please explain.	Per this review, IECC will: 1. Remove the following courses from the curriculum because they are consistently low enrollment and/or have not been offered at any of the four colleges in the last five years—HIS 1103 Women in American History, HIS 2122 History of Vietnam War, HIS 2125 America During the 1960s, HIS 2129 History of Modern Terrorism, PSY 1106 Humanistic Psychology, PSY 1109 Human Relations, SOC 1109 Sociology of Religion, and SSC 2107 Current Issues Forum; 2. Change the name of HIS 2126 American Indian History to Native American History to be in line with current cultural norms; 3. Set acceptable success rates (as measured by the percentage of students receiving a C or higher in each course) for future reviews; 4. Encourage more SBS faculty to serve on IAI panels; and 5. Develop a rotation and/or institutional schedule for SBS courses offered via distance learning;

List any barriers encountered while implementing the discipline.

Social and behavior sciences faculty report no barriers.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences
Course Title	ANT 2101 Introduction to Anthropology
Course Description	Anthropology is concerned with the physical and cultural development of the human kind. Emphasis will be given to cultures, human adaptability, and interaction between man and society.

	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	7	4	7	2	0
Credit Hours Produced	21	12	21	6	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	75%	100%	100%	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S1 900N	S1 900N	S1 900N	S1 900N	S1 900N

How does the data support the course goals? Elaborate.	Enrollment varied between each review year, ranging from 0 in 2020 to 7 in both 2016 and 2018. Student success rates were average to excellent all five years.
What disaggregated data was reviewed?	Data reviewed includes enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.
Were there identifiable gaps in the data? Please explain.	Although the 2017 success rate is acceptable, it is noticeably different than the other years with data to report. The reason for this difference is unknown.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences
Course Title	ANT 2102 Cultural Anthropology
Course Description	This course in cultural anthropology, as an adaptive mechanism that provides for the survival of the human species, provides a basic introduction to the concept of culture by surveying world cultures and by studying relevant theories and principles of cultural behavior such as social organization, technology, economics, religion and language as used by various peoples, both past and present. An introduction is also given to important figures in anthropology and their contribution to the discipline.

	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	3	1	6	9	22
Credit Hours Produced	9	3	18	27	66
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	100%	67%	100%	72%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S1 901N	S1 901N	S1 901N	S1 901N	S1 901N

How does the data support the course goals? Elaborate.	Enrollment varied between each review year, ranging from one in 2017 to 22 in 2020. Student success rates ranged from 67% in 2016 and 2018 to 100% in 2017 and 2019, with Year 5 experiencing a success rate of 72%.
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.
Were there identifiable gaps in the data? Please explain.	Years 1 and 3 experienced success rates less than 70%. These rates may or may not be acceptable. The District will work with faculty to identify acceptable targets for future reviews.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	ECN 1101 Introduction to Economics				
Course Description	This is an introduction to essentials of microeconomic and macroeconomic theory and practice. Macroeconomic study includes the essentials of consumer demand, producers supply decisions, market structure, labor market behavior, competitive versus monopolistic market behaviors and government intervention. In addition, microeconomic study includes the essentials of the business cycle, unemployment, inflation, government policy, Federal Reserve along with the study of fiscal and monetary policy.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	80	87	33	9	27
Credit Hours Produced	243	261	99	27	81
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94%	98%	88%	89%	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 900	S3 900	S3 900	S3 900	S3 900
How does the data support the course goals? Elaborate.	ECN 1101 experienced enrollments ranging from 9 in 2019 to 87 2017. Enrollments appear to be diminishing with time. Success rates remained high in all five review years, ranging from 88% to 98%.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences
Course Title	ECN 2101 Principles of Macroeconomics
Course Description	The American system of economics is introduced. Subject matter includes an introduction to the sectors of the American economy, business, households, government, the theory of supply and demand, national income accounts, the business cycle, inflation, unemployment, Keynesian theory, the Federal Reserve System and uses of money, international trade, balance of trade, balance of payments, exchange rate systems, and economics of developing countries. Attention will be given to application and illustration of theory to current problems. Global economics content, and the role of the United States in formulating, influencing and directing global trade and policy, will be infused throughout the course.

	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	110	119	137	153	119
Credit Hours Produced	330	357	411	459	357
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	92%	96%	92%	96%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 901	S3 901	S3 901	S3 901	S3 901

How does the data support the course goals? Elaborate.	ECN 2101 experienced relatively high enrollments in each review year, ranging from 110 in 2016 to 153 in 2019. Success rates were also consistently high, ranging from 92% to 96%.
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	ECN 2102 Principles of Microeconomics				
Course Description	This course is concerned with the study of specific economic units. It introduces the student to generalized models of business, structures of the American economy, price and output determination of firms and industries, problems related to these segments, and a general review of the operation of the price system. It includes a study of the mechanics of supply and demand, price and consumer behavior. International trade and a review of the stock market are included.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	55	56	57	65	57
Credit Hours Produced	168	168	171	198	177
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79%	88%	89%	86%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 902	S3 902	S3 902	S3 902	S3 902
How does the data support the course goals? Elaborate.	Enrollments ranged from 55 students in 2016 to 65 students in 2019. Success rates ranged from 79% to 89%.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences
Course Title	GEG 1102 World Geography
Course Description	This course covers the geographical structure of the world; natural, human, and cultural regional patterns of people; places and products, and their interrelations; and man's occupancy for the natural environmental regions of the world. This course uses both traditional and digital maps to complement these concepts.

	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	101	83	84	33	40
Credit Hours Produced	303	255	252	99	120
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94%	91%	93%	85%	93%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S4 906	S4 906	S4 906	S4 906	S4 906

How does the data support the course goals? Elaborate.	Enrollment in GEG 1102 experienced declines from a high of 101 students in 2016 to 33 and 40 in 2019 and 2020, respectively. Success rates were relatively consistent, ranging from 91% in 2017 to 94% in 2016; 2019 experienced a slight dip in student success, dropping to 85%.
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 1103 Women in American History				
Course Description	This course is a historical survey of women in American history. Their contributions, roles, changing status, and problems will be studied.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	1	1	0	0	0
Credit Hours Produced	3	3	NA	NA	NA
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	HIS 1103 generated enrollment in only two review years, 2016 and 2017, each enrolling only one student. These students were, however, successful in the course.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are gaps in the data in 2018, 2019, and 2020 due to no enrollment.				

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.	SBS faculty recommend removing this course from the curriculum.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	HIS 1103 struggles for enrollment. Although the course is articulated with four-year institutions, it is not an IAI general education course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	IECC Deans will request that the course be removed from the curriculum.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 1104 History of Eastern Civilizations I				
Course Description	This course covers political, social, economic, and cultural history of the Asian world from the Mongols to 1600. PREREQUISITE: Reading and writing skills at the college level.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	7	2	9	8	9
Credit Hours Produced	28	8	36	32	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	100%	78%	88%	78%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 920N	S2 920N	S2 920N	S2 920N	S2 920N
How does the data support the course goals? Elaborate.	Enrollment varies considerably, ranging from 2 students in 2017 to 9 students in 2018 and 2020. Success rates ranged from 78% to 100%.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 1105 History of Eastern Civilizations II				
Course Description	This course covers political, social, economic, and cultural history of the Asian world from 1600 to present. PREREQUISITE: Reading and writing skills at the college level.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 920N	S2 920N	S2 920N	S2 920N	S2 920N
How does the data support the course goals? Elaborate.	HIS 1105 did not experience any enrollment during this review cycle.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There is no data due to lack of enrollment.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 1111 Western Civilization Before 1600 AD				
Course Description	This is a survey of western civilization from the prehistoric times through the Reformation. Major topics include Mesopotamian, Egyptian, Greek, and Roman civilizations, the rise of Christianity, the Middle Ages, Renaissance and the Reformation.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	10	6	1	7	2
Credit Hours Produced	30	18	3	21	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	67%	100%	86%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 902	S2 902	S2 902	S2 902	S2 902
How does the data support the course goals? Elaborate.	Enrollment in HIS 1111 ranged from 1 student in 2018 to 10 students in 2016. Success rates ranged from 67% in 2017 to 100% in 2016, 2018, and 2020.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 1112 Western Civilization After 1600 AD				
Course Description	This is an introductory course surveying the political, social and economic forces that have shaped the western world since 1600 AD. Major topics include the rise of European states, the French Revolution, Napoleon Industrial Revolution, nationalism, imperialism, World War I, World War II, postwar problems including the Cold War and Arms race.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	9	3	5	3	8
Credit Hours Produced	27	9	15	9	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78%	67%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 903	S2 903	S2 903	S2 903	S2 903
How does the data support the course goals? Elaborate.	HIS 1112 enrollment varied from 3 students (2017 and 2019) to 9 students (2016). Students tend to be successful in the course, with 67%-100% of students completing the course with a C or higher.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 1120 World History to 1500				
Course Description	This course is a survey of world civilizations from prehistory to 1500, with a focus on economic, social, political, and cultural developments in Africa, Asia, Europe, and the Americas, including interactions between peoples and the development of regional and global networks of relationships.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	21	27	15	18	14
Credit Hours Produced	63	81	45	54	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90%	81%	86%	94%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 912N	S2 912N	S2 912N	S2 912N	S2 912N
How does the data support the course goals? Elaborate.	Student enrollment in HIS 1120 ranged from 14 students (2020) to 27 students (2017). Success rates were high, ranging from 81% (2017) to 90% (2016).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 1121 World History Since 1500				
Course Description	This course is a survey of world history from 1500 to the contemporary era, with a focus on the economic, social, political, and cultural convergence, in addition to continued distinctiveness, throughout the world over the past five centuries and also including the development of both regional and global trends and relationships that have shaped the world since 1500.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	21	25	19	21	27
Credit Hours Produced	63	75	57	63	81
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76%	76%	74%	76%	74%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 913N	S2 913N	S2 913N	S2 913N	S2 913N
How does the data support the course goals? Elaborate.	Enrollment in HIS 1121 ranged from 19 (2018) to 27 (2020). Success rates were consistent, ranging from 74% to 76%.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2101 U.S. History to 1877				
Course Description	In this course students will study the colonial period; the independence movement; the framing and adoption of the Constitution; the growth of American nationality; Western development and Jacksonian Democracy; Manifest Destiny and the slave controversy; and the Civil War.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	159	162	134	129	169
Credit Hours Produced	480	489	402	390	507
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	89%	87%	91%	92%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 900	S2 900	S2 900	S2 900	S2 900
How does the data support the course goals? Elaborate.	Enrollment in HIS 2101 ranged from 129 students (2019) to 169 students (2020). Success rates were high in all review years, ranging from 87% to 92%				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2102 U.S. History Since 1877				
Course Description	In this course students will study Reconstruction; the new industrial society and the agrarian movement; the war with Spain; the United States as a world power; the progressive movement; the First World War; post war problems; the Depression and the New Deal; the Second World War and foreign and domestic post war problems.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	224	218	188	141	179
Credit Hours Produced	675	654	564	423	537
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94%	94%	94%	85%	94%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 901	S2 901	S2 901	S2 901	S2 901
How does the data support the course goals? Elaborate.	Enrollment in HIS 2102 was high in all review years, ranging from 141 (2019) to 224 (2016); however, there is a possible pattern of decreasing enrollment over time. Success rates were high in each year, ranging from 85% to 94%.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2103 Illinois History				
Course Description	This course is a study of the history of the state of Illinois with emphasis on the political, economic, religious and cultural features.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	2	6	17	14	17
Credit Hours Produced	6	18	51	42	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	67%	76%	100%	76%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Enrollment in HIS 2103 generally increased throughout the review cycle, ranging from 2 students (2016) to 17 students (2018 and 2020). Success rates varied widely, ranging from 67% to 100%.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2104 Intro. to African Am. History				
Course Description	This course introduces students to the major themes, issues, and debates in African American history from its African origins until today. It will explore how enslaved and free African Americans lived, worked, socialized, and defined themselves in American society. Students gain an understanding of how the African American experience is essential to understanding the history of the United States and the modern world.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	NA	NA	NA	NA	19
Credit Hours Produced	N/A	N/A	N/A	N/A	57
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	N/A	N/A	N/A	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	S2 923D
How does the data support the course goals? Elaborate.	SBS faculty developed HIS 2104 Intro to African American Culture for the 2021 academic year. Nineteen students enrolled in its first year, with 89% being successful. The course is articulated through IAI.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	Due to its status as a new course, there is no data for Years 1-4 of the review cycle.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2122 History of Vietnam War				
Course Description	This course will primarily cover the United States' involvement in Southeast Asia. Included is a detailed examination of the political regimes both in Saigon and Hanoi; the military aspects of the war; and the consequences of the struggle for the United States, both domestically and internationally.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	1	1	0
Credit Hours Produced	0	0	3	3	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	100%	100%	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Only two students (one in 2018 and one in 2019) took HIS 2122 during the review period; however, each student was successful in their respective semesters.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was not offered in 2016, 2017, or 2020.				

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.	SBS faculty recommend removing this course from the curriculum.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	HIS 2122 struggles with enrollment. Although the course is articulated with four-year institutions, it is not an IAI general education course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	IECC Deans will request that the course be removed from the curriculum.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2124 Contemporary History: U.S. Since 1945				
Course Description	America enters the atomic age; a study of American society since the end of the Second World War and the role played by the United States in the world.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	8	11	10	2	7
Credit Hours Produced	24	33	30	6	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	91%	100%	50%	71%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Enrollment in HIS 2124 ranged from 2 students (2019) to 11 students (2017). Success rates varied widely, ranging from 50% to 100%.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.				
Resources Needed	SBS faculty do not report the need for any additional resources for this course.				
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.				

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2125 America During the 1960s				
Course Description	Survey of American culture, politics, economy, and society during the 1960s.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	No students enrolled in HIS 2125 during the review period.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was not offered during the review period.				

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.	SBS faculty recommend removing this course from the curriculum.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	HIS 2125 did not experience any enrollment during the review period. While the course is articulated with four-year institutions, it is not an IAI general education course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	IECC Deans will request that the course be removed from the curriculum.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2126 American Indian History				
Course Description	A study of American Indian history, with emphasis on Indians of the American West. Consideration is given to Indian politics, social, and economic continuity and change. Developments in the nineteenth and twentieth centuries are featured in the course.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	There was no enrollment during the review period.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	A panel of IECC SBS faculty recommended changing the name of this course to Native American History.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Changing the course name aligns it with current cultural norms.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	The LTC Dean of Instruction will work with the Assistant Dean for Academic Services to submit these changes to ICCB.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2129 History of Modern Terrorism				
Course Description	This course is a historical overview of modern terrorism from the French Revolution to the attacks of September 11, 2001.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	There was no enrollment during the review period.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	SBS faculty recommend removing this course from the curriculum.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	HIS 2129 did not experience any enrollment during the review period. While the course is articulated with four-year institutions, it is not an IAI general education course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	IECC Deans will request that the course be removed from the curriculum.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	HIS 2198 Topics in History				
Course Description	This course is a seminar on a special topic or current issue in history.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	1	0	0	0
Credit Hours Produced	0	3	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	100%	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Only one student enrolled in HIS 2198 during the review period; that student was successful.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was only offered one time during the review period; it had low enrollment during that offering.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	SBS faculty do not report the need for any additional resources for this course.
Resources Needed	No action steps required for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PLS 1101 Introduction to Political Science				
Course Description	This course is an introduction to the study of political processes, systems, behavior, and institutions. Focus is on the systematic study of politics and government through an academic methodology and includes specific discussion of political ideology/philosophy, the state, policy, political culture and socialization, distinctions across political systems, and global politics.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	10	4	4	2
Credit Hours Produced	0	30	12	12	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	90%	100%	100%	50%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 903	S5 903	S5 903	S5 903	S5 903
How does the data support the course goals? Elaborate.	Enrollment in PLS 1101 varied from 0 students (2016) to 10 students (2017). Student success rates were high in 2017 (90%), 2018 (100%), and 2019 (100%), but dropped substantially (50%) in 2020; however, 2020 also had low student enrollment.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	The course was not offered in 2016.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PLS 2101 Government of the United States				
Course Description	This course is a survey of the Constitutional government of the United States, civil rights, organizational procedures of national government, the media and public interest groups.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	292	284	249	127	135
Credit Hours Produced	876	852	747	381	405
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	96%	94%	95%	91%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 900	S5 900	S5 900	S5 900	S5 900
How does the data support the course goals? Elaborate.	PLS 2101 experienced substantial enrollment in all review years, ranging from 127 (2019) to 292 (2016). Success rates were also high and consistent, only ranging from 91% (2020) to 96% (2017).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.				
Resources Needed	SBS faculty do not report the need for any additional resources for this course.				
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.				

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PLS 2103 State and Local Government				
Course Description	This course is a survey of the structure and functions of American states and local government.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	3	0	0	0
Credit Hours Produced	0	9	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	100%	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 902	S5 902	S5 902	S5 902	S5 902
How does the data support the course goals? Elaborate.	PLS 2103 only experienced enrollment in 2017 with 3 students. All students were successful.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was only offered during one review year.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PLS 2105 Political Assassinations				
Course Description	This course will explore the history, political implications and controversies behind the assassinations of John Kennedy, Martin Luther King, and Robert Kennedy.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	6	2	6	7	8
Credit Hours Produced	18	6	18	21	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	83%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU,UIUC	EIU, ISU,UIUC	EIU, ISU,UIUC	EIU, ISU,UIUC	EIU, ISU,UIUC 9/2/20
How does the data support the course goals? Elaborate.	Enrollment in PLS 2105 remained low in each review year, ranging from 2 students in 2017 to 8 students in 2020. Student success was consistent (100%) in all review years except 2018 (83%).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PLS 2106 Introduction to International Relations				
Course Description	This course discusses how a nation's foreign policy is developed. Political leaders, industrial and military potential, and strategic location are stressed along with a study of the United Nations.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	9	8	3	10	2
Credit Hours Produced	27	24	9	30	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	70%	0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 904	S5 904	S5 904	S5 904	S5 904
How does the data support the course goals? Elaborate.	Enrollment in PLS 2106 ranged from 2 students (2020) to 10 students (2019). Student success rates were consistent and high (100%) in 2016, 2017, and 2018; however, rates dropped to 70% in 2019 and 0% in 2020.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PLS 2198 Topics in Political Science				
Course Description	This course is a seminar on a special topic or current issue in political science.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	PLS 2198 did not experience any enrollment during the review period.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was not offered during the review period.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.				
Resources Needed	SBS faculty do not report the need for any additional resources for this course.				
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.				

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 1101 General Psychology I				
Course Description	A survey of the study of human and animal behavior with emphasis on the scientific nature of contemporary psychological investigation. Topics may include the biology of behavior, sensation, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior, and individual differences. NO PREREQUISITE.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	479	537	388	410	412
Credit Hours Produced	1452	1623	1164	1239	1239
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	90%	88%	85%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 900	S6 900	S6 900	S6 900	S6 900
How does the data support the course goals? Elaborate.	Enrollment in PSY 1101 was substantial in all review years, ranging from 388 (2018) to 537 (2017). Success rates are consistent, ranging between 85% (2019) and 90% (2017).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 1102 General Psychology II				
Course Description	A continuation of the study of human and animal behavior. Topics may include the biology of behavior, sensation and perception, memory, cognition, motivation, emotion, individual differences, applied psychology, and parapsychology. PREREQUISITE: PSY 1101 General Psychology I.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	68	59	59	22	6
Credit Hours Produced	204	177	177	66	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	98%	97%	100%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Enrollment fell between each successive review year, ranging from 68 students in 2016 to only 6 students in 2020. Despite the drop in enrollment, success rates remain high, with 2016, 2017, 2018, and 2019 experiencing the highest success (91%, 98%, 97%, and 100%, respectively); the success rate in 2020 was 83%.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 1103 Business Psychology				
Course Description	This course centers on those human relations skills that students need to successfully interact in today's changing world: communication, motivation, authority, leadership styles and strategies, attitude adjustment and coping. Students will learn the fundamentals necessary for adjusting to cultural diversity, economic fluctuations and changes in responsibility.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	30	11	15	15	9
Credit Hours Produced	90	33	45	45	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	91%	80%	87%	78%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Enrollment ranged from 9 students in 2020 to 30 students in 2016. Although 2018 and 2019 saw higher enrollment than 2017, there is a potential downward trend in student enrollment in this class. Success rates ranged from 78% (2020) to 91% (2017).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 1106 Humanistic Psychology				
Course Description	This course is an understanding of human behavior, attitudes, and personality. It includes concepts of adjustment, maturity, and social adequacy; psychology of work environment and the physical, emotional, aesthetic, and mental functioning of human beings.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	PSY 1106 experienced no enrollment during the review period.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was not offered during the review period.				

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.	SBS faculty recommend removing this course from the curriculum.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	PSY 1106 experienced no enrollment during the review period. While the course is articulated with four-year institutions, it is not an IAI general education course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	IECC Deans will request that the course be removed from the curriculum.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 1107 Topics in Psychology				
Course Description	Seminar on a specific topic in the field of psychology. Topic will be on current issues in psychology.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	1	0	0	0	0
Credit Hours Produced	1	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	NA	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Only one student enrolled in PSY 1107 during the review period; that student was successful.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was only offered once during the review period.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 1108 Psychological Aspects of Aging				
Course Description	An introduction to the subject of human aging as a stage of life covering such facets as the psychological, emotional, cognitive, and interpersonal. PREREQUISITE: PSY 1101 General Psychology I, or consent of instructor.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	4	4	0	0	0
Credit Hours Produced	12	12	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 905	S6 905	S6 905	S6 905	S6 905
How does the data support the course goals? Elaborate.	Enrollment in PSY 1108 was consistent, but low. In both 2016 and 2017, four students enrolled in the course, all of which were successful. The course experienced no enrollment in 2018, 2019, or 2020.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was only offered in 2016 and 2017.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 2104 Child Psychology				
Course Description	This course is designed to give a comprehensive approach to theory of child development. Topics may include prenatal development, genetics, motor, language, cognitive, emotional, and social development from infancy to adolescence. This course will emphasize the integration of biological, psychological, and social/cultural factors in the development of the child. Theoretical material, research, and an introduction to research methodology applied to the study of childhood will be presented. PREREQUISITE: PSY 1101 General Psychology I or consent of instructor.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	22	31	36	39	7
Credit Hours Produced	66	93	108	117	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	90%	92%	87%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 903	S6 903	S6 903	S6 903	S6 903
How does the data support the course goals? Elaborate.	Enrollment in PSY 2104 increased from 2016 to 2019, however, it dropped substantially in 2020. Success rates were relatively consistent and high, ranging from 86% (2020) to 92% (2018).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	Enrollment decreased substantially from 2019 to 2020.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	Deans will review WVC's faculty recommendation for a full-time psychology instructor and explore the reason for decreased enrollment.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 2105 Adolescent Psychology				
Course Description	This course studies the adolescent in relation to family, friends, the opposite sex, delinquent behavior, growth and development, attitudes, interests and values. PREREQUISITE: PSY 1101 General Psychology I or consent of instructor.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	30	22	23	22	12
Credit Hours Produced	90	69	69	66	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77%	83%	61%	91%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 904	S6 904	S6 904	S6 904	S6 904
How does the data support the course goals? Elaborate.	Enrollment in PSY 2105 experienced a generally downward trend in enrollment from 2016 (30 students) to 2020 (12 students). Student success varied widely, ranging from 61% in 2018 to 91% in 2019.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	Deans will review WVC's faculty recommendation for a full-time psychology instructor and explore the reason for decreased enrollment.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 2107 Social Psychology				
Course Description	This course investigates the behavior of the individual, as influenced by others. Topics include characteristics of groups, group dynamics, the nature of culture, effective leadership, methods of negotiation, inner-group relations, propaganda and other forms of persuasive communication. PREREQUISITE: PSY 1101 General Psychology I or consent of instructor.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	30	35	36	34	35
Credit Hours Produced	90	105	108	102	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90%	89%	89%	94%	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S8 900	S8 900	S8 900	S8 900	S8 900
How does the data support the course goals? Elaborate.	Enrollment in PSY 2107 remained relatively consistent throughout the review period, ranging from 30 in 2016 to 36 in 2018. Success rates also remained relatively consistent and high, ranging from 89% in 2017 and 2018 to 94% in 2019.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	Deans will review WVC's faculty recommendation for a full-time psychology instructor.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences
Course Title	PSY 2109 Human Growth and Development
Course Description	This course is a study of the physical, social, emotional, and cognitive development of the individual across the entire human lifespan. Emphasis is placed upon development of emotional states, typical patterns of adjustments, principles of human growth, and practical applications of research findings to everyday life. PREREQUISITE: PSY 1101 General Psychology I or consent of instructor.

	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	160	152	174	162	151
Credit Hours Produced	483	459	522	492	459
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84%	90%	90%	91%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 902	S6 902	S6 902	S6 902	S6 902

How does the data support the course goals? Elaborate.	Enrollment in PSY 2109 is substantial, ranging from 151 (2020) to 174 (2019). Success rates are also relatively high and consistent, ranging from 84% in 2016 to 91% in 2019.
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	Deans will review WVC's faculty recommendation for a full-time psychology instructor.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences
Course Title	PSY 2110 Introduction to Personality Dynamics
Course Description	This course is designed to orient the student to influences that have an impact upon personality development and adjustment. Students will be introduced to the different categories and traits used to describe personalities as well as the research methods used to examine these different characteristics. Physiological factors affecting personality well be examined as well as the different personality disorders and the origins of modern personality psychology within the Psychoanalytic approach. PREREQUISITE: PSY 1101 General Psychology I or consent of instructor.

	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	16	11	13	8	3
Credit Hours Produced	48	33	39	24	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	73%	69%	88%	67%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Enrollment in PSY 2110 experienced a generally downward trend during the review period. Success rates were variable, ranging from 67% in 2020 to 88% in 2016 and 2019.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	Deans will review WVC's faculty recommendation for a full-time psychology instructor.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 2111 Abnormal Psychology				
Course Description	This is a survey course in abnormal behavior or psychopathology. Areas studied include: cross-cultural views of psychopathology, psychological perspectives of deviant behavior, the D.S.M.-5 classification, etiological determinants, treatment for behavioral disorders, and prognostic estimates for various mental illnesses. PREREQUISITE: PSY 1101 General Psychology I or consent of instructor.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	45	32	17	30	44
Credit Hours Produced	135	96	51	90	132
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	88%	59%	93%	77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	PSY 2111 experienced variable enrollment during the review period—45 and 44 students enrolled in 2016 and 2020, respectively; 32 and 30 students enrolled in 2017 and 2019, respectively; and 17 students enrolled in 2018. Success rates also varied widely, ranging from 59% in 2018 to 93% in 2019.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	Deans will review WVC's faculty recommendation for a full-time psychology instructor.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	PSY 2112 Sports Psychology				
Course Description	This course is designed for students contemplating vocations or avocations dealing with youth and participating in sports. Emphasis is on socialization, motivation and personality development. Factors affecting athletic performance such as feedback, anxiety and team/group cohesiveness will be discussed. PREREQUISITE: PSY 1101 General Psychology or consent of instructor.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	6	6	3	2	0
Credit Hours Produced	18	18	9	6	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	50%	33%	100%	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Enrollment decreased from 6 (2016 and 2017) to 3 (2018) to 2 (2019) to 0 (2020) during the review period. Success rates varied greatly, ranging from 33% (2018) to 100% (2019).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course did not have enrollment in 2020.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	LTC Advisors and Sport Management Instructor proposed removing the PSY 1101 prerequisite for this course to increase opportunities for elective credit in the Sport Management program; however, SBS faculty did not recommend the removal of the prerequisite.
Resources Needed	WVC faculty recommend a full-time instructor for psychology courses.
Responsibility Who is responsible for completing or implementing the modifications?	Deans will review WVC's faculty recommendation for a full-time psychology instructor.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 1106 Topics in Sociology				
Course Description	Seminar on a selected topic in Sociology.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	0	2	0
Credit Hours Produced	0	0	0	2	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	100%	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Only two students enrolled in SOC 1106 during the review period; both students were successful.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was only offered in 2019.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 1107 The Sociology of Sex & Gender				
Course Description	This course introduces students to sociological perspectives on sex and gender as a factor in social stratification, gender role acquisition, and individual and social consequences of changing social definition of gender roles. The human relations/cultural diversity requirement is satisfied by this course.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 904D	S7 904D	S7 904D	S7 904D	S7 904D
How does the data support the course goals? Elaborate.	SOC 1107 experienced no enrollment during the review period.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was not offered during the review period.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 1108 Race and Ethnic Relations				
Course Description	This course provides a sociological overview of the racial and ethnic relations in America from both a historical and contemporary perspective. Current theories and research relating to the formation of racial/ethnic identities, sources of prejudice and discrimination, social interaction, and persistence of ethnic and racial divisions will be examined.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	40	39	34	38	43
Credit Hours Produced	120	120	105	114	129
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75%	73%	69%	84%	81%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 903D	S7 903D	S7 903D	S7 903D	S7 903D
How does the data support the course goals? Elaborate.	Enrollment in SOC 1108 was sufficient and consistent throughout the review period, ranging from 34 students in 2018 to 43 students in 2020. Success rates ranged from 69% (2018) to 81% (2020).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 1109 Sociology of Religion				
Course Description	Introduction to the concept of religion within society, treating the nature, origin, beliefs, practices and role that religion plays. This course is a survey of the sociological link between cultural perspectives and religious concepts and beliefs such as the existence of God, nature of good and evil, after-life and ethics.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	0	0	3	2
Credit Hours Produced	0	0	0	9	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	NA	NA	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	H5 900	H5 900	H5 900	H5 900
How does the data support the course goals? Elaborate.	SOC 1109 only experienced enrollment in 2019 (3 students) and 2020 (2 students), both years having low enrollment. Students, however, were successful in each year.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was only offered in 2019 and 2020.				

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.	SBS faculty recommend removing this course from the curriculum.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Although this course is an IAI general education course, it struggles with enrollment.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	IECC Deans will request for the course to be removed from the curriculum.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 1110 Gods, Heroes, and Society				
Course Description	Interdisciplinary study of humanities themes; genres; and relationships from literary, historical and philosophical perspectives. This course is a survey of the sociological link between cultural perspectives and cultural myths from around the world focusing on gods and heroes.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	0	5	12	11	0
Credit Hours Produced	0	15	36	33	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	NA	60%	58%	73%	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NA	H9 901	H9 901	H9 901	H9 901
How does the data support the course goals? Elaborate.	Enrollment in SOC 1110 occurred in 2017 (5 students), 2018 (12 students), and 2019 (11 students) only. Success rates were low to average, ranging from 58% in 2019 to 73% in 2020. There was no enrollment in 2016 or 2020.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	This course was only offered in 2017, 2018, and 2019.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 2101 Principles of Sociology				
Course Description	A study of society, including the rules, interactions and cultural patterns that organize everyday life. Includes the analysis of social conflict, the structure and function of institution, the dynamics of individual and group interactions, social stratification and interactions among diverse groups of people.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	292	236	240	266	264
Credit Hours Produced	882	723	720	813	795
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85%	84%	84%	86%	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 900	S7 900	S7 900	S7 900	S7 900
How does the data support the course goals? Elaborate.	Enrollment in SOC 2101 was substantial in all five review years, ranging from 236 (2017) to 292 (2016). Success rates were consistent, ranging from 84% (2017 and 2018) to 89% (2020).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences
Course Title	SOC 2102 Social Problems and Trends
Course Description	This course examines the nature of social problems: adapting to nature, population, control and care of defectives, family and child welfare, crime, ethnicity, and sexual variance. Agencies of social control are discussed along with the origins, improvement, and finding workable solutions to social problems.

	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	37	26	40	45	32
Credit Hours Produced	111	78	120	138	96
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78%	88%	90%	85%	91%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 901	S7 901	S7 901	S7 901	S7 901

How does the data support the course goals? Elaborate.	Enrollment in SOC 2102 varied by academic year, ranging from 26 students in 2017 to 45 students in 2019. There appears to be no trend in enrollment. Success rates also vary, ranging from 78% in 2016 to 91% in 2020.
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 2103 Marriage & Family				
Course Description	This course is designed to challenge students to better understand the interrelationships between cultural, society and family, and survey the contemporary family in historical and cross-cultural perspectives. Topics for this course include trends in mate selection, marriage, child-rearing, employment, gender roles and communication within the family.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	39	24	23	32	22
Credit Hours Produced	117	72	69	96	66
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	67%	87%	97%	82%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 902	S7 902	S7 902	S7 902	S7 902
How does the data support the course goals? Elaborate.	SOC 2103 experienced a generally downward trend in enrollment throughout the review period. The highest enrollment occurred in 2016 (39 students) and the lowest enrollment in 2020 (22 students). One spike did occur in 2029 with 32 students enrolled. Success rates varied widely, ranging from 67% (2017) to 97% (2019).				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.				
Resources Needed	SBS faculty do not report the need for any additional resources for this course.				
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.				

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 2104 Death & Dying				
Course Description	This course covers death and dying and how it is analyzed in the social, biological, and physical sciences, and humanities. Cultural diversity is emphasized. Lecture and discussion on a wide range of literature.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	14	16	18	7	7
Credit Hours Produced	42	48	54	21	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	57%	75%	89%	100%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Enrollment in SOC 2104 varied by review year, ranging from 7 students in 2019 and 2020 to 18 students in 2018. Success rates also varied widely, ranging from 57% in 2016 to 100% in 2019.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.				
Resources Needed	SBS faculty do not report the need for any additional resources for this course.				
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.				

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 2108 Sociology of Aging				
Course Description	This course is a scientific study of the aging process covering its psychological, social, and cultural aspects. Contemporary problems such as health care and finances will be emphasized.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	8	4	4	0	0
Credit Hours Produced	24	12	12	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	63%	75%	100%	NA	NA
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	SOC 2108 experienced enrollment in 2016 (8 students), 2017 (4 students), and 2018 (4 students) only; there was no enrollment in 2019 or 2020. Success rates improved in each succeeding year with enrollment, increasing from 63% in 2016 to 75% in 2017, and 100% in 2018.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.				
Resources Needed	SBS faculty do not report the need for any additional resources for this course.				
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.				

Performance and Equity

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

Academic Discipline Area	Social & Behavioral Sciences				
Course Title	SOC 2198 Topics/Issues in the Social Sciences				
Course Description	Seminar on a special topic or current issue in one or more of the social behavioral sciences.				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	18	18	28	10	1
Credit Hours Produced	21	25	30	14	1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	95%	88%	100%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE	EIU, ISU, SIUE 9/2/20
How does the data support the course goals? Elaborate.	Enrollment in SOC 2198 varied greatly during the review period, ranging from 1 student in 2021 to 28 students in 2018. Success rates were relatively high in all five years, ranging from 88% in 2017 to 100% in 2018, 2019, and 2020.				
What disaggregated data was reviewed?	Data reviewed include enrollment, credit hours produced, success rates, IAI and articulation status, applicability to programs of study, and location of offerings.				
Were there identifiable gaps in the data? Please explain.	There are no gaps in the data.				

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	No action steps required for this course.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action steps required for this course.
Resources Needed	SBS faculty do not report the need for any additional resources for this course.
Responsibility Who is responsible for completing or implementing the modifications?	No action steps required for this course.

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Academic Years Reviewed:	2016-2020
Review Area:	Business Services
Program Summary Please provide a brief overview of the program or service being evaluated.	Each of the four colleges and the IECC District Office maintain a Business Office to provide business services to students including tuition and fee billing, tuition and fee inquiry, collection and processing of student payments, and refund processing.

Prior Review Update Describe any improvements or modifications made since the last review.	The Business Office worked to establish a Mission Statement which is as follows: "The mission of the college Business Office is to provide the highest level of student service through commitment to improve the conduct and methods of our business practices. Through this process, we assist and support both students, as well as, other institutional departments to facilitate success for the students in reaching their goals." Considering this mission statement, the following improvements were made to the District Business Office over the past five years: 1) Implemented a new billing system. This system worked to allow the home campus of a student to be the primary billing college. This improved clarity of billing and eliminated the receipt of multiple billing statements received by the students of IECC. 2) Implemented uniform payment plans and payment dates. Prior to this implementation, each college had varying due dates and plans, creating confusion for students who requested payment plans from more than one IECC institution. Now, all plans are uniform in both due dates and language. 3) In Academic Year 2021, IECC is implementing a new on-line payment module (Nelnet) which will improve communication to students regarding payment due dates, amounts owed through real time integration with the IECC ERP (Banner), improve the payment plan process by making it digital rather than paper based, and allow students to name authorized third parties; such as a parent or legal guardian, to access student balances and make payments on their behalf. This implementation highlights the commitment of the Business Office to continually monitor existing procedures for improvements. 4) Created a direct deposit option for student refunds which sped up the time of delivery of aid to students. 5) Implemented meal plan options for students to receive discounted access to food services on campus. 6) Purchased and implemented a new Bookstore Point of Sale system (MBS), which integrates with the IECC ERP system to allow for real-time communication of pending financial aid. This implementation reduced the time between student authorized aid and their ability to purchase books from the bookstores using this aid. 7) Revised business procedures around students found to be in default at mid-term. The revised procedure implemented a late fee assessed to the student account for any balance outstanding past midterm, which was found to be more student friendly by allowing the student to complete the academic term. 8) Implemented a pre-paid travel expense card. This system reduces the need of staff to carry large amounts of cash when traveling on District business.

What are the program/service strengths?	The strengths of the Business Office remain in its devotion to delivering excellent customer service. This remains the top focus and priority of each college and the district business offices. The Business Office also operates as a cohesive unit across all four colleges and the District Office, meeting several times each year to review new processes, procedures, and updates.
Based on the review, what are the identified challenges of the program or service?	Implementation and smooth transition to Nelnet business services as the new online payment processor and payment plan system will be a key focus as we move into Academic Year 2022 and beyond. Finding new ways to engage the student population and ensure communications are timely, relevant, and received will be a focus moving forward. Continual evaluation of existing procedures to identify improvements.
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	The District Business Office will monitor procedures around payment plans and online payment processing and adjust as needed. Identify new and effective means of engaging the student population. Continue to evaluate existing procedures for redundancies and inefficiencies as a means of improving business function and student satisfaction.

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Academic Years Reviewed:	2016-2020
Review Area:	Athletics
Program Summary Please provide a brief overview of the program or service being evaluated.	IECC Athletics' mission is "…to provide student athletes the opportunity to achieve academic and athletic excellence through a supportive learning environment and to enhance and develop various values that foster leadership, self-discipline, teamwork, and integrity through athletic participation and competition." Each of the four IECC colleges have intercollegiate athletic teams. The number and type of teams differ by college: **Frontier Community College (FCC)** has three teams—baseball (men's), softball (women's), and volleyball (women's); **Lincoln Trail College (LTC)** has eight teams—baseball (men's), golf (men's), basketball (men's and women's), soccer (men's and women's), softball (women's), and volleyball (women's); **Olney Central College (OCC)** has four teams—baseball (men's), basketball (men's and women's), softball (women's); **Wabash Valley College (WVC)** has eight teams—baseball (men's), basketball (men's and women's), soccer (women's), softball (women's), volleyball (women's), archery (co-ed), and bass fishing (co-ed) In total, the District serves 473 student athletes, averaging 118 student athletes per college. IECC athletics programs provide diversity to each college and their respective communities.

Prior Review Update Describe any improvements or modifications made since the last review.	Since the previous program review, IECC Athletics experienced growth in both its number of student athletes and the number of athletic teams. The number of student athletes grew from an average of approximately 80 students per college in FY12 to 118 in FY21. Additionally, three of the four colleges added teams to their athletic programs. FCC had no teams in FY12, but now has three, as listed in the previous section. Both LTC and WVC added soccer to their athletic programs, with LTC adding both men's and women's soccer and WVC adding women's soccer only. Additionally, WVC added competitive Archery and Bass Fishing teams. Other additions and improvements to IECC athletic programming since the FY12 review are facilities updates and policy changes. LTC modified its baseball field, added an entry marker to its baseball complex, and built a soccer field for its new program. WVC also added soccer facilities in the implementation of its soccer program. Athletics continually modifies its Student Athlete manual to provide the most recent information to students about NJCAA, IECC District, and individual college policies. Specifically, the District-wide Athletics program updated their drug testing policies. Additionally, LTC incorporated a new Athletics Orientation to its onboarding process for students. The orientation provides students with pertinent information outlined in the manual and also covers topics such as Title IX, college branding, and academic expectations, to name only a few.

What are the program/service strengths?	IECC's Athletic programs offer multiple strengths. Some of those strengths include performance within its conference, contributions to institutional student diversity, diligence to maintaining compliance, and academic success. **Conference Performance** All four colleges' athletic teams have had winning seasons and remain competitive in the Great Rivers Athletic Conference (GRAC), Region 24. **Frontier Community**—FCC finished third in Region 24 in baseball this season. It also has seen consistent win totals in volleyball and softball throughout the last three seasons. **Lincoln Trail**—LTC consistently finishes in the top half of the GRAC/Region in baseball and men's basketball, the latter of which also received national ranking. Women's basketball, volleyball, and softball have all experienced increases in their win totals during the last three seasons. Baseball finished second in Region 24 this season. **Olney Central**—OCC received national rankings in both men's basketball and baseball. It has also consistently finished in the top half of the GRAC/region in those sports. **Wabash Valley**—WVC won the GRAC All-Sports trophy two of the last three years for their high finishes in all sports, including GRAC/Region championships in baseball, softball, and women's basketball. WVC baseball is currently #1 in national rankings. **Diversity** District-wide the four IECC institutions struggle with diversity. Although the student body tends to be more diverse than the communities served, nearly 90% of the overall student population is White. The growing athletic programs have helped the four colleges attract a more racially and ethnically diverse student population. **Compliance** The District maintains compliance with all NJCAA Division I rules and regulations. All athletic eligibility is pursuant to NJCAA bylaws and is overseen by the colleges' Athletic Directors and the IECC Athletic Compliance Coordinator. Athletic institutional compliance procedures have been implemented, which provide a system and process to provide compliance information and procedures to student athletes, coaches, administration, staff, and athletic booster organizations. **Academics** Across the District, student athletes experience high cumulative GPAs, completion rates, and transfer rates. For many of IECC's teams, students are in the upper half of Region 24 in terms of academics. These data are collected by Athletic Directors at each college.

Based on the review, what are the identified challenges of the program or service?	In identifying challenges to Athletics, the IECC Athletic Compliance Coordinator initiated conversations with each college's Athletic Director and various coaches. Through these conversations, the Coordinator identified the following challenges: 1) The four colleges continue to experience inconsistencies in streamlining compliance procedures, even with increased collaboration; 2) Recruiting internationally is challenging; 3) There are inadequate capabilities to expand fundraising; and 4) Despite Athletics funding increasing year after year, there is a perceived lack of funding for Athletic programs.
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	Per the findings in this review, Athletics will: 1) Identify opportunities for the Compliance Coordinator to spend more time on each campus for the purpose of streamlining NJCAA and IECC standards; 2) Work with the International Studies Program and Presidents to identify opportunities for international recruiting and hiring; 3) Create a written plan, complete with timeline, that identifies the scope of need for external funding for non-qualified scholarship expenses; and 4) Determine whose responsibility it will be to raise these funds.

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Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.
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College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Academic Years Reviewed:	2016-2020
Review Area:	Student Activities

Program Summary
Please provide a brief overview of the program or service being evaluated.
	Through class co-curricular activities and serving as advisors to student clubs and organizations, faculty facilitate nearly all student activities across the District. The four IECC colleges offer numerous student clubs, organizations, and activities. Most clubs are associated with CTE programs (e.g., Agri-Technology Club, Gunsmithing Club, Health Careers Club, or Welding Club). In other instances, students belong to local chapters of national or regional organizations (e.g., Alpha Delta Nu or Phi Theta Kappa). Other organizations exist for students with special interests (e.g., Student Senate) or from specific populations (e.g., Trio). In many cases, students earn elective credits for participating in clubs and organizations by following curricula and meeting student learning outcomes. Student Senate members earn credit in Student Governance by learning about policy and procedure in higher education institutions, using parliamentary procedure, and contributing to IECC institutions through student governance. Phi Theta Kappa students receive credit for "Scholars and Leaders," in which they build leadership skills and participate in campus and community service projects. Below is a partial list of local chapters of national organizations, student clubs, and other organizations at IECC institutions.
	
	IECC Clubs and Student Organizations
	Student Government
	  Student Senate (all four campuses)
	
	Academic Program Clubs
	  Advanced Manufacturing Technology Club
	  Agri-Technology Club
	  Automotive Club
	  Collegiate Farm Bureau Club
	  Diesel Equipment Club
	  Gunsmithing Club
	  Health Careers Club
	  International Club
	  IST Club
	  LGBTQ+ Club
	  Marketing Business Management Club
	  Radio-TV Broadcasting Club
	  Science Club
	  Social Services Club
	  Telecom Club
	  Welding Club
	
	Local Chapters of National Organizations
	  Alpha Delta Nu Nursing Honor Society
	  National Technical Honor Society
	  Phi Theta Kappa
	  Student Nurses Association
	  Player's Guild Club

	Other
	Teaching Our Youth Club
	TRIO SSS Club
	Social Clubs, Activities, & Classes
	Music and Performing Arts
	Chorus
	Theatre
	Improv
	Red Pin Club
	Red Rage
	Seekers Club
	In addition to student clubs and organizations, faculty provide co-curricular activities for students outside of regular class times but complement the learning process. For example, Sport Management students visit professional sports franchises to learn about the management side of athletics. Process Technology students tour processing industries like nuclear power plants and plastics processing facilities.
Prior Review Update Describe any improvements or modifications made since the last review.	The prior review provided no recommendations for Student Activities. However, it appears that some activities and clubs have been discontinued since the last review. For instance, Model UN and Student Ambassadors are no longer options for IECC students.
What are the program/service strengths?	To engage students in the program review process, the LTC Student Senate developed a survey to gather information about student perceptions of student activities, clubs, and organizations. Student Senate members at LTC and WVC administered the surveys— WVC administered the surveys in public speaking courses; LTC administered surveys to willing participants between classes. Students identified several strengths of student clubs, organizations, and activities offered by IECC. Although there were some inconsistencies in student responses, the following represents the comments that were not contradicted and/or received a majority of responses: 1) Faculty advisors make clubs and organizations worthwhile; 2) Those who participate in clubs identify them as well-organized and fun; 3) Students enjoy the social interaction that clubs and organizations provide; and 4) Students identify club fundraisers as gratifying and important activities.

Based on the review, what are the identified challenges of the program or service?	Although students provided very positive comments about their experiences with clubs and organizations within IECC, they also identified challenges: 1) Many students feel that the Colleges do not actively promote clubs and organizations; 2) Students request more social and/or interest-based clubs outside of their academic programs; 3) Students are not aware that they can start an interest-based club and/or the process for doing so; 4) Students request more organized volunteer activities and events in local communities; 5) Students would like more social-based activities (e.g., social events, movie nights, etc.); 6) Students identified that their colleagues in Athletics seem to have a sense of "community" that does not exist for other students; 7) There is a need for clubs or organizations to support and advocate LGBTQ+ and students from other marginalized populations. In addition to student feedback, IECC deans identified the need for more student-competitive activities related to academics that will support ICCB's Programs of Study model. These activities could be part of student clubs and organizations (e.g., LTC Process Technology Club participated in a national troubleshooting competition) or co-curricular activities for a class (e.g., students in an accounting class could attend a business or accounting competition).
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	Various actions steps come from this review, including: 1) Identifying and implementing opportunities to promote student clubs and organizations; 2) Increasing opportunities for Student Senate to have a governance role in the four colleges, possibly by developing guidelines and procedures for students to create their own clubs; 3) Identifying opportunities for academic clubs and/or specific classes to participate in competitive performance activities in line with Programs of Study; and 4) Expanding clubs and organizations designed to support and advocate for LGBTQ+ and other marginalized student populations.

Vocational Skills	
College Name:	Illinois Eastern Community Colleges Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College
Fiscal Year in Review:	2016-2020
Review Summary	
Program Objectives What are the objectives or goals of the program?	Vocational Skills courses (PCS 1.6) are courses that prepare individuals for entry-level employment or provide enhancements to existing employment skills. Vocational skills courses at IECC cover a wide variety of career and technical education areas providing coursework to upgrade current worker's employment skills for job advancement and security or coursework to acquire specific skills for new employment.
To what extent are these objectives or goals being achieved?	The district has implemented a new strategy to improve access to vocational skills training and diversity by assigning FCC control of operations for Workforce Education. All vocational skills course syllabi were reviewed and updated for Program Review FY2021. Vocational courses that were not being offered were withdrawn during the program review process.
How does this program contribute to other fields and the mission of the college?	Vocational Skills courses at IECC are often used for retraining, upgrading, recertification, licensure, and re-licensure for instructors and workers in fields closely related to IECC's CTE programs. Subject matter expertise of IECC faculty provide district employers unique training opportunities for their workforce.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Vocational courses that were outdated or were not being offered were withdrawn during the annual course enrollment review process.
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 and supportive academic programs.	The vocational offerings may have been sufficient before the 2020 pandemic, but new action must be taken to meet the changing demands of the district. Employees, employers, and constituents vote with their enrollment in relevant coursework and the changing landscape requires the district to assign a campus (FCC) to the ownership and quality of workforce education and vocational courses.
1.2 How will students be informed or recruited for this program?	Students are recruited by instructors and college staff in industries such as agriculture, automotive, coal mining, computer skills, emergency preparedness, real estate and broker licensing, and telecommunications areas.

1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Duplicated enrollments in 1.6 vocational skills classes at IECC have generated 5,206 hours over the past five fiscal years primarily in courses to maintain certifications in programs and upgrade skills in agriculture, automotive, coal mining, computer skills, emergency preparedness, real estate and broker licensing, and telecommunications areas. Coal mining safety rules and standards as prescribed by Mine Safety and Health Administration and the Department of Mines and Minerals have traditionally accounted for the largest number of enrollments in vocational skills courses.
Indicator 2: Cost Effectiveness	*Response*
2.1 What are the costs associated with this program?	Costs associated with the program are mostly instructor salaries and supplies. The unit costs in FY20 for vocational courses on average at IECC were $279.02 compared to $516.13 at FCC, $207.52 at LTC, $209.12 at OCC, and $258.69 at WVC. The cost differences are mostly related to full-time vs. part-time instructional costs.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with Workforce Education training is offset by employer tuition payments and reimbursement. Vocational skills courses are taught primarily by adjunct faculty except for the Coal Mining courses, which are taught by Coal Mining Technology full-time faculty.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Several strategic steps are in progress to shift the Workforce Education division away from the traditional Coal Mining training to a more diverse and efficient model for the district. Business, manufacturing, early childhood education, agriculture, and other areas in addition to mining are now in focus to diversify our offerings. Considerations for full-time and adjunct faculty employment are also under consideration. Adjunct faculty are much less expensive to employ and provide similar outcomes as full-time instructors.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Faculty serve as the backbone of the program and many are full-time employees fully vested in the success of the various programs. The adjunct faculty work in or have extensive background and experience in the vocational skill area for which they are teaching which allows IECC to provide high quality instruction while ensuring the latest trends and skill levels in the vocational skills areas.
3.2 What are the identified or potential weaknesses of the program?	Higher demand for specialized training for district employers alongside reduced capacity has created tension. Heavy turnover at both the colleges and employer partner sites have created a vast underserved population needing training to keep up with changing workforce skills requirements. As populations transition, younger workers are relocating out of the district.

3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Advisory committees provide input on the relevance of training in areas related to the program. Although mostly related to our CTE programs, Advisory Committees play a vital role in the training of vocational skills to district residents. All IECC students with an Entrata account receive links to the IECC Student Satisfaction Survey yearly. Results are compiled and reviewed at the Cabinet level. Course enrollees receive links via email to the course surveys in which students are asked to rate their level of satisfaction in several areas of academic services.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Vocational skills courses are imbedded within academic programs to ensure full integration of the student populations served by the colleges.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	Vocational skills courses are prepared and maintained by IECC faculty members. Courses are reviewed every five years through the district's program review cycle. Reviewed courses are updated, and outdated courses are withdrawn. Faculty members hold advisory committee meetings once or twice a year to ensure course topics cover the skills required for entry-level employment, upgraded skills, or credential attainment.
3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes, partnerships with new district employers, along with traditional employers provide a platform to develop new training opportunities with several area partners. Agreements with local health care facilities are at the forefront of IECC's new partnerships as the pandemic and other factors have increased the demand for such courses. Manufacturing, agriculture, early childhood education, mining, social services, and business are areas that have had major turnover in the organizations doing business in the district over the past five years.
3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Professional development courses are offered to faculty on a regular basis. Faculty discipline development is available to instructors and the creation of IECC's Center for Excellence in Teaching and Learning is our newest strategic move to improve instructor performance.
3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	

List any barriers encountered while implementing the program.
COVID-19 was a barrier encountered this cycle. Many employers prefer face-to-face trainings, so implementing online in the wake of COVID-19 was not always feasible. Additionally, having personnel to identify unmet employer training in the district has been an issue.

Review Results

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	IECC successfully meets the needs of several employers and does so efficiently. However, we can increase our efforts with a dedicated administrative team member working with business and industry. We can continue to ensure quality programming by faculty maintaining the learning outcomes of the courses.
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 is currently conducting a search for a Dean of Business and Industry. This individual will be responsible for all incumbent worker training including the coal mining through Workforce Education and Emergency Preparedness. IECC has been identifying vocational courses which correspond to a law or regulation and applying for approval of unlimited repeatability and plans to continue this practice.

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Advanced Manufacturing	**D563 MANUF**	**63**	**150613**	**C556 Manufacturing Design**

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?	To prepare students for entry level jobs in a variety of disciplines in the manufacturing industry. Including: machinist, CNC operator and/or programmer, computer aided drafting/design, PLC programming, robotics. Students will: 1. set up and operate production equipment. 2. Given the appropriate technical reference materials (blueprints, schematics, manuals, etc.), students will interpret, measure and evaluate process tolerances and/or produce finished products. 3. communicate technical information orally, in writing, and in graphical form. 4. diagnose, evaluate and execute technical repairs. 5. demonstrate professional and safe behavior with respect to applicable OHSA and RIA standards.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives are assessed chiefly through practical application via projects and application testing.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Yes, updated and removed under-utilized certificates.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Jay Carter-Lead Instructor, Advanced Manufacturing Nick Plassman-Adjunct Instructor, Advanced Manufacturing Brandon Weger-Program Director, Institutional Assessment and Effectiveness Robert Conn-Dean of Instruction
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	Students via satisfaction surveys and direct feedback. Graduates via post-grad surveys and feedback. Employers via direct feedback on graduate employees.

Also describe their role or engagement in this process.	

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes. Degree-seeking students must submit standardized placement scores such as ACT, Accuplacer (or Accuplacer NextGen), Compass, PSAT, or SAT to ensure placement in English, math, and reading coursework. Students may take the Accuplacer NextGen placement test with an IECC institution. 1. Three years (units) of English emphasizing writing, oral communication, and literature 2. Two years (units) of mathematics 3. Reading, including the ability to read and comprehend at a level appropriate for college study 4. One year (unit) of science. Illinois Eastern Community Colleges recognizes that student success in college course work is directly related to appropriate course placement. Therefore, IECC uses multiple measures to determine student placement in college-level courses and admission to a degree or certificate program. The colleges administer ACCUPLACER for course placement and admission into select degree and certificate programs. Multiple measures for placement includes analysis of: 1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc. 2. Analysis of high school or college transcripts including course work completed and grade point average; and remedial and/or previous college course work completed. If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required. Tests scores are not the best indicator of future success. Several studies compiled data from our district and found other factors influenced success and discounted the predictability of testing. Further assessment is needed to identify new techniques suitable for course placement with a focus on diversity.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Additional hours are required to prepare students for the workforce according to our advisory council.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	Data shows 5,093 jobs in the greater IECC region, which is 80% above the national average. There were 726 total job postings for our selection from August 2019 to July 2020, of which 147 were unique. These numbers give us a Posting Intensity of 5-to-1, meaning that for every 5 postings there is 1 unique job posting. This data demonstrates the difficulty employers have in finding qualifies applicants and thus a demand for the program.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Target occupations over the past 5 years have shown an average growth of +3.2%. Target occupations show a projected average of +6.0% change from 2020-2025.
1.3 What labor market information sources are utilized?	Occupation Data Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry. Emsi Job Postings Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. State Data Sources Data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development Counties included in Data Set: Clark County, IL; Richland County, IL; Clay County, IL; Wabash County, IL; Crawford County, IL; Wayne County, IL; Cumberland County, IL; White County, IL; Edwards County, IL; Gibson County, IN; Effingham County, IL; Knox County, IN; Hamilton County, IL; Posey County, IN; Jasper County, IL; Sullivan County, IN; Jefferson County, IL; Vanderburgh County, IN; Lawrence County, IL; Vigo County, IN; Marion County, IL; and Warrick County, IN
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited from local high schools (including Indiana), college fairs, and employers using a mix of face to face discussions, presentations, radio/TV, and social media marketing.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs and changes are evaluated by instructors, advisory council, and administration. Changes are initiated by the lead instructor and presented to the dean of instruction for consideration. The dean reviews the changes with the curriculum committee and other administrators for implementation.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	We are seeking to expand industry partnerships and increasing offerings to fit schedules of incumbent workers in the area. We are also looking at potential changes to program content to better serve the needs of our district employers.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Advanced Manufacturing costs include instructional equipment, faculty salaries, and benefits. The district employs one full-time instructor located at Wabash Valley College. Adjunct instructors teach the remaining sections mostly as dual credit. Advanced Manufacturing operates at $292.90 per credit hour, slightly higher than other programs with high equipment costs ($261.05). The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model examines course offerings and seat capacity to determine an ideal student-faculty ratio. Moving low-enrolled courses to an alternating year model allows for cost-reductions. Additional cost reductions with Interactive Distance Learning efficiencies may be realized with increased enrollments at multiple locations.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees cost the students approximately $8,871. Textbook costs depend on market conditions and range from approximately $2,500 to as little as $850 if purchasing used or renting. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Some efficiencies are possible but increasing the Welding course fee from $50 to $75-100 will help with increased cost.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Students gain valuable skills in a high-demand field. Strong foundation in technical communication (CAD/blueprint, Quality), basic machining, basic CNC programming, basic electricity, basic PLC programming, and precision measurement practices.

3.2 What are the identified or potential weaknesses of the program?	Financial difficulties to keep the latest technologies in the learning environment.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Due to the hands-on nature of the manufacturing environment most courses are of traditional format or hybrid with only one program-specific course online. Student satisfaction surveys indicate a strong preference for traditional format over other forms.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No, this program is working toward the definition of a career pathway program.
	
	 1) All programs of study must be developed through secondary and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders.
	
	 Advisory council and faculty, including dual credit, are exploring work-based training opportunities to help evaluate the program annually and determine which skills, licenses, and courses are needed to meet industry and academic needs. We are making progress that will improve the program based on the career pathway elements.
	
	 2) Programs of Study must align instruction with employer-informed technical and essential employability competencies conducive to a high-skill, high-wage, and in-demand occupation. How are employability skills incorporated into the curriculum?
	
	 We maintain contact with our Professional Advisory Council (PAC) but are now reaching out with monthly communication rather than biannually. We are also currently reviewing EMSI data for further guidance on program content.
	
	 3) Programs of Study must provide a non-duplicative, fully articulated sequence of courses from secondary through postsecondary.
	 We currently offer dual-credit courses with a local high school and are attempting to expand these offerings to three other area schools. The program has articulation agreements with Mt. Carmel High School and state universities that will allow seamless transfer from our CTE program to a BS degree at those institutions.
	
	 4) Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
	 • **Team-based challenges and/or CTSOs; and**
	 • **One or more of the following, at both the secondary and postsecondary levels:**
	     o **internships**
	     o **career-related service learning**
	     o **paid work experience**
	     o **on-the-job training**
	     o **incumbent worker training**
	     o **transitional jobs**
	     o **apprenticeships (i.e., youth, pre-, registered, non-registered, research)**
	     o **student-led enterprise**
	     o **remote work for a client/employer**
	     o **school-based enterprise**
	     o **cooperative work agreement**
	     o **clinical experience**
	
	 Work based training is accomplished through industry partnerships and demonstrations of technology by industry in the classroom. Industry personnel are also educated on campus through evening course offerings specified by local manufacturers. All students are enrolled in an employment skills course which teaches skills and professional development for students entering the workforce.

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

WVC and the Mt. Carmel High School teamed up with the Area Economic Alliance to increase interest in manufacturing careers by developing a marketing plan called AAMP. AAMP is a cooperative education program between MCHS and WVC to increase the number of qualified applicants for manufacturers, packagers, distributors, and related businesses and to increase job opportunities for students in the Mt. Carmel area. The program ensures students entering junior-high are informed about manufacturing careers, dual credit classes at the high school, and dual enrollment opportunities their senior year. Taking the entire AAMP program accelerates time to graduation and reduces the cost of the degree. Articulations with Southern Illinois University and Advanced Manufacturing AAS complete the pathway for those interested in a BS degree or higher.

6) Programs of Study must include challenging academic instruction and wraparound services to facilitate successful student progression. Helps an individual enter or advance within a specific occupation or occupational cluster.

The faculty and advisory committee recommend adding a class (GEN 1298) in which students examine industry certifications, specific area industries, and employment opportunities in the community while attending college. WVC has the full complement of staff for the Academic Success Center, Library, Financial Aid, and other student services to facilitate success.

7) Program of Study instructors must collaborate with industry professionals, engage in professional learning, and meet specified qualifications.

WVC's Lead Instructor is engaged in professional development activities annually and takes coursework from SIU to advance his skills and maintain contemporary experience in the field. Our Leadership and Psychology courses aid in professional development; while work-study and internship opportunities are encouraged, we are seeking more internship opportunities in the immediate area. We are also providing incumbent worker training and seeking more opportunities for this.

8) Programs of Study must be offered in accessible facilities that use industry-standard technology and equipment.

Advanced Manufacturing has been fortunate with grant funding over the past 15 years. Manual machining equipment is in good shape, but CNC equipment is approximately twelve years old. New PLC units have been added within the past two years and robotics and automation equipment is in good repair. Most software (CAD and CAM) are updated yearly and computer technology upgraded as needed to support said software.

	9) Programs of Study must be continually evaluated and improved upon in collaboration with stakeholders and advisory committees. Yes, academic and program advisors interview and assist students in achieving their professional and educational goals.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes. A. The program has an advisory council which informs the college of state, regional, and local labor market conditions. The lead instructor offers continuing education opportunities for district employees regularly to meet the needs of local industry. The college has stackable certificates imbedded with the program. B. The program offers dual credit, stackable credentials, and continuing education courses to encourage lifelong learning and meet the needs of local and regional employers. The program will target recruitment efforts toward priority populations identified in the WIO Act Unified State Plan. C. The program ensures students have access to career exploration, academic advising, and support services through WVC's Student Services and Academic Skills departments. The college partners with various agencies but a renewed effort to build relationships with K-12, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners is needed. D. The coursework provides competencies specifically geared toward foundational professional skills. The program is exploring internships for students in work-based opportunities. These give students opportunities to practice and enhance the skills and knowledge gained in their program of study as well as to develop employability. E. The program uses Campus Labs to document assessment of students' skills, competencies, assets, and support service needs as they move through their career pathway and its program. The lead instructor has developed unique delivery options for traditional, hybrid, and online to better reach the populations challenged by their life situations. New efforts to provide modularized instruction in new modalities with technological advancements will be explored. F. WVC offers Adult Education courses allowing students to attain a secondary school education and diploma. The WVC Foundation offers scholarships for those GED completers to enroll in college. WVC has partnerships with several organizations through WIOA and the local community to assist those priority populations with the greatest chance of success. Further action is needed to ensure access to the Advanced Manufacturing curriculum by priority populations identified by WIOA. G. The lead instructor and several part-time instructors support local industry in the district by providing various coursework and training for new and existing workers. Further partnerships and an increased marketing effort are planned for the upcoming academic year.

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The leveraging of video recording for lab procedures and screen captures of software usage (CAD/CAM) has allowed students to review lessons at their own leisure. This seems to free them to make mistakes during the F2F courses with less anxiety. We would like to engage in a formal partnership with one or more local employers to offset student costs and to better serve those employers in the long run. We are also part of an alliance with a local Economic Alliance group dedicated to growing local businesses and attracting new ones. In traditional format courses we also utilize our LMS to provide additional information from lectures/labs to reinforce what has been communicated F2F. Many lab demonstrations are also recorded so that students may review them after-the-fact.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	We offer several of our core courses to Mount Carmel High School students and hope to attract three other high schools with the same offerings. Those courses are: CAD I, Introduction to CNC, Precision Measurement, Industrial Safety, and Basic Welding
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Internship opportunities exist with local employers, including machinist, CAD, and Engineering department positions. These allow students to gain even more practical experience outside of the classroom environment and provide opportunities to apply critical thinking skills to real-world experiences. Internships are not required in the program, but available for students to complete.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Not currently.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Not currently but we are reviewing available credentials for a variety of classes from SolidWorks, Society of Manufacturing Engineers, and the National Institute for Metalworking Skills.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Capstone Program for entry into Southern Illinois University School of Engineering
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes. The Area Economic Alliance appointed a new President who is very active building connections between the industry employers and WVC students seeking employment. Mr. Newman's (AEA) engagement with the program and college fostered a new dual credit marketing plan, additional PAC members, and higher visibility in our communities.

3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Courses in advanced use of our LMS and leveraging audio/video technologies are offered as well as professional development opportunities at district-wide development days. Beyond this, instructors have opportunity to take ongoing courses with software vendors/representatives. Professional development and continuing education with our software packages and equipment should continue as those products evolve.
3.16 What is the status of the current technology and equipment used for this program?	Manual machining equipment is in good repair but is aging; current CNC equipment is approximately twelve years old, in good repair, but not the latest technologies. New PLC units have been added within the past two years and are in good repair; robotics and automation equipment is in good repair, approximately 12 years old. Most software (CAD and CAM) are updated yearly and computer technology upgraded as needed to support said software.
3.17 What assessment methods are used to ensure student success?	We use a mix of pre/post testing and practical application experiences and testing along with daily observation of progression.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are posted in our Campus Labs software and are presented to other faculty during assessment meetings.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We have allowed more time for practical application testing to reduce student anxiety, provided more opportunity for practical application by opening the labs to students when not in use. We have also changed some of our textbook requirements to improve the quality of course content.
3.20 How satisfied are students with their preparation for employment?	Of students who responded (for years available): 2020 students were 100% very satisfied with preparation for employment. 2019 students were 100% very satisfied with preparation for employment. 2018 students were 50% very satisfied, 33.33% were somewhat satisfied, 16.67% somewhat dissatisfied.
3.21 How is student satisfaction information collected?	Via surveys for current students as well as graduates.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers in our PAC review course offerings and curriculum. Those that currently employ students or graduates offer feedback on trends that they note in knowledge and skills. Many of our PAC members do offer positions for our current students to help them put their education in use in a real-world environment and provide more hands-on experiences.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Our PAC is involved by reviewing course offerings and suggesting course/program changes. We have changed the frequency of communication with our PAC and now reach out to the members monthly via email and spontaneously via email or phone to help strengthen the mutual relationship.

3.24 How satisfied are employers in the preparation of the program's graduates?	Employers within our PAC are generally satisfied with graduate preparation for their facilities. Emsi's workforce profile data shows Wabash Valley College has 6 alumni working regionally in the occupations Structural Metal Fabricators and Fitters, Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic Machinists, Multiple Machine Tool Setters, Operators, and Tenders, All Other, and Computer Numerically Controlled Tool Operators. These 6 alumni represent 1.88% of regional profiles working in these occupations, which ranks WVC fifth among regional talent providers.
3.25 How is employer satisfaction information collected?	Information is collected through ongoing communication and suggestions from our PAC members that have recent graduates in their employ.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Additional 2+2 agreements would serve our graduates well. The faculty recommended adding Career Pathways to Success and a slight modification to the sequence of coursework.

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

Parents tell their children that workers in factories are underpaid, overworked, and could find better employment within our communities. The college should implement an enrollment management plan with elements that aim to dissuade those old stereotypes of factory work with imagery of actual working conditions in modern manufacturing facilities in our area. Recruiting a diverse student population within the district to increase minority and disadvantaged student enrollment is important for the program and our communities. Marketing materials with imagery of successful women and minorities in industrial settings may help enroll a more diverse cohort.

Performance and Equity

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

CTE Program	Advanced Manufacturing				
CIP Code	15.0613				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	13	9	11	8
Number of Completers	7	10	2	1	2
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment numbers suggest that further recruitment efforts are needed. Completion rates could be increased by career exploration prior to enrollment as well as increased support to students with life challenges.
What disaggregated data was reviewed?	Gender, ethnicity, Pell Grant status, cohort year
Were there gaps in the data? Please explain.	We have more non-Pell eligibility than those who are eligible and a large gap in gender representation.
What is the college doing to overcome any identifiable gaps?	Expanding recruiting to increase reach to a more diverse enrollment. Reaching out to female professionals in the field to speak to potential students.
Are the students served in this program representative of the total student population? Please explain.	No, student diversity with respect to gender and race is low as compared to the student population. Economic diversity is also low as we have more non-Pell eligible students than average.
Are the students served in this program representative of the district population? Please explain.	No, student diversity with respect to gender is very low as compared to the district population.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale	Timely modifications to the curriculum and sequence of coursework are needed to address the changing technologies in manufacturing. Additional development of a 1-year certificate in Machining will be explored.

Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The faculty modified the curriculum during the Fall 2020 semester to be implemented during the 2021- 2022 academic year. Course modifications based upon assessment results are implemented immediately or as soon as possible. The faculty recommended adding Career Pathways to Success in the first semester and a slight modification to the sequence of coursework. Program outline updates occur in April to make the final edit of the printed catalog.
Resources Needed	Additional technology upgrades are planned to utilize available district funds.
Responsibility Who is responsible for completing or implementing the modifications?	The faculty recommended modifications are carried out by the Dean of Instruction and various District Office staff.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Lincoln Trail College
Academic Years Reviewed:	2016-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Manufacturing Skills	**C272** **INDMG**	**21**	**150613**	

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?	Manufacturing Skills provides students with enhanced industrial career opportunities. Students select from one of four directed manufacturing focus areas—Broadband Telecom, Construction, Process Technology, and Welding—to acquire technical training for employment prospects. Students earning the Manufacturing Skills Certificate may also work towards the Industrial Management AAS by completing the Supervisory Skills and Workplace Skills Certificates in addition to Manufacturing Skills.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	This program struggles with enrollment. During this review cycle, only two people enrolled and completed the program. While the completion rate is 100%, the data is too low for meaningful analysis.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The previous review also recognized challenges with enrollment. To rectify that challenge, the College worked with a local aerospace assembly employer to develop a focus area (Aerospace Assembly) to reinvigorate the program. Although courses were developed, they were not submitted for approval.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The LTC Program Review Team for Manufacturing Skills includes: • **Mr. Brent Todd**, Dean of Instruction; • **Ms. Erin Volk**, Director of Instructional Services; and • **Mr. Dennis York**, Broadband Instructor. Mr. Todd organized the Review Team, gathered additional data, and summarized the results of the program review process in the CTE Review Instrument. Ms. Volk also reviewed the document and provided input. Mr. York will become the lead instructor for the program during the 2021-22 academic year and, as such, provided input to the review document.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Additional IECC stakeholders and participants include: • **Mr. Brandon Weger**, Program Director of Assessment. Mr. Weger's office provided data regarding industry demand, enrollment, completion, and assessment.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The Instructor, Advisor, and Dean reviewed course prerequisites; they do not recommend changes.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program requires 21 hours. Rationale for hours beyond 30 is not necessary.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The college reviewed Emsi occupational data collected for: Manufacturing Engineering Technology or Technicians, which may include occupations such as: Helpers—Production Workers; Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic; Packing and Filling Machine Operators and Tenders; Production Workers, All Other; and Industrial Productional Managers. Per Emsi, there are 644 annual openings in these target occupations in the IECC region. Data suggests a 3.4% increase in the target occupations between 2019 and 2024, compared to a national average of 4.5%. Medan earnings in the IECC region are $16.49/h or $34,300/year, compared to the national average of $15.99/hr or $33,300/year.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The IECC region experienced net negative growth between 2014 and 2019 in the target populations.
1.3 What labor market information sources are utilized?	LTC used Emsi data to review program need. Emsi gathers data from official government sources including the US Census Bureau, Bureau of Economic Analysis, and bureau of Labor Statistics. For the Manufacturing Skills program, Emsi identified data related to Manufacturing Engineering Technology or Technicians (15.0613), which may include occupations such as Packing and Filling Machine Operators and Tenders (51.9111); Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (51.4030); Production Workers, All Others (51.9199); Industrial Production Managers (11.3051); and Helpers—Production Workers (51.9198).
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	As evidenced by enrollment, the College has not ensured a sufficient pipeline for the labor market.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Review Team considered market demand and wages at local, state, and national levels as well as enrollment completion rates to determine if the program is sustainable.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The College will explore the partnership with the local aerospace industry employer that began during the last review.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	This program was offered to only two students during the review cycle. Instructors were paid at independent study rate and no supplies or equipment used, making Manufacturing Skills a highly cost effective program; however, due to the low number of enrollees, this data is misleading. More enrollment is needed to accurately determine the cost effectiveness of the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The costs to the program are minimal and no grant funds were used.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	N/A
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students enrolling in Manufacturing Skills pay $100 per credit hour in tuition, costing $2,100 plus fees for the program. Fees vary by course modality, student status, and other factors.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost did not result in any actions or modifications.
Indicator 3: Quality	**Response**

3.1 What are the program's strengths?	The program is stackable within the Industrial Management AAS and includes three (previously four) directed manufacturing focus areas, allowing students to specialize in an industry.
3.2 What are the identified or potential weaknesses of the program?	The program does not have a lead instructor like other CTE programs at LTC. The lack of a lead instructor means that no one has taken ownership of the program and promoted it to students outside of general college recruitment practices.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The program is offered in conjunction with other, existing programs at LTC, including Broadband Telecom, Construction, Process Technology, and Welding. As such, course modalities include a combination of face-to-face, hybrid, and online courses.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	This program is not part of a program of study.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	The program does possess two elements of career pathway. For example, the curriculum is rigorous and high quality and there are opportunities for student learning and credential attainment beyond this Certificate.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The directed manufacturing focus areas that allow students to specialize in one industry is innovative.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	All courses required in the Manufacturing Skills Certificate and its directed focus manufacturing areas are available to high school students as Type D dual credit courses.

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

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	There are no work-based learning opportunities for this program.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no industry-recognized credentials embed within this program.
3.11 Is this an apprenticeship program? If so, please elaborate.	This is not an apprenticeship program.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation or cooperative agreements in place for this program.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The College did not establish any new partnerships for this program since the last review.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Instructors may attend the Fall and Spring Opening Day professional development opportunity as well as the district-wide workshop in October. LTC has a process for instructors to request curriculum-specific professional development through seminars, workshops, conferences, and other means.
3.16 What is the status of the current technology and equipment used for this program?	The current technology and equipment are appropriate for this program.
3.17 What assessment methods are used to ensure student success?	Instructors have not participated in course or program assessment for Manufacturing Skills.
3.18 How are these results shared with others at the institution for continuous improvement?	N/A

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	N/A
3.20 How satisfied are students with their preparation for employment?	IECC did not measure this outcome.
3.21 How is student satisfaction information collected?	IECC did not measure this outcome specifically for Manufacturing Skills; however, district-wide, students complete a satisfaction survey. No concerns have arisen about the program via this survey tool.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	LTC's Industrial Management Advisory Council (which includes Manufacturing Skills, Supervisory Skills, and Workplace Skills Certificates) is a collaborative effort with its Welding Advisory Council. The College recommends merging the Manufacturing Skills Advisory Council with the Broadband Telecom or Process Technology programs instead of Welding.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Council recommended the directed manufacturing focus areas, which the College implemented since the last review.
3.24 How satisfied are employers in the preparation of the program's graduates?	N/A
3.25 How is employer satisfaction information collected?	The Advisory Council meets annually. Employers provide feedback if they hire graduates of the program. The College has no data to date regarding employee satisfaction of Manufacturing Skills students.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The College recommends merging the Manufacturing Skills Advisory Council with the Broadband Telecom or Process Technology programs instead of Welding. Broadband and/or Process Technology instructors will support the program and serve as lead instructor(s) going forward.

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

The lack of a lead instructor for Manufacturing Skills created a barrier in recruitment. The College will identify a lead instructor for the next cycle.

Performance and Equity

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

CTE Program	Manufacturing Skills				
CIP Code	150613				
	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)	Year 4 (2019)	Year 5 (2020)
Number of Students Enrolled	1	1	0	0	0
Number of Completers	1 (100%)	1 (100%)	N/A	N/A	N/A
Other (Please identify)	N/A	N/A	N/A	N/A	N/A
How does the data support the program goals? Elaborate.	Two students enrolled in the Manufacturing Skills Certificate during the review period—1 student in 2016 and 1 student in 2017. Both students completed the program.				
What disaggregated data was reviewed?	The College reviewed enrollment and completion data for this review. The Review Team did not include assessment data because program outcomes have not been completed for Manufacturing Skills, nor have the instructors participated in formal course assessment.				
Were there gaps in the data? Please explain.	Three review years—2018, 2019, and 2020—lack data due to no enrollment.				
What is the college doing to overcome any identifiable gaps?	The College will create an action plan to increase enrollment in the program (See Intended Action Steps).				
Are the students served in this program representative of the total student population? Please explain.	Of the two students enrolled and completing the program, one is female, one is Pell eligible, and one is White. Due to the small number of enrollees, this data is not valuable in terms of identifying its representativeness of the student population.				
Are the students served in this program representative of the district population? Please explain.	Of the two students enrolled and completing the program, one is female, one is Pell eligible, and one is White. Due to the small number of enrollees, this data is not valuable in terms of identifying its representativeness of the district population.				

Review Results

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

Summary Rationale Please provide a brief rationale for the chosen action.	The Manufacturing Skills Certificate is a stackable credential within the Industrial Management AAS. Although the program has unique features such as its stackable nature and its directed manufacturing focus areas, it struggles with enrollment. The Review Team believes the lack of enrollment may be contributed to the need for a lead instructor to take "ownership" of the program. The past review indicated a need from local industry and a potential partnership, but that partnership did not develop.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Assign a lead instructor to teach for and help build the program; 2. Write program outcomes; 3. Assess student learning at course and program levels; 4. Explore the partnership with Flying S and an aeronautical focus area that began in the past review, but did not come to fruition; 5. Engage the Advisory Council more and possibly merge with Broadband Telecom or Process Technology's Advisory Councils instead of Welding. 6. Inactivate or eliminate the program before 2025 if enrollment does not increase.
Resources Needed	No resources are needed at this time.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Instruction will take the lead in meeting these action items.

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Service Technology	**D520 AUM**	**70**	**470604**	**Auto Maintenance & Repair C519** **Automotive Repair Technician C521** **Auto Service Technology I C531** **Auto Service Technology II C532** **Light Vehicle Diesel Service C533**

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 goals and objectives of the Automotive Service Technology programs at OCC are that program completers become technicians in general automotive repair. Upon finishing the OCC program, students can transfer to a four-year program, making them eligible for more senior positions within the industry. Students will: 1. comply with industry safety standards relating to shop behavior and equipment. 2. demonstrate punctuality, organizational skills, and management skills to be a successful automotive technician. 3. demonstrate ability to use electronic information systems to obtain relevant information for vehicle service. 4. troubleshoot and solve automotive problems using appropriate diagnostic processes. 5. communicate effectively, both orally and in writing.
To what extent are these objectives being achieved? Please detail how the achievement of program objectives is being measured or assessed?	In the five years covered in this review, 50 students completed the program. Of those graduates, the vast majority took positions within the community or surrounding areas in Automotive Service.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continue with minor revisions. "The Automotive Service Technology program should overhaul the D520 program. It combined many smaller courses into comprehensive courses to simplify the program and improve retention and graduation rates. There has also been the addition of the C533 Light Vehicle Diesel Certificate to aid the students in the growing market." Yes, overall and changes in the curriculum took place as outlined in the previous review.

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also, describe their role or engagement in this process.	Tyler Boyles: Lead Instructor AUM OCC (narratives, writing, and data collection) Michael Conn: Dean of Instruction at OCC (costs, narrative, organizing, review, and action determination) Linda Shidler: Director of Academic Success (disaggregated data and data entry) Vicki Thompson: CTE Advisor for OCC (input for advising) Amy Dulaney: Perkins Director OCC (Perkins related data, equity narrative) Brandon Weger: Director of Institutional Effectiveness, IECC (data collection, completion rates, and reporting) Alyssa Maglone, Assistant Dean of Academic Services, IECC (data, editing, and coordination) Erin Powers, Administrative Assistant to the Dean (proofreading) Each partner shared their input regarding curriculum planning expertise, assessment analysis, student success coordination, and data mining.
Stakeholder Engagement Please list other stakeholders and participants engaged in this process (i.e., Student Support Services, students, employers, etc.) Also, describe their role or engagement in this process.	Student and Employer information was collected and shared through various processes such as surveys and Area Planning Councils. Employers, who support the program, directly impacted the review. Information regarding foci of the program and the satisfaction of using a curriculum that supports employment "soft skills" were solicited.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert complete data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	High school diploma or equivalent and placement testing are the pre-requisites for this program. The last five years have seen a revision in all student placement at OCC. Multiple measures, utilizing high school transcript information, standardized test scores, placement testing, place students.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Within the 70-hour Associate in Applied Science Degree, four classes are 10 credit hours. This extended time each week allows the students to mimic the workplace environment by servicing and exploring many issues and including a lecture component to either debrief a situation or prepare for the challenges they will encounter. This lecture/ hands-on delivery allows the instructor to activate background knowledge and review learning to complete the cycle of experiential learning. (concrete experience-reflective observation-abstract conceptualization-active experimentation)

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	In examining the EMSI Occupational Overview data, the regional demand for this program and graduates is higher than the National Average. From 2020-2030, it is estimated that the area will see a 3.9% growth while the national average demand will be reduced by -0.7%. This represents a 4.6% difference.

1.2 How has demand changed in the past five years, and what is the outlook for the next five years?	While the demand for those in the AST field has increased, those completing programs have decreased substantially within the region (minus approximately 1000). The trend for need will continue upward while the trajectory predicted (if it holds true) indicates fewer people completing the programs.
1.3 What labor market information sources are utilized?	Emsi, Occupation Overview and Illinois Department of Employment Security (IDES).
1.4 How does the institution/ program ensure a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this program?)	IECC has a Dual Credit program within local high schools. The advisors and guidance counselors work collaboratively to recruit students with interest in AST. A Jobs and Careers workshop is presented at the colleges each year for local high schools.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The curriculum is updated on a 5-year cycle. Syllabi are reviewed and updated. Periodic changes are made to the curriculum based on the advisory council meetings. Academic curriculum meetings occur once a semester and then report to the college council for updates and suggestions. The administration pays attention to student satisfaction results and advisory councils regarding suggestions for changes to the curriculum.
1.6 Did the program review need to result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes, evaluations and assessment activities lead to changes in the online delivery systems. The instructor is adjusting the online offering to move away from an outsourced LMS to transfer all content into Canvas learning systems. Besides, the instruction has adjusted testing to be more hands-on and formative in methodology. The institutor is expanding industry partnerships with Toyota and local car dealerships and expanding dual credit offerings.
Indicator 2: Cost-Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g., grants, etc.)?	Program costs reviewed include salaries, benefits, and instructional supplies for FY2020— with an average cost per unit of $225.88. In general, the per credit hour cost of Automotive is less than that of remedial ($557.98) and health ($516.13). Cost breakdown: Instructor total cost $56,933.30 per year (lead plus pay) Budget $8500 for consumables Funded by education fund with supplemental funding from Perkins for equipment and software.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	N/A
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Tuition: $2760 Fees: $1090 Books and Supplies: $946 IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans according to the required regulations for each program. Scholarships are available through the Student Services office and the college foundation. Tuition waivers are offered in exceptional circumstances.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	We are exploring an increase in the consumable budget.

Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The program's strengths are excellent instructors, updated equipment, ample space for students to work, long-established relationships with local businesses, and a robust curriculum. The instructor works with every student to ensure they comply with all shop safety rules and equipment use. The instructor evaluates the students daily to ensure proper diagnostic techniques and a safe working environment. The students are evaluated on their attendance, online tests, NATEF task sheets, and ASE Student Certification Exams. The OCC Automotive Service Technology program uses various assessment tools to make sure students are progressing successfully. Currently, the use of NATEF task sheets is the primary source of assessment. This gives the instructor graded sheets that are used and visual inspection of the diagnosis/repair of the automobile.
3.2 What are the identified or potential weaknesses of the program?	Dated building (one of the oldest at OCC), parking lot requires repair and declining enrollment.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare the success rates of each delivery system?	This program has various delivery methods. The program utilizes hybrid courses to replace a portion of the traditional face-to-face instruction with web-based online learning. Online instruction can include video lectures, discussions, and other related activities. This allows us to use the time students are on campus for focused, hands-on learning in the shop. We do not compare success rates between delivery systems.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[2]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	**(A) incorporates challenging State academic standards**; program participants use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications. They make correct insights about when it is appropriate to apply academic skills in a workplace situation through the Experiential Learning Cycle. Challenging state standards include standards which achievement shall include not less than 3 levels of achievement; this program does demonstrate more than three levels of achievement. **(B) addresses both academic and technical knowledge and skills, including employability skills;** Workplace Dynamics as defined within this program include how coworkers interact, how responsibilities are delegated, and how dedicated workers are to the company's mission generated as quality service. **(C) is aligned with the needs of industries in the State, region, or local area; IECC area hosts a higher supply of AST jobs within the region** than the national average. Also, within the national averages adjusted for the region size, the aging population indicates a need for newly trained AST. The 55 and over demographic is employed in over 21% of the jobs. **(D) progresses in specificity;** five certificates that progress in rigor and specificity leading to a degree are offered. **(E) has multiple entries and exit points that incorporate credentialing**; five certificates are offered within the parent program **(F) culminates in the attainment of a recognized postsecondary credential**. Associate in Applied Science is offered at the end of the program.

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

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program related to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	(A)Aligns with the skill needs of industries in the economy of the State or regional economy involved: IECC area hosts a higher supply of AST jobs within the region and 21% of the workforce within a 55+ age group. (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.2: students completing each level are prepared to move to the next level of certification and/or complete a degree (C)Includes counseling to support an individual in achieving the individual's education and career goals; AST has an assigned program advisor, who meets with each student once a semester and holds office hours, for four hours weekly, on-site. The advisor works with students in moving through the certificates and completing a degree. (D)Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster: Various skills are taught within the program and occur concurrently with technical training. Non-technical skills such as interacting in a productive workplace, solving problems, and managing workloads are part of a comprehensive curriculum. (E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable: The program advisor in partnerships with the instructor, financial aid counselor, and academic success center director work to assist individuals through the certification and degrees offered. (F) Enables an individual to attain a secondary school diploma or its recognized equivalent. At least 1 recognized postsecondary credential: An AST program is being developed. The college has another Integrated Education and Training (IET) program accredited within the manufacturing cluster. The next IET program cluster will focus on transportation. (G) Helps an individual enter or advance within a specific occupation or occupational cluster: Students entering the program have multiple exit points that are also adaptable to reentering the program, allowing for flexibility in completion should the individual need that adjustment.
3.6 What innovations contributing to quality or academic success have been implemented within this program that other colleges would want to learn about?	OCC Automotive programs use *Electude* curriculum and as a learning platform. They are moving to imbed the curriculum into *Canvas* LMS. This program replaces traditional textbooks and is designed for visual and kinesthetic learners; it includes more than 500 lessons and features animation and simulations with enabling learners to engage in experiential learning before entering the shop. The program has utilized a 1:1 ratio of iPads for students for automotive diagnosis and problem-solving.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, the program offers multiple dual credit opportunities, including a short certificate. Richland County High school is the leading partner. Clay city, Newton, and Red Hill High School will join starting the 2021-2022 semester.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students engage in real-world Automotive Service issues as the program operates as a "shop." Community members' vehicles are brought in for repair. The students are guided through the repair in both lecture and hands-on activities. Students work together as colleagues, which mimics the dynamics of workplaces. These opportunities could be improved by adding state-of-the-art technology and purposefully searching for vehicles in need of servicing for a wide range of issues. The program also incorporates internships as a work-based learning model.
3.9 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. Automotive technology, NATEF).	While the program is not NATEF certified, the courses meet the standards established by the National Automotive Technicians Education Foundation. The instructor is NATEF certified.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, upon completion of certain courses, students can take ASE certification tests. AUM 1271 – ASE Brakes (A5) AUM 1265 – ASE Engine Repair (A1) AUM 2261 – ASE Automatic Transmission (A2) AUM 2271 – ASE Suspension and Steering A4) AUM 2221 – ASE Electronics Systems (A6) AUM 1270 – ASE Heating and A/C (A7) AUM 1202 – ASE Engine Performance (A8) AUM 2261 – ASE Manual Drive Trains (A3) AUM 1271 and 1272 – ASE Light Vehicle Diesel (A9)
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There is an articulation agreement with Southern Illinois University at Carbondale for their Bachelor of Science in Automotive Technology program.
3.14 Have partnerships been formed since the last review that may increase the program's quality and courses? If so, with whom?	Yes, the program has formed multiple partnerships with local employers—for example, the program partners with Toyota for donations and engine repair tools. The list of possible internships grows every year to include new partners and links for possible employment opportunities.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development needed?	The program has a professional development budget for each year. Online professional development opportunities are provided by the institution. The instructors attend various professional development training pieces; keeping current in a growing and ever-evolving field is essential.
3.16 What is the status of the current technology and equipment used for this program?	The computers are new. The software is updated annually for instruction and estimating repair costs. iPads are available for all students with diagnostic software to hook up to the cars when they are worked on.

3.17 What assessment methods are used to ensure student success?	Students are assessed using both formative and summative strategies. The formative assessment allows for correction or relearning to be addressed in incremental, hierarchical steps. Summative assessments are used to evaluate the students' learning over a period and over the length of the program. This summative evaluation also allows the program to be revitalized when necessary, either in content, goals, objectives, or outcomes. Projects, portfolios, and writing assessments are also utilized in this program.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are shared with the Assessment Team, Curriculum Committees and reviewed by the Dean and instructors during annual review processes. The initiation has a formal assessment of the student learning process. Results are also shared via: • Website • Advisory Committee Meetings held once each semester • Total Faculty Meetings • Campus Faculty Meetings • Start of term Workshops Curriculum revisions are dynamic and based on evidence-based practice. The curriculum revision process is shared with faculty and addressed at Total Faculty meetings. The program advisor is on-site for four hours weekly. Students with "progress reports" that could signify pending issues are flagged within the system and conveyed to those with a shared interest in student success.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The curriculum is constantly updated to industry standards. The instructor has created pathways for dual credit partners and has made multiple revisions to the core curriculum. The online learning modules are currently under review and will move to Canvas over the summer.
3.20 How satisfied are students with their preparation for employment?	High satisfaction rate > 90% from student satisfaction surveys.
3.21 How is student satisfaction information collected?	Student satisfaction surveys for the program are part of the larger process to collect information from all CTE programs students and employers.
3.22 How are employers engaged in this program? (e.g., curriculum design, review, placement, work-based learning opportunities)	Employer input is also greatly valued and solicited throughout the year and within planned Program Advisory Council meetings. The employment of service technicians is expected to increase due to the service requirements and complexity of vehicles. Employers are vital in keeping the program in touch with the ever-evolving needs of and from their workforce. These partners also engage with students through internship opportunities.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory committee meets with the instructor for a required amount of time. Between these meetings, informal information gathering sessions happen regularly as the instructor and employers are engaged in an active professional network within the area. Reviewing the curriculum is essential to keeping up to date with needs; this more formal process could be more regulated to improve the program.

3.24 How satisfied are employers in the preparation of the program's graduates?	Employers state satisfaction at the advisory councils and through continued partnerships and conversations.
3.25 How is employer satisfaction information collected?	AST Program Advisory Committee includes: • Birch's Auto Service and Towing • Eagleson Automotive • J & A Auto Clinic • Tom's Snap-on Tools • Y=Yard • Ritters's Auto Repair • Chaplin's Transmission • Webster Tire and Auto • RPM Truck repair • Emmerich Automotive These employers offer guidance on techniques and types of repairs most common and skills and training they are looking for in the future of their organizations. Those suggestions and conversations translate into curriculum adjustments and foci.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes, updating of testing options and updating of the online learning environment. The old LMS is going to move to *Canvas* for consistency across the college offerings.

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

Funding for materials, dated building, marketing, student preparation, and the Covid-19 pandemic, which lead to disruptions of face-to-face instruction, are all barriers encountered in the last five years while implementing this program. Additionally, a high turnover rate of adjunct employees has been a barrier.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Automotive Service Technology				
CIP Code	470604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2016: 18	2017: 17	2018: 19	2019: 13	2020: 10
Number of Completers	14	13	12	8	3
Other (Please identify)	10 dual credit students	25 dual credit students	25 dual credit students	40 dual credit students	40 dual credit students
How does the data support the program goals? Elaborate.	The percentage of completers to those enrolling ranged from 76% to 33%, averaging 65% over the five years. The majority of the students showed mastery of automotive service technology and knowledge to diagnose and repair problems as demonstrated using both hands-on assessment and those contained in *Electude*. Dual credit has proven very popular with the local high school with high enrollment numbers and a situation where we max out our dual credit enrollment courses for automotive repair. We equate the low completion rate of 2020 to the COVID epidemic.				
What disaggregated data was reviewed?	The data is disaggregated by year, program of study, Pell eligibility, gender, and ethnicity.				
Were there gaps in the data? Please explain.	The program has a low enrollment by ethnicity and gender. The gaps are in how these characteristics and attributes might impact the completion of the program.				
What is the college doing to overcome any identifiable gaps?	IECC has and will continue to concentrate on recruitment and advertisement for programs in Automotive Service Technology. By concentrating on recruiting from the high schools, college fairs, job fairs, local employees, and local advertising, OCC hopes to attract more non-traditional students to the program by emphasizing the average pay and employment possibilities.				
Are the students served in this program representative of the total student population? Please explain.	The students in the AST program / OCC, student pop = Male (female) 90.1% (9.9%) / 38% (62%) White/ (other)94% (6%) / 94% (6%) The program reflects the district served by OCC except for gender as AST is a traditionally male-dominated program of study.				
Are the students served in this program representative of the district population? Please explain.	The students within the program / district Male 90.1% / 49% White 94% / 92% Not Pell Eligible 43% / 77% The program reflects the district served by IECC except for gender as AST is a traditionally male-dominated program of study.				
Review Results					

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Automotive Service Technology program represents a viable, growing program within the area. Enrollment has declined at the same trendline as the overall IECC enrollment has declined. The labor market needs and the average salary indicate a career that represents an above-average salary and employment opportunity compared to other regional careers.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1) Focus on recruitment and marketing, May 2021, coordinate a social media recruitment drive using Facebook and Instagram, Deanna Ratts, Coordinator of Public Relations and Marketing OCC. 2) Invest in Dual Credit recruitment, May 2021, visit local high schools and guidance counselors, and present information in brochure form or public forum for students and parents.
Resources Needed	The resources needed are time and technical help to update the online modules in Canvas. Coordinate with Deanna Ratts in developing and printing brochures. Another resource needed is more effective marketing and funding for equipment upkeep.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time Instructor of the Automotive Service Technology Program. Perkins Director Dean of Instruction Director of Instructional Services Assistant Dean of Academic Services

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Technology **Light Vehicle Diesel Service**	**D522 AUM** **C533**	**68**	**470604**	**C523** **C526**

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?	Students will: • Demonstrate the use of the diagnostic process when addressing automotive problems. • Demonstrate the ability to use electronic information systems to obtain relevant information for vehicle service. • Demonstrate the ability to use shop tools and equipment properly and safely. • Demonstrate appropriate mastery of knowledge, skills, and modern tools to be a successful automotive technician. • Communicate effectively, both orally and in writing.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Assessment for the automotive department is collected using two formal methods: 1. The first is a lab task sheet utilizing ASE (Automotive Service Excellence) tasks provided to the program as part of its accreditation. As a student completes and masters these individual tasks, a grade and the date is noted in the task book so he/she can track progress. 2. The second is a summative assessment in the form of the entry-level ASE test provided to students at the end of each course. Program objectives are assessed through the ASE task book, entry-level ASE tests, and observations of the program faculty. Since the objectives are common to every course offered, student assessment data is gathered in every course.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program was to continue with minor changes. Based on feedback from the advisory council and local employers, we have continued to review and update the program as needed since the last review. The program added a diesel simulator that has allowed the addition of an elective course in diesel performance. The program has also added an electrical

	simulator that has enhanced both college and dual credit electrical courses.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Rodney Maxey: Lead Faculty – Automotive Technology Ben Morgan: Automotive Technology Program Lab Assistant Paul Bruinsma: Dean of Instruction – Frontier Community College Kara Blanton: CTE Advisor – Frontier Community College Brandon Weger: Program Director of Institutional Assessment and Effectiveness
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	The automotive advisory council provides regular feedback on and suggestions for our Automotive Technology Program. Our K-12 partners provide feedback related to dual credit offerings and student need. The CTE advisor provides student services input.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Entry-level test scores for the Automotive Technology Program and/or automotive courses were adjusted to reflect what realistically would be needed for a person to be successful in the program. This allowed more students to qualify for the program giving them opportunities to be successful.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Automotive Technology Degree (D522) and Automotive Service Specialist Certificate (AUM C526) have 68 and 51 credit hours, respectively. The noted credit hours are needed to give students the well-rounded education that the advisory council and local employers demand. According to them, removing even one course would weaken the overall program.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Demand in our local area is still high for graduates of the Automotive Technology Program. However, according to O*Net data, for the State of Illinois, the projected number of jobs will go from 30,790 in 2018 to 30,210 in 2028.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to Emsi Labor Market Analytics, the growth rate for Automotive Technology Program graduates in Wayne County, IL (where Frontier Community College resides) and neighboring Edwards County from 2020 to 2021 will be 8.3% and 10.1%, respectively. The TechForce Foundation released an analysis of new Bureau of Labor Statistics data that found the combined automotive, collision and diesel technician shortage "increasing in severity." "Although demand is strong, with 642,000 auto/diesel/collision techs needed between 2020 and 2024, the shortage continues to worsen."
1.3 What labor market information sources are utilized?	TechForce Foundation Bureau of Labor Statistics O*Net Emsi
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited by Frontier Community College's recruiter and program faculty during high school visits, events on campus, social media posts, and campus visits by prospective students. Also, high school students participating in dual credit opportunities on campus can seamlessly transition into the Automotive Technology Program and graduate in less than two years.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Suggestions for curricular updates are presented by program faculty to the Dean of Instruction. These changes are proposed by area employers and the advisory council and faculty incorporate them into the curriculum. The Dean then confers with appropriate staff (assistant dean of academic services, CTE advisor, etc.) and, if approved, the changes are submitted for approval.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The program has implemented a diesel performance course and has acquired a diesel performance simulator since the last review. Diesel engines are a mainstay in the automotive industry, and the program needed to offer training for our students in this technology. The program is currently looking at expanding into hybrid technology and possibly incorporating hybrid training into an alternate fuels course. Finally, recruitment efforts may need to be looked at to attract non-traditional students into the program.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with the Automotive Technology Program include faculty salaries, instructional supplies, instructional equipment, and benefits. The program has one full-time faculty and a part-time lab assistant. The cost for the Automotive Technology Program is $207.52 per credit hour. This is very comparable to other programs that average $244.81 per credit hour. Costs for this program are covered through tuition and fees, apportionment and equalization, Perkins V funding, and property taxes.

2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Some equipment purchases are funded through Perkins V funds. If these funds become unavailable, institutional dollars will ensure needed equipment purchases can be made.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Increased recruitment of females for the Automotive Technology Program could bolster enrollments. In addition, the use of Interactive Distance Learning Classrooms could allow program faculty to simulcast lectures to multiple locations and reach a wider range of students. Incorporating an alternate fuels certificate/class could reach a different demographic of students – possibly wanting to prepare for advancement in their current job situations.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Tuition and fees for the Automotive Technology Program cost students approximately $8,976. Rental textbooks from the bookstore cost approximately $900. Financial Aid Offices administer Institutional (including scholarships), Illinois State, and Federal financial assistance programs for students and veterans in accordance with required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No change at this time.

Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	A strength of the program is the ongoing changing and updating of equipment and curriculum. The program faculty keeps apprised of what is happening in the industry and suggests changes to curriculum and equipment to stay current with these changes. The program has recently received a donation of three new cars with the newest automotive technology and a half-car diesel simulator to allow the students to work on some of the newest technology in the industry.
3.2 What are the identified or potential weaknesses of the program?	One area of weakness for the program is the recruitment of nontraditional students. As with many CTE programs, recruiting nontraditional students is difficult. Locating students that are not in a high school setting and providing them with information about job requirements, employment opportunities, and what is necessary to be successful is not easy.

Another area of weakness for the program is follow-up. In the past, the college would send out follow-up surveys to graduates and their employers. This allowed the college to gather information on how well the program prepared graduates for their chosen field. Employers would be allowed to provide feedback on their view of our graduates and how well-prepared they were. This follow-up resource has not been used for a few years, and we are lacking accurate feedback once the student graduates. |

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The Automotive Technology Program utilizes traditional delivery methods with a focus on hands-on training in the automotive lab. The program implemented online resources that are used for knowledge-based training only and is used to supplement the hands-on activities in the lab.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[3]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No. We are working this year to submit the Automotive Technology Program for consideration as a program of study.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No. We are currently reviewing the requirements to classify the Automotive Technology Program a career pathway program and will present recommendations to the advisory council for their input.

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

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	• The Automotive Technology Program recently adopted the Electude online learning software system. This software is interactive and while covering the material like a textbook, the interactive technology allows the student better engagement and better knowledge retention. • The Automotive Technology Program utilizes Perkins V grant money to provide students with entry-level ASE testing after every class. This provides students with an opportunity to experience what ASE testing is like while providing them and the program faculty with feedback on the students' strengths and weaknesses related to course material. The ASE tests are used by the program faculty as a primary form of summative assessment. The ASE tests represent the knowledge a student needs to enter the automotive industry and the scores on this test represents their mastery (or lack thereof) of this knowledge. • The Automotive Technology Program utilizes Perkins V grant money to pay for the automotive students' professional-level ASE tests. If a student scores 80% or higher on the entry-level ASE test, Perkins V dollars will pay for the student to sit for the professional ASE certification test. If a student scores high enough during their two years in the program, it is possible for a graduate to leave with two professional ASE certification.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Courses available for dual credit students: • AUM 1200 Automotive Topics • AUM 1238 Engine Service • AUM 1240 Electrical Basics • AUM 1243 Drive Train Fundamentals • AUM 1244 Steering & Suspension Basics • AUM 2223 Brake Systems • AUM 2250 Automotive Tech Orientation • AUM 2298 Special Topics in Auto Tech High schools participating in dual credit opportunities: • Fairfield Community High School • Cisne High School • Flora High School • Edwards County High School
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The Automotive Technology Program requires an internship to be completed by all students prior to graduation. The student is placed in a shop work environment where they are required to perform automotive service as specified by the host shop. By allowing the student to work in a shop before they graduate, they can see how their training is applied in a real-world setting, and they can see what it is really like to work in the automotive industry. The internship requirement can always be improved by having a greater number and a more diverse group of shops willing to take students.

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The Automotive Technology Program has ASE master accreditation (formerly NATEF). Accreditation was reaffirmed in the fall of 2019.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	• The program is an NC3 certification center. This allows the program to offer the Snap-On Multimeter certification offered by the Snap-On Corporation. • Since the Automotive Technology Program is an ASE master accredited program, we are offered the General Motors AC Delco training modules for free. Each student participates in this online training in various modules covering many different vehicle systems; upon completion of these modules, the student is awarded a certificate from AC Delco. AC Delco is a recognized training in the automotive industry and the certificates are the same certificates that can be acquired by a technician working in a shop today.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	ASE test results • 5 of 10 passed in FY19 • 7 of 9 passed in FY18 • 5 of 7 passed in FY17 • 6 of 8 passed in FY16 • due to the COVID-19 pandemic we did not test in 2020
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The Automotive Technology Program has a 2 + 2 agreement with Southern Illinois University – Carbondale's Automotive Technology Bachelor of Science Degree.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Southern Illinois University -- Carbondale
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	• ICAIA conferences • ASE provided training webinars • AC Delco instructor online training • Snap-On instructor training • As the program moves into more diesel and hybrid training courses, it would be advantageous for program faculty to take more training courses in these areas.

3.16 What is the status of the current technology and equipment used for this program?	The technology in the automotive department currently is on par with most independent shops in the area. The automotive industry is always changing, and technology is always changing with it. There will always be a need for new equipment and more modern equipment as vehicles change. Any equipment needs are listed on the wish list provided to the Dean of Instruction for consideration.
3.17 What assessment methods are used to ensure student success?	Assessment for the Automotive Technology Program is mainly hands-on based. ASE has developed a list of required skills that a technician must have to be successful in the automotive industry today; the Automotive Technology Program has converted this skills list into a lab checklist and utilizes it to monitor the students' progress in mastering each of the required skills. In the two years that a student is in the program, the same lab book is used to track a student's success in hands-on lab activities and allows them to see where they still need to practice in comparison to what ASE says is necessary. The program also utilizes the entry-level ASE test as a summative assessment on students' knowledge levels in each of the eight ASE categories. All assessment for this program is tied to ASE and what they say are requirements for a student to be successful in the automotive industry.
3.18 How are these results shared with others at the institution for continuous improvement?	The Automotive Technology Program participates in program and course assessment as outlined by the college. All assessment material is placed in the online software and can be accessed by anyone wishing to review the results. The results are also presented to the advisory council during bi-annual meetings, and they provide feedback and utilize the results to help make decisions about the direction of the program.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	In the Automotive Technology Program, curriculum revisions are ongoing based on ASE recommendations. Comparing the students results to what ASE says is required has resulted in the program enhancing its turbo charged performance training, implementing light diesel to the program, spending more time on performance and network-based training, and implementing more in-depth hands-on lab practicals.
3.20 How satisfied are students with their preparation for employment?	The informal information provided to the program faculty by graduates presently working in shops is positive. They do not seem to have any suggestions or comment on any weaknesses that they see compared to what they encounter on the job. This is informal information and not as good as if there was a formal survey.
3.21 How is student satisfaction information collected?	The program used to send out surveys to the graduates six months post-graduation to allow them to provide feedback on how well the program prepared them for their job. This survey project is no longer conducted and therefore any satisfaction information is provided informally by the graduates as just feedback conversation.

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	• The program utilizes input from the community and from employers in different ways. First as part of the ASE accreditation process, a group of stakeholders must participate in the evaluation of the program and then review the report. ASE believes that the Automotive Technology Program should be driven by the needs of those that will hire graduates. • The automotive advisory council is made up of different stakeholders in the community including independent shops, dealerships, parts businesses, and secondary student advisors. This allows the program to get guidance from these various representatives so that our graduates can fulfill their needs. • The Automotive Technology Program requires students to participate in an internship; these internships are at the local repair facilities. Internship sponsors can provide feedback on students, their knowledge, their work ethic, and their readiness to enter the workforce.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	• First as part of the ASE accreditation process, a group of stakeholders must participate in the evaluation of the program and then review the report. ASE believes that the Automotive Technology Program should be driven by the needs of those that will hire graduates. • The automotive advisory council is made up of different stakeholders in the community including independent shops, dealerships, parts businesses, and secondary student advisors. This allows the program to get guidance from these various representatives so that our graduates can fulfill their needs.
3.24 How satisfied are employers in the preparation of the program's graduates?	Any comments about the satisfaction of employers with graduates is informal and not officially documented. There have been numerous comments about how good our students are and how hard they work; we are continually getting requests from local shops for graduates. The program takes these comments as positive feedback that our students are being successful and positively viewed by employers, but it is still informal and not official.
3.25 How is employer satisfaction information collected?	In the past, employers were given a survey they could complete to provide feedback on a graduate they had employed. Questions on the survey were designed to elicit information about the graduate's employability, knowledge, and skills and provide an overall evaluation of the graduate's preparedness. This survey is no longer administered by the college.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The program has made changes to curriculum, lab activities, and equipment as needed to keep the quality of the program high. Another formal 2 + 2 agreement would be helpful for our graduates who would like to further their education. Also, creating and using survey tools to formally gauge graduate and employer satisfaction with the program needs to be investigated.

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

- One problem with any CTE program is recruitment. One important area is nontraditional students; however most recruitment efforts fail to address this population. The Automotive Technology Program needs to formulate a plan to target nontraditional students and let them know about employment opportunities in the automotive industry.

- In the past, the college had a position that oversaw placement. It was their responsibility to be the liaison between graduates and employers and to assist in preparing them for job searches. Since this position has been eliminated, there is a deficit when it comes to helping our graduates find employment. Not only does this affect graduates getting jobs, but this is also an area of evaluation for the Automotive Technology Program's ASE accreditation visit.

- In the past, the college would implement follow-up surveys for graduates and for employers six months post-graduation. The feedback provided from graduates and from employers would be utilized by program faculty to make changes to be sure that the program is meeting the needs of our constituents. These surveys are no longer conducted, and we no longer have this important feedback; the information we receive is mostly anecdotal in nature. This feedback is also an area of evaluation for the Automotive Technology Program's ASE accreditation visit.

- Vehicular access to the lab area is sometimes difficult since the entry door to the lab is through another part of the building. Navigating through the other part of the building is complicated by other classes in session or the work of the maintenance staff. An external access door to the lab solely used by the Automotive Technology Program would be a huge benefit and would allow easier vehicle management for class operation.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	**Automotive Technology D522**				
CIP Code	**470604**				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	12	10	11	12
Number of Completers	4	3	3	6	4
Other (Please identify)					
How does the data support the program goals? Elaborate.	Students are completing the program.				
What disaggregated data was reviewed?	Data reviewed: • U.S. Bureau of Labor Statistics • Cohort Year • Gender • Ethnicity • Age				
Were there gaps in the data? Please explain.	Students in the Automotive Technology Program are primarily male. However, according to the U.S. Bureau of Labor Statistics, in 2019, 9.9% of workers in the automotive repair and maintenance industry were women. Locally, the percentage hovers around 1.4%.				
What is the college doing to overcome any identifiable gaps?	To increase female student enrollment, the college will increase recruitment efforts for this demographic and highlight female professionals in the field. The college will also update marketing/recruiting materials to include female students.				
Are the students served in this program representative of the total student population? Please explain.	At Frontier Community College, 38% of the student body is male and 62% of the student body is female. The Automotive Technology Program student population consists primarily of male students. While there have been female students in the past, the automotive industry is primarily a male-dominated industry. The college and the program try to actively recruit nontraditional students for the program, including females, but there have been very few female graduates. 96% of the student body is Caucasian, and 50% of students are traditional age; these percentages are true for the Automotive Technology Program.				
Are the students served in this program representative of the district population? Please explain.	The Automotive Technology Program student population does not reflect the overall district population related to gender (the District percentage of males is 51%). The automotive industry is a primarily male-dominated industry, so there are fewer females interested in entering the industry. With improved recruitment efforts, strides can be made with recruiting female students.				

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Automotive Technology Program is constantly updated and refreshed based on information from industry partners and the program's advisory council. Requests for new equipment are incorporated into the Perkins V and institutional budgets. The faculty participates in professional development opportunities to keep abreast of the latest developments in the industry. Students graduate from the program and quickly find employment.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The college needs to focus on recruiting a diverse population of students with new marketing materials. Non-traditional (female) students will be the target of new recruitment efforts.
Resources Needed	Updated recruitment/marketing material and the website.
Responsibility Who is responsible for completing or implementing the modifications?	Rodney Maxey – Automotive Technology Program Faculty Holden August – Director of Public Information and Marketing Paul Bruinsma – Dean of Instruction

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Lincoln Trail College
Academic Years Reviewed:	2016-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Certified Medical Assistant	**D292 MEDA**	**71**	**510801**	**Medical Assistant C192**

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 Medical Assistant Program prepares students to perform clerical duties and to assist in the clinical situations normally associated with medical offices, clinics, dental offices, hospitals, and other health-related settings. The program provides depth and breadth in conceptual, professional, and medical skills. Upon completion of the degree, students may take the CCMA/CMAA exam through the National Healthcareer Association to become a Certified Medical Assistant. Students are also eligible to sit for the Certified Phlebotomy Technician and Certified EKG Technician tests. The Program offers both certificate and degree options. Degree program outcomes are as follows: 1. Students will demonstrate entry-level medical assistant competencies in the cognitive, psychomotor, and affective learning domains. 2. Students will demonstrate the interpersonal skills and knowledge to provide effective patient care in the clinical setting. 3. Students will demonstrate knowledge of body structures and organ systems, pathophysiology and diseases processes, and basic microbiological concepts. 4. Students will display competency in complying with legal and regulatory requirements, adhering to professional codes of ethics, and protecting patient privacy and confidentiality, including medical records. 5. Students will display competency in complying with legal and regulatory requirements, adhering to professional codes of ethics, and protecting patient privacy and confidentiality, including medical records.
To what extent are these objectives being achieved? Please detail how	The program participates in course and program assessments; however, those numbers were not available for this review.

achievement of program objectives is being measured or assessed?	Anecdotal feedback from employers of program graduates, however, remains strong.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The 2016 review: - Recommended increasing early warning system utilization and communication with the Retention Coordinator and Advisors. - Recommended improving completion rates to ensure the viability of the degree and certificate programs. **Early Warning System** The College's retention tracking system does not distinguish between programs; however, between Fall 2016 and Summer 2020, LTC faculty submitted 3,205 progress reports to the Retention Coordinator to seek early interventions for students. This is a drastic improvement from the previous review cycle. Anecdotally, the Retention Coordinator reports that the current lead instructor for the CMA program works well with the Retention Office to support students.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The LTC Program Review Team for Certified Medical Assistant and Medical Assistant programs includes: - Dr. Jared Gullett, Instructor; - Mr. Brent Todd, Dean of Instruction; and - Ms. Erin Volk, Director of Instructional Services. LTC staffs its Certified Medical Assistant program with one full-time instructor and one adjunct instructor. Dr. Gullett developed and implemented assessment activities, recorded results in Campus Labs (the IECC assessment management system). The Review Team used these results for this review. Dr. Gullett reviewed all CMA course syllabi, making recommendations for courses to have more streamlined learning outcomes, and adding clarity. Mr. Todd organized the review team at LTC, gathered additional data, and summarized the results of the program review process in the CTE Review Instrument. Ms. Volk also reviewed the document and coordinated Perkins spending for the program.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Additional IECC stakeholders and participants include: - Ms. Jamie Carman, Director of Advising & Retention and - Mr. Brandon Weger, Program Director of Assessment Mr. Weger's office provided data regarding industry demand, enrollment, completion, and assessment. Ms. Carman provided data about progress reports.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The Instructor, Advisors, and Dean reviewed course prerequisites; they do not recommend changes.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Degree program requires 71 credit hours; the Certificate program requires 39. The Certificate program is stackable within the Degree program. The College and its Advisory Council believe the current curriculum continues to be the most appropriate for our students and industry need. The program requires students to obtain a 6-credit hour internship, which raises the overall credits; however, this internship provides valuable on-the-job training that the College is not willing to remove. Additionally, for the programs to remain stackable, general education courses need to be offered in both programs, requiring higher than normal credit hours for the Certificate program.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Per Emsi data, the local area is a "hotspot" for Certified Medical Assistants. The national average for an area this size is 1,665 CMA employees, while LTC's region needs 2,055. Although Emsi found the job posting activity in the LTC area to be lower (36) than the national average (40), it is important to note that Emsi data references postings such as Monster.com and national internet searches that are not necessarily utilized by employers in this region.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand for Certified Medical Assistants and related occupations continues to increase in the greater IECC region from 2,055 jobs in 2020 to an estimated 2,336 jobs in 2030, a 13.7% change. This increase is a consistent trend that has existed in the region since at least 2001.
1.3 What labor market information sources are utilized?	LTC used Emsi data to review program need. Emsi gathers data from official government sources including the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Emsi claims its modeling creates a dataset that captures more than 99% of all workers in the U.S. For the CMA and MA programs, Emsi identified data related to "Medical Assistants (SOC 31-9092)." Sample job titles for this position include Chiropractor Assistant, Certified Medical Assistant, Medical Assistant, Medical Office Assistant, Registered Medical Assistant, Optometric Technician, Optometric Assistant, Ophthalmic Technician, Doctor's Assistant, Clinical Assistant, and Medical Assistants. The Emsi data encompasses Crawford, Clark, Clay, Cumberland, Edwards, Effingham, Hamilton, Jasper, and Jefferson Counties in Illinois and Knox, Jefferson, Vanderburgh, Vigo, and Warrick Counties in Indiana.

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The College markets the CMA and MA programs through its Catalog, its website, recruiting events at local high schools, Admitted Student Day, Career Day, and other opportunities. Although students matriculate through the program via online courses, CMA's Clinical Skills class requires face-to-face contact. In 2020-21, the College expanded its Clinical Skills class offerings to include LTC's sister college, Wabash Valley, to attract a broader audience and support industry in WVC's community. Additionally, IECC expanded the program to exist at Frontier Community College to open opportunities to a new geographic region within the district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Review Team considered market demand and wages at local, state, and national levels to determine if the program continues to be useful to local residents and provides a living wage. The Team also considered future growth of related positions.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The Review Team recommended minor modifications to course outcomes, but no other changes to the curriculum.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Program costs reviewed include salaries, benefits, and instructional supplies across multiple academic years. Some discipline-specific courses offered for CMA represent the lowest unit costs ($220.31) at the College. These courses include: BOC 2210, BOC 2260, HEA 1225, HEA 2267, HEA 2268, HEA 2269, and HEA 2271. Other discipline courses experience marginally higher unit costs, e.g. HEA 1210 ($225.18), while others represent substantially higher unit costs, e.g. HEA 1208, HEA 1209, HEA 2270, HEA 2272, HIM 1205, and HIM 1207 ($516.13). By comparison, CTE ($207.52), business and technical ($220.31), transfer ($225.88), Adult Ed ($373.66), ESL ($373.66), health programs ($516.13), training ($516.13), and remedial ($568.18) all vary in unit costs.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	During this review period, the program used Perkins funds to modernize and expand teaching aids such as models; however, even without this funding the program is sustainable.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The CMA and MA programs operate efficiently as-is. The Team does not recommend making changes.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	In-district tuition at IECC was $100.00 per credit hour during the 2020-21 academic year. Given this rate, tuition expenses for the Certificate program is $3,900 with an additional $3,200 to complete the Degree program. Students do pay additional program-specific fees, including lab, program liability insurance, testing, and handbook fees which add to overall expenses.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost did not result in any actions or modifications. The Review Team believes this program is an affordable option for students.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	In addition to being a quality program, the CMA and MA program possess many strengths such as accessibility to district residents, internship opportunities, national certifications, and multiple entry and exit points. **Accessibility**—The College provides online offerings for nearly all CMA courses, except those requiring hands-on activities such as Clinical Skills. To make up for the physical requirements, the College expanded the Clinical Skills class to two new locations since the last review. **Internships**—The College established affiliation agreements with 14 employers throughout its district and beyond to offer internship opportunities for CMA students. **National Certifications**—Students may sit for CCMA/CMAA certifications through National Healthcareer Association. Additionally, students may sit for the phlebotomy certification upon completion of the Certificate program. **Entry and Exit Points**—The MA program is completely stackable within the CMA program, offering students opportunities to either find employment after one year or continue with their education. Additionally, the CMA and MA programs offer students the opportunity to take four additional courses to receive a Certificate in Electronic Medical Records.
3.2 What are the identified or potential weaknesses of the program?	Although the College established 14 affiliation agreements with employers for internships, there is always a need for more that fit with the students' intended career paths within the discipline.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	CMA and MA courses were offered face-to-face, online, and hybrid for this review cycle. In 2019-20, the College reduced offerings to mostly online with face-to-face limited to Clinical Lab courses. This change in offerings reduced costs by offering fewer sections with more students. In 2020-21, the College expanded the Clinical Lab course to WVC and also established the program at FCC.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[4]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The Office of the Dean of Instruction is working with the Lead Instructor to create a program of study for CMA, MA, and a related program, Electronic Medical Records. The Team anticipates this program of study to be completed by the end of the 2021-22 academic year.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Relating to Item 3.4, as the College moves CMA and MA to a Program of Study model, the career pathway will improve; however, the Team believes that the program already meets many elements of a career pathway program. For example, the program includes rigorous, high quality education and training that is offered via multiple modalities and includes on-the-job training through internships. There are opportunities for high school students to earn applicable credits through both Type A and Type D dual credit courses. The program has many collaborative partnerships that provide feedback through its Advisory Council and offer students internships. Finally, there are multiple entry and exit points for this program, that allow students to earn up to three credentials (MA Certificate, CMA Degree, and EMR Certificate); students often matriculate between the MA/CMA and EMR programs.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The Review Team believes that the stackable credential model that also allows matriculation between the MA/CMA programs and EMR are beneficial to students.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Students may earn credits toward the MA Certificate and CMA Degree through both Type A and Type D dual credit courses. Type A courses offered at Crawford County high schools include ENG 1111 (Robinson HS), PSY 1101 (Hutsonville HS), and LSC 1101 (Palestine HS). Other high schools throughout the IECC District may also have Type A courses articulated through FCC, OCC, or WVC. All courses in the program are available to high school students as Type D dual credit courses.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The MA and CMA programs require a 6-credit hour internship. The College established 14 agreements with local employers to promote and support these internship opportunities.

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

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	To be credentialed, students take exams through the National Healthcareer Association to earn their CCMA/CMAA certificates. Additionally, students may sit for a phlebotomy certificate.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, the cost of the test is embedded into student fees and the College organizes the exam for students.
3.11 Is this an apprenticeship program? If so, please elaborate.	The College does not currently offer apprenticeship opportunities for the MA/CMA program.
3.12 If applicable, please list the licensure examination pass rate.	Unknown.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The College established the following agreements for internships. Many of these organizations also serve on the program's Advisory Council. • Carle Richland Memorial Hospital • Effingham Obstetrics & Gynecology • Family Practice Associates • Good Samaritan Hospital • Gynecology Associates • Hoagland Chiropractic • Jasper County Health Department • Providence Medical Group • Richland County Health Office • RWR Medical Arts • Sarah Bush Lincoln Health System • Sullivan Family Practice • Union Hospital • Wabash General Hospital
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	New partnerships since the last program cycle include: Carle Richland Memorial Hospital and Sarah Bush Lincoln Health System.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	The College sets aside money for all faculty to use for professional development opportunities. Additionally, the Office of the Dean of Instruction funds professional development through Perkins funds.

3.16 What is the status of the current technology and equipment used for this program?	The program obtained new models, tables, and other equipment to enhance the program in each year of the review cycle.
3.17 What assessment methods are used to ensure student success?	The program participates in course-level assessment. Instructors use both formative and summative assessment methods in ensuring student success. The results of these are reported in the "Program Objectives" section of this narrative.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are shared with the Assessment Team, Curriculum Committees, and reviewed by the Dean and instructors during annual review processes.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	All curriculum changes are limited to syllabi reviews, which added clarification to learning outcomes, changed language to active voice, and ensured that learning outcomes are measurable.
3.20 How satisfied are students with their preparation for employment?	IECC did not measure this outcome.
3.21 How is student satisfaction information collected?	IECC did not measure this outcome specifically for the CMA or MA programs; however, district-wide, students complete a satisfaction survey. No concerns have arisen about the program via this survey tool
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Advisory Council meets annually (although it did not meet in 2020 due to COVID). The program seeks feedback from the Council regarding curriculum changes, internships, and instructional tools, among other items. In particular, the program's internship partners are an excellent source of feedback regarding student preparation.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Refer to Item 3.22.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers, including those who hire interns and/or graduates report satisfaction with CMA and MA students.
3.25 How is employer satisfaction information collected?	The Health Careers Advisory Council meets annually. Additionally, the lead instructor maintains professional relationships with the Advisory Council members and those employers offering internships.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The Team does not recommend any changes to the CMA and MA programs, other than minor syllabi modifications. The program is high quality and appropriate to the College's, students', and community's needs.

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

The program experienced challenges as a result of the COVID-19 pandemic. In particular, recruitment for the program required creativity. The College's Public Relations & Marketing Office created a "virtual visit" for the program; however, it was not well attended. Additionally, the pandemic forced the program to bypass internships for two semesters. In place of the internship, the lead instructor offered a scenario-based online course.

Performance and Equity

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

CTE Program	Certified Medical Assistant D292 Medical Assistant C192				
CIP Code	510801				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	18	28	18	27	23
Number of Completers	4 (22.2%)	12 (42.9%)	8 (44.4%)	8 (29.6%)	1 (4.4%)
Other (Please identify)	N/A	N/A	N/A	N/A	N/A

How does the data support the program goals? Elaborate.	Enrollment in the CMA and MA programs varied from 18 in 2018 to 28 in 2017. Despite decreasing enrollment college-wide during the review period, CMA experienced relatively stable enrollment in 2017, 2019, and 2020, with a slight decrease in 2018. Completion rates ranged from 4.4% in 2020 to 44.4% in 2018.
What disaggregated data was reviewed?	The College reviewed enrollment, completion, and assessment data for this review. Although data are not available at the time of this report, the program assessed its medical assistant competencies in May 2021. The expectation of the assessment was that students will demonstrate entry-level medical assistant competencies in the cognitive, psychomotor, and affective learning domains. The assessment method was through testing and represents a summative measure. This activity was the first step in implementing and applying assessment to the CMA program.
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.	In some ways, students served in the CMA program are representative of the College's student population. For example, 67% of CMA students are Pell eligible, consistent with other programs. However, the program is 100% female and 96.8% White, which is not consistent with the College as a whole.
Are the students served in this program representative of the district population? Please explain.	The College is more diverse than the communities it serves. Except for the program being 100% female, the makeup of the program is not substantially different from the district population.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Certified Medical Assistant and Medical Assistant programs have many strengths including student access, high demand, high quality instruction, and employer engagement, to name only a few. Completion rates are low; however, the Review Team believes this may be to students matriculating between programs, such as EMR and/or not formally designating the medical assistant program of study at initial registration.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Per this review, the Certified Medical Assistant and Medical Assistant programs will: • Identify methods to collect student satisfaction with the program; • Identify methods to college employer satisfaction with the program; and • Set benchmarks for completion rates.
Resources Needed	The instructor does not report need for any additional resources.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Instruction will work with the Lead Instructor to accomplish these action steps.

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Coal Mining Technology	**D295 CMT**	**60**	**150901**	**C297 Coal Mining Technology**
Coal Mining Maintenance I	**C505 CMM1**	**23**		
Mine Electrical Maintenance III	**C296 CMT**	**8**		
Coal Mining Technology Prod Mgmt	**C290 CMT**	**30 Inactivated 1/1/21**		

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 Coal Mining Technology degree is offered through the CAREER agreement throughout the state of Illinois. Completers will have a thorough knowledge of coal mining health and safety standards and capable of working in various mine technology positions. Student will be able to… 1. Demonstrate an understanding of the coal mining industry related to function, regulation, performance, and safety. 2. Operate coal mining equipment with a focus on safety and proper usage. 3. Demonstrate proper safety and compliance practices. 4. Demonstrate an understanding of technical and electrical hydraulic skills. 5. Demonstrate an understanding and use of industry terminology. 6. Employ troubleshooting and problem-solving strategies to solve coal mining-related situation and issues. 7. Exhibit professionalism and effective communication skills.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Students who enroll in courses in the program meet course objectives. The programs do have low success rates with completing an entire program and therefore meeting all program objectives. Instructors consistently update the training to meet the advancements in coal mining based on industry meetings and feedback. Student learning is assessed through training activities, simulators, and written exams.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program was noted to continue with minor improvements. Improvements were made throughout the cycle as technology and industry needs evolved.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Mike Thomas, Dean of Workforce Education Laurie Taylor, Director of Business and Finance Brandon Weger, Program Director of Assessment and Institutional Effectiveness Alyssa Maglone, Assistant Dean of Academic Services Sibyl Janello, Director of Registration and Records Calvin Melvin, Instructor Bill Jankousky, Instructor All team members collaboratively worked together to evaluate the program. Mike, Laurie, Calvin, Bill, and Sibyl brought the core knowledge of practices with Brandon and Alyssa assisting in data collection and research.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Paul Bruinsma, Dean of Instructor, Frontier Community College Jay Edgren, President Frontier, Community College Robert Conn, Dean of Instructor, Wabash Valley College Matt Fowler, President, Wabash Valley College Kim Underwood, Associate Dean Coal Mining Site location partners The administration team evaluated the performance of the program and its effectiveness within the IECC system. Kim and the coal mining advisory partners evaluated the courses and program offerings, in addition to the supplemental vocation trainings. The degree and certificate courses are responsive to industry needs and federal government standards, so staying engaged is pertinent.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The programs have minimal course prerequisites, but all syllabi were reviewed and prerequisites were considered for adjustments. Course pre-requisites are ensured to be sequential and build on one another
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	According to Economic Modeling Systems, the greater IECC region is projected to have a 22.8% increase from 2020 (788 jobs) to 2030 (968 jobs). The majority of jobs are found in coal mines, as well as mineral mining and quarrying.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	2017 was the lowest year of job prospects in the coal mining for our district. However, the industry has rebounded and steadily grown since. The great IECC region has maintained significantly higher rates of employment than the national average
1.3 What labor market information sources are utilized?	Economic Modeling Systems, Inc. (Emsi)
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Building and maintaining relationships with coal mines through the state is pivotal in the success of the program.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Many of the changes to the curriculum are dictated from the Mine Safety and Health Administration (MSHA) and Occupational Safety and Health Administration (OSHA). The Illinois Department of Natural Resources – Office of Mining and Minerals also governs the industry. State and federal legislature changes and evaluated by industry advisors, instructors, and administration to initiate change.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review has led to many proposed changes of the program. The program will be moving from Wabash Valley College to Frontier Community College which will begin the launch of the restructuring of Business and Industry Training for IECC. Plans to create new micro-credentialing certificates to meet the needs to miners are being formed. We believe these smaller credentials will lead to more higher completion rates and more industry recognized credentials for students.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Faculty salaries and benefits, as well as administrative costs for adhering to governmental regulations are significant to the program. There are also some equipment costs. The cost is able to remain steady as it uses industry sites. The revenue from additional vocational training helps pay for the program costs. It is in line with CTE costs at $207.52.

2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	We are evaluating the cost structure of the vocational trainings which would offset program costs. In addition, virtual lecturing has been utilized which saves of instructor travel costs.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Many of the mining companies pay the cost of the tuition for their students removing any financial barriers. Out of district students pay $16,690.80 in tuition and in district students pay $6000,00 in tuition.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No modifications at this time.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Our partnership with active coal mines is the greatest strength for our programs. Being a state-wide approved program allows us to reach the greater IECC region and provide training.
3.2 What are the identified or potential weaknesses of the program?	The greatest weakness is matching the needs to the coal mines and federal regulations to the academic structure regulations. IECC is addressing this weakness by moving the program under Frontier and creating new micro-credentials and small certificates for students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The program has primarily been traditional face-to-face training. Due to COVID-19, virtual teaching has emerged and has proven to be a cost saving measuring. Because the delivery method has been almost completely face-to-face, we don't have data to compare models.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[5]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The coal mining degree and related certificates are not approved an approved program of study. At this point it is not expected to apply to be so with the understanding this means Perkins V grant funds will not be available to the program.

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

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	This program falls under the architecture and construction career pathway. (A)Aligns with the skill needs of industries in the economy of the State or regional economy involved – Strong industry partnerships indicate the need for trained individuals. (B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act. – The college plans to review how the program can meet this criteria better. (C)Includes counseling to support an individual in achieving the individual's education and career goal – Advising, retention, career, and student support services are available to all students (D)Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster – Many students work simultaneously in the industry while completing coursework. (E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable – The institution is developing a credit for prior learning for portfolio which will honor the learning done by students in their careers. (F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential – yes, the program leads to certificates and degrees G) Helps an individual enter or advance within a specific occupation or occupational cluster – yes, students can enter or advance, depending on their work experience within the mining realm.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The program has a mobile maintenance lab which focuses on hydraulics and electrical skills. This hands-on simulator is innovative in allowing the student hands-on experience in a safe environment where risk is reduced.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are not dual credit opportunities specific to this program at this time. Students could complete some general education requirements through dual credit.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Many students are simultaneously employed while taking courses in the certificate and degree programs. This allows students to implement what they learn while they learn it. Implementing an internship would be inclusive of high impact practices for student learning assessment and could ensure professional soft skills are well-developed.

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Mines require certified paramedics and our programs offer opportunities for students to gain that credential. The MSHA also requires industry credentialed electricians, which CMT C296 supplies.
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	IECC utilizes the CAREER agreement to offer coal mining courses throughout the state. Specifically, Southwestern Illinois College, John A. Logan College, Kaskaskia Community College, Lake Land College, Lewis and Clark College, Lincoln Land Community College, and Southeastern Illinois College have certificate and degree courses offered in their districts. John. A. Logan and Southeastern Community College are exemplary partners allowing IECC to utilize office space on their campuses to assist with the coordination and administration of the coal mining programs.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Regular department meetings allow for communication of updates to the mining regulation. Faculty are encouraged to complete courses towards the 40 hour OSHA instructor certificate. Faculty are invited to all IECC professional develop days which include sessions on assessment best practices, teaching pedagogies, and instructional technology.

Professional development in regard to teaching strategies and utilizing distance education platforms could expand pathways for delivery methods of course materials. |
| 3.16 What is the status of the current technology and equipment used for this program? | Laptops are replaced on a three to five year basis and other equipment is replaced as needed. |
| 3.17 What assessment methods are used to ensure student success? | Depending on the specific class instructors may have students break out in to focus groups to discuss assigned topics and then present their scenario to the class for feedback. Survey are used in some classes. Instructors observe students for hands-on skills (SCSR, CPR, AED, etc.). |

3.18 How are these results shared with others at the institution for continuous improvement?	There is an annual meeting to go over changes, teaching methods, company/student feedback on trainings, instructor needs, etc.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Employer feedback is key when training at the worksites. Instructors make changes based on training needs and feedback from employers and their employees. Students/employees also provide feedback that affects learning styles and therefore, making sure that all learning styles are incorporated into trainings. Additionally, an instructor may add/change training to include additional time on a specific aspect of the subject because of student feedback. Numerous trainings include hands-on assessments to ensure skills are demonstrated properly.
3.20 How satisfied are students with their preparation for employment?	The coal mining program is exemplary in regard to employment. The partnerships with coal mining and courses occurring directly on site ensure students are learning everything they need to be qualified employees.
3.21 How is student satisfaction information collected?	IECC administers an annual Student Satisfaction survey that is designed to address critical components of the CTE program including satisfaction.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Coal mining instructors teach courses on the mining sites and have strong relationships with the employers in addressing their needs to ensure mandated topics are covered. This relationship allows for a voice when new curricula should be developed.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The interpretations of the state and federal mandates and legislature changes are important discussion points for the advisory council. Ensuring consistent interpretation of regulations ensures for quality programming. The advisory council meetings have mostly been informal to date. Formalizing the meetings would allow for consistent follow up on reoccurring topics and would ensure regular touch points between IECC and the advisory council.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are high satisfied with the employees hired in their mines. The hard and soft skills of students who take course work meet expectations.
3.25 How is employer satisfaction information collected?	This information is informally collected by word of mouth through administration and instructors engaging with the mining company administration.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The plans are still being finalized, but IECC will move the coal mining program from Wabash Valley College to Frontier Community College as the new launch of IECC Business and Industry. Under the new location, we are planning to create new micro-credential certificates for students. It is unsure at this time if the degree is still needed.

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

The program faces common barriers to program success such as reduced state and local funding, and limited space for equipment. It is also very dependent on the labor market of coal mining and the political push and pull around the industry. Geographically spread around the state is a benefit as it allowed IECC to meet the needs across the state. However, this does make it more difficult for student touch points with student services like advising and retention.

Performance and Equity

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

CTE Program	Coal Mining Technology				
CIP Code	150901				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	13	9	19	10
Number of Completers	3	3	0	0	1
Other (Please identify)					

How does the data support the program goals? Elaborate.	Supporting a skill-driven industry, the Coal Mining Technology program delivers essential skills to their students whether they are degree or certificate seeking or course enrollees. The program provides numerous students up-skill opportunity and provides individuals the ability to advance in the field.
What disaggregated data was reviewed?	Disaggregated data includes gender, race, and ethnicity
Were there gaps in the data? Please explain.	When exploring barriers of access, there are disparaging gaps that exist based on gender, race, and ethnicity. 97.8% of students were male and 97.8% were white non-Hispanic. According to labor market data compiled by Emsi of the counties in southern region of Illinois, 93.7% of the workforce is male and 91.4% of the workforce is White, non-Hispanic. Due to industry/employer agreements for the program, the recruitment of students is based on already employed individuals.
What is the college doing to overcome any identifiable gaps?	The program needs to work with the employers to evaluate the mechanisms to recruit non-white males into the program. By establishing a recruitment plan that ensures equitable access, the program enrollment will continue to seek out a more diverse population within the means of the service region.
Are the students served in this program representative of the total student population? Please explain.	No, this program's population does not represent the total student population. As a program that serves a specific male dominated industry, it fails to represent the student population.
Are the students served in this program representative of the district population? Please explain.	No this program's population does not represent the total student population. As a program that serves a specific male dominated industry, it fails to represent the district population.

Review Results

Action	☐ Continued with Minor Improvements ☒ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Under new leadership, IECC is evaluating its strengths and restructuring departments. Moving the program to a new department and college will allow for growth and better alignment.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program is being moved from Wabash Valley College to Frontier Community College. The program learning outcomes are being rewritten to align with current curriculum.
Resources Needed	Time and man hours to critically observe and complete the necessary paperwork and discuss process improvement.
Responsibility Who is responsible for completing or implementing the modifications?	Filing paperwork to move programs structurally with ICCB - Alyssa Maglone Chris Heindselman Eva Fatheree Paul Bruinsma Laurie Taylor Sibyl Janello Practice of restructuring the department Dr. Jay Edgren Dr. Paul Bruinsma Laurie Taylor Mike Thomas

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Collision Repair Technology	**D515 AUB**	**68**	**470603**	

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 goals and objectives of the Collision Repair Technology program are to prepare auto body specialists for the repair of body and frame damage of vehicles and guide students towards lasting and rewarding employment. Students are prepared through hands-on, team-based activities to succeed in a fast-moving industry. Students will: 1. comply with industry safety standards relating to shop behavior and equipment. 2. display professional behavior appropriate for the workplace. 3. demonstrate collision repair skills and knowledge to successfully repair and refinish. 4. apply appropriate technology skills to complete projects, including industry-specific technology and general computer skills. 5. demonstrate appropriate communication skills (interpersonal, oral, and written) appropriate to workplace standards. 6. effectively identify and apply industry-specific information to solve a given problem.
To what extent are these objectives being achieved? Please detail how the achievement of program objectives is being measured or assessed?	The program's objectives are achieved with those who complete the course measured by authentic assessment techniques utilized in the workplace environment. Students perform the repairs under the instructor's guidance. They are assessed through practices consistent with the experiential learning cycle as well as customer satisfaction.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The action was to continue with minor revisions. The last review stated that: "A few of the major improvements that have been implemented are: New facilities as of Fall 2015 Expanded curriculum due to new facilities." Yes, the building was completed. The curriculum was updated due to the new building and space/equipment available to students.

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also, describe their role or engagement in this process.	Lonnie Barnes: Lead Instructor Collision Repair OCC (narratives and data input) Michael Conn: Dean of Instruction (costs, narrative, organizing, and action determination) Linda Shidler: Director of Academic Success and Library (disaggregated data) Vicki Thompson: CTE Advisor for OCC (input for advising) Amy Dulaney: Perkins Director OCC (Perkins related data, equity narrative) Brandon Weger: Director of Institutional Effectiveness, IECC (data collection, completion rates, and reporting) Alyssa Maglone, Assistant Dean of Academic Services, IECC (data, editing, and coordination) Erin Powers, Administrative Assistant to the Dean (proofreading) Each partner shared their input regarding narratives, assessment analysis, student success coordination, and data mining.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e., Student Support Services, students, employers, etc.) Also, describe their role or engagement in this process.	Student and Employer information was collected and shared through various processes such as surveys and Program Advisory Councils. Employers, who support the Apprenticeship programs, directly impacted the review. Information regarding foci of the program and the satisfaction of using a curriculum that supports employment "soft skills" were solicited.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The last five years have seen a revision in all student placement at OCC. Students are placed into CRT by multiple measures, utilizing high school transcript information, standardized test scores, or placement testing.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program requires 68 hours to ensure students receive a thorough education in all areas of autobody technology. Many classes have a lab component for hands on training.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	OCC ranks number two in the top regional institutions supplying the labor market with CR technicians. The predicted increase within the next five years is estimated at a 6%. With an additional 20% of the currently employed CRT, in the 55+ demographic.

1.2 How has demand changed in the past five years, and what is the outlook for the next five years?	Regionally, in 2015/2016, the labor market shrunk more than 40%. While the trend within the next five years will not recover to 2001 levels, the local labor market needs exceed those at the state and national level.
1.3 What labor market information sources are utilized?	Emsi, Occupation Overview and Illinois Department of Employment Security (IDES); U.S. Dept of Labor and Statistics online reports; O-Net data reports.
1.4 How does the institution/ program ensure a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	IECC has a Dual Credit program within local high schools. The advisors and guidance counselors work collaboratively to recruit students with interest in CRT. A Jobs and Careers workshop is presented at the Colleges each year for local high schools. Employers in the area are included in area planning councils and are often the source of incoming students.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The curriculum is updated on a 5-year cycle. Syllabi are reviewed and updated. Periodic changes are made to the curriculum based on the advisory council meetings.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	While the enrollment within the program and those completing the degree are low, the offerings at the Dual Credit level allow for recruitment for this program at Olney Central College and others. Adding more entrance and exit points will allow students to complete an industry-recognized credential and return and complete a degree.
Indicator 2: Cost-Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: - What are the costs to the institution associated with this program? - How do costs compare to other similar programs on campus? - How is the College paying for this program and its costs (e.g. grants, etc.)?	Program costs reviewed include salaries, benefits, and instructional supplies for FY2020—cost per unit of $213. In general, the per credit hour cost of Collision Repair Technology is more than average for business ($211.76), pre-baccalaureate ($205.53), and adult education ($47.00) *and* less than that of all CTE ($297.53), remedial ($557.98), health ($524.93) programs at IECC. Cost breakdown: Instructor total cost $63,018.84 (lead instructor pay). Budget $4400 for consumables. Funded by education fund with supplemental funding from Perkins for equipment and software.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A

2.3 What are ways that the College will be increasing the cost-effectiveness of this program?	The College is looking at discounts with suppliers and limiting load hours of instructors.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Tuition: $2760 Fees: $1090 Books and Supplies: $946 IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans according to the required regulations for each program. Scholarships are available through the Student Services office and the college foundation. Tuition waivers are offered in exceptional circumstances.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	We are exploring an increase in the consumable budget.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The CRT program has a facility that encourages students to become professionals in the industry from day one. The instructor is an industry professional with decades of experience in the field of CRT.
3.2 What are the identified or potential weaknesses of the program?	The potential weakness of the program is low enrollment and lack of demand from local students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare the success rates of each delivery system?	Primarily lecture, lab, demonstrations, and some virtual web content delivered through Canvas LMS. Additionally, the program incorporates *Alldata* software for automotive collision repair estimations - an industry standard for collision repair shops nationwide. We do not compare the success rates of each delivery system.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[6]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No, this program does not meet the definition of a Program of Study as defined by Perkins V. **(A) incorporates challenging State academic standards**; program participants use the knowledge and skills acquired through experience and education to be more productive. Challenging state standards include standards which achievement shall include not less than 3 levels of achievement", this program **does not** allow for the demonstration of more than three levels of achievement. **(B) addresses both academic and technical knowledge and skills, including employability skills;** Program participants are asked to make connections between abstract concepts with real-world applications and make correct insights about when appropriate to apply the academic skill in a workplace situation. **(C) is aligned with the needs of industries in the economy of the State, region, or local area;** IECC area hosts a higher supply of CRT jobs within the region than the national average; 1,175 is 59% above national averages. **(D) progresses in specificity;** no, this program has a degree available at the end of program completion as the only exit point. **(E) has multiple entries and exit points that incorporate credentialing:** no, only a degree offered. **(F) culminates in the attainment of a recognized postsecondary credential**. Associate in Applied Science is offered at the end of the program.

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

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the College plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the College will improve the program based on the career pathway elements.	(**A**)**Aligns with the skill needs of industries in the economy of the State or regional economy involved:** IECC area hosts a higher supply of CRT jobs than the national average. **(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.2**: Levels of mastery could be implemented within the program as certifications. These certifications will align with industry standards. Then as students complete each level, they are then are prepared to move to the next level of certification and/or complete a degree **(C)Includes counseling to support an individual in achieving the individual's education and career goals;** CRT has an assigned program advisor, who meets with each student once a semester and holds office hours, for four hours weekly, onsite. The counselor works with students in completing a degree. **(D)Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster:** Various skills are taught within the program and occur concurrently with technical training. Non-technical skills such as interacting in a productive workplace, solving problems, and managing workloads are part of a comprehensive curriculum. (**E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable:** The program advisor in partnership with the instructor, financial aid counselor, and academic success center director work to assist individuals through the certification and degrees offered. **(F) Enables an individual to attain a secondary school diploma or its recognized equivalent. At least 1 recognized postsecondary credential:** An Integrated Education and Training program is being developed. The College has another IET program accredited within the manufacturing cluster. **(G) Helps an individual enter or advance within a specific occupation or occupational cluster:** Currently, CRT does not meet this criterion. In the future, students entering the program will have multiple exit points that are also adaptable to reentering the program, which allows for flexibility in completion should the individual need that adjustment.
3.6 What innovations that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	New software that aligns with industry standards is an innovation—auto-club trips and contests that draw in community members, including an annual car show.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, we have recently implemented a collision repair class with Richland County High School proven successful. We are looking into more partnerships with other local high schools.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students engage in real-world Collision Repair Technology issues as the program operates as a "shop." Community members' vehicles are brought in for repair. The students are guided through the repair in both lecture and hands-on activities. Students work together as colleagues, which mimics the dynamics of workplaces. Students also utilize a high-tech paint bay for mastering elements of the curriculum. These opportunities could be improved by adding state-of-the-art technology and purposefully searching for vehicles in need of servicing for a wide range of issues.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the College has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No, there is no industry accreditation attached to the program currently.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No, there are no additional credentials.
3.11 Is this an apprenticeship program? If so, please elaborate.	No, there is no apprenticeship program attached to the program.
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	New partnerships have been formed with local collision repair shops for advisement and donation of materials. Additionally, the lead instructor has joined the Collision Repair Education Foundation for networking, conferences, and possible grant opportunities.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What is additional professional development needed?	The instructor attends various professional development training pieces; keeping current in a growing and ever-evolving field is essential.
3.16 What is the status of the current technology and equipment used for this program?	The computers are new, and the software is up to date. The equipment and materials are up to date in the collision repair shop. The collision repair department has one of the newer buildings at IECC.

3.17 What assessment methods are used to ensure student success?	Students are assessed using both formative and summative strategies. The formative assessment allows for correction or relearning to be addressed in incremental, hierarchical steps. Summative assessments are used to evaluate the students' learning over a period and over the length of the program. This summative evaluation also allows the program to be revitalized when necessary, either in content, goals, objectives, or outcomes.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are shared with the Assessment Team, Curriculum Committees and reviewed by the Dean and instructors during annual review processes. The initiation has a formal assessment of the student learning process. Results are also shared via: • Website • Advisory Committee Meetings held once each semester • Total Faculty Meetings • Campus Faculty Meetings • Start of term Workshops Curriculum revisions are dynamic and based on evidence-based practice. The curriculum revision process is shared with faculty and addressed at faculty meetings.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The revisions are a more significant use of authentic assessment and a shift away from didactic methods of instruction to active learning methodologies such as hands-on activities and real-world problem solving within the collision repair field. This type of approach to assessing knowledge is practical and includes formative and summative evaluation techniques. The assessment type is generally used for midterm and final evaluations and takes the form of a research project, portfolios, and finished work of cars that have been repaired and painted after the directions from the lead instructor and implemented by the students.
3.20 How satisfied are students with their preparation for employment?	Student satisfaction surveys demonstrate high 90% satisfaction with preparation for employment.
3.21 How is student satisfaction information collected?	Student satisfaction surveys for the CRT program are part of the more extensive process of collecting information from all CTE programs students and employers.

3.22 How are employers engaged in this program? (e.g., curriculum design, review, placement, work-based learning opportunities)	CRT engages employers through the Program Advisory Committee, which consists of: • Darrin's Collision Repair • Expert Collision Repair • Woods Auto Body • Performance Refinish Supply • Precision Collision Center • Probst Auto Body These employers offer guidance on techniques and types of repairs most common and skills and training they are looking for in the future of their organizations. Those suggestions and conversations translate into curriculum adjustments.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The PAC guides the workplace needs assessment by detailing their foci for future business needs. The contact between the program and the employers could become more formalized.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers have expressed satisfaction in that their input guides the preparation of the workforce. Through the constant connection of the program and the employers, the curriculum is updated and new tools are purchased to keep current with industry standards.
3.25 How is employer satisfaction information collected?	The employers receive a survey and are surveyed during Program Advisory Committees.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes, slight curriculum changes, equipment updates, and suggestions for future improvement resulted from the program quality review. For example, new computers and collision repair estimating software have been included in the program with success.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
Funding for materials, marketing, student preparation, and the Covid-19 pandemic, which lead to disruptions of face-to-face instruction, are barriers encountered.

Performance and Equity

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

CTE Program	Collision Repair Technology
CIP Code	470603

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2016: 10	2017: 8	2018: 10	2019: 14	2020: 10
Number of Completers	6	4	4	3	5
Other Enrolled (Please identify)			21 (dual credit)	25 (dual credit)	21 (dual credit)
How does the data support the program goals? Elaborate.	The percentage of completers to those enrolling ranged from 50% to 0%, averaging 35% over the five years. The majority of the students showed mastery of collision repair technology and knowledge to remove dents, straighten bent frames, using replacement parts, and automotive paint application as demonstrated using both hands-on assessment and authentic assessment techniques.				
What disaggregated data was reviewed?	The data is disaggregated by year, a program of study, Pell eligibility, gender, and ethnicity.				
Were there gaps in the data? Please explain.	The program has a low enrollment by ethnicity and gender. The gaps are in how these characteristics and attributes might affect the completion of the program. IECC has a 70.64% completion rate for high-demand CTE programs. When examining the data filtered for high-demand CTE programs, racial equity gaps were uncovered. According to the data, the completion rates for white students in high-demand CTE programs are 70.74% compared to African American students with 66.67% and Hawaiian or Pacific Islander completion rate of 50% same cohorts. Further exploration shows that African American female students had a completion rate of 63.64%, and Hispanic/Latina females had completion rates of 57.14%. After examining local data based on the sectors above, IECC has a 38.08% completion rate for high-wage CTE programs. When examining the data filtered for high-wage CTE programs, an equity gap for **gender** is uncovered. According to the data, the completion rates for female students in high-wage CTE programs is 52.27% compared to male students with a completion rate of 29.01% from the same cohorts. An additional gap is uncovered when examining the same data filtered for high-wage CTE programs and focusing on racial equity. According to the data, the completion rate for African American CTE students of 12.5%, which is significantly lower compared to other populations such as white CTE students with a completion rate of 38.62%, Asian CTE students with a completion rate of 45%, American Indian/Alaskan Native CTE students with a completion rate of 33.33%, and Hawaiian or Pacific Islander CTE students with a completion rate of 40%.				
What is the College doing to overcome any identifiable gaps?	IECC has and will continue to concentrate on recruitment and advertisement for programs in Collision Repair Technology. By concentrating on recruiting from the high schools, college fairs, job fairs, local employees, and local advertising, OCC hopes to attract more non-traditional students to the program by emphasizing the average pay and employment possibilities. Additional activities such as increased marketing and recruitment activities have been implemented to encourage closing the equity gap for collision repair at OCC.				

Are the students served in this program representative of the total student population? Please explain.	The students in the CRT program / OCC, student pop = Male (female) 85% (15%) / 38% (62%) White/ (other) 100% (0%) / 94% (6%) The program reflects the district served by OCC except for gender as CRT is a traditionally male-dominated program of study.
Are the students served in this program representative of the district population? Please explain.	The students within the program/ District Male 85% / 49% White 100% / 92% Not Pell Eligible 40% / 77% The program has more students eligible for PELL grants. Otherwise, it reflects the district as CRT is a traditionally male-dominated program of study.

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The AUB program at OCC has been an overall successful one. The labor market supports this program, as the demand is higher in the local area than within the national labor market. Graduates from this program can expect to earn more than minimum wage and supplies a living wage for those within the field. Improvements are within reach, as the Perkins grant is working with the program to update equipment.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action Steps: • Investigating the layout of AUB in the coming years to see if what is currently in place is optimum for the students and our local employers • Investigate dual credit options and shorter options. • Increase marketing 5-year timeline for implementation for each step.
Resources Needed	Funding for improvement and equipment updates. Marketing initiatives. Time to work on curriculum development.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time Instructor of the Collision Repair Technology Program. Perkins Director Dean of Instruction Director of Instructional Services Assistant Dean of Academic Services

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Diesel Equipment Tech.	**D535 DIESL**	**69.5**	**470605**	

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?	**Engine Diagnostics** Given the proper diagnostic tools along with critical thinking, students will correctly diagnose different engine problems, determine a solution, and execute the repair to the satisfaction of the instructor and 80% accuracy. **Hydraulic Diagnostics** Given the proper diagnostic tools, students must properly diagnose hydraulic problems, determine a solution, and execute the repair to the satisfaction of the instructor and 80% accuracy. **Technical References** Given the proper technical references, students must find and interpret the specifications of diesel equipment given by the instructor with an 80% accuracy and approval of the instructor. **Industry Skills** Students will demonstrate competence in an entry-level job to a 90% level by successfully complete the internship. **Soft Skills** Students must have acceptable people skills which include written and verbal in order to explain problems and propose solutions with employers and customers to the satisfaction of the instructor and employer.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Program objectives are measured through lab observations/ skilled test. Lab test are conducted where there is a problem with an engine or system and students must perform diagnostics and record data and possible cause. According to data collected, 74-92% of the students met or exceeded the outcomes set by the instructors.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	It was noted that updated equipment was needed. Yes, each of the past five years we did receive some updated equipment to help us train the students on new technology.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.	Scott Balding-Lead Instructor Eric Scheller-Instructor Brandon Weger-Program Director, Institutional Assessment and Effectiveness Robert Conn-Dean of Instruction

Also describe their role or engagement in this process.	
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Advisory Council members: Leon Johnson, Dennis Payne, Ray Genet, Ted Hughes, Roger Sieben, Tyler Howell, Steven Clodfelter, Employers are engaged through the advisory council, consultations, job placements, and work-based learning opportunities.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes, pre-requisites were looked at from the course perspective and will continue because of the advanced classes building upon the first-year classes. If the pre-requisites were removed it would hinder the learning ability of students that were placed into the advanced classes before taking the first-year classes. Degree-seeking students must submit standardized placement scores such as ACT, Accuplacer (or Accuplacer NextGen), Compass, PSAT, or SAT to ensure placement in English, math, and reading coursework. Students may take the Accuplacer NextGen placement test with an IECC institution. 1. Three years (units) of English emphasizing writing, oral communication, and literature 2. Two years (units) of mathematics 3. Reading, including the ability to read and comprehend at a level appropriate for college study 4. One year (unit) of science. Illinois Eastern Community Colleges recognizes that student success in college course work is directly related to appropriate course placement. Therefore, IECC uses multiple measures to determine student placement in college-level courses and admission to a degree or certificate program. The colleges administer ACCUPLACER for course placement and admission into select degree and certificate programs. Multiple measures for placement includes analysis of: 1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc. 2. Analysis of high school or college transcripts including course work completed and grade point average; and remedial and/or previous college course work completed. If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Diesel Equipment Technology program focuses on Agricultural, On-Highway, and Off-Highway diesel fields. Because of the amount of knowledge and technology that needs to be presented to the students, extra hours over 60 needs to be in place to provide students the internships to succeed in the diesel technology career field.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	According to O Net, the demand for Diesel Truck Technicians is average with 3-4% gain. According to our local labor market, jobs for Diesel Technicians are in demand with local companies still having a need to hire program students and graduates to fill open positions. There were 2,531 total job postings for our selection from August 2019 to July 2020, of which 532 were unique. These numbers give us a Posting Intensity of 5-to-1, meaning that for every 5 postings there is 1 unique job posting. Emsi's workforce profile data shows Wabash Valley College has 9 alumni working regionally in the occupation Bus and Truck Mechanics and Diesel Engine Specialists. These 9 alumni represent 6.04% of regional profiles working in these occupations, which ranks the institution 1st among regional talent providers.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The industry demand has slowed some, but the outlook is still positive due to the technology changes and retirees.
1.3 What labor market information sources are utilized?	O Net and local diesel technology industry information. Occupation Data Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry. State Data Sources Data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The diesel technology program recruits students through various on-campus activities such as the annual Diesel Day. Industry supporters set up stations that may include their equipment and/or presentations. Diesel Day allows program supporters access to groups of high school students from Illinois, Indiana and Kentucky. The students are invited to spend the day at WVC rotating through various stations to gain information about the diesel program and the diesel industry. Recruitment is also through attending career/college fairs and visiting high schools.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program curriculum is reviewed with the advisory council along with additional needs/changes for the diesel program. Proposed changes are reviewed by the curriculum committee facilitated by the Dean of Instruction.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes, we are always looking for industry support partnership. Recently we have partnered with Noregon/JPro/Pepsi and are in the process of a Rush Truck Centers partnership.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Cost of the program is expensive because of the price of training aids. We rely heavily on industry support to supply training aids that are possible within their systems. Most of the industry will provide training at no cost or a lower cost when possible. The diesel program also relies on grants and college funds as well. This has helped us to upgrade equipment in the last couple of years. The district employs two full-time instructors located at Wabash Valley College. Diesel's $2,440.68 per credit hour rate, higher than other programs with high equipment costs, has increased largely due to grant equipment purchases. The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes and grants.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The diesel program is working on expanding industry partnerships to help offset some of the cost associated with training aids and training. Not only will this help us with funding, but possibly help us feed new students into the program as well.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	To continue looking at outside sources for grants and funding.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The cost of the program is around $15,000-$20,000 dollars for the students, with factors of a wide range of prices for tool kits that are required for the students to go through the program. Students may also order extra tools as they are going through the program. E-books, laptops and uniforms are also factored into the cost. Students can receive financial assistance through FAFSA and student loans, as well as scholarship that are specific to the diesel program. There are also outside agencies that work with the college to provide funding for qualified students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	One of the benefits of working with some of the industry partners is that they will provide help in the form of scholarships to students that are enrolled in the program. This is one of the reasons we are always looking at expansions in partnerships.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	Strengths of the diesel program include the variety of classes as they pertain to all areas of the diesel industry (Ag, On Highway, Off Highway Equipment), which allows the students to train on a variety of equipment. Another strength of the program are the required internships. This allows the students to get real-life experience while attending classes. One of the main strengths generated by the internships is that students who work well, and providing there is enough business, will have the opportunity to continue their career with that business. The instructors have a variety of experience in the industry as well, since they worked in the industry before becoming instructors. This allows instructors to pass down real-life situations that are not listed in the textbooks.
3.2 What are the identified or potential weaknesses of the program?	Increasing cost of training aids could drive the students to not be trained on the current technology.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery method of the program is mainly face to face, with a few classes being hybrid. With the hybrid classes, students are required to complete their assignments/lecture time outside of classroom time and when students meet, they are completing lab time. When looking at success rates or grades comparing face to face vs. hybrid there is very little difference between the two. The only exception is when students have trouble with technology (internet connection, software or LMS trouble).
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[7]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No, this program is working toward the definition of a career pathway program.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No. Students will take their knowledge gained from the classroom out to dealership where they apply it and gain more knowledge based on the dealership's opportunities. We also have an active advisory council that keeps us up to date on changes in the workforce, so that we can adapt to changes. Students have opportunities following graduation to become technicians in a career that will pay well and have good benefits. Students not only enter the dealerships, but also into independent shops as well.

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

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	When possible, live equipment from the outside community is brought in to reinstate classroom learning. This allows students to see firsthand and experience learning to the full extent.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No, dual credit was offered through local high schools for welding, but diesel courses have been removed because of retirements of faculty.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students will complete their internships in diesel technology by working at approved worksites. Students may work in variety of roles ranging from technicians, parts counter help, or other job opportunities. This helps to improve the skill set of the students as different tasks are performed. Improvements can be made by more dealerships understanding the importance of internships as they grow their own technicians.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, J. J. Keller Forklift Certification, MACS Certification, Bendix Certification, Conmet Certification, JPro Certification Level 1, Snap On Certification digital multimeter and PMI, Cummins Certification (Insite, BETT, Mid-range and Heavy Duty)
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Partnerships with Noregon/JPro. This allows the students opportunities to use their software for diagnostics on engines and trucks. Snap On applications allows the students to have a better understanding of precision measuring instruments and the use of their digital multimeter.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Courses in advanced use of our LMS and leveraging audio/video technologies are offered as well as professional development opportunities at district-wide development days. Beyond this, instructors have opportunity to take ongoing courses with software vendors/reps. Professional development/continuing education with our software packages and equipment should continue as those products evolve. Different OEM's offer training to the faculty. This includes Ag & Off Highway Equipment. Engine and On Highway Truck training could be beneficial.
3.16 What is the status of the current technology and equipment used for this program?	Equipment for the program is mostly up to date. Some training aids for electrical, hydraulic and A/C could use some updating.
3.17 What assessment methods are used to ensure student success?	Pre- and Post-tests are used. Lab assessment using diagnostic skills and check list are used as well. Observation of students' work is also used to measure student's success.
3.18 How are these results shared with others at the institution for continuous improvement?	The results are posted in Campus Labs and shared with the Assessment Team, Curriculum Committees, PAC, and reviewed by the Dean and instructors.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We have gone to E-Books and requiring students to have laptops. This is training the students to use the laptops professionally and will help to prepare them for their career.
3.20 How satisfied are students with their preparation for employment?	Students are 90% satisfied with their preparation for employment.
3.21 How is student satisfaction information collected?	Via surveys for current students as well as graduates. By having conversations with the students throughout the program and after graduation.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers that are engaged with the Diesel Technology program will communicate recommendation or suggestion on a variety of topics as well as some of the employers make up part of the advisory council committee. Area employers also provide students work-based learning opportunities as they participate in the internship program.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Recommendation or suggestions are made at annual meetings, these minutes are recorded and sent to the appropriate personnel. Try to implement the recommendations within reason of the committee.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the graduates to the nature that they are willing to higher them full time. Some of the employers will hire graduates full time before they graduate.
3.25 How is employer satisfaction information collected?	Information is gathered though conversations with the employers by the instructors. It is also collected through internship evaluations.

3.26 Did the review of program quality result in any actions or modifications? Please explain.	With the last review, it was recommended that newer training aids be purchased. Through grants and help from industry partners, updated training aids for engines and power trains were obtained.

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

Due to the hands-on nature of the program, COVID-19 was a significant barrier in the delivery of the program. Additionally, tool costs are a barrier to have the most up-to-date equipment and allowing equal opportunity time for all students to utilize.

Performance and Equity

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

CTE Program	Diesel Equipment Technology				
CIP Code	470605				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	21	15	14	7
Number of Completers	0	8	9	8	6
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment declines indicate new recruitment efforts are needed. Completion rates could be increased by career exploration prior to enrollment as well as increased support to students with life challenges.
What disaggregated data was reviewed?	Gender, ethnicity, Pell Grant status, cohort year
Were there gaps in the data? Please explain.	We have more non-Pell eligibility than those who are eligible and a large gap in gender representation.
What is the college doing to overcome any identifiable gaps?	Expanding recruiting to increase reach to a more diverse enrollment. Reaching out to female professionals in the field to speak to potential students.
Are the students served in this program representative of the total student population? Please explain.	No, student diversity with respect to gender and race is low as compared to the student population. Economic diversity is also low as we have more non-Pell eligible students than average.
Are the students served in this program representative of the district population? Please explain.	No, student diversity with respect to gender is very low as compared to the district population.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Slight modifications to the curriculum and sequence of coursework are needed to address the changing technologies in diesel. Additional development of a 1-year certificate in diesel equipment technologies will be explored.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Consolidation of laboratory space for CTE programs to share common resources is planned for the beginning of the 2021-2022 academic year. Equipment sharing among Ag, Advanced Manufacturing, and Diesel programs will allow students to gain valuable experience working across disciplines.
Resources Needed	Additional technology upgrades are planned to utilize available district funds.
Responsibility Who is responsible for completing or implementing the modifications?	The faculty recommended modifications are carried out by the Dean of Instruction and various District Office staff.

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Early Childhood Education	**D355 ECD**	**65**	**190709**	**C354 ECE Level 3 C353 ECE Level 2**

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 ECE Core Content has been divided into seven areas that describe the knowledge, skills, and dispositions that Early Care and Education practitioners should know and be able to do: Human Growth & Development (HGD) Health Safety & Well-Being (HSW) Observation & Assessment (OA) Curriculum or Program Design (CPD) Interactions, Relationships & Environments (IRE) Family & Community Relationships (FCR) Personal & Professional Development (PPD)
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	There are competencies for each of the seven content areas. To account for the differing levels of education, these competencies have been further broken down into specific benchmarks. There are currently three different levels of benchmarks, increasing by level according to Bloom's taxonomy.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Minor scheduling adjustments prior to Gateways alignment. Yes.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Carla Cadwalader, Lead Instructor Robert Conn, Dean of Instruction at Wabash Valley College Brandon Weger, Program Director of Institutional Assessment and Effectiveness
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	Katelin Miller, Amy Price, Erica Stout, Belinda Guzman, Amanda Yocum, Jennifer Kerr, Marissa Spitzner, Donnita Scott, Peyton Stuck, Sierra Rains, Linda Kolb, Alisa Newman, Paula Maloney. Advisory Council meets and assists the Lead Instructor with ideas and information about the National Association for the

Also describe their role or engagement in this process.	Education of Young Children (NAEYC) as well as support for the ECD 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.

| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward. | Degree-seeking students must submit standardized placement scores such as ACT, Accuplacer (or Accuplacer NextGen), Compass, PSAT, or SAT to ensure placement in English, math, and reading coursework. Students may take the Accuplacer NextGen placement test with an IECC institution.

1. Three years (units) of English emphasizing writing, oral communication, and literature
2. Two years (units) of mathematics
3. Reading, including the ability to read and comprehend at a level appropriate for college study
4. One year (unit) of science.
Illinois Eastern Community Colleges recognizes that student success in college course work is directly related to appropriate course placement. Therefore, IECC uses multiple measures to determine student placement in college-level courses and admission to a degree or certificate program. The colleges administer ACCUPLACER for course placement and admission into select degree and certificate programs.

Multiple measures for placement includes analysis of:
1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc.
2. Analysis of high school or college transcripts including course work completed and grade point average; and remedial and/or previous college course work completed.
If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required. |
| Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | Additional credit hours support student internships and core competencies required for employment. |

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Emsi data shows 6,179 jobs in the region with 752 annual openings.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There were 2,256 total job postings for ECE from May 2020 to April 2021, of which 1,131 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting.

1.3 What labor market information sources are utilized?	**Occupation Data** Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry. **Emsi Job Postings** Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. **State Data Sources** Data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development **Counties include in Data Set:** Clark County, IL; Richland County, IL; Clay County, IL; Wabash County, IL; Crawford County, IL; Wayne County, IL; Cumberland County, IL; White County, IL; Edwards County, IL; Gibson County, IN; Effingham County, IL; Knox County, IN; Hamilton County, IL; Posey County, IN; Jasper County, IL; Sullivan County, IN; Jefferson County, IL; Vanderburgh County, IN; Lawrence County, IL; Vigo County, IN; Marion County, IL; and Warrick County, IN
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The Lead Instructor recruits students from several areas including district and region education centers. New student enrollment never meets labor markets demand and indications show an increasing number of openings for workers with skills taught in the program.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Dean of Instruction chairs the Curriculum, Online Learning, and Technology committees and presents changes to programs to the appropriate faculty members. Committees are a diverse group of instructors and select staff that review, propose changes, and approves recommendations from processes, such as program review.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	WVC is seeking to expand community partnerships and modifying offerings to fit schedules of workers in the early childhood education area. We are also looking at potential changes to program recruitment efforts to better serve the needs of our district ECE employers.
Indicator 2: **Cost Effectiveness**	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Early Childhood Education costs include faculty salaries, instructional supplies, and benefits. The district employs one full-time instructor located at Wabash Valley College. Adjunct instructors teach the remaining sections. ECD runs at $244.81 per credit hour, about average for other programs with low equipment costs. The costs associated with the program includes continuing education courses which drives up the costs per unit. Plans for recouping costs from the employers served by 1.6 courses have been hampered by the pandemic. The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model examines course offerings and seat capacity to determine an ideal student-faculty ratio. Moving low-enrolled courses to an alternating year model allows for cost-reductions. Additional cost reductions with Interactive Distance Learning efficiencies may be realized with increased enrollments at multiple locations.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees cost the students approximately $8,580. Textbook costs depend on market conditions and range from approximately $2,800 to as little as $650 if purchasing used or renting. Costs may be offset by part-time employment opportunities through the program's education center and other employers. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Demand for workers with ECE competencies in our district is extremely high. Facilities are working with students to allow time for them to attain a credential.
3.2 What are the identified or potential weaknesses of the program?	Students are challenged to fit within the traditional schedules and require flexibility with hybrid and online options. Faculty have worked to align modalities to meet the differing needs of our cohorts. These accommodations result in low-enrolled sections.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	All modalities are used in this program including traditional format/online/hybrid/team-teaching. The program faculty often stack online sections with hybrid section to increase access to low-income and non-traditional students.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[8]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No.

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

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes. A. The program has an advisory council which informs the college of state, regional, and local labor market conditions. The lead instructor offers continuing education opportunities for district employees regularly to meet the state licensure requirements. The college is an ECE Entitled Institution under the Gateways to Opportunities framework. B. The program offers dual credit, stackable credentials, and continuing education courses to encourage lifelong learning and meet the needs of local and regional employers. The program will target recruitment efforts toward priority populations identified in the WIO Act Unified State Plan. C. The program ensures students have access to career exploration, academic advising, and support services through WVC's Student Services and Academic Skills departments. The college partners with various agencies but a renewed effort to build relationships with K-12, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners is needed. D. The Gateways to Opportunities framework provides competencies specifically geared toward foundational professional skills. The program offers internships for students in the program which provides participants with work-based opportunities. These give students opportunities to practice and enhance the skills and knowledge gained in their program of study as well as to develop employability. E. The program uses Campus Labs to document assessment of students' skills, competencies, assets, and support service needs as they move through their career pathway and its program. The lead instructor has developed modularized delivery options for traditional, hybrid, and online to better reach the populations challenged by their life situations. New efforts to provide modularized instruction in new modalities with technological advancements will be explored. F. WVC offers Adult Education courses allowing students to attain a secondary school education and diploma. The WVC Foundation offers scholarships for those GED completers to enroll in college. WVC has partnerships with several organizations through WIOA and the local community to assist those priority populations with the greatest chance of success. Further action is needed to ensure access to the ECD curriculum by priority populations identified by WIOA. G. The lead instructor and several part-time instructors support the ECE Centers in the district by providing various coursework and training for new and existing workers. New coursework related to state requirements of ECE workers has been developed. Further partnerships and an increased marketing effort are planned for the upcoming academic year.

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The supervised work experience embedded within the program and Gateways competencies have given our graduates a competitive advantage.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, introductory courses have been offered with several district high schools with qualified and competent faculty.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	There are two internships in the programs for second-year students. Internships offer students an opportunity to 'try-out' employment at specific locations to determine if they are a good fit. They also reinforce what faculty teach in the program and give students a chance to experiment with their new skills. Improvements include a robust system of documenting ECE competencies to match up assessment with ECD outcomes.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No, but the program is an Entitled Institution with Gateways to Opportunity ECE entitled credentials.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes. ECE Level 2 Credential (ECD C353) ECE Level 3 Credential (ECD C354) ECE Level 4 Credential (ECD D355 AAS Degree)
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Gateways to Opportunity ECE entitled credentials include mechanisms for student to transfer between institutions.

3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes. The ECE Core Content for Gateways to Opportunity represents partnerships between WVC and the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) with multiple professional associations, agencies, and organizations that influence all levels of training, education, and role responsibilities in Illinois. A guiding structure for the development of the ECE Core Content was: Illinois Early Childhood Education Content-Area Standards Illinois Professional Teaching Standards (IPTS) Professional Standards for Teacher Preparation by the National Association for the Education of Young Children (NAEYC).
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty have access to Mental Health First Aid Training, Mental Health Training Webinar, and continued opportunities for professional development. Courses in advanced use of our LMS and leveraging audio/video technologies are offered as well as professional development opportunities at district-wide development days. Beyond this, instructors can take ongoing courses with software vendors/reps.
3.16 What is the status of the current technology and equipment used for this program?	Computers, television screen, classroom equipment, printed material, and distance delivery classrooms are available to all faculty in the program.
3.17 What assessment methods are used to ensure student success?	We use a mix of pre/post-testing and practical application experiences and testing along with daily observation of progression through exams, written communication, oral communication, critical thinking skills, human & cultural understanding, civic responsibilities, professional and ethical behavior, employability skills, and job placement.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are posted in our Campus Labs software and are presented to other faculty during assessment meetings.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Working with the Program Director of Institutional Assessment and Effectiveness on assessment tools to help improve program quality and learning outcomes for students.
3.20 How satisfied are students with their preparation for employment?	Administration considers multiple measures in relation to student satisfaction including surveys, complaints, and classroom observations and success rates. Surveys are the most reliable of WVC's methods for attaining satisfaction data. Of students who responded (for years available): 2020 students were 100% very satisfied with preparation for employment. 2019 students were 100% very satisfied with preparation for employment. 2018 students were 50% very satisfied, 33.33% were somewhat satisfied, 16.67% somewhat dissatisfied.
3.21 How is student satisfaction information collected?	An institutional student satisfaction survey and end-of-course surveys.

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Council reviews course offerings and curriculum. Those that currently employ students or graduates offer feedback on trends that they note in knowledge and skills. Many of our PAC members do offer positions for our current students to help those students put their education in use in a real-world environment and provide more hands-on experiences.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee guides the direction of the program by articulating the skills, knowledge, and values that graduates should have upon completion of the program. We collect this information in open meetings and surveys. The advisory committee is missing key stakeholders including K-12 staff.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers within our PAC are satisfied with graduate preparation for their facilities, but a new process may improve employer/ student orientation.
3.25 How is employer satisfaction information collected?	Satisfaction is collected through advisory committee feedback.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Additional 2+2 agreements would serve our graduates well. The faculty recommended adding embedded career services options within the courses.

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

Barriers related to program enrollment includes the perception that workers in ECE settings could find better employment exist within our communities. The college should implement an enrollment management plan with elements that aim to dissuade those old stereotypes of ECE work with imagery of actual ECD graduates in our area. Recruiting a diverse student population within the district to increase minority and disadvantaged student enrollment is important for the program and our communities. Marketing materials with imagery of successful minorities (men are underrepresented) in ECE settings may help enroll a more diverse cohort.

Performance and Equity

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

CTE Program	Early Childhood Education				
CIP Code	190709				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	21	17	9	10	10
Number of Completers	1	5	6	6	2
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment declines indicate new recruitment efforts are needed. Completion rates could be increased by career exploration prior to enrollment as well as increased support to students with life challenges.
What disaggregated data was reviewed?	Viewed data by Cohort Year, Gender, Pell Grant Status, and Ethnicity. Overall, the students tend to be predominately female (100%). This is more aligned with the regional occupation data which indicates that 93.9% of field is female. Pell-Eligibility is slightly higher in this program at 57.1% than the college. When exploring the completion rates, Pell Eligible students are more likely to complete the program than Non-eligible students (28%).
Were there gaps in the data? Please explain.	To increase male student enrollment, the program will broaden the recruiting territories to expand access and highlight professionals in the field that are male and incorporate them into the program. Review marketing/recruiting materials to include male students. The program faculty will work with the TRIO SSS program to recruit program students to provide additional support and services to eligible students.
What is the college doing to overcome any identifiable gaps?	Expanding recruiting to increase reach to a more diverse enrollment. Reaching out to male professionals in the field to speak to potential students.
Are the students served in this program representative of the total student population? Please explain.	No, student diversity with respect to gender and race is low as compared to the student population. Economic diversity is also low as we have more non-Pell eligible students than average.
Are the students served in this program representative of the district population? Please explain.	No, student diversity with respect to gender is very low as compared to the district population

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Changes to marketing plans to address the landscape of post-pandemic employment.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program plans to focus on recruiting a diverse population with new marketing materials. Non-traditional, minority, and low-income populations will be targeted for new recruitment efforts.
Resources Needed	Marketing materials, website imagery.
Responsibility Who is responsible for completing or implementing the modifications?	Carla Cadwalader, Lead Instructor Tyler Burr, Director of Public Information and Marketing Robert Conn, Dean of Instruction at Wabash Valley College

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Entrepreneurship	**C182**	**32**	**520701**	**N/A**
Small Business Development	**C184 ENT**	**6**	**520703**	

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 Entrepreneurship Certificate provides students with the skills to start or reorganize organizations, develop new markets, create customers or buyers, discover new sources of materials, mobilize capital resources, introduce new technologies, introduce new industries and products, and create employment. Entrepreneurship Certificate program outcomes are: • Students will demonstrate the understanding of how to launch the individual's entrepreneurial career. • Students will demonstrate the ability to find an attractive market that can be reached economically. • Students will demonstrate the ability to provide a self-analysis in the context of an entrepreneurial career. • Students will create an appropriate business model. • Students will demonstrate effective communications skills by articulating an effective elevator pitch to gain support for the venture. The Small Business Development Certificate prepares students with the fundamental knowledge to start their own businesses. Small Business Development program outcomes are: • Demonstrate the ability to conduct market research. • Develop a business plan. • Summarize the various paths to funding a new business. • Identify the legalities involved in starting a new business. • Management the financials of a real or simulated business. • Demonstrate professional behaviors.
To what extent are these objectives being achieved? Please detail how	Faculty and Deans established student learning outcomes for both Entrepreneurship and Small Business Development

achievement of program objectives is being measured or assessed?	programs; however, these outcomes were not measured during this review cycle.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The previous program review indicated a need for increased recruitment for the Entrepreneurship program due to low enrollment. The review also recommended an integration of the Entrepreneurship program with other CTE degree programs to encourage students to open small businesses. As a result of these recommendations, the colleges established partnerships with local CEO programs and created a Small Business Development microcertificate, a reasonable and moderate extension of Entrepreneurship. Small Business Development is new; thus, did not undergo program review in the last cycle.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The LTC Program Review Team for Entrepreneurship and Small Business Development includes: • **Mr. Brent Todd**, Dean of Instruction (LTC); • **Ms. Erin Volk**, Director of Instructional Services; and • **Mr. Tyler Woods**, Adjunct Instructor for Small Business Development. Mr. Todd, Ms. Volk, and Mr. Woods reviewed data, outcomes, and syllabi for this program.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Additional IECC stakeholders and participants include: • **Ms. Alyssa Maglone**, Assistant Dean of Academic Services; and • **Mr. Bandon Weger**, Program Director of Assessment. Ms. Maglone provided information about learning outcomes and reviewed this review tool. Mr. Weger's office provided data regarding industry demand, enrollment, completion, and assessment.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The Instructor, Advisors, and Dean reviewed course prerequisites; they do not recommend changes.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Entrepreneurship Certificate requires 32 credit hours. WVC will continue offering this Certificate, but the other three colleges—FCC, LTC, and OCC—will not. WVC will modify the program going forward and review the credit hours in the process. The Small Business Development Certificate only requires 6 credit hours.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	Per Emsi data, Entrepreneurship and Small Business Administration careers will experience 5.0 and 5.4% growth in the IECC region between 2019 and 2024; however, the regional growth is 15 and 28% below the national averages. Median earnings for employees in these disciplines with an Associate degree are $31.85/hr or $66,300 per year (Entrepreneurship) and $24.56/hr or $51,100 per year (Small Business Development).
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand for Small Business Administration employees with an Associate degree increased in the IECC Region, State of Illinois, and the nation. The anticipated growth between 2019 and 2024 in the Region is 6.0%, the State is 3.5%, and the nation is 7.1%.
1.3 What labor market information sources are utilized?	LTC used Emsi data to review program need. Emsi gathers data from official government sources including the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. For the Entrepreneurship and Small Business Development programs, Emsi identified data related to Entrepreneurship/Entrepreneurial Studies" (52.0701) and "Small Business Administration/Management" (52.0703). Sample job titles for these positions include: Personal Service Managers, Entertainment and Recreation Managers, General and Operations Managers, Project Management Specialists and Business Operations Specialists, and Personal Service Managers, to name a few. The Emsi data encompasses Clark, Clay, Crawford, Cumberland, Edwards, Effingham, Hamilton, Jasper, Jefferson, Lawrence, Marion, Richland, Wabash, Wayne, and White Counties in Illinois as well as Knox, Posey, Sullivan, Vanderburgh, Vigo, and Warrick Counties in Indiana.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The Entrepreneurship and Small Business Development programs predominantly enroll high school students through Type A dual credit in partnership with local high schools, Education for Employment agencies, and county-wide Creating Entrepreneurial Opportunities (CEO) Boards.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Review Team considered market demand and wages at local, state, and national levels as well as enrollment and completion rates to determine if the programs are sustainable.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	FCC, LTC, and OCC recommend inactivating the Entrepreneurship Certificate; it will continue at WVC. FCC will also inactivate the Small Business Development Certificate due to low enrollment; it will continue at LTC, OCC, and WVC. Additionally, the Review Team recommends improving communications with local CEO programs to ensure that students are applying to graduate with the Small Business Development Certificate.
Indicator 2: **Cost Effectiveness**	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The costs associated with Entrepreneurship and Small Business Development are low. Both programs are offered through partnerships with local high schools, Education for Employment Systems, and CEO Boards. As such, other agencies cover the costs of instruction.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	IECC does not fund the Entrepreneurship and Small Business Development programs through grant funding.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The program is cost effective. The Review Team does not recommend any changes to cost effectiveness.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	High school students may earn credit for Small Business Development (LTC and OCC) or Entrepreneurship (WVC). The costs for these courses during this review cycle was $60 per course for dual credit.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program costs did not result in any actions or modification.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Entrepreneurship and Small Business Development are both Certificate programs; thus, offering students an opportunity to earn credits over the short term. Entrepreneurship is 32 credits and Small Business Development is only 6 credits. These programs are used predominantly by high school students, meaning they earn college credits prior to entering college as full-time students. IECC partners with local high schools, Education for Employment Systems, and CEO Boards to offer some of the courses for these programs. This partnership—particularly the Colleges and CEO Board sharing curriculum—strengthens the programs and increases quality of the curriculum.
3.2 What are the identified or potential weaknesses of the program?	Enrollment continues to be a struggle. Nearly all enrollees are high school students. Completion is also challenging because high school students who finish the Small Business Development Certificate for example do not apply to graduate even though they finish the coursework.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Currently, Entrepreneurship and Small Business Development courses are offered via face-to-face modalities only.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[9]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	These programs do not use Perkins funding and, therefore, are not set up as a programs of study.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Both programs possess many elements of a career pathway program. For example, the curriculum is rigorous and high quality. The students in Small Business Development create businesses and market them in a trade show. The programs have collaborative partnerships with local agencies and also have active Advisory Councils. Increasing modalities (online, hybrid, distance learning) and creating multiple entry and exit points could strengthen the programs.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The partnership with high schools, Education for Employment agencies, and CEO Boards that offers high school students a Certificate at the end of their CEO courses is innovative and worthy of expanding, even there are some challenges with students applying for graduation.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Both Entrepreneurship and Small Business Development courses are offered for Type A dual credit opportunities throughout the District. Students from 16 high schools in the IECC district may enroll in these courses.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	There are no work-based learning opportunities in terms of internships or apprenticeships; however, the students do create businesses and present them at a trade show. Students enrolled in the program through IECC's partnership with local CEO Boards participate in mentorships with local business professionals.

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

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	There is no industry accreditation for this program.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no industry-recognized credentials for this program.
3.11 Is this an apprenticeship program? If so, please elaborate.	This is not an apprenticeship program.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The Entrepreneurship Certificate requires 11 courses plus two credits of electives. Of the required courses, 58% are articulated through the Illinois Articulation Initiative (ACC 2101, BUS 1101, BMG 2103, and BUS 2101), through articulations with individual institutions (BUS 2106 and BMG 2204), or is articulated through both IAI and institutional agreements (DAP 1201). None of the ENT courses are articulated. The Small Business Development Certificate requires one, 6 credit course that is also called "Small Business Development (ENT 1212). This course is articulated with four-year institutions, but not through IAI.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	LTC developed a partnership with Twin Rivers Education for Employment System to offer a Certificate (Small Business Development) to CEO program students. This program is also available on campus; however, the on-campus program struggles with enrollment.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	District-wide Entrepreneurship and Small Business Development instructors may attend the Fall and Spring Opening Day professional development opportunities at each college as well as the district-wide workshop in October. Each college has processes for instructors to request curriculum-specific professional development through seminars, workshops, conferences, and other means.
3.16 What is the status of the current technology and equipment used for this program?	The current technology and equipment are appropriate for these programs.
3.17 What assessment methods are used to ensure student success?	Instructors established learning outcomes for these programs; however, assessment data has not been collected to date.

3.18 How are these results shared with others at the institution for continuous improvement?	N/A – See Section 3.17
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	N/A – See Section 3.17
3.20 How satisfied are students with their preparation for employment?	IECC did not measure this outcome.
3.21 How is student satisfaction information collected?	IECC did not measure this outcome specifically for Entrepreneurship or Small Business Development; however, district-wide, students complete a satisfaction survey. No concerns have arisen about the program via this survey tool.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	LTC's Advisory Council is collaborative effort with its Office Management program. The Council meets once each year, although the meeting was canceled in 2020 due to the pandemic. The Council did not recommend any changes to these programs during the current review cycle.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Refer to Section 3.22.
3.24 How satisfied are employers in the preparation of the program's graduates?	N/A
3.25 How is employer satisfaction information collected?	The Advisory Council meets annually. Employers provide feedback if they hire graduates of the programs.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	If these programs continue, assessment data needs to be collected to ensure that students meet learning outcomes. Additionally, these programs will need to fit into a program of study if IECC intends to use Perkins funding for them in the future.

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

The COVID-19 pandemic prevented the four colleges from visiting dual credit classrooms. These visits are when students learn about applying for graduation (in the case of Small Business Development). None of the students applied this year. The Colleges will use other means to ensure that students completing during the pandemic are aware that they can apply to graduate with the Certificate.

Performance and Equity

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

CTE Program	Entrepreneurship C182 Small Business Development
CIP Code	520701 520703

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1 (FCC)	1 (WVC)	0	0	0
Number of Completers	0 (0%)	1 (100%)	N/A	N/A	N/A
Other (Please identify)	N/A	N/A	N/A	N/A	N/A

How does the data support the program goals? Elaborate.	Enrollment in both Entrepreneurship and Small Business Development is unusually low. Only two students enrolled in Entrepreneurship during the review period (1 from FCC in 2016 and 1 from WVC in 2017). No students enrolled in Small Business Development. However, these enrollment numbers are misleading. Only students declaring these programs as majors are counted in enrollment. Additionally, dual credit students do not declare majors. Both programs support local high school students through dual credit opportunities.
What disaggregated data was reviewed?	The Team reviewed enrollment and completion data for this review.
Were there gaps in the data? Please explain.	Gaps exist due to data collection processes and how students declare majors; however, the Team believes our current model is still appropriate, although misleading in the case of Entrepreneurship and Small Business Development.
What is the college doing to overcome any identifiable gaps?	See above.
Are the students served in this program representative of the total student population? Please explain.	The number of enrollees in these two programs is substantially low, making comparisons to the student population invalid and impractical.
Are the students served in this program representative of the district population? Please explain.	The number of enrollees in these two programs is substantially low, making comparisons to the district population invalid and impractical.

Review Results

Action	☐ Continued with Minor Improvements
	☐ Significantly Modified
	☐ Placed on Inactive Status
	☐ Discontinued/Eliminated
	☒ Other (please specify)
	  • FCC inactivated effective 8/2/21.
	  • LTC and OCC will inactivate Entrepreneurship while continuing with Small Business Development with minor improvements.
	  • WVC will continue with both Entrepreneurship and Small Business Development with minor improvements.

Summary Rationale Please provide a brief rationale for the chosen action.	Entrepreneurship and Small Business Development are quality programs with appropriate curriculum and low costs to the district; however, each program struggles with enrollment or at least with students declaring the programs as majors. Dual credit students who complete the Small Business Development Certificate do not apply for graduation even though they complete requirements. Each program has appropriate student learning outcomes, but assessment is not occurring in these programs.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. FCC inactivated effective 8/2/21. 2. LTC and OCC will inactivate Entrepreneurship. 3. IECC will explore offering these programs via various modalities (particularly exploring online, hybrid, and distance learning). 4. WVC will consider modifying the Entrepreneurship curriculum to develop a pipeline into its Marketing program. This modification may also include incorporating Small Business Development into the Entrepreneurship program as a stackable credential. 5. IECC will pursue articulating ENT courses with four-year institutions. 6. IECC will develop a plan to start measuring learning outcomes. 7. LTC will improve communications with the local CEO Board to ensure that students are aware of the process for applying for graduation.
Resources Needed	No resources are needed for these programs at this time.
Responsibility Who is responsible for completing or implementing the modifications?	Responsibilities are designated by college in the Intended Action Steps listed above.

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable or lead into the parent degree
Human Resource Assistant	**D245 HRA**	**65**	**521001**	

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 Human Resource Assistant program at OCC prepares graduates for an entry-level position in human resource departments. Objectives include applying skills and knowledge in core human resource functions such as human resource information systems, record keeping, compensation, and benefits administration.
To what extent are these objectives being achieved? Please detail how the achievement of program objectives is being measured or assessed?	Students progress through coursework which increases in rigor. These courses present a formative assessment pattern that allows them to be demonstrated in the fourth semester. Courses are assessed through written work and testing.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continue with Modifications. The program was new at the last review, and no specific goals were set.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also, describe their role or engagement in this process.	Shasta Bennett, Lead Instructor for Office Management and Human Resource Assistant program (narrative and data collection) Michael Conn: Dean of Instruction at OCC (costs, narrative, organizing, overview, and determination of action) Linda Shidler: Director of Academic Success and Library (disaggregated data, data entry) Vicki Thompson: CTE Advisor for OCC (input for advising) Amy Dulaney: Perkins Director OCC (Perkins related data, equity narrative) Brandon Weger: Director of Institutional Effectiveness, IECC (data collection, completion rates, and reporting) Alyssa Maglone, Assistant Dean of Academic Services, IECC (data, editing, and coordination) Erin Powers, Administrative Assistant to the Dean (proofreading) Each partner shared their input regarding curriculum planning expertise, assessment analysis, student success coordination, and data mining.

Stakeholder Engagement Please list other stakeholders and participants engaged in this process (i.e., Student Support Services, students, employers, etc.) Also, describe their role or engagement in this process.	Student and employer information was collected and shared through various processes such as surveys and Program Advisory Councils. Employers, who support the programs, directly impacted the review. Information regarding foci of the program and the satisfaction of using a curriculum that supports employment "soft skills" were solicited.

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert complete data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The last five years have seen a revision in all student placement at OCC. Students are placed into the program by multiple measures, utilizing high school transcript information, standardized test scores, or placement testing.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Associate in Applied Science Degree for Human Resource Assistant is 65 hours.. The program has an emphasized component on written and verbal communication skills. Since the development of the program, these skills have been worked into the degree courses more, so our action plan includes decreasing to 60 hours.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	While the openings within the area fall below the national average, there are positions available projected to increase 6.3% within the next ten years. With the median salary at $33,405 per year, this profession is in line with the average salaries in the area.
1.2 How has demand changed in the past five years, and what is the outlook for the next five years?	There were 1,767 jobs posted in HRA from March 2020 to 2021; 381 were unique positions. The five-year trend from 2016 to 2020 shows a steady rate of increase, as does the trend from 2021 to 2030.
1.3 What labor market information sources are utilized?	Payscale.com US Bureau of Labor Statistics Emsi, Occupation Overview Illinois Department of Employment Security (IDES).
1.4 How does the institution/ program ensure a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this program?)	Within this program, there is a multitude of courses that also fall under other programs. This serves a dual purpose because these courses can be populated by those seeking various degrees or certificates, enabling and these students to add a second degree to their work or transfer into this program seamlessly.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Through advisory council meetings, the faculty ascertain information regarding curricular program from the skills students need to be successful in the field.

1.6 Did the program review result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review revealed some additional steps that will need to be taken. While this program and the course offerings only add to OCC's program offerings, as multiple courses are within multiple programs, levels of mastery should be clearly indicated to allow for multiple entries and exit points. In reviewing like programs at other institutions, offering certificates at the 15-hour mark, using objectives and goals suited for each is a necessary step for OCC.
Indicator 2: Cost-Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g., grants, etc.)?	Cost is negligible as this program is an add-on or aligns/lead into Office Administration (OFADM) program. No additional costs, except for the one adjunct who teaches a few courses. The lead instructor cost for this program overlaps or can be attributed to D247 and C246. Cost breakdown: Instructor total cost adjunct pay approximately $5550 for a year. The unit cost is $225.80 for Business Management courses at OCC. Budget $0 for consumables Funded by education fund with supplemental funding from Perkins for equipment and software.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	None at this time
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Tuition: $2760 Fees: $1090 Books and Supplies: $946 IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans according to the required regulations for each program. Scholarships are available through the Student Services office and the college foundation. Tuition waivers are offered in exceptional circumstances.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	None at this time.
Indicator 3: Quality	**Response**

3.1 What are the program's strengths?	Program strengths include a required internship that provides students hands-on, applicable training in the field, faculty with advanced training and experience in the field, the well-rounded curriculum in the business field with many courses being transferable, an applied accounting requirements for students to ease into the accounting curriculum, and a real-life HR software package for classroom use called BambooHR. High-quality instruction and internship opportunities are other strengths of this program.
3.2 What are the identified or potential weaknesses of the program?	Program weaknesses include such things as the program is intense for some students and can prove challenging; enrollment does not warrant online and face-to-face sections, so some students are hesitant to enroll in online courses. Some courses are semester-specific. Therefore, a student may not enter/exit the program at any time, and tutoring services are struggling to find qualified tutors promptly. The program does not offer multiple entries and exit points. Low enrollment in some courses leads to the possibility of delay of crucial offerings.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare the success rates of each delivery system?	This program is delivered with courses in a traditional format, hybrid and online. Some of the courses within are exclusively delivered in a specified format. Course completion is measured at the end of each semester. Students who may require additional help with gaining information from a delivery system that is not optimal for their learning style have options for tutoring during the sixteen-week courses.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[10]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No, this program does not meet the Perkins V standards for Program of Study. **(A) incorporates challenging State academic standards**; program participants use the knowledge and skills acquired through experience and education to be more productive. Challenging state standards include standards which achievement shall include not less than 3 levels of achievement", this program **does not** allow for the demonstration of more than three levels of achievement. **(B) addresses both academic and technical knowledge and skills, including employability skills;** Program participants are asked to make connections between abstract concepts with real-world applications and make correct insights about when appropriate to apply the academic skill in a workplace situation. **(C) is aligned with the needs of industries in the economy of the State, region, or local area;** There were 1,767 jobs posted in HRA from March 2020 to 2021, of which 381 were unique positions. The five-year trend from 2016 to 2020 shows a steady rate of increase, as does the trend from 2021 to 2030. **(D) progresses in specificity;** The courses progress in rigor, i.e., from Applied Accounting to Financial Accounting. **(E) has multiple entries and exit points that incorporate credentialing**; there is only one entry and exit point. **(F) culminates in the attainment of a recognized postsecondary credential**. Associate in Applied Science is offered at the end of the program.

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

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program related to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	**(A)Aligns with the skill needs of industries in the economy of the State or regional economy involved:** While the openings within the area fall below the national average, there are positions available, and that is projected to increase 6.3% within the next ten years. With the median salary at $33,405 per year, this profession is in line with the average salaries in the area **(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.2**: This program prepares students to succeed in Customer Service Representatives, Human Resource Specialist, Insurance Sales Agent, and Human Resource Assistant. **(C)Includes counseling to support an individual in achieving the individual's education and career goals;** HRA has an assigned program advisor, who meets with each student once a semester and holds office hours. The counselor works with students in completing a degree. **(D)Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster:** Various skills are taught within the program and occur concurrently with technical training. Non-technical skills such as interacting in a productive workplace, solving problems, and managing workloads are part of a comprehensive curriculum. **(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable:** The program advisor in partnerships with the instructor, financial aid counselor, and academic success center director work to assist individuals through the degrees offered. **(F) Enables an individual to attain a secondary school diploma or its recognized equivalent. At least 1 recognized postsecondary credential:** There is no concurrent program that allows a student to complete a high school diploma equivalency and an HRA. **(G) Helps an individual enter or advance within a specific occupation or occupational cluster:** Students entering the program have a career pathway. The US Bureau of Labor Statistics projects that the employment of human resource assistants will not change through 2026; it will not decrease or increase. As students enter the field, experience and additional education will provide a steady career ladder.
3.6 What innovations that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	None at this time.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	HRA offers an Assistant Internship during the final semester of the program. Students are guided in preparing a resume, cover letter, portfolio, and preparing for interview. They are then required to complete the course by participating in both a successful job placement and internship seminars. One improvement would consist of incorporating organizations that offer internships into the Program Advisory Council.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. Automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	NA
3.11 Is this an apprenticeship program? If so, please elaborate.	NA
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
3.14 Have partnerships been formed since the last review that may increase the program's quality and courses? If so, with whom?	Greater partnerships with local businesses such as Carle and HR professionals, such as Andrea McDowell, have been formed for the advisory council.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What is additional professional development needed?	The instructors attend various professional development training pieces; keeping current in a growing and ever-evolving field is essential.
3.16 What is the status of the current technology and equipment used for this program?	The technology for the program consists of computers and software. These were recently updated in 2020.

3.17 What assessment methods are used to ensure student success?	Students are asked to complete various assessments, including written and verbal. They gather artifacts as part of a culminating portfolio to interview for the field placement in an internship position.
3.18 How are these results shared with others at the institution for continuous improvement?	Results are shared at councils and meetings of administration. Some results are shared online.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Modifications have been made to tailor the coursework to the HRA program when the courses became more populated, allowing for sectioning off the course delivery. Students who choose a delivery method over another were able to opt-out or opt-in. This has reduced the need for independent study and/ or tutoring.
3.20 How satisfied are students with their preparation for employment?	The program has seen a meager completion rate. The numbers do not allow for this analysis to be done in a particular way.
3.21 How is student satisfaction information collected?	Student satisfaction surveys are sent to all program completers.
3.22 How are employers engaged in this program? (e.g., curriculum design, review, placement, work-based learning opportunities)	The instructors (both part-time and full-time) have professional networks and work in the field. These instructors adjust their curriculum to the needs of the workplace. The advisory council engages with many local employers.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	NA
3.24 How satisfied are employers in the preparation of the program's graduates?	NA
3.25 How is employer satisfaction information collected?	NA
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The program review revealed that this program, while not well populated, has growth potential. A concerted effort will be made to first recruit businesses and organizations for the Program Advisory Council and then look for ways to incorporate multiple entry and exit points in constructing at least three credentials within the 65-hour program.

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

Enrollment, funding for materials, marketing, student preparation, and the Covid-19 pandemic, which lead to disruptions of face-to-face instruction, are all barriers encountered in the last five years while implementing this program.

Performance and Equity

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

CTE Program	Human Resource Assistant				
CIP Code	521001				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2016: 5	2017: 6	2018: 5	2019: 3	2020: 4
Number of Completers	1	1	0	0	0
Other (Please identify)					

How does the data support the program goals? Elaborate.	There is not enough data to support and analysis as to the effectiveness of the program goals.
What disaggregated data was reviewed?	The data is disaggregated by year, a program of study, Pell eligibility, gender, and ethnicity.
Were there gaps in the data? Please explain.	NA. There is not enough data to establish known 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.	The students in the HRC program / OCC, student pop = Male (female) 24% (76%) / 38% (62%) White/ (other)94% (6%) / 94% (6%) Not Pell Eligible (Pell eligible) 18% (72%) / 77% (23%) The program reflects the district served by OCC except for Pell Eligibility. More of those within the HRA program qualified for PELL grants than within the OCC student population.
Are the students served in this program representative of the district population? Please explain.	The students within the program/ District Male 24% / 49% White 94% / 92% Not-Pell Eligible 18% / 77% The program reflects the district served by OCC except for Pell Eligibility. More of those within the HRA program qualified for PELL grants than within the OCC student population.

Review Results

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

Summary Rationale Please provide a brief rationale for the chosen action.	Although the enrollment is low, we see the potential. This program has little cost added to the institution and provides an alternative pathway for students. We would like to continue the program with significant modification of name change and possible change of curriculum. We also would like to market the program in different ways for greater enrollment.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Decrease the overall credit hours to 60. – one-year timeline to complete this action. After meeting with our Advisory Council, faculty discussed ways to build recruitment to the program. The main suggestion was a change in the program name. One member stated how HR Assistant implies a very intro or low-skilled position where there is minimal thought of acquiring a 2-year degree or higher-level coursework. The suggestion was to change the program's title to Human Resource Administration (which would correlate with our Office Admin name). The justification is that it would be a more appealing search for individuals seeking a degree to look at the job market. We received some significant input for the program. We will incorporate more advisory council meetings, increased internship locations, more marketing, and alignment with the Office Administration program. 5-year timeline Also, suggest looking into how to make the program align with the Perkins program of study option, resulting in continued curriculum modifications. Possible realignment so that this program becomes part of another program. A 5-year timeline will be implemented for each action step.
Resources Needed	The resources needed are marketing, funding, time to meet with advising councils, support from upper administration, and more adjunct instructors.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time Instructor of the Program. Dean of Instruction Perkins Director Director of Instructional Services Assistant Dean of Academic Services

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Industrial Maintenance Technology	**D500 INDMA**	**60**	**470303**	**IMT: Level I C501** **IMT: Level II C502** **IMT: Level III C503**

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 overarching objectives and goals of the program are to train students in industrial maintenance and guide students towards lasting and rewarding employment in industrial maintenance roles; and the possible transfer to a four-year pathway. At OCC, Industrial Maintenance Technology, three progressive certificates, and a culminating degree are proof of mastery of goals for the program. Students completing the program will 1) demonstrate I.M. skills and knowledge to diagnose and repair machines and systems, 2) apply skills in specified technology and computer skills, and 3) demonstrate communication and interpersonal skills consistent with a successful workplace.
To what extent are these objectives being achieved? Please detail how the achievement of program objectives is being measured or assessed?	Students engage with curriculum and experience hands-on projects, leading to skill acquisition. The total program completion rate for the past 5 years is 51%. There is a slight decline in completion rates the last year due to COVID. Students who complete the program have a 100% employment rate. The program objectives are assessed through the *Amatrol* curriculum and hardware to demonstrate mastery of skills and abilities related to machines and systems. Assessment activities and data are collected and reported via the Compliance Assist software program.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	**The last action** was to continue the program with improvements and redevelop parts of the program that had just restarted after a three-year pause. **From the last review:** "A few of the significant improvements that have been implemented are: Restarting of the HVAC Certificate and starting of the community wiring class TRA 1221; introduction of a new class into the HVAC certificate, Introduction to HVACR INM 1221; Restarting of the robotics class INM 2207; Introduction of a new class as an IMT technical elective, Mechatronics INM 2211." **Were the actions completed**: Yes, OCC restarted the INM program. The courses were added, and multiple revisions and additions were created. An additional building was incorporated into the program, the old collision repair building, which will be utilized for additional courses and equipment. We are looking into updating the building with resources available.

Review Team Please identify the names and titles of faculty and staff who were significant participants in this program's review. Also, describe their role or engagement in this process.	Logan Marshall: Lead Instructor IMT OCC (narrative and data) Michael Conn: Dean of Instruction (costs, narrative writing, organizing, and action determination) Linda Shidler: Director of Academic Success Center (Performance and Equity data and narratives) Vicki Thompson: CTE Advisor for OCC (input for advising) Amy Dulaney: Perkins Director OCC (Perkins related data, equity narrative) Brandon Weger: Director of Institutional Effectiveness, IECC (data collection, completion rates, and reporting) Alyssa Maglone, Assistant Dean of Academic Services, IECC (data, editing, and coordination) Erin Powers, Administrative Assistant to the Dean (proofreading) Each partner shared their input regarding curriculum planning expertise, assessment analysis, student success coordination, and data mining.
Stakeholder Engagement Please list other stakeholders and participants engaged in this process (i.e., Student Support Services, students, employers, etc.) Also, describe their role or engagement in this process.	Student and Employer information was collected and shared through various processes such as surveys and Area Planning Councils. Employers, who support the Apprenticeship programs, directly impacted the review. Information regarding emphases of the program and the satisfaction of using a curriculum that supports employment "soft skills" were solicited.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert complete data sets but summarize the data to completely answer the questions. Concise tables displaying this Data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	High school diploma or equivalent and placement testing are the pre-requisites for this program. The last five years have seen a revision in all student placement at OCC. Students are placed by multiple measures, utilizing high school transcript information, standardized test scores, or placement testing.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A The IMT Associate in Applied Science Degree is 60 credit hours. Certificates range from 16 hours to 19.5.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	For those employed in IMT, 36.3% have some college or an Associate degree looking at the educational attainment. IECC area also hosts a higher supply of jobs, within the region, than the national average; 1,519 compared to 877 when using an adjustment to account for overall workforce size.

1.2 How has demand changed in the past five years, and what is the outlook for the next five years?	In 2016, the regional labor market supported about 2,864 jobs. The percentage of change from 2016-2021 saw 13% growth. It is predicted that from 2021 to 2026 that the job market will grow from 6.7% to 13%+
1.3 What labor market information sources are utilized?	Emsi, Occupation Overview and Illinois Department of Employment Security (IDES); U.S. Dept of Labor and Statistics online reports; O-Net data reports.
1.4 How does the institution/ program ensure a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g., how/where are students recruited for this program?)	IECC has a Dual Credit program within local high schools. Recruiters regularly attend high school fairs and foster positive relationships with area schools. The advisors and guidance counselors work collaboratively to recruit students with interest in IMT. A Jobs and Careers workshop is presented at the Colleges each year for local high schools. Employers in the area are included in area planning councils and are often the source of incoming students. Another pipeline of students come from our partnerships with local industries. Employers send their students to further their education and training to keep up with current technology.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The IMT faculty collaborate to ensure the curriculum meets local business owners' and employers' needs. The IMT curriculum reflects a focus on troubleshooting at the employers' request.
1.6 Did the program review need to result in actions or modifications (e.g., closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Overall program changes are aimed at scheduling, recruiting, and integration of Dual Credit courses. Elective credit hours have also been scrutinized to ensure students are being streamlined and supported throughout the program in the timeliest and cost-effective way. Incorporating courses taken as Dual Credit into the credentialing process and awarding degrees has surfaced as the priority in recruitment and completion rates. We are also looking at increasing the consumable budget to offset reliance on Perkins funding.
Indicator 2: Cost-Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g., grants, etc.)?	Program costs reviewed include salaries, benefits, instructional supplies, and a calculation for unit cost for FY2020. The average cost per unit of INM is $207.52. In general, the per credit hour cost of Industrial maintenance is less than the average unit cost for CTE ($297.53), remedial ($557.98), and health ($524.93) programs. Cost breakdown: Instructor total cost $63,345.20 (lead plus adjunct pay) Budget $3461.41 for consumables Funded by education fund with supplemental funding from Perkins for equipment and software.

2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	We are dropping low enrollment courses and revamping the apprenticeship program to streamline costs.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Tuition: $2760 Fees: $1090 Books and Supplies: $946 IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans according to the required regulations for each program. Scholarships are available through the Student Services office and the college foundation. Tuition waivers are offered in exceptional circumstances.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	We are exploring an increase in the consumable budget.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The IMT program is staffed by knowledgeable, certified professionals who have experience working within the industry, including a control technician and an engineer from Champion Labs, a Welding professional, an HVAC technician, and a Manager from North American Lighting. The full-time faculty holds a Bachelor's degree from an accredited university program in Industrial Maintenance and Applied Engineering.
3.2 What are the identified or potential weaknesses of the program?	Transitioning students from high school into the postsecondary program has become a focus for the IMT program. The goal of a seamless transition has prompted more discussions between the high school's dual credit offerings and OCC.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare the success rates of each delivery system?	The hybrid format works well for delivery of course content. Students complete online content and meet with an instructor for labs at scheduled times for the hands-on portion of the training and coursework.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[11]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	This program has not yet been submitted for Program of Study consideration but is on track to do so. **(A) incorporates challenging State academic standards**; program participants use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications. They make correct insights about when it is appropriate to apply academic skills in a workplace situation. **(B) addresses both academic and technical knowledge and skills, including employability skills;** Program participants are asked to make connections between abstract concepts with real-world applications and make correct insights about when appropriate to apply the academic skill in a workplace situation. **(C) is aligned with the needs of industries in the State, region, or local area;** IECC area hosts a higher supply of IMT jobs within the region than the national average; 1,519 compared to 877, an adjustment to account for overall workforce size. **(D) progresses in specificity;** Three certificates that progress in rigor and specificity leading to a degree are offered. **(E) has multiple entries and exit points that incorporate credentialing**; three credentials levels 1, 3, and a degree is offered. **(F) culminates in the attainment of a recognized postsecondary credential**. Associate in Applied Science is offered at the end of the program.

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

3.5 Does this program meet the definition of a [career pathway program](#)? Please describe each career pathway element and identify how the college plans to improve the program related to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	(**A**)**Aligns with industries' skill needs in the economy of the State or regional economy involved:** IECC area hosts a higher supply of IMT jobs within the region than the national average; 1,519 compared to 877 using an adjustment to account for overall workforce size. **(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.2**: students completing each level are prepared to move to the next level of certification and/or complete a degree **(C)Includes counseling to support an individual in achieving the individual's education and career goals;** IMT has an assigned program advisor, who meets with each student once a semester and holds office hours, for four hours weekly, onsite. The counselor works with students in moving through the certificates and completing a degree. **(D)Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster:** Various skills are taught within the program and occur concurrently with technical training. Non-technical skills such as interacting in a productive workplace, solving problems, and managing workloads are part of a comprehensive curriculum. (**E**) **Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable:** The program advisor in partnerships with the instructor, financial aid counselor, and academic success center director work to assist individuals through the certification and degrees offered. **(F) Enables an individual to attain a secondary school diploma or its recognized equivalent. At least 1 recognized postsecondary credential:** An IET program is being developed. The college has another IET program accredited within the manufacturing cluster. **(G) Helps an individual enter or advance within a specific occupation or occupational cluster:** Students entering the program have multiple exit points that are also adaptable to reentering the program, which allows for flexibility in completion should the individual need that adjustment.
3.6 What innovations that contribute to quality or academic success have been implemented within this program that other colleges would want to learn about?	OCC IMT is a PMMI educator, and their certificates are offered. PMMI Mechatronics Certification Tests are based on industry-developed standards and recognized by the U.S. Department of Labor. They are also recognized by the Manufacturing Institute's Skills Certification System, which is endorsed by the National Association of Manufacturing.

3.7 Are there dual credit opportunities? If so, please list offerings and the associated high schools.	At this time IMT program courses not articulated through dual credit partnerships. The dual credit opportunities for IMT classes in the future will be with Richland County High School, Clay City, Red Hill, and Newton High School. High school students can work towards their general education courses in the degree.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	OCC/IMT fully utilizes the *Amatrol* curriculum and hardware to assess knowledge and abilities through online content and lab work. Amatrol is a high-quality, industry-standard option training and has proven helpful for learning and employable skills. In most of the IMT degree classes, pre-test and post-test are utilized for the weekly content in Amatrol and a cumulative comparison over the entire course content. Students complete this online content at home and meet with an instructor for labs scheduled for the training's hands-on portion. In the Level III certification, student can choose a technical elective, one of which is an Internship that provides work-based learning.
3.9 Is industry accreditation required for this program (e.g., nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. Automotive technology, NATEF).	At this time, OCC IMT offers Packaging Machinery Manufacturers Institution, or PMMI, certification and WorkKeys certification. *PMMI* is a global resource for the packaging and processing industry, uniting the manufacturing supply chain industry. Our members promote business growth in various industries by developing innovative manufacturing solutions to meet evolving consumer demands today and in the future. Work Keys is Job skill assessments designed to measure foundational and personal skills as they apply to the workplace.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes. *PMMI* credentials embed within the program. Also, *Work Keys* is incorporated into the program. IMT: Level I C501 IMT: Level II C502 IMT: Level III C503 And Associate in Applied Science Degree.
3.11 Is this an apprenticeship program? If so, please elaborate.	A Department of Labor Apprenticeship program has been in place for more than three years. Students apprentice for local businesses that are part of the APC.
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	An articulation agreement was formed with Southern Illinois University in Carbondale, Illinois. The programs include Industrial Management, Applied Engineering, and Technical Resource Management.
3.14 Have partnerships been formed since the last review that may increase the program's quality and courses? If so, with whom?	The partnership with SIUC was formed in 2020. Prior students had requested transfer information be sent to the IMAE program at SIUC, making the articulation agreement formal will help those students transfer more linearly.

3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What is additional professional development needed?	The instructors attend various professional development training pieces; keeping current in a growing and ever-evolving field is essential. The institution provides yearly online professional development opportunities and a budget for specific professional development for faculty.
3.16 What is the status of the current technology and equipment used for this program?	Equipment is updated regularly. Broken items are repaired quickly. Industrial Maintenance Technology at OCC plans to work with the Perkins coordinator to acquire Amatrol equipment that aligns with dual credit curriculum updates. The cost is approximately $20,000 and will increase the ability to mimic the workplace equipment for a more accurate student mastery assessment.
3.17 What assessment methods are used to ensure student success?	Students are assessed with hands-on methodology, which points to an authentic assessment methodology within the program. This authentic assessment also allows for assessment in real-time this aiding in corrections and tutoring from the instructors.
3.18 How are these results shared with others at the institution for continuous improvement?	The results are shared via yearly meetings and on the institutional software of Compliance Assists.
3.19 What curriculum revisions have been made based on student learning assessment to improve program quality and improve learning outcomes?	BMG 2601 Quality Improvement was removed from the curriculum and replaced with INM 2228 Lean Manufacturing. Welding 1210 was removed, and electives replaced this mandated course. We are adjusting the apprenticeship program to remove low enrollment courses.
3.20 How satisfied are students with their preparation for employment?	The last three years of survey information shows 82% were satisfied with the program, 17% were somewhat satisfied. (from student satisfaction survey).
3.21 How is student satisfaction information collected?	Student satisfaction surveys for the IMT program are part of the more extensive process of collecting information from all CTE program students and employers. Surveys were sent out via email, and students were reminded via a text messaging service.
3.22 How are employers engaged in this program? (e.g., curriculum design, review, placement, work-based learning opportunities)	Employers are engaged in a variety of ways. Employers are connected to the program through a DOL-approved apprenticeship program and actively recruiting for the program. Employer input is also greatly valued and solicited throughout the year and within planned Area Planning Council meetings. Through employer input, the focus on troubleshooting emerged as the number one objective within the program.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The full-time faculty remains in contact, throughout the year, with individuals from numerous businesses and regularly discusses matters regarding curriculum, policies, and procedures. More specific questions that align with the institutional strategic plan could be incorporated into the advisory committee process.

3.24 How satisfied are employers in the preparation of the program's graduates?	Employers expressed satisfaction and reiterated a focus on problem-solving skills as an overarching needed skill.
3.25 How is employer satisfaction information collected?	Employer satisfaction surveys for the IMT program are part of the more extensive process of collecting information from all CTE program students and employers. Informal communication with employers and communication with the advisory council lead to qualitative data collection.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Overall, the program has a reasonable completion rate of 51% over the past five years. Bringing the advisor onsite for four hours per week is to enhance the completion rate for students. Continue to monitor enrollment post COVID to ensure completion rates similar to 2018 enrollments (the high point).

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

Barriers include lack of funding for materials, dated building, marketing, student preparation, and the COVID-19 pandemic, which lead to disruptions of face-to-face instruction. Additionally, the turnover of adjunct employees has been a barrier.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Industrial Maintenance Technology				
CIP Code	470303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2015: 17	2016: 20	2017:21	2018:24	2019:22
Number of Completers	9	11	16	11	6
Other (Please identify)					
How does the data support the program goals? Elaborate.	The percentage of completers to those enrolling ranged from 73% to 27%, averaging 51% over the five years. This is above the IECC average total of 49.94% and an OCC total of 51.8%. IECC has seen a slight decline in completion rates in 2019 and 2020 that aligns with the COVID 19 pandemic. The average OCC completion rate for 2018 was 66.28%. The majority of the students showed mastery of industrial maintenance skills and knowledge to diagnose and repair problems as demonstrated using both the Amatrol curriculum and onsite assessments.				
What disaggregated data was reviewed?	The data is disaggregated by year, the program of study, Pell eligibility, gender, and ethnicity.				
Were there gaps in the data? Please explain.	The program has a low enrollment by diversity standards of ethnicity (non-white) and gender (non-male). The gaps are in how these characteristics and attributes might impact the completion of the program.				
What is the college doing to overcome any identifiable gaps?	IECC has and will continue to concentrate on recruitment and advertisement for programs in Industrial Maintenance. Introducing more Dual Credit courses is posited to increase both exposure and participation of non-traditional students of IMT. Additionally, marketing initiatives from the central office will focus on equity and inclusion gaps.				
Are the students served in this program representative of the total student population? Please explain.	The students in the IMT program / OCC, student population = Male (female) 96% (4%) / 38% (62%) White/ (other)94% (6%) / 94% (6%) The program reflects OCC's district except for gender as IMT is a traditionally male-dominated program of study.				
Are the students served in this program representative of the district population? Please explain.	The students within the program / district Male 96% / 49% White 94% / 92% Not Pell Eligible 57% / 77% The program reflects the districts served by IECC except for gender. IMT is a traditionally male-dominated program of study.				

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The IMT program at OCC has been an overall successful one. Enrollment over the five years ranged from 17-24, one of the more extensive CTE programs in the area. The labor market supports this program as the demand is higher in the local area than within the national labor market. Graduates from this program can expect to earn more than minimum wage and supplies a living wage for those within the field. Improvements are within reach as the Perkins grant is working with the program to update equipment.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Securing funding for Perkins equipment purchase to aid in dual credit offerings. Meet with the Perkins Director on April 1, 2021. Write funding into the next RFP if not available in 2021. Review options for credit for prior learning with portfolios for students who have worked in the industry to aid in shorter completion times. A suggestion of investigating the layout of the IMT certificates in the coming years and see if what is currently in place is optimum for the students and our local employers; investigate if instead of having level 1, 2, and 3 certificates to possibly make the certificates more topic-based, i.e., an electrical certificate, mechanical certificate, and maybe a quality/safety certificate. 5-year timeline suggested for investigation about curriculum layout.
Resources Needed	Funding for facilities improvement and equipment updates. Time to work on investigation and curriculum development.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time Instructor of the IMT Program. Perkins Director Dean of Instruction Director of Instructional Services Assistant Dean of Academic Services

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Industrial Technician	**C546 INDS**	**15**		
Inter Industrial Technician	**C547**	**30**	**150612**	
Adv Industrial Technician	**C548**	**45**		

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 Technician certificates prepare graduates to become technical and/or technical management-oriented professionals for employment or employment enhancement in manufacturing industries. These certificates represent a stackable curriculum subset to the Advanced Manufacturing and Gunsmithing degree programs.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	These certificates are under-utilized because the AAS degrees have high success rates. Students that can't complete the full degrees are able to take a credential exit point.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Modify courses to become a stackable credential and early exit point for Advanced Manufacturing and Gunsmithing AAS degrees. Yes.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Jay Carter – Lead Instructor, Advanced Manufacturing Nick Plassman – Adjunct Instructor, Advanced Manufacturing Brandon Weger – Program Director, Institutional Assessment and Effectiveness Robert Conn – Dean of Instruction
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	Students via satisfaction surveys and direct feedback Graduates via post-grad surveys and feedback Employers via direct feedback on graduate employees

Also describe their role or engagement in this process.	

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes. Students in the programs are not required to take placement tests unless they enroll in an AAS degree or English/ Mathematics courses. Degree-seeking students must submit standardized placement scores such as ACT, Accuplacer (or Accuplacer NextGen), Compass, PSAT, or SAT to ensure placement in English, math, and reading coursework. Students may take the Accuplacer NextGen placement test with an IECC institution.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Demand is high in our area. Data shows 5,093 jobs in the greater IECC region, which is 80% above the national average. There were 726 total job postings for our selection from August 2019 to July 2020, of which 147 were unique. These numbers give us a Posting Intensity of 5-to-1, meaning that for every 5 postings there is 1 unique job posting.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Target occupations over the past 5 years have shown an average growth of +3.2%. Target occupations show a projected average of +6.0% change from 2020-2025.

1.3 What labor market information sources are utilized?	Occupation Data Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry. Emsi Job Postings Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. State Data Sources Data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development Counties include in Data Set: Clark County, IL; Richland County, IL; Clay County, IL; Wabash County, IL; Crawford County, IL; Wayne County, IL; Cumberland County, IL; White County, IL; Edwards County, IL; Gibson County, IN; Effingham County, IL; Knox County, IN; Hamilton County, IL; Posey County, IN; Jasper County, IL; Sullivan County, IN; Jefferson County, IL; Vanderburgh County, IN; Lawrence County, IL; Vigo County, IN; Marion County, IL; and Warrick County, IN
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited from local high schools (including Indiana), college fairs, and employers using a mix of face to face discussions, presentations, radio/TV, and social media marketing.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs and changes are evaluated by instructors, advisory council, and administration. Changes are initiated by the lead instructor and presented to the dean of instruction for consideration. The dean reviews the changes with the curriculum committee and other administrators for implementation.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes, we are seeking to expand industry partnerships and increasing offerings to fit schedules of incumbent workers in the area. We are also looking at potential changes to program content to better serve the needs of our district employers.
Indicator 2: **Cost Effectiveness**	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Industrial Tech utilizes the Advanced Manufacturing program resources, so costs include instructional equipment, faculty salaries, and benefits. The district employs one full-time instructor located at Wabash Valley College. Adjunct instructors teach the remaining sections mostly as dual credit. Industrial Tech and Advanced Manufacturing courses run at $292.90 per credit hour, slightly higher than other programs with high equipment costs ($261.05). The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model examines course offerings and seat capacity to determine an ideal student-faculty ratio. Moving low-enrolled courses to an alternating year model allows for cost-reductions. Additional cost reductions with Interactive Distance Learning efficiencies may be realized with increased enrollments at multiple locations.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Depending on the level attained, combined tuition and fees cost the students approximately $2,250 per credential. Textbook costs depend on market conditions and range from approximately $2,500 to as little as $850 if purchasing used or renting. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Some efficiencies are possible but increasing the Welding course fee to $75-100 will help with increased cost.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The program has great subject matter expert involvement due to the close relationship with area manufacturers. Efforts have been made to meet the POS guidelines. Students gain valuable skills in a high-demand field.
3.2 What are the identified or potential weaknesses of the program?	Students enrolled often have full time jobs and are only able to attend evening or online courses.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Due to the hands-on nature of the manufacturing environment most courses are of traditional format or hybrid with only one program-specific course online. Student satisfaction surveys indicate a strong preference for traditional format over other forms.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[12]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No, this program is working toward the POS with Advanced Manufacturing.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No. We are making progress to improve the program based on the career pathway elements.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Most of the innovation comes from the resources in the Advanced Manufacturing AAS degree program. We would like to engage in a formal partnership with one or more local employers to offset student costs and to better serve those employers in the long run. We are also part of an effort with a local Economic Alliance group dedicated to growing local businesses and attracting new ones.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	We offer several of our core courses to Mount Carmel High School Students and hope to attract three other high schools with the same offerings.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Internship opportunities exist with local employers, including machinist, CAD, and Engineering department positions. These allow students to gain even more practical experience outside of the classroom environment and provide opportunities to apply critical thinking skills to real-world experiences.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.

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

3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Not currently but we are reviewing available credentials for a variety of classes from SolidWorks, Society of Manufacturing Engineers, and the National Institute for Metalworking Skills.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes. The Area Economic Alliance appointed a new President who is very active building connections between the industry employers and WVC students seeking employment. Mr. Newman's (AEA) engagement with the program and college fostered a new dual credit marketing plan, additional PAC members, and higher visibility in our communities.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Courses in advanced use of our LMS and leveraging audio/video technologies are offered as well as professional development opportunities at district-wide development days. Beyond this, instructors have opportunity to take ongoing courses with software vendors/reps. Professional development/continuing education with our software packages and equipment should continue as those products evolve.
3.16 What is the status of the current technology and equipment used for this program?	Manual machining equipment is in good repair but is aging; current CNC equipment is approximately twelve years old, in good repair, but not the latest technologies. New PLC units have been added within the past two years and are in good repair; robotics and automation equipment is in good repair, approximately 12 years old. Most software (CAD and CAM) are updated yearly and computer technology upgraded as needed to support said software.
3.17 What assessment methods are used to ensure student success?	We use a mix of pre/post testing and practical application experiences and testing along with daily observation of progression.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are posted in our Campus Labs software and are presented to other faculty during assessment meetings.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	We have allowed more time for practical application testing to reduce student anxiety, provided more opportunity for practical application by opening the labs to students when not in use. We have also changed some of our textbook requirements to improve the quality of course content.

3.20 How satisfied are students with their preparation for employment?	Of students who responded (for years available): 2020 students were 100% very satisfied with preparation for employment. 2019 students were 100% very satisfied with preparation for employment. 2018 students were 50% very satisfied, 33.33% were somewhat satisfied, 16.67% somewhat dissatisfied.
3.21 How is student satisfaction information collected?	Via surveys for current students as well as graduates.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers in our PAC review course offerings and curriculum. Those that currently employ students or graduates offer feedback on trends that they note in knowledge and skills. Many of our PAC members do offer positions for our current students to help those students put their education in use in a real-world environment and provide more hands-on experiences.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Our PAC is involved by reviewing course offerings and suggesting course/program changes. We have changed the frequency of communication with our PAC and now reach out to the members monthly via email and spontaneously via email or phone to help strengthen the mutual relationship.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers within our PAC are generally satisfied with graduate preparation for their facilities. Emsi's workforce profile data shows Wabash Valley College has 6 alumni working regionally in the occupations Structural Metal Fabricators and Fitters, Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic Machinists, Multiple Machine Tool Setters, Operators, and Tenders, All Other, and Computer Numerically Controlled Tool Operators. These 6 alumni represent 1.88% of regional profiles working in these occupations, which ranks WVC 5th among regional talent providers.
3.25 How is employer satisfaction information collected?	Information is collected through ongoing communication and suggestions from our PAC members that have recent graduates in their employ.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Exploring changes related to our POS efforts.

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

Parents tell their children that workers in factories are underpaid, overworked, and could find better employment within our communities. The college should implement an enrollment management plan with elements that aim to dissuade those old stereotypes of factory work with imagery of actual working conditions in modern manufacturing facilities in our area.

Performance and Equity

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

CTE Program	Industrial Technician C546 Inter Industrial Technician C547 Adv Industrial Technician C548				
CIP Code	150612				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	2	0	2	0
Number of Completers	0	1	0	2	0
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment numbers suggest that further recruitment efforts are needed. Completion rates could be increased by career exploration prior to enrollment as well as increased support to students with life challenges.
What disaggregated data was reviewed?	Gender, ethnicity, Pell Grant status, cohort year
Were there gaps in the data? Please explain.	We have more non-Pell eligibility than those who are eligible and a large gap in gender representation.
What is the college doing to overcome any identifiable gaps?	Expanding recruiting to increase reach to a more diverse enrollment. Reaching out to female professionals in the field to speak to potential students.
Are the students served in this program representative of the total student population? Please explain.	No, student diversity with respect to gender and race is low as compared to the student population. Economic diversity is also low as we have more non-Pell eligible students than average.
Are the students served in this program representative of the district population? Please explain.	No, student diversity with respect to gender is very low as compared to the district population.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale	Timely modifications to the curriculum and sequence of coursework are needed to address the changing technologies in manufacturing. Additional development of a 1-year certificate in Machining will be explored.

Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The faculty modified the curriculum during the Fall 2020 semester to be implemented during the 2021-2022 academic year. Course modifications based upon assessment results are implemented immediately or as soon as possible. The faculty recommended adding Career Pathways to Success in the first semester and a slight modification to the sequence of coursework. Program outline updates occur in April to make the final edit of the printed catalog.
Resources Needed	Additional technology upgrades are planned to utilize available district funds.
Responsibility Who is responsible for completing or implementing the modifications?	The faculty recommended modifications are carried out by the Dean of Instruction and various District Office staff.

Career & Technical Education				
College Name:	Illinois Eastern Community Colleges Frontier Community College			
Academic Years Reviewed:	2016-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Paramedicine **EMT** **Emergency Medical Responder**	**D411 PARA** **C414** **C421**	**61**	**510810**	**Paramedic (C412)** **C414** **C421**
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?	Students will: • Use critical thinking skills to confidently and effectively manage emergency situations. • Demonstrate a strong work ethic, positive attitude, respect for patients, and the ability to work cooperatively as a health care team member. • Communicate clearly and professionally using verbal and nonverbal communication techniques. • Apply appropriate emergency medical and technical knowledge as required in emergency situations. • Manage emergency patient care and treatment. • Apply medical ethics to all patient care situations by documenting accurate and complete patient records and reports and maintaining patient confidentiality. • Meet competencies for certification(s).
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	For the Paramedicine Degree and associated certificates, the Illinois Department of Public Health (IDPH) and the American Heart Association (AHA) set standards for licensure. These standards are the program and course outcomes. When the State updates the requirement for licensure, the program and course outcomes are updated. These outcomes are assessed using different methods. Course outcomes are measured using modules, exams, quizzes, and hands-on activities/checkoffs. Program outcomes are measured by successful completion of the State licensure exams.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	After the last Program Review cycle, IDPH and AHA update the requirements for State licensure. As a result, the curriculum was updated to align with the new standards, and new

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	textbooks were adopted. Also, new dual credit offerings were created for EMR training in area high schools.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Leslie Boles: Director of Paramedicine Ellen Shreve: Office Assistant – Emergency Preparedness Paul Bruinsma: Dean of Instruction – Frontier Community College Brandon Weger: Program Director of Institutional Assessment and Effectiveness
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	The paramedicine advisory council provides regular feedback on and suggestions for our Paramedicine Program. Our K-12 partners provide feedback related to dual credit offerings and student need. The CTE advisor provides student services input.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes. When looking at applicant pools, it was discovered that some students were not prepared for this intensive paramedicine training program. To help identify individuals who are prepared for this training, new prerequisites – in addition to standardized test scores – were introduced: • Paramedic Entrance Exam • Program Interview
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Paramedicine Degree (PARA D411) and Paramedic Certificate (PARA C412) have 61 and 33.5 credit hours, respectively. These credit hours are needed to fulfill the requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Also, the classes included in the degree and certificate program give students the well-rounded education that the advisory council and local employers demand.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Demand in our local area is high for graduates of the Paramedicine Degree and Certificate Programs. According to data from the Bureau of Labor Statistics and O*Net, for the State of Illinois, the projected number of jobs will go from 11,090 in 2018 to 11,710 in 2028 – an increase of 6%. Nationally, 17,400 job openings are expected annually.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to Emsi Labor Market Analytics, the demand for Paramedicine Program graduates in IECC's district steadily increased over the last five years and looks to continue that trend in the next five years. Anecdotally, demand for paramedics and EMTs from local hospitals and ambulance service providers is very strong in our area and beyond.
1.3 What labor market information sources are utilized?	Bureau of Labor Statistics O*Net Emsi
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited by Frontier Community College's recruiter, the Director of Paramedicine, and program faculty during high school visits, events on campus, social media posts, and campus visits by prospective students. In addition, the Director of Paramedicine recruits students from local firehouses, ambulance service providers, and hospitals. High school students participate in dual credit opportunities on campus and at high schools (EMT and/or EMR).
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Suggestions for curricular updates/changes are presented by program faculty to the Dean of Instruction. These changes are necessary to remain compliant with accrediting body and legislative mandates. Area employers and the advisory council also provide input to the program faculty. The Dean then confers with appropriate staff (assistant dean of academic services, CTE advisor, etc.) and, if approved, the changes are submitted for approval.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	To help streamline costs and pool resources, FCC partnered with Carle Richland Memorial Hospital (CRMH) to offer Paramedic and EMT training to the IECC district. CRMH provided the program and medical directors and supplied equipment for the Paramedicine Program offered by FCC. Due to low enrollment in the program, coupled with unresolvable issues due to COVID-19, this partnership was dissolved. FCC is currently looking to partner with another community college in the area to provide Paramedic training.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with the Paramedicine Program include faculty salaries, instructional supplies, instructional equipment, and benefits. The program has a full-time director, full-time assistant and many part-time faculty. The cost for the Paramedicine Program is $516.13 per credit hour. This is high when comparable to other IECC programs that average $244.81 per credit hour. Costs for this program are covered through fees, apportionment and equalization, Perkins V funding, and property taxes.

2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Some equipment purchases are funded through Perkins V funds. If these funds become unavailable, institutional dollars will ensure needed equipment purchases can be made.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Traditionally, Paramedicine-related classes have been free to take (no tuition or fees). In recent years, we have started charging fees for EMT courses. We are looking at transitioning to a model where students pay tuition (partial or full) and fees to take classes under the Paramedicine umbrella. CPR classes in the high school as required by legislation will remain free to students.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students taking CPR and EMR classes only pay for required textbooks and/or CPR cards. Students taking Paramedic or EMT classes pay required fees plus textbooks. Stand-alone classes under the Paramedicine umbrella are not financial aid eligible. However, many employers pay for students to take these courses.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	FCC is looking at charging tuition (partial or full) and fees for classes under the Paramedicine umbrella. CPR classes in the high school will remain free to students.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	A strength of the program is the ongoing changing and updating of equipment and curriculum. The program faculty keeps apprised of what is happening in the industry (legislative and from employers) and propose changes to curriculum and equipment to stay current with these changes. Another strength is the accessibility of program courses to students through free or reduced tuition/fees.
3.2 What are the identified or potential weaknesses of the program?	One area of weakness for the program is the recruitment of nontraditional students. Locating nontraditional students that are not in a high school setting and providing them with information about job requirements, employment opportunities, and what is necessary to be successful is not easy. Also, the program contains a lot of "close contact work" as part of required labs. This has been a challenge during COVID-19 limitations, and has altered the student experience.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The Paramedicine Program utilizes traditional and hybrid delivery methods, with a focus on face-to-face hands-on training. The program incorporates audio-visual and online resources that are used for knowledge-based training and are used to supplement hands-on training activities.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[13]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No. We are working to submit the Paramedicine Program for consideration as a program of study.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No. We are reviewing the requirements to classify the Paramedicine Program a career pathway program and will present recommendations to the advisory council for their input.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Updated training manikins were incorporated into CPR and EMR training.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are dual credit opportunities related to EMR training. FCC has run dual-credit EMR classes (EPM 1201) in Flora High School and Fairfield Community High School.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Paramedic and EMT training require ER and ambulance ride time as part of the mandated requirements for course completion. These real-world opportunities give students experience in the field. These opportunities show students how to provide the best care for patients and allows them to develop critical thinking and team-work skills.

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

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	For a Paramedic Training Program, accreditation through the Commission on *Accreditation* of Allied Health Education Programs (CAAHEP) is becoming necessary for two reasons: securing clinical sites and ensuring students can sit for the national paramedic examination. During this review cycle, FCC partnered with Carle Richland Memorial Hospital to start an accredited Paramedicine Program. Unfortunately, due to low enrollment numbers and the COVID-19 pandemic, this partnership was dissolved, and FCC is looking at other partnership opportunities.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Paramedicine and EMT graduates sit for appropriate national exams administered by the Illinois Department of Public Health (IDPH). EMR graduates sit for the State of Illinois exam administered by the IDPH.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	This information is only available to students. Anecdotally, students pass the state and/or national exams at a high rate.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The Paramedicine Program currently has no articulation or cooperative agreements/initiatives in place.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	During this review cycle, a partnership was formed with Carle Richland Memorial Hospital to jointly deliver an accredited (Commission on *Accreditation* of Allied Health Education Programs (CAAHEP)) Paramedic Training Program. Due to low enrollment numbers and the COVID-19 pandemic, this partnership was dissolved and FCC is looking at other partnership opportunities.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Professional development and training requirements are prescribed by the IDPH. All instructors (full-time and part-time) are required to take yearly online and hands-on trainings. In addition, instructors are invited to two workshops held on FCC's campus.
3.16 What is the status of the current technology and equipment used for this program?	The technology in the paramedicine department currently meets the training needs in the area. The paramedicine industry is always changing, and technology is always changing with it; there will always be a need for new and more modern equipment. Any equipment needs are listed on the wish list provided to the Dean of Instruction for consideration.

3.17 What assessment methods are used to ensure student success?	For the Paramedicine Degree and associated certificates, the Illinois Department of Public Health (IDPH) and the American Heart Association (AHA) set standards for licensure. These standards are the program and course outcomes. When the State updates the requirement for licensure, the program and course outcomes are updated. These outcomes are assessed using different methods. Course outcomes are measured using modules, exams, quizzes, and hands-on activities/checkoffs. Program outcomes are measured by successful completion of the State licensure exams.
3.18 How are these results shared with others at the institution for continuous improvement?	The Paramedicine Program participates in program and course assessment as outlined by the college. All assessment material is placed in the online software and can be accessed by anyone wishing to review the results. The results are also presented to the advisory council during annual meetings. The council, in turn, provides feedback and utilize the results to help make decisions about the direction of the program.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The curriculum for the paramedicine program is aligned with IDPH and AHA guidelines/standards. Teaching methods are continuously adjusted to improve student learning.
3.20 How satisfied are students with their preparation for employment?	Informal information provided to the program director and program faculty by graduates presently working in industry is positive. Graduates do not seem to have any suggestions or comment on any weaknesses that they see compared to what they encounter on the job. This is informal information and not as good as if there was a formal follow-up survey.
3.21 How is student satisfaction information collected?	Surveys to the graduates used to be sent out six months post-graduation to allow them to provide feedback on how well the program prepared them for their job. This survey project is no longer conducted and therefore any satisfaction information is provided informally by the graduates as just feedback conversation.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	• The Paramedicine Program utilizes input from the community and from employers to inform its decisions. The paramedicine advisory council is made up of different stakeholders in the community including paramedics, firefighters, EMTs, hospital employees, and secondary student advisors. This allows the program to get guidance from these various representatives so that our graduates can fulfill their needs. • Paramedic and EMT students are required to complete ER and ambulance ride time as part of the mandated requirements for course completion. These real-world opportunities give students experience in the field. These opportunities show students how to provide the best care for patients and allows them to develop critical thinking and team-work skills. Formal and informal evaluations are completed by preceptors which are given to program faculty.

3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Paramedicine Program utilizes input from the community and from employers to inform its decisions. The paramedicine advisory council is made up of different stakeholders in the community including paramedics, firefighters, EMTs, hospital employees, and secondary student advisors. This allows the program to get guidance from these various representatives so that our graduates can fulfill their needs.
3.24 How satisfied are employers in the preparation of the program's graduates?	Comments about the satisfaction of employers with program graduates is informal and not officially documented. There have been many comments about how competent our students are and how prepared they are for the workforce. We continually receive requests from local providers for graduates and/or leads on past graduates. The program takes these comments as positive feedback that our students are being successful and positively viewed by employers, but it is still informal and not official.
3.25 How is employer satisfaction information collected?	In the past, employers were given a survey they could complete to provide feedback on a graduate they had employed. Questions on the survey were designed to elicit information about the graduate's employability, knowledge, and skills and provide an overall evaluation of the graduate's preparedness. This survey is no longer administered by the college. All information gained from employers is anecdotal.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Guidelines from the State of Illinois, the Illinois Legislature, and the American Heart Association keep all paramedicine-program related offerings up to date and relevant. In addition, local employer input ensures relevancy at a local level. Moving forward, FCC hopes to partner with more provider organizations to provide training and increase the number of dual credit offerings in the district. Finally, FCC would like to investigate the creation and implementation of a survey tool to formally gauge graduate and employer satisfaction with the program.

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

Fluctuating enrollment seems to be an issue for the program. The curriculum is updated on a five-year rotation to stay in alignment with IDPH and AHA guidelines. Completion rates for the program are above average for a CTE program. Recruiting and retaining a more diverse student population will be a challenge, but with updated marketing material and a presence on social media, the needle should favorably move.

Performance and Equity

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

CTE Program	Paramedicine D411				
CIP Code	510810				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	34	13	26	8	67
Number of Completers	25	13	26	8	59
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment fluctuations are due to waves of demand for this type of training. Completion rates are exceptional compared to other CTE programs. Dual credit opportunities throughout the district could bolster enrollment and completion numbers moving forward.
What disaggregated data was reviewed?	Cohort year, gender, ethnicity and Pell Grant status.
Were there gaps in the data? Please explain.	Overall, Paramedicine is predominately a male-dominated program (69.4%). Students in the program are 100% Caucasian and 98.3% White, non-Hispanic. 88.4% of students in the program are not Pell eligible.
What is the college doing to overcome any identifiable gaps?	To increase female student participation, recruitment efforts will be broadened to recruit from areas that might have more potential female applicants. Also, marketing material will feature more female professionals working in the paramedicine area.
Are the students served in this program representative of the total student population? Please explain.	Student diversity with respect to race and ethnicity is low as compared to the student population. Economic diversity is also low as we have more non-Pell eligible students than average in this program.
Are the students served in this program representative of the district population? Please explain.	Student diversity with respect to gender is low as compared to the district population.

Review Results

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

Summary Rationale Please provide a brief rationale for the chosen action.	Every five years, the Illinois Department of Public Health and the American Heart Association update the requirements for State licensure. As a result, the curriculum is routinely updated to align with the new standards, and new textbooks are adopted.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We plan to focus on recruiting a more diverse population of students with new marketing materials and guest lectures. Non-traditional, minority, and low-income populations will be targeted for new recruitment efforts. Also, the curriculum will be updated to be in line with IDPH and AHA regulations/standards.
Resources Needed	Marketing material and social media posts.
Responsibility Who is responsible for completing or implementing the modifications?	Sharmila Kakac: Dean of Business and Industry Leslie Boles: Director of Paramedicine Ellen Shreve: Office Assistant, Emergency Preparedness Paul Bruinsma: Dean of Instruction, Frontier Community College Holden August: Coordinator of Public Information and Marketing

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Parenting (PARNT)	**C356**	**14**	**190704**	**NA**

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 Parenting certificate focuses on the social, emotional, academic, and physical growth of children as well as the continuing education for parents and how education builds a better and stronger community. The mission of the Parenting certificate is to provide students with a quality education that will prepare them to be effective parents by focusing on the healthy growth of children. The goals of the program are: 1. Access parenting information and resources from a variety of sources. 2. Describe physical, social, emotional, and cognitive development. 3. Demonstrate ability to identify how children learn through play. 4. Identify a variety of viewpoints on parenting and child development issues. 5. Describe the influence of culture, language, gender, birth order, and other factors in child development and parenting practices.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The certificate has had course enrollees but no program completers. Very little community interest has led to the removal of most courses from the college schedule. IECC program objectives are assessed.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Adding skills-based learning opportunities was completed in addition to slight course modifications.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Carla Cadwalader, Lead Instructor Robert Conn, Dean of Instruction at Wabash Valley College Brandon Weger, Program Director of Institutional Assessment and Effectiveness

Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Katelin Miller, Amy Price, Erica Stout, Belinda Guzman, Amanda Yocum, Jennifer Kerr, Marissa Spitzner, Donnita Scott, Peyton Stuck, Sierra Rains, Linda Kolb, Alisa Newman, Paula Maloney. Advisory Council meets and assist Lead Instructor with ideas and information about NAEYC as well as support for the ECD 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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No there are no pre-requisites for this program.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	There were 2,256 total job postings for the related field of ECE from May 2020 to April 2021, of which 1,131 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	NA

1.3 What labor market information sources are utilized?	Occupation Data Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry. Emsi Job Postings Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. State Data Sources Data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development Counties include in Data Set: Clark County, IL; Richland County, IL; Clay County, IL; Wabash County, IL; Crawford County, IL; Wayne County, IL; Cumberland County, IL; White County, IL; Edwards County, IL; Gibson County, IN; Effingham County, IL; Knox County, IN; Hamilton County, IL; Posey County, IN; Jasper County, IL; Sullivan County, IN; Jefferson County, IL; Vanderburgh County, IN; Lawrence County, IL; Vigo County, IN; Marion County, IL; and Warrick County, IN
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The Lead Instructor recruits students from several areas including district and region education centers.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Dean of Instruction chairs the Curriculum, Online Learning, and Technology committees and presents changes to programs to the appropriate faculty members.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes, we will inactivate the program.
Indicator 2: **Cost Effectiveness**	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	No costs are associated with the closed certificate.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	NA
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	NA
2.5 Did the review of program cost result in any actions or modifications? Please explain.	NA
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Demand for workers with ECE competencies in our district is extremely high. Facilities are working with students to allow time for them to attain a credential.
3.2 What are the identified or potential weaknesses of the program?	Students are challenged to fit within the traditional schedules and require flexibility with hybrid and online options.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	NA

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[14]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	NA
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	NA
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	NA
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	NA
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA

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

3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	NA
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty have access to Mental Health First Aid Training, Mental Health Training Webinar, and Continued opportunities for professional development. Courses in advanced use of our LMS and leveraging audio/video technologies are offered as well as professional development opportunities at district-wide development days. Beyond this, instructors can take ongoing courses with software vendors/reps.
3.16 What is the status of the current technology and equipment used for this program?	Computers, television screen, classroom equipment, printed material, and distance delivery classrooms are available to all faculty in the program.
3.17 What assessment methods are used to ensure student success?	We use a mix of pre/post testing and practical application experiences and testing along with daily observation of progression through Exams, Written Communication, Oral Communication, Critical Thinking Skills, Human & Cultural Understanding, Civic Responsibilities, professional and ethical behavior, employability skills, and job placement.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are posted in our Campus Labs software and are presented to other faculty during assessment meetings.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	NA
3.20 How satisfied are students with their preparation for employment?	NA
3.21 How is student satisfaction information collected?	An institutional student satisfaction survey and end-of-course surveys.

3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The advisory committee guide the direction of the program by articulating the skills, knowledge, and values that graduates should have upon completion of the program.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	NA
3.24 How satisfied are employers in the preparation of the program's graduates?	NA
3.25 How is employer satisfaction information collected?	Satisfaction is collected through advisory committee feedback.
3.26 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.

<table>
<tr><td colspan="6">Performance and Equity
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.</td></tr>
<tr><td>CTE Program</td><td colspan="5">Parenting C356</td></tr>
<tr><td>CIP Code</td><td colspan="5">190704</td></tr>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td></tr>
<tr><td>Number of Students Enrolled</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Number of Completers</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Other (Please identify)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>How does the data support the program goals? Elaborate.</td><td colspan="5">NA</td></tr>
<tr><td>What disaggregated data was reviewed?</td><td colspan="5">NA</td></tr>
<tr><td>Were there gaps in the data? Please explain.</td><td colspan="5">NA</td></tr>
<tr><td>What is the college doing to overcome any identifiable gaps?</td><td colspan="5">NA</td></tr>
<tr><td>Are the students served in this program representative of the total student population? Please explain.</td><td colspan="5">NA</td></tr>
<tr><td>Are the students served in this program representative of the district population? Please explain.</td><td colspan="5">NA</td></tr>
<tr><td colspan="6">Review Results</td></tr>
<tr><td>Action</td><td colspan="5">☐ Continued with Minor Improvements
☐ Significantly Modified
☒ Placed on Inactive Status
☐Discontinued/Eliminated
☐ Other (please specify)</td></tr>
<tr><td>Summary Rationale Please provide a brief rationale for the chosen action.</td><td colspan="5">WVC has no completers for the past 5 years and minimal interest from the public. Barriers related to program enrollment includes the perception that workers in ECE settings could find better employment exist within our communities.</td></tr>
</table>

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Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Inactivate the program.
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	Dean of Instruction.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Lincoln Trail College
Academic Years Reviewed:	2016-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Petroleum Drilling Technology	**D304 PET**	**63**	**150903**	**C303**

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

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	N/A
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	N/A
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	N/A
3.2 What are the identified or potential weaknesses of the program?	N/A
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	N/A

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[15]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	N/A
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	N/A
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	N/A
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A

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

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

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

Performance and Equity

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

CTE Program	Petroleum Drilling Technology				
CIP Code	150903				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A
Number of Completers	N/A	N/A	N/A	N/A	N/A
Other (Please identify)	N/A	N/A	N/A	N/A	N/A
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	☐ Continued with Minor Improvements ☐ Significantly Modified ☒ Placed on Inactive Status ☐ Discontinued/Eliminated ◻ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Due to lack of enrollment and demand, the College recommends discontinuing this program.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	The Assistant Dean of Academics will submit ICCB forms to discontinue the program.

Career & Technical Education				
College Name:	Illinois Eastern Community Colleges Lincoln Trail College			
Academic Years Reviewed:	2016-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Pharmacy Technician PHM	**C337**	**16**	**510805**	**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 Pharmacy Technician Certificate prepares students with the training, education, and skills necessary to pass the licensing exam available from the Pharmacy Technician Certification Board (PTCB) and begin entry-level employment in the pharmacy technician profession. Pharmacy technician program objectives are: 1. Students will demonstrate knowledge of the role of the pharmacy technician, role of the pharmacist, and the scope of pharmacy technician practice. 2. Students will display competency in complying with laws related to monitoring and reporting fraud, waste, and abuse. 3. Students will demonstrate the ability to differentiate among the controlled substances schedules and the drugs within them. 4. Students will display competency in complying with laws and regulations when filling, partial filling, and refilling prescriptions for controlled substances. 5. Students will demonstrate the ability to follow best practices for quality assurance and medication safety.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Of students enrolled in the Pharmacy Technician program since the past program review (i.e. those finishing between Summer 2015 and Spring 2021), 77% completed all necessary coursework for the program and 68% received a Certificate. Students who successfully completed the program during this timeframe also successfully passed an internship placement; interns are evaluated regularly by their site coordinator (LTC Instructor) and their site supervisor on program outcomes.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Challenges identified in the 2016 program review included: 1) declining enrollment, 2) need for quicker path to completion, and 3) need for online modality. While some of these challenges continue to affect the program—predominantly declining enrollment—the College found solutions to the other challenges. For example, the College submitted a revised Pharmacy Technician program to ICCB

	for approval, which included modifications that allow program completion in one semester, if preferred, and facilitated a move to a fully online modality.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The LTC Program Review Team for Pharmacy Technician includes: • **Mr. Brent Todd**, Dean of Instruction; • **Dr. Jared Gullet**, Health Careers Instructor; and • **Ms. Erin Volk**, Director of Instructional Service. Ms. Volk reviewed data and outcomes for the program, summarizing findings in the review instrument. Dr. Gullett reviewed syllabi and made recommendations to the program. Mr. Todd reviewed data and the summary.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Additional IECC stakeholders and participants include: • **Ms. Alyssa Maglone**, Assistant Dean of Academic Services; and • **Mr. Brandon Weger**, Program Director of Assessment. Ms. Maglone provided information about learning outcomes and reviewed this report. Mr. Weger's office provided data regarding industry demand, enrollment, completion, and assessment.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The Team reviewed prerequisites for this program; they do not recommend changes.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Pharmacy Technician requires fewer than 30 credit hours.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	The LTC Pharmacy Technician program leads to occupations such as: Certified Pharmacy Technician; Compounding Technician; Lead Pharmacy Tech; and Technician, Inventory Specialist. Related occupations include Pharmacy Aides. Per O*Net OnLine these occupations will experience projected growth from 2019 to 2029. Emsi economic modeling data shows the IECC region is slightly above the average 43 job postings per month with 47 postings and a predicted average of 209 employees falling within the 55 or older category while the national average is 181. With a higher need for employees currently and a continued above national average for employees within the soon-to-retire window, there will be opportunities for student employment upon completion of the Pharmacy Technician program. The LTC advising offices experienced renewed interested from potential students in regards to the Pharmacy Technician program. Several possible enrollees have been identified by these offices during the Spring 2021 semester without any ongoing marketing efforts.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Emsi showed the greater IECC region, which shows the combined data from IECC in-district counties, surrounding Illinois counties, and nearby Indiana counties, had a growth of 13% for Pharmacy Technician job in the previous five year span. The BLS predicts demand for Pharmacy Technician to increase by 4% nationally and 3% in Illinois between 2019 and 2029. However, Emsi predicts a decrease of 4.9% for these occupations in the Greater IECC Region between 2020 and 2025.
1.3 What labor market information sources are utilized?	LTC used Emsi and O*Net Online data to review program need. Emsi gathers data from official government sources including the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. For the Pharmacy Technician program, Emsi identified data related to occupations such as: Certified Pharmacy Technician; Compounding Technician; Lead Pharmacy Tech; and Technician, Inventory Specialist. Related occupations include Pharmacy Aides. The Emsi data encompasses Clark, Clay, Crawford, Cumberland, Edwards, Effingham, Hamilton, Jasper, Jefferson, Lawrence, Marion, Richland, Wabash, Wayne, and White Counties in Illinois as well as Knox, Posey, Sullivan, Vanderburgh, Vigo, and Warrick Counties in Indiana.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	In prior years, the college recruiter scheduled high school visits to promote the program as well as showcasing it during Health Careers events. Due to declining interest in the program as it is currently structured, the Dean, Advisors, and Lead Instructor recommended modifying the program to appeal to students. Once ICCB approves these modifications, the Dean's Office will work with the Recruiter, Marketing, Advising, and the Health Careers Lead Instructor to promote the revised program. Recruitment strategies include promotion at current events on campus, press releases, newsletters, social media posts, and working with local industry members who hire trained Pharmacy Technicians. Altering the modality to fully online enables students from the other IECC institutions to access the program more easily. The LTC Advisors shares program information and resources with other IECC Advisors to improve their knowledge of these recent revisions. Lastly, LTC promotes the Pharmacy Technician program and its new structure to high school guidance counselors at Guidance Advisory meetings on campus.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Review Team considered market demand and wages at local, state, and national levels, as well as enrollment and completion rates to determine if the program is sustainable.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The Review Team, in consultation with industry partners, recommends the following modifications to the Pharmacy Technician Certificate: • Offer a fully online schedule; • Reduce the credit hours of the curriculum to be completed in one semester to decrease time to completion while keeping the program Financial Aid eligible; • Provide general education advising tracks for students pursuing further learning opportunities beyond Pharmacy Technician (e.g. students pursuing degrees in Pharmacology may take courses such in Introductory Chemistry or other IAI core general education courses); and • Provide advising tracks for students whose employers are assisting with certification or seeking further skills for their employees (e.g. Employment Skills, Interpersonal Communication, or Customer Service courses).
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Program costs reviewed include salaries, benefits, and instructional supplies across multiple academic years. For this review, IECC aggregated costs associated with courses specific to the Pharmacy Technician program with other health programs. As such, the per unit cost for this program is misleading and high ($516.13), particularly when compared to other CTE disciplines ($207.52), Business & Technical ($220.31), pre-baccalaureate programs ($225.88), and Adult Ed and ESL ($373.66). Only Remedial programs had higher per unit costs ($568.18). The Review Team believes that the per unit cost for Pharmacy Technician is substantially lower than the estimate given that the program is staffed with adjunct faculty and has low overhead costs. The college has an established classroom dedicated to the program and designed to simulate a pharmacy setting. There is little to no cost to maintain the classroom space.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	IECC does not fund the Pharmacy Technician program through grants.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Cost effectiveness is not a concern for the Pharmacy Technician program at this time.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	In-District tuition at IECC was $100.00 per credit hour during the 2020-21 academic year. Given this rate, tuition expenses for the Pharmacy Technician program is $1,600 plus applicable fees. This figure is down from $2,100 due to the modified curriculum, which reduced credit hour requirements from 21 to 16.

2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program costs did not result in any actions for modification. The Review Team believes this program is an affordable option for students.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	In addition to a quality curriculum, the program strengths include instructors who have worked in the discipline, low faculty-to-student ratios, and new for the upcoming academic year, online offerings.
3.2 What are the identified or potential weaknesses of the program?	The program has only one entry and exit point and has not been utilized as a career pathway for dual credit in the past. Continued low enrollment led to a reevaluation of the program to improve program viability.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	LTC has historically only offered the Pharmacy Technician program in a face-to-face modality; however, moving forward, this program will be available fully online.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[16]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Pharmacy Technician is not currently a Program of Study as defined by Perkins V and approved by ICCB. In the short term, the Review Team does not see the need to move Pharmacy Technician to a POS.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Pharmacy Technician is a Career Pathway within the Health Sciences Technology Career Cluster of the Illinois Career Clusters, Pathways, and Programs of Study.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A

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

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There were no dual credit opportunities for students during the current review cycle; however, beginning in Fall 2021, students may enroll in the program through Type D dual credit courses.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	With the program update, internships are available as a recommended elective for student learning experiences.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Accreditation is not required for the program, however LTC is exploring voluntary program accreditation through the Pharmacy Technician Accreditation Commission (PTAC) which is a collaboration of the American Society of Health-System Pharmacists and the Accreditation Council for Pharmacy Education.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Students in the Pharmacy Technician program complete a Certification Review course in preparation for their industry-recognized Pharmacy Technician Certification Board (PTCB). LTC is a National Healthcare Association (NHA) test proctor; students may complete the industry-recognized credentialing test on site without any need to travel.
3.11 Is this an apprenticeship program? If so, please elaborate.	Pharmacy Technician is not an apprenticeship program.
3.12 If applicable, please list the licensure examination pass rate.	This information is not available.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulations or cooperative agreements for the Pharmacy Technician program.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	The College staffed the Pharmacy Technician program with one adjunct instructor during five-year period. The adjunct instructor had opportunity to attend College and District-wide, in-house professional development opportunities. No formal professional development training in the industry was completed to improve the quality of the program. The College does have a process for faculty, including part-time, adjunct faculty, to request funds for conferences, seminars, workshops, and additional training.
3.16 What is the status of the current technology and equipment used for this program?	The program space simulates a working pharmacy, so students can take classes in an environment similar to their future workplace. Canvas will be utilized as the Learning Management System as the online content is created.

3.17 What assessment methods are used to ensure student success?	The College established learning outcomes for this program; however, assessment data have not been collected to date.
3.18 How are these results shared with others at the institution for continuous improvement?	N/A
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	N/A
3.20 How satisfied are students with their preparation for employment?	Students complete satisfaction surveys at the end of each semester.
3.21 How is student satisfaction information collected?	Students complete satisfaction surveys at the end of each semester.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	LTC has a Health Careers Advisory Council that consists of regional employers. Attendance at Council meetings includes our local hospital that hires from all of our Health Careers programs.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council provides pertinent information about changes to laws, regulations, and industry-specific news. The Council reviews the curriculum and makes recommendations.
3.24 How satisfied are employers in the preparation of the program's graduates?	The College collects employee satisfaction information informally from its Advisory Council. The program needs to improve this process by collecting information more formally and also increasing attendance at Advisory Council meetings.
3.25 How is employer satisfaction information collected?	The Advisory Council meets annually. Employers provide feedback if they hire graduates of the program.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The Review Team recommends making the program available to high school students through Type D dual credit offerings, exploring accreditation through the ASHP/ACPE Pharmacy Technician Accreditation Commission, and monitoring and recording licensure examination rates for future reviews.

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

Enrollment and retention issues exist. The program ran well during the first couple years of this program review cycle; however, struggled to meet viable program enrollment in later years. Barriers included face-to-face, evening only modality that was not meeting academic needs for our area and having all program courses taught by an adjunct faculty member. The students and the adjunct faculty member lacked the support services available during daytime classes.

Performance and Equity

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

CTE Program	Pharmacy Technician C337				
CIP Code	510805				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	8	10	6	0
Number of Completers	4	6	3	2	0
Other (Please identify)	N/A	N/A	N/A	N/A	N/A

How does the data support the program goals? Elaborate.	Student enrollment continues to be a challenge for the Pharmacy Technician program. During the final year of this review cycle, there was not enough viable enrollment to run the program. The steady enrollment rates for the first portion of this program review cycle followed by the declining enrollment over the following years shows that the program has failed to adapt to area need. This data supports the need to improve and revitalize our offerings with the change to online modality.

In addition to enrollment, completion rates, especially those towards the end of the cycle, are disappointing. Except for the 2017 cohort group, all other groups have completion rates less than 50%. Providing a quicker track to graduation encourages program completion. Moving to a one semester structure should aid in retaining students until they complete the certificate. |
What disaggregated data was reviewed?	Performance data reviewed include program enrollment and completion. Demographic data include gender, race/ethnicity, and PELL eligibility.
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.	Equal gender representation does not exist in Pharmacy Technician. This career field is identified as non-traditional for males. From 2016 to 2019, the percentage of males enrolled in the program ranged from as low as 0% (2017) to 30% (2018), with the average for all five years at 13.9%. No gender representation is available for 2020 because the program did not meet enrollment viability standards. Of the male students enrolled (6), one-third of the students completed the program.

The student makeup is also lacking diversity in terms of race/ethnicity. Enrollment from the five sample years included only two racial groups: Black non-Hispanic (13.9%) and White non-Hispanic (86.1%). Completion rates for the program were 44.19%, while the breakdown for the two groups were 83.33% completion for Black non-Hispanic students and 37.84% for White non-Hispanic students. |

	Just over half (51.2%) of students who enrolled in this program were PELL eligible with just slightly less than half (47.4%) of program completers were PELL eligible during enrollment. Students considered low income, high need in the Pharmacy Technician program are representative of IECC's total population.
Are the students served in this program representative of the district population? Please explain.	Although LTC appears to lack diversity, it is important to note that the institution tends to be more diverse than the communities it serves, particularly regarding race and ethnicity. This is no different for the Pharmacy Technician program. Using the information presented in the previous section, the Pharmacy Technician program reflects more diversity than the district population.

Review Results

Action	☐ Continued with Minor Improvements ☒ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Pharmacy Technician program faces challenges at Lincoln Trail College. It is a program with demand in the region; however, it struggles with enrollment of students. Program review has provided the time to assess and restructure the program. Our selected modality changes allow LTC to reach a greater number of students across our district and meet area needs in this employment field. Marketing of the program will be increased and updates communicated to the advising staff across all schools in our district.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action steps from this review include: 1. Change from face-to-face modality to fully online; 2. Increase enrollment of students to make the program viable; 3. Incorporate Employment Skills into the curriculum to prepare students for the application and interviewing process; 4. Explore industry accreditation for the program; 5. Explore additional entry/exit points as well as articulation agreements for students; and 6. Explore methods to increase enrollment of female and minority students. 7. Make the program available to high school students through Type D dual credit offerings. 8. Explore accreditation through the ASHP/ACPE Pharmacy Technician Accreditation Commission, and monitoring and recording licensure examination rates for future reviews.
Resources Needed	No resources are needed for this program at this time.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Instruction will lead these action items.

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Physical Therapist Assistant	**PTA D346**	**71**	**510806**	**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 WVC Physical Therapist Assistant Program should: 1. develop graduates who demonstrate entry-level patient-care skills. 2. engage in community outreach programs that promote the profession of physical therapy and enhance the well-being of the community. Upon graduation from WVC's PTA Program, the graduate should: 1. function proficiently as an entry-level physical therapist assistant under the supervision of a licensed physical therapist. 2. be gainfully employed as a PTA within a year of graduation. 3. continue professional development for ongoing improvement of patient-care skills and service delivery as a physical therapist assistant. The faculty of WVC's Physical Therapist Assistant Program should: 1. foster a work environment that encourages student learning, demonstrates creativity and uniqueness, and embraces diversity. 2. utilize the resources available at the college to improve their understanding of the community college, the diversity of the student body, and curriculum development. 3. engage in community service, institutional service, and profession service in pursuit of tenure and faculty rank.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The new program is expected to enroll students in the fall of 2022.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	N/A
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.	Lisa Hoipkemier, Program Director, Instructor Kinsey Whitaker, Clinical Coordinator, Instructor Robert Conn, Dean of Instruction at Wabash Valley College Brandon Weger, Program Director of Institutional Assessment and Effectiveness

Also describe their role or engagement in this process.	
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	New program developed by Robert Conn, Lisa Hoipkemier, and Kinsey Whitaker.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes. Qualified applicants will be ranked for admission based on a composite score derived from the IECC approved placement tests, and GPA of specific high school science, social science, and mathematics courses or college level program support courses. Degree-seeking students must submit standardized placement scores such as ACT, Accuplacer (or Accuplacer NextGen), Compass, PSAT, or SAT to ensure placement in English, math, and reading coursework. Students may take the Accuplacer NextGen placement test with an IECC institution. 1. Three years (units) of English emphasizing writing, oral communication, and literature 2. Two years (units) of mathematics 3. Reading, including the ability to read and comprehend at a level appropriate for college study 4. One year (unit) of science. Illinois Eastern Community Colleges recognizes that student success in college course work is directly related to appropriate course placement. Therefore, IECC uses multiple measures to determine student placement in college-level courses and admission to a degree or certificate program. The colleges administer ACCUPLACER for course placement and admission into select degree and certificate programs. Multiple measures for placement includes analysis of: 1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc. 2. Analysis of high school or college transcripts including course work completed and grade point average; and remedial and/or previous college course work completed. If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Physical Therapy Assistant degree curriculum plan is based on current Professional, Jurisdictional, and Personal Scope of Physical Therapy Practice papers, the Guide to Physical Therapist Practice, and the Illinois Physical Therapist Practice Act. The Commission on Physical Therapy Accreditation in Physical Therapy Education (CAPTE) holds a wide range of expectations of student performance outcomes including technical skills, clinical performance, professionalism, effective communication, safety, responsibility, promotion of the profession, and community service.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Demand in the immediate area is strong from information acquired through meetings with potential clinical sites. Emsi data shows very high demand in the WVC area for this kind of job. An average area of this size typically has 220 PTA related jobs, while there are 429 here. This higher than average supply of jobs may make it easier for PTA graduates to find employment in our area.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Nationally, the Bureau of Labor Statistics reports employment of physical therapist assistants is projected to grow 31 percent from 2016 to 2026, much faster than the average for all occupations. Employment of physical therapist aides is projected to grow 29 percent from 2016 to 2026, much faster than the average for all occupations.
1.3 What labor market information sources are utilized?	**Occupation Data** Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry. **Emsi Job Postings** Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. **State Data Sources** Data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development **Counties include in Data Set:** Clark County, IL; Richland County, IL; Clay County, IL; Wabash County, IL; Crawford County, IL; Wayne County, IL; Cumberland County, IL; White County, IL; Edwards County, IL; Gibson County, IN Effingham County, IL; Knox County, IN; Hamilton County, IL; Posey County, IN; Jasper County, IL; Sullivan County, IN; Jefferson County, IL; Vanderburgh County, IN; Lawrence County, IL; Vigo County, IN; Marion County, IL; and Warrick County, IN

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The new program will recruit new students in traditional ways as all other IECC Allied Health programs. Student cohort size is determined by available clinical education site affiliation agreements and the accreditor's formula.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The PTA faculty make recommendations for curriculum and course changes to the dean. The Dean of Instruction chairs the Curriculum, Online Learning, and Technology committees and presents changes to programs to the appropriate faculty members. Committees are a diverse group of instructors and select staff that review, propose changes, and approves recommendations from processes, such as program review.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The new program will start in August of 2022. New program startup costs are managed by the Dean of Instruction and President. The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	N/A
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees cost the students will be approximately $9,612. Textbook costs are still being developed. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.

2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The two new PTA full-time faculty members both hold DPT degrees. CAPTE requires high-quality instruction and programing to be accredited.
3.2 What are the identified or potential weaknesses of the program?	N/A
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional format/hybrid/team-teaching.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[17]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No, but WVC will submit for POS when program is launched.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	IECC offers a Health Careers certificate (C196) designed primarily for high school juniors and seniors that WVC offers as dual credit. Students completing the Health Careers certificate are prime candidates for the PTA program of study. Graduates of the PTA program are either ready for the workforce or may apply to a PT program to further their educational credentials. Other alignment projects between district high schools and the PTA program are anticipated. Articulations with regional universities and WVC's PTA program are a high priority.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A

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

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3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The clinical education portion of the curriculum includes 600 hours of practice. Clinicals give students an advantage to prepare for employment upon licensure.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The curriculum has been developed according to the Guide to Physical Therapy Practice of the Commission on Accreditation in Physical Therapy Education (CAPTE), the only accrediting entity for the profession.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Graduates will be prepared for completing the National Physical Therapist Assistant Licensure Exam (NPTAE) as administered by the Federation of the State Boards of Physical Therapy (FSBPT). Licensure is required for employment in the State of Illinois.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty have access to Mental Health First Aid Training, Mental Health Training Webinar, and Continued opportunities for professional development. Courses in advanced use of our LMS and leveraging audio/video technologies are offered as well as professional development opportunities at district-wide development days. Beyond this, instructors can take ongoing courses with software vendors/reps.
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?	The new program will use a mix of pre/post testing and practical application experiences and testing along with daily observation of progression through Exams, Labs, Clinicals, Written Communication, Oral Communication, Critical Thinking Skills, Human & Cultural Understanding, Civic Responsibilities, professional and ethical behavior, employability skills, and CAPTE competencies.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are posted in our Campus Labs software and are presented to other faculty during assessment meetings.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	N/A
3.20 How satisfied are students with their preparation for employment?	N/A
3.21 How is student satisfaction information collected?	An institutional student satisfaction survey and end-of-course surveys.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Council will review course offerings and curriculum.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory Council reviews course offerings and curriculum. The advisory council will help guide the direction of the program by articulating the skills, knowledge, and values that graduates should have upon completion of the program. We collect this information in open meetings and surveys.
3.24 How satisfied are employers in the preparation of the program's graduates?	N/A
3.25 How is employer satisfaction information collected?	N/A
3.26 Did the review of program quality result in any actions or modifications? Please explain.	N/A

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

Performance and Equity

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

CTE Program	Physical Therapy Assistant				
CIP Code	510806				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A
Number of Completers					
Other (Please identify)					
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	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The new program will continue to develop all components of the curriculum.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	PTA Timeline Notification of Program Director hired due August 1, 2020 Notification of 2nd full time faculty hired due March 1, 2021 Reconfirmation of Intent to submit Application for Candidacy (AFC) due December 1, 2021 Application for Candidacy (AFC) due March 1, 2022; AFC Review Fee DUE before February 15, 2022 CAPTE Candidacy Reviewer notification: Pre-Accreditation fee DUE within 21 days Candidacy site visit would be mid to late April 2022 Candidacy Visit Report to program May 2022 Institution Response to Candidacy Visit Report DUE no later than June 2022 CAPTE Decision at Summer meeting in mid to late July 2022 Program would be notified of decision within 14 days after the meeting Program could matriculate students NO SOONER THAN 3 weeks after the decision (August 2022)
Resources Needed	Equipment and supplies.
Responsibility Who is responsible for completing or implementing the modifications?	Lisa Hoipkemier, Program Director, Instructor Kinsey Whitaker, Clinical Coordinator, Instructor Robert Conn, Dean of Instruction at Wabash Valley College Brandon Weger, Program Director of Institutional Assessment and Effectiveness

Career & Technical Education	
College Name:	Illinois Eastern Community Colleges Lincoln Trail College
Academic Years Reviewed:	2016-2020

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Process Technology	**D302**	**64**	**410303**	**C301 Process Technology**

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 Process Technology program prepares students to assume roles as operators and technicians in the process and manufacturing industries, including food processing, power production, water treatment, paper manufacturing, fuel production, and chemical and pharmaceutical manufacturing. This degree benefits individuals seeking employment within the processing industry as well as current industrial employees seeking advancement within the industry. 1. Students will compare and contrast the roles, responsibilities, and expectations of a Process Technician. 2. Students will recognize and comply with basic safety, health, and environmental standards relative to the Process Industry. 3. Students will demonstrate effective teamwork skills and communicate at a fundamental level utilizing the Process Industry terminology. 4. Students will apply basic physics and chemistry concepts to processing situations. 5. Students will classify and describe equipment in systems and processes. 6. Students will interpret Process Flow Diagrams and Piping and Instrumentation Diagrams.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The program participates in course and program assessments; however, those numbers were not available for this review. Anecdotal feedback from employers of program graduates is strong.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The past program review resulted in minor curriculum adjustments allowing for substitutions and course sharing with the Industrial Management program and to add an adjunct faculty member to help with the teaching load. The College completed both of those action items.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The LTC Program Review Team for Process Technology includes: • **Ms. Tina Lindley**, Process Technology Instructor; • **Mr. Brent Todd,** Dean of Instruction; and • **Ms. Erin Volk**, Director of Instructional Services. LTC staffs its Process Technology program with one full-time instructor and one adjunct instructor. Ms. Tina Lindley is the full-time and lead instructor. She developed program and course outcomes, reviewed process technology syllabi, and made recommendations to the curriculum. Mr. Todd organized the Review Team at LTC, gathered additional data, and summarized the results of the program

	review process. Ms. Volk also reviewed the document and coordinated Perkins spending for the program.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Additional IECC stakeholders and participants include: • **Ms. Jamie Carman**, Director of Advising & Retention; • **Ms. Alyssa Maglone**, Assistant Dean of Academics; and • **Mr. Brandon Weger**, Program Director of Assessment. Ms. Carman provided information about retention processes and practices in Process Technology and also provided input about prerequisites. Ms. Maglone provided outcomes data, reviewed the summary, and organized her staff in formatting the final document. Mr. Weger provided data regarding industry demand, enrollment, completion, and assessment.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The Instructor, Advisors, and Dean reviewed course prerequisites; they do not recommend changes.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Process Technology AAS requires 64 credit hours; the Certificate program requires 32.5 credit hours. The program's Advisory Council does not recommend lowering the credit hour values of either program at this time.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	Per Emsi data, there were 454 process technology positions in the IECC region in 2019, 86% above the national average. Demand for these positions in the region grew by 7.7% between 2019 and 2024, compared to a 2.6% growth nationally. The median earnings for employees working in the industry is $27.37/hour or $56,900/year, compared to $30.15/hour or $62,700/year nationally. There were 57 openings in the region in 2019.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand in the region was stable between 2016 and 2018 before increasing in 2019. Demand in the State was stable between 2016 and 2018 before decreasing slightly in 2019. Demand has slightly increased nationally since 2015.

1.3 What labor market information sources are utilized?	LTC used Emsi data to review program need. Emsi gathers data from official government sources including the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Emsi claims its modeling creates a dataset that captures more than 99% of all workers in the U.S. For the Process Technology program, Emsi identified data related to two occupations—Industrial Engineering Technologists & Technicians and Petroleum Pump System Operators, Refinery Operators, and Gaugers. Top posted job titles for these occupations include: Process Technicians (Architecture and Engineering); Quality Assurance Engineers (Architecture and Engineering); Quality Technicians (Architecture and Engineering); Quality Assurance (QA) Technicians (Architecture and Engineering); Production Technicians; Engineering Interns; Manufacturing Technicians (Production); NDT Technicians; Engineering Technicians (Architecture and Engineering); and Lead Technicians (Architecture and Engineering). The Emsi data encompasses Crawford, Clark, Clay, Cumberland, Edwards, Effingham, Hamilton, Jasper, and Jefferson Counties in Illinois and Knox, Jefferson, Vanderburgh, Vigo, and Warrick Counties in Indiana.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The College markets the Process Technology program through its Catalog, its website, recruiting events at local high schools, Admitted Student Day, Career Day, and other opportunities. Since the last review, the College joined the North American Process Technology Alliance (NAPTA). Through this membership, the College established a relationship with a new employer—SABIC of Mt. Vernon, Indiana—that is active within the program, offers co-curricular activities to the students, offers interviewing opportunities, sponsors internships, and hires graduates. In Spring 2021, the program purchased a portable system that allows the instructor to take the virtual reality learning tool to students for recruitment purposes.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Review Team considered market demand and wages at local, state, and national levels to determine if the program continues to be useful to local residents and provides a living wage. The Team also considered future growth of related positions.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The Review Team did not recommend any actions or modifications as a result of program need.
Indicator 2: **Cost Effectiveness**	**Response**

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2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Program costs reviewed include salaries, benefits, equipment, and instructional supplies. The College identified per unit costs for various categories of programs and courses—CTE, Business & Technology, Transfer (Pre-Baccalaureate), Adult Ed & ESL, Health Programs, Training, and Remedial. Process Technology courses (including PTT 1200, 1201, 1202, 1204, 2201, 2205, 2206, 2207, 2208, 2209, 2212, and 2298) carry a per unit cost of $207.52, which includes all CTE programs. By comparison, other program and course categories include: Business & Technology ($220.31), Transfer ($225.88), Adult Ed & ESL ($373.66), Health Programs and Training ($516.13), and Remedial ($568.18).
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	During this review period, the program used Perkins funds to modernize and expand teaching aids such virtual reality software; however, the program is sustainable without grant funding.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The Review Team believes that Process Technology is a cost-effective program and does not recommend making changes at this time.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	In-district tuition at IECC was $100.00 per credit hour during the 2020-21 academic year. Students enrolled in Process Technology pay $6,400 in tuition for the AAS and $3,200 in tuition for the Certificate. Additional costs vary by course modality, course fee, and other related fees.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The Review Team does not recommend any actions or modifications at this time.
Indicator 3: Quality	**Response**

3.1 What are the program's strengths?	The Process Technology program has many strengths including stackable credentials, industry partnerships, respectable salaries, co-curricular activities, and industry-prepared faculty. **Stackable Credentials**—Process Technology includes both Certificate and Degree programs. The Certificate is stackable within the Degree program, giving students multiple exit points. **Industry Partnerships**—Program faculty, both past and present, have invested much time building industry partnerships over the years. The program's Advisory Council meets three (and sometimes four) times per year, provides valuable input about past graduates, the program's curriculum, and industry need. Industry partners offer co-curricular activities in the form of tours, provide internships, provide interviewing and testing opportunities for current students, and actively hire graduates. **Respectable Salaries**—Median salaries for employees working in the industry are higher than for other LTC CTE programs. **Industry-Prepared Faculty**—LTC's current instructor retired from a petroleum refining plant and is now in her second career teaching for the program. Her industry experience and expertise are among the best assets to the program. The adjunct instructor is also retired from petroleum processing and provides vast experience and knowledge to the discipline.
3.2 What are the identified or potential weaknesses of the program?	Given the College's close proximity to a Marathon refinery in the same town, the program is heavy in oil processing. There is an opportunity to expand the program into food, energy, pharmaceutical, and other chemical processing.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The College offers both the Certificate and Degree programs through a combination of face-to-face, hybrid, and online modalities.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[18]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The College is currently completing the Program of Study for Process Technology, which will be completed in Summer 2021.

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

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	The program falls within the Chemical Process Technology pathway.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The program uses virtual reality as a learning tool.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	High school students may enroll in Process Technology through Type D dual credit courses. Program general education and elective requirements are available at local high schools through Type A dual credit and on campus as Type D dual credit.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program offers an optional internship, available through various industry partners, including, but not limited to: SABIC (Mt. Vernon, Indiana), REG (Danville, IL; Lafayette, LA; Ames, IA; others); Marathon (Robinson, IL); Lincoln Land Energy (Palestine, IL); and Flying S (Palestine, IL). In addition to internships, all students participate in co-curricular activities in which they visit various industry partners, tour facilities, and see process technology in action. In Spring 2021, LTC Process Technology students participated in a national trouble-shooting competition sponsored by NAPTA. The team earned second place in the nation.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program; however, the College became members of NAPTA since the last review. Membership in NAPTA does require some actions by the program, including three yearly Advisory Council meetings.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no industry-recognized credentials for process technology; however, students may earn an OSHA credential as part of elective coursework.
3.11 Is this an apprenticeship program? If so, please elaborate.	Process Technology does not offer an apprenticeship program.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Process Technology does not have any articulations or cooperative agreements at this time.

3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The College established two new partnerships since the last review—SABIC of Mt. Vernon, Indiana and REG of Lafayette, LA. Both programs are active in the Advisory Council and offer internship opportunities to LTC students. Additionally, SABIC offers co-curricular field trips for students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Instructors attend the Fall and Spring Opening Day professional development opportunities at LTC as well as the district wide IECC workshop in October. LTC has a process for instructors to request curriculum-specific professional development through seminars, workshops, conferences, and other means. The current LTC instructor is using professional development funds to be certified in OSHA instruction.
3.16 What is the status of the current technology and equipment used for this program?	The current technology and equipment are appropriate for this program. Since the last review, the program obtained virtual reality simulators for troubleshooting. While current equipment is appropriate, there is a need for training skids to enhance learning.
3.17 What assessment methods are used to ensure student success?	The Process Technology program has outcomes and the instructor recently established assessment outcomes for each course. Programs in review do not participate in assessment activities during the review year; however, Process Technology is set for course and program assessment in the next academic year.
3.18 How are these results shared with others at the institution for continuous improvement?	Results are presented at annual meetings, shared with the Advisory Council, and discussed with adjunct faculty.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	N/A
3.20 How satisfied are students with their preparation for employment?	IECC did not measure this outcome.
3.21 How is student satisfaction information collected?	IECC did not measure this outcome specifically for Process Technology; however, district-wide, students complete a satisfaction survey. No concerns have arisen about the program via this survey tool.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged through the Process Technology Advisory Council, partnerships for internships, and partnerships resulting in co-curricular activities.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council meets three to four times annually, reviews the curriculum, discusses equipment needs, and provides feedback regarding internships.
3.24 How satisfied are employers in the preparation of the program's graduates?	The College does not collect this information; however, anecdotal feedback from employers is overly positive. The program continues to expand its relationships with employers, who hire graduates.
3.25 How is employer satisfaction information collected?	Employee satisfaction information is collected anecdotally through its Advisory Council and professional relationships with the instructor.

3.26 Did the review of program quality result in any actions or modifications? Please explain.	The College will pursue expanding the program focus beyond oil refinery into other areas, including, but not limited to energy production, food processing, and pharmaceutical processing. The College will also attempt to identify funds for training skids.

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

The 2020-21 pandemic created barriers for recruiting. The College offered virtual visits; however, these did not appear to be as effective as face-to-face practices.

Performance and Equity

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

CTE Program	Process Technology				
CIP Code	410303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	40	23	20	25	15
Number of Completers	24 (60%)	16 (70%)	6 (30%)	15 (60%)	1 (7%)
Other (Please identify)	N/A	N/A	N/A	N/A	N/A

How does the data support the program goals? Elaborate.	Enrollment in Process Technology experienced a relatively steady decline from 2016 to 2020, ranging from 40 students in 2016 to just 15 in 2020. Even prior to the pandemic, enrollment dropped dramatically. Completion rates varied greatly between years—ranging from 7% in 2020 to 70% in 2017.
What disaggregated data was reviewed?	The College reviewed enrollment and completion data for Process Technology. The Review Team did not include assessment data because course and program outcomes have not been measured for this program; however, the instructor has worked with the Assessment Program to create those outcomes.
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.	Process Technology students are predominantly male (86.1%) and White (95.4%). The majority of students in this program are not Pell eligible (56%). Given this information, Process Technology students are not representative of the student population which, although also not diverse, is more diverse than the program.
Are the students served in this program representative of the district population? Please explain.	The College itself tends to be more diverse than the communities it serves; however, the Process Technology program lacks diversity in both gender and race.

Review Results

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

Summary Rationale Please provide a brief rationale for the chosen action.	Process Technology is a quality program with co-curricular activities, internship opportunities, engagement with employers, respectable salaries, and continued demand in the region, state, and county. The program did experience decreasing enrollment over the last five years and lacks diversity.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The College will: - Pursue expanding the program focus beyond oil refinery into other areas, including, but not limited to energy production, food processing, and pharmaceutical processing. - Attempt to identify funds for training skids. - Increase enrollment to up to 40 students per cohort. - Increase diversity, particularly encouraging females and racial minority students to enroll and complete the program.
Resources Needed	To remain competitive and offer high quality instruction, training skids are a necessity.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Instruction will take the lead in completing these action items.

Career & Technical Education				
College Name:	Illinois Eastern Community Colleges Wabash Valley College			
Academic Years Reviewed:	2016-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Real Estate	**C181**	**34**	**521501**	

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 Real Estate certificate program is to provide students the opportunity to take real estate courses that lead to Illinois state licensure as well as provide continuing education for individuals seeking Illinois licensure renewal.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Mixed. Section 5-27(a)(5) of the Real Estate License Act of 2000 requires an applicant for licensure as a broker to provide satisfactory evidence of having completed 75 hours of instruction in real estate courses. WVC has been offering face-to-face courses, which are popular in our area. With only one total certificate completer, data does not tell our story as well as the narrative. Most take courses as needed and do not pursue certificate completion.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Increase enrollment and update courses. Coursework has undergone significant changes due to state law changes.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Dave Wilderman, Assistant Professor Robert Conn, Dean of Instruction Brandon Weger, Program Director of Institutional Assessment and Effectiveness
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Marketing Business Management Advisory Council Dave Wilderman, Assistant Professor Robert Conn; Dean of Instruction The curriculum committee reviews changes to programs and courses and serves as subject matter experts in their respective roles from various disciplines.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Degree- and certificate-seeking students must submit standardized placement scores such as ACT, Accuplacer (or Accuplacer NextGen), Compass, PSAT, or SAT to ensure placement in English, math, and reading coursework.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	According to Emsi, our area is not a hotspot for this kind of job. The national average for an area this size is 1,430 employees, while there are 754 here.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	An average area of this size typically has 1,430 jobs, while there are 754 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in our area. Retirement risk is about average in our area. The national average for an area this size is 327 employees 55 or older, while there are 300 here.
1.3 What labor market information sources are utilized?	Occupation Data Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry. Emsi Job Postings Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. State Data Sources Data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development Counties include in Data Set: Clark County, IL; Richland County, IL; Clay County, IL; Wabash County, IL; Crawford County, IL; Wayne County, IL; Cumberland County, IL; White County, IL; Edwards County, IL; Gibson County, IN; Effingham County, IL; Knox County, IN; Hamilton County, IL; Posey County, IN; Jasper County, IL; Sullivan County, IN; Jefferson County, IL; Vanderburgh County, IN; Lawrence County, IL; Vigo County, IN; Marion County, IL; and Warrick County, IN

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited by the faculty through high school advisory council networking and campus visits by prospective students. The needs of agencies and organizations for skilled workers has been exacerbated by the pandemic.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The IDFPR regulates subject content through the Division of Real Estate. The Dean of Instruction chairs the Curriculum, Online Learning, and Technology committees and communicates changes to programs to the appropriate faculty.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No.

Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Real Estate costs include state real estate licensing and regulatory fees, faculty salaries, instructional supplies, and benefits. The district employs one full-time instructor located at Wabash Valley College. Real Estate runs at $220.31 per credit hour, about the same as other programs with low equipment costs ($244.81). The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model examines course offerings and seat capacity to determine an ideal student-faculty ratio. Moving low-enrolled courses to an alternating year model allows for cost-reductions. Additional cost reductions with Interactive Distance Learning efficiencies may be realized with increased enrollments at multiple locations.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees cost the students approximately $4,092 though most students take courses and do not complete. Textbook costs depend on market conditions and range from approximately $160 to as little as $100 if renting. Costs may be offset by part-time employment opportunities through the program's partnerships. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The program provides students the opportunity to take real estate courses that lead to Illinois state licensure as well as provide continuing education for individuals seeking Illinois licensure renewal.
3.2 What are the identified or potential weaknesses of the program?	Program enrollment is low. Most students enrolled in real estate courses are not enrolled in the certificate program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional format is the only method so it cannot be compared.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[19]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No.

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

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No. This program does not engage K-12 partnerships or have work-based learning opportunities.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	None.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	N/A
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Yes. The IDFPR regulates subject content through the 75-hour pre-license curriculum consisting of 3 parts contained within two courses: (i) 60 hours of Real Estate Topics (parts 1 and 2); and (ii) 15 hours of Applied Real Estate Principles (part 3).
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	WVC teaches the 60-hour broker pre-license real estate topics course license and the 15-hour broker pre-license applied real estate principles course license based on the 75-hour broker pre-license curriculum.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	100%. A student is not required to take an examination for licensure to receive credit for courses completed in a classroom at WVC.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A

3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty have access to Mental Health First Aid Training, Mental Health Training Webinar, and continued opportunities for professional development. Courses in advanced use of our LMS and leveraging audio/video technologies are offered as well as professional development opportunities at district-wide development days. Beyond this, instructors can take ongoing courses with software vendors/reps.
3.16 What is the status of the current technology and equipment used for this program?	Computers, television screen, classroom equipment, printed material, and distance delivery classrooms are available to all faculty in the program.
3.17 What assessment methods are used to ensure student success?	We use a mix of pre/post testing and practical application experiences and testing along with daily observation of progression through exams, written communication, oral communication, critical thinking skills, human & cultural understanding, civic responsibilities, professional and ethical behavior, employability skills, and job placement.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are posted in Campus Labs and are presented to other faculty during assessment meetings.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Working with the Program Director of Institutional Assessment and Effectiveness on assessment tools to help improve program quality and learning outcomes for students.
3.20 How satisfied are students with their preparation for employment?	Administration considers multiple measures in relation to student satisfaction including surveys, complaints, and classroom observations and success rates. Surveys are the most reliable of WVC's methods for attaining satisfaction data. Of students who responded (for years available): 2020 students were 100% very satisfied with preparation for employment. 2019 students were 100% very satisfied with preparation for employment. 2018 students were 50% very satisfied, 33.33% were somewhat satisfied, 16.67% somewhat dissatisfied.
3.21 How is student satisfaction information collected?	An institutional student satisfaction survey and end-of-course surveys.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Council reviews course offerings and curriculum. Those that currently employ students or graduates offer feedback on trends that they note in knowledge and skills. Many of our PAC members do offer positions for our current students to help those students put their education in use in a real-world environment and provide more hands-on experiences.

3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee guides the direction of the program by articulating the skills, knowledge, and values that graduates should have upon completion of the program. We collect this information in open meetings and surveys.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers within our PAC are satisfied with graduate preparation for their facilities, but a new process may improve employer/ student orientation.
3.25 How is employer satisfaction information collected?	Satisfaction is collected through advisory committee feedback.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Update curriculum every two years.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
With a preference for face-to-face learning from students, COVID-19 was a barrier. Keeping up with ever-changing state requirements is an obstacle as well.

Performance and Equity

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

CTE Program	Real Estate				
CIP Code	521501				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	1	0	0	1
Number of Completers	0	0	0	0	1
Other (Please identify)					

How does the data support the program goals? Elaborate.	The data does not support program goals.
What disaggregated data was reviewed?	The data sample is too small.
Were there gaps in the data? Please explain.	N/A
What is the college doing to overcome any identifiable gaps?	Reviewing marketing/recruiting materials to recruit low-income, underserved, and minority students.
Are the students served in this program representative of the total student population? Please explain.	No, student diversity with respect to race is low as compared to the student population.
Are the students served in this program representative of the district population? Please explain.	No.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	IDFPR modifications to the curriculum are needed to address the changing landscape of post-pandemic employment.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program plans to focus on recruiting a diverse population with new marketing materials. Non-traditional, minority, and low-income populations will be targeted for new recruitment efforts.
Resources Needed	Marketing materials, website imagery.
Responsibility Who is responsible for completing or implementing the modifications?	Dave Wilderman, Lead Instructor Tyler Burr, Director of Public Information and Marketing Robert Conn, Dean of Instruction at Wabash Valley College

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Social Services Specialist	**D425 SSS**	**65**	**440701**	

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?	Students will demonstrate entry-level skills in client assessment by implementing empathy and active listening. Students will demonstrate professional ethical behavior consistent with the Code of Ethics of the National Association of Social Work. Students will establish their career path by accurately differentiating between the major roles and the various human services professions. Students will analyze critical social issues and demonstrate a commitment to social justice. Students will prepare professional documentation.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Learning outcomes are mapped throughout curriculum with multiple points of assessment. SSS 2206 Human Behavior and Social Environments serves as the mastery point for learning outcomes 1, 2, 4, & 5. Due to the change in leadership of the program data was unable to be obtained.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	In 2016, the SSS outlined the following action steps: Add targeted skills-based learning opportunities for our student/parents by increasing course offerings. Expand our internship reach into the community to improve our students' networking opportunities. During the review, a long-time faculty member retired, and a new faculty member was promoted from an adjunct instructor to Lead Instructor of SSS. Changes to the goals and direction of the program were slightly altered with a focus on enrollment and diversity. The results were good for our communities and were well received during the pandemic. Many agencies are

	very short staffed and praise the assistance the program provides through internships.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Ronda Hockgeiger, Lead Instructor Danielle Trapp, Part-time Instructor Robert Conn, Dean of Instruction at Wabash Valley College Brandon Weger, Program Director of Institutional Assessment and Effectiveness
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Program Advisor and current students. Dani Trapp, LCSW Social Worker-active in program-works closely with students and advisor. Sheryl Woodham CAC Director, -past internship supervisor and involves students in field of child advocacy Pam Oliver, Pre-K Parent Engagement Specialist- new to council Judy Neikirk-Wabash County Special Advocate Director Laura Taylor-District 348 School Social Worker, Shauna Smith-Therapist at WCHD Counseling Center, Jessica Roosevelt –WGH Senior Enrichment Center Social Worker Vickie Winter-Hope Pregnancy Center Director-Community organization Nancy Harness- WCHD AOK Coordinator- Community-possible internship sponsor/volunteer Advisory Council engages in process with ideas and information as well as support social service 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.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes. Degree-seeking students must submit standardized placement scores such as ACT, Accuplacer (or Accuplacer NextGen), Compass, PSAT, or SAT to ensure placement in English, math, and reading coursework. Students may take the Accuplacer NextGen placement test with an IECC institution.

1. Three years (units) of English emphasizing writing, oral communication, and literature
2. Two years (units) of mathematics
3. Reading, including the ability to read and comprehend at a level appropriate for college study
4. One year (unit) of science.
Illinois Eastern Community Colleges recognizes that student success in college course work is directly related to appropriate course placement. Therefore, IECC uses multiple measures to determine student placement in college-level courses and admission to a degree or certificate program. The colleges administer ACCUPLACER for course placement and admission into select degree and certificate programs. Multiple measures for placement includes analysis of:
1. Nationally standardized test scores such as ACT, SAT, ACCUPLACER, ASSET, COMPASS, PARCC, etc.
2. Analysis of high school or college transcripts including course work completed and grade point average; and remedial and/or previous college course work completed.
If 1 and 2 are not available or do not meet the course placement requirements, additional placement testing may be required.

Tests scores are not the best indicator of future success. Several studies compiled data from our district and found other factors influenced success and discounted the predictability of testing. Further assessment is needed to identify new techniques suitable for course placement with a focus on diversity. |
| Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | Additional credit hours support student internships which helps them pursue careers in the field of social services. |

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	According to Emsi Labor Market Analytics, there are 2,182 jobs in the region with annual openings of 228.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the last five years, the demand has decreased by 5.9%. Over the next five years, the labor market is expected in to increase by 7.3% in the Greater IECC region with a median wage of $21.98/hr. or $45,700/yr.

Source: Emsi Labor Market Analytics, 2021. |

1.3 What labor market information sources are utilized?	**Occupation Data** Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry. **Emsi Job Postings** Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. **State Data Sources** Data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development **Counties include in Data Set:** Clark County, IL; Richland County, IL; Clay County, IL; Wabash County, IL; Crawford County, IL; Wayne County, IL; Cumberland County, IL; White County, IL; Edwards County, IL; Gibson County, IN; Effingham County, IL; Knox County, IN; Hamilton County, IL; Posey County, IN; Jasper County, IL; Sullivan County, IN; Jefferson County, IL; Vanderburgh County, IN; Lawrence County, IL; Vigo County, IN; Marion County, IL; and Warrick County, IN
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited by the faculty through high school visits, advisory council networking, and campus visits by prospective students. The needs of agencies and organizations for skilled workers has been exasperated by the pandemic. Organizations contact faculty about job openings and internship opportunities and report record high job openings.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Dean of Instruction chairs the Curriculum, Online Learning, and Technology committees and presents changes to programs to the appropriate faculty members. Committees are a diverse group of instructors and select staff that review, propose changes, and approves recommendations from processes, such as program review.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	WVC is seeking to expand community partnerships and modifying offerings to fit schedules of workers in the social services area. We are also looking at potential changes to program recruitment efforts to better serve the needs of our district employers.
Indicator 2: **Cost Effectiveness**	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Social Services Specialist costs include faculty salaries, instructional supplies, and benefits. The district employs one full-time instructor located at Wabash Valley College. Adjunct instructors teach the remaining sections. Social Services Specialist runs at $449.57 per credit hour, higher than other programs with low equipment costs ($244.81). The high costs associated with the program includes continuing education courses which drives up the costs per unit substantially. Plans for recouping costs from the employers served by 1.6 courses have been hampered by the pandemic. The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model examines course offerings and seat capacity to determine an ideal student-faculty ratio. Moving low-enrolled courses to an alternating year model allows for cost-reductions. Additional cost reductions with Interactive Distance Learning efficiencies may be realized with increased enrollments at multiple locations.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees cost the students approximately $8,580. Textbook costs depend on market conditions and range from approximately $3,200 to as little as $750 if purchasing used or renting. Costs may be offset by part-time employment opportunities through the program's partnerships. IECC Financial Aid Offices administer the Institutional, Illinois State, and Federal financial assistance programs for students and veterans in accordance to the required regulations for each program.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Yes, several course offerings have been consolidated to increase the average student section to 20 students. Opening 1.1 program courses to transfer students outside of the program drives the costs per unit down to a sustainable level.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The program is designed to support students who plan to transfer or who plan to gain employment.
3.2 What are the identified or potential weaknesses of the program?	The program has had three different lead instructors over the last five years. Occupations are increasing the education expectations and are requiring more baccalaureate level degrees.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	All modalities are used in this program including traditional format/online/hybrid/team-teaching.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[20]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	No
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Experiential learning including cultural field trips, Mental Health First Aid raining, social work conferences, child abuse conference, and the Kids in Courts conference.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	General education courses have been offered with Mt. Carmel High School.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	There are two internships in the program for first year and second-year students. Internships offer students an opportunity to 'try-out' employment at specific locations to determine if they are a good fit. Internships also reinforce what faculty teach in the program and give students a chance to experiment with their new skills. Improvements planned for SSS program internships include a more robust system of documenting competencies to match up assessment with outcomes.

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

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	No
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	This program has a 2+2 articulation with Southern Illinois University Carbondale's Bachelor of Science in Social Work.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Partnership with Southern Illinois University to offer a 2+2 agreement.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty have access to Mental Health First Aid Training, Mental Health Training Webinar, and Continued opportunities for professional development. Courses in advanced use of our LMS and leveraging audio/video technologies are offered as well as professional development opportunities at district-wide development days. Beyond this, instructors can take ongoing courses with software vendors/reps.
3.16 What is the status of the current technology and equipment used for this program?	Computers, television screen, classroom equipment, printed material, and distance delivery classrooms are available to all faculty in the program.
3.17 What assessment methods are used to ensure student success?	We use a mix of pre/post testing and practical application experiences and testing along with daily observation of progression through Exams, Written Communication, Oral Communication, Critical Thinking Skills, Human & Cultural Understanding, Civic Responsibilities, professional and ethical behavior, employability skills, and job placement.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are posted in our Campus Labs software and are presented to other faculty during assessment meetings.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Working with the Program Director of Institutional Assessment and Effectiveness on assessment tools to help improve program quality and learning outcomes for students.
3.20 How satisfied are students with their preparation for employment?	Administration considers multiple measures in relation to student satisfaction including surveys, complaints, and classroom observations and success rates. Surveys are the most reliable of WVC's methods for attaining satisfaction data. Of students who responded (for years available): 2020 students were 100% very satisfied with preparation for employment. 2019 students were 100% very satisfied with preparation for employment. 2018 students were 50% very satisfied, 33.33% were somewhat satisfied, 16.67% somewhat dissatisfied.
3.21 How is student satisfaction information collected?	An institutional student satisfaction survey and end-of-course surveys.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Council reviews course offerings and curriculum. Those that currently employ students or graduates offer feedback on trends that they note in knowledge and skills. Many of our PAC members do offer positions for our current students to help those students put their education in use in a real-world environment and provide more hands-on experiences.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee guides the direction of the program by articulating the skills, knowledge, and values that graduates should have upon completion of the program. We collect this information in open meetings and surveys. The advisory committee is missing key stakeholders including K-12 staff.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers within our PAC are satisfied with graduate preparation for their facilities, but a new process may improve employer/student orientation.
3.25 How is employer satisfaction information collected?	Satisfaction is collected through advisory committee feedback.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Additional 2+2 agreements would serve our graduates well. The faculty recommended adding embedded career services options within the courses.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
Barriers related to the perception that workers in social services settings are stressed, overworked, and could find better employment exist within our communities. The college should implement an enrollment management plan with elements that aim to dissuade those old stereotypes of social services work with imagery of actual SSS graduates in our area. Recruiting a diverse student population within the district to increase minority and disadvantaged student enrollment is important for the program and our communities. Marketing materials with imagery of successful minorities (men are underrepresented) in SSS settings may help enroll a more diverse cohort.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Social Services Specialist				
CIP Code	440701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	22	8	14	11
Number of Completers	3	2	8	2	2
Other (Please identify)					
How does the data support the program goals? Elaborate.	Student enrollment continues to be stable compared to other CTE programs. Completion rates are problematic but may reflect students transferring to USI and focusing on coursework as opposed to internships. Many students recognize the value of a bachelor's degree in the social services field pay scales and take advantage of the articulations between our two institutions.				
What disaggregated data was reviewed?	Viewed data by Cohort Year, Gender, Pell Grant Status, and Ethnicity				
Were there gaps in the data? Please explain.	Overall, the students tend to be predominately female (93.1%). This is more aligned with the regional occupation data which indicates that 82.9% of field is female. Pell-Eligibility is slightly higher in this program at 64.3% than the college. When exploring the completion rates, Pell Eligible students (20%) are less likely to complete the program than Non-eligible students (36%).				
What is the college doing to overcome any identifiable gaps?	To increase male student enrollment, the program will broaden the recruiting territories to expand access and highlight professionals in the field that are male and incorporate them into the program. Review marketing/recruiting materials to include male students. The program faculty will work with the TRIO SSS program to recruit program students to provide additional support and services to eligible students.				
Are the students served in this program representative of the total student population? Please explain.	No, student diversity with respect to gender and race is low as compared to the student population. Economic diversity is also low as we have more non-Pell eligible students than average.				
Are the students served in this program representative of the district population? Please explain.	No, student diversity with respect to gender is very low as compared to the district population.				

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Timely modifications to the curriculum and sequence of coursework are needed to address the changing landscape of employment post-pandemic.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program plans to focus on recruiting a diverse population with new marketing materials. Non-traditional, minority, and low-income populations will be targeted for new recruitment efforts.
Resources Needed	Marketing materials, website imagery.
Responsibility Who is responsible for completing or implementing the modifications?	Ronda Hockgeiger, Lead Instructor Tyler Burr, Director of Public Information and Marketing Robert Conn, Dean of Instruction at Wabash Valley College

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Lincoln Trail College
Academic Years Reviewed:	2016-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Supervisory Skills	**C273 INDMG**	**21**	**521001**	**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?	Supervisory Skills provides students with effective skills in performance management, motivation, team development, and time management. Students earning the Supervisory Skills Certificate may also work towards the Industrial Management AAS by completing the Manufacturing Skills and Workplace Skills Certificates in addition to Supervisory Skills.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	This program struggles with enrollment. During this review cycle, only two people enrolled and completed the program. While the completion rate is 100%, the data is too low for meaningful analysis.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The previous review also recognized challenges with enrollment. To rectify that challenge, the College worked with a local aerospace assembly employer to redevelop the curriculum to meet local needs and invigorate the program.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The LTC Program Review Team for Supervisory Skills includes: • **Mr. Brent Todd**, Dean of Instruction; • **Ms. Erin Volk**, Director of Instructional Services; and • **Mr. Dennis York**, Broadband Instructor. Mr. Todd organized the Review Team, gathered additional data, and summarized the results of the program review process in the CTE Review Instrument. Ms. Volk also reviewed the document and provided input. Mr. York will become the lead instructor for the program during the 2021-22 academic year and, as such, provided input to the review document.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Additional IECC stakeholders and participants include: • **Ms. Alyssa Maglone**, Assistant Dean of Academic Services • **Mr. Brandon Weger**, Program Director of Assessment. Ms. Maglone provided information about learning outcomes and reviewed this report. Mr. Weger's office provided data regarding industry demand, enrollment, completion, and assessment.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The Instructor, Advisor, and Dean reviewed course prerequisites; they do not recommend changes.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program requires 21 hours. Rationale for hours beyond 30 is not necessary.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The College reviewed Emsi occupational data collected for First-Line Supervisors, Administrative Services and Facilities Managers, Training and Development Specialists, and Labor Relations Specialists. Per Emsi data, there are 1,764 of these jobs in the IECC Region, which is 1% below the national average. From 2019-2024, Emsi projects these supervisory positions to grow by 3.3%, compared to the national projection of 4.8%. Median earnings in the IECC Region for these positions is $22.59/hour or $47,000 per year, compared to the national median of $25.32 per hour or $52,700 per year.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The IECC region experienced net positive growth for supervisory positions during the previous five years.
1.3 What labor market information sources are utilized?	LTC used Emsi data to review program need. Emsi gathers data from official government sources including the US Census Bureau, Bureau of Economic Analysis, and bureau of Labor Statistics. For the Supervisory Skills program, Emsi identified data related to: Administrative Services and Facilities Managers; First-Line Supervisors of Office and Administrative Support Workers; First-Line Supervisors of Retail Sales Workers; First-line Supervisors of Production and Operating Workers; First-Line Supervisors of Food Preparation and Serving Workers; First-Line Supervisors of Mechanics, Installers, and Repairers; First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo handling Supervisors; First-Line Supervisors of Construction Trades and Extraction Workers; First-line Supervisors of Personal Service and Entertainment and Recreation Workers, Except Gambling Services; Training and Development Specialists; First-line Supervisors of Non-Retail Sales Workers; First-line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers; and Labor Relations Specialists; Training and Development Managers.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	As evidenced by enrollment, the College has not ensured a sufficient pipeline for the labor market.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Review Team considered market demand and wages at local, state, and national levels as well as enrollment completion rates to determine if the program is sustainable.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The College will explore the partnership with the local aerospace industry employer that began during the last review.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	This program was offered to only two students during the review cycle. Instructors were paid at independent study rate and no supplies or equipment used, making Manufacturing Skills a highly cost effective program; however, due to the low number of enrollees, this data is misleading. More enrollment is needed to accurately determine the cost effectiveness of the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The costs to the program are minimal and no grant funds were used.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	N/A
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students enrolling in Manufacturing Skills pay $100 per credit hour in tuition, costing $2,100 plus fees for the program. Fees vary by course modality, student status, and other factors.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost did not result in any actions or modifications.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The program is stackable within the Industrial Management AAS and includes three (previously four) directed manufacturing focus areas, allowing students to specialize in an industry.

3.2 What are the identified or potential weaknesses of the program?	The program does not have a lead instructor like other CTE programs at LTC. The lack of a lead instructor means that no one has taken ownership of the program and promoted it to students outside of general college recruitment practices.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The program is offered in conjunction with other, existing programs at LTC, including Broadband Telecom, Construction, Process Technology, and Welding. As such, course modalities include a combination of face-to-face, hybrid, and online courses.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[21]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	This program is not part of a program of study.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	The program does possess two elements of a career pathway. For example, the curriculum is rigorous and high quality and there are opportunities for student learning and credential attainment beyond this Certificate.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	All courses required in the Supervisory Skills Certificate and are available to high school students as Type D dual credit courses.

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

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	There are no work-based learning opportunities for this program; however, students do complete a supervisory observation.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no industry-recognized credentials embed within this program.
3.11 Is this an apprenticeship program? If so, please elaborate.	This is not an apprenticeship program.
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation or cooperative agreements in place for this program.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The College did not establish any new partnerships for this program since the last review.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Instructors may attend the Fall and Spring Opening Day professional development opportunity as well as the district-wide workshop in October. LTC has a process for instructors to request curriculum-specific professional development through seminars, workshops, conferences, and other means.
3.16 What is the status of the current technology and equipment used for this program?	The current technology and equipment are appropriate for this program.
3.17 What assessment methods are used to ensure student success?	Instructors have not participated in course or program assessment for Manufacturing Skills.
3.18 How are these results shared with others at the institution for continuous improvement?	N/A

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	N/A
3.20 How satisfied are students with their preparation for employment?	IECC did not measure this outcome.
3.21 How is student satisfaction information collected?	IECC did not measure this outcome specifically for Supervisory Skills; however, district-wide, students complete a satisfaction survey. No concerns have arisen about the program via this survey tool.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	LTC's Industrial Management Advisory Council (which includes Manufacturing Skills, Supervisory Skills, and Workplace Skills Certificates) is a collaborative effort with its Welding Advisory Council. The College recommends merging the Manufacturing Skills Advisory Council with the Broadband Telecom or Process Technology programs instead of Welding.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Council recommended replacing the Supervisory Internship with a Supervisory Observation course because of the unusual naturing of placing interns into a supervisory position. The College made this change since the last review.
3.24 How satisfied are employers in the preparation of the program's graduates?	N/A
3.25 How is employer satisfaction information collected?	The Advisory Council meets annually. Employers provide feedback if they hire graduates of the program. The College has no data to date regarding employee satisfaction of Manufacturing Skills students.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The College recommends merging the Industrial Management Advisory Council with the Broadband Telecom or Process Technology programs instead of Welding. Broadband and/or Process Technology instructors will support the program and serve as lead instructor(s) going forward.

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

The lack of a lead instructor for Supervisory Skills created a barrier in recruitment. The College will identify a lead instructor for the next cycle.

Performance and Equity

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

CTE Program	Supervisory Skills C273				
CIP Code	521001				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	1	0	0	0
Number of Completers	1 (100%)	1 (100%)	N/A	N/A	N/A
Other (Please identify)	N/A	N/A	N/A	N/A	N/A

How does the data support the program goals? Elaborate.	Two students enrolled in the Supervisory Skills Certificate during the review period—1 student in 2016 and 1 student in 2017. Both students completed the program.
What disaggregated data was reviewed?	The College reviewed enrollment and completion data for this review. The Review Team did not include assessment data because program outcomes have not been completed for Supervisory Skills, nor have the instructors participated in formal course assessment.
Were there gaps in the data? Please explain.	Three review years—2018, 2019, and 2020—lack data due to no enrollment.
What is the college doing to overcome any identifiable gaps?	The College will create an action plan to increase enrollment in the program (See Intended Action Steps).
Are the students served in this program representative of the total student population? Please explain.	Of the two students enrolled and completing the program, one is female, one is Pell eligible, and one is White. Due to the small number of enrollees, this data is not valuable in terms of identifying its representativeness of the student population.
Are the students served in this program representative of the district population? Please explain.	Of the two students enrolled and completing the program, one is female, one is Pell eligible, and one is White. Due to the small number of enrollees, this data is not valuable in terms of identifying its representativeness of the district population.

Review Results

Action	☐ Continued with Minor Improvements ☒ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale	The Supervisory Skills Certificate is a stackable credential within the Industrial Management AAS. Although the stackable nature of these Certificates within the AAS is a unique feature of the program, giving students multiple entry and exits, it struggles with enrollment. The Review Team believes the lack of enrollment

Please provide a brief rationale for the chosen action.	may be contributed to the need for a lead instructor to take "ownership" of the program. The past review indicated a need from local industry and a potential partnership, but that partnership did not develop.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Assign a lead instructor to teach for and help build the program; 2. Write program outcomes; 3. Assess student learning at course and program levels; 4. Explore the partnership with Flying S and an aeronautical focus area that began in the past review, but did not come to fruition; 5. Engage the Advisory Council more and possibly merge with Broadband Telecom or Process Technology's Advisory Councils instead of Welding. 6. Inactivate or eliminate the program before 2025 if enrollment does not increase.
Resources Needed	No resources are needed at this time.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Instruction will take the lead in meeting these action items.

Career & Technical Education

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

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Truck Driving	**C578**	**7**	**490205**	

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 program objectives below culminate for students to qualify for and pass the state CDL operator license. 1. Students will demonstrate the proper pre-trip inspections including in-cab, under hood, walk around and air brake tests consistent with Illinois Commercial Driver's License standards. 2. Students will demonstrate the proper shifting techniques including during takeoff, upshifting, downshifting, and stopping a commercial vehicle. 3. Students will demonstrate the proper backing up processes consistent with Illinois Commercial Driver's License standards. 4. Students will demonstrate the proper driving technique consistent with Illinois Commercial Driver's License standards.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives are evaluated against a rubric in which students either have "met" or "not met" the criteria. Student are very successful in meeting the objectives as pass rates for the program are 100%. The faculty track student progress throughout the program and assist in skills which do not yet meet the criteria.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	We identified that modifying the scheduling of courses could increase the number of completers. WVC now offers the program in an accelerated format and requests approval from ICCB to do so each year.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.	Joe Brown – Lead Instructor Brandon Weger – Program Director, Institutional Assessment and Effectiveness Robert Conn – Dean of Instruction

Also describe their role or engagement in this process.	
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Employers are engaged through the advisory council, consultations, job placements, and work-based learning opportunities.

CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No prerequisites are required.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Data shows 2,531 jobs in the greater IECC region, which is above the national average.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Truck driving occupations over the past 5 years have shown an average growth of +3.0%. Target occupations show a projected average of +3.0% change from 2020-2025.

1.3 What labor market information sources are utilized?	Occupation Data Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry. Emsi Job Postings Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography. State Data Sources Data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development Counties include in Data Set: Clark County, IL; Richland County, IL; Clay County, IL; Wabash County, IL; Crawford County, IL; Wayne County, IL; Cumberland County, IL; White County, IL; Edwards County, IL; Gibson County, IN; Effingham County, IL; Knox County, IN; Hamilton County, IL; Posey County, IN; Jasper County, IL; Sullivan County, IN; Jefferson County, IL; Vanderburgh County, IN; Lawrence County, IL; Vigo County, IN; Marion County, IL; and Warrick County, IN
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited from local employment agencies and employers using a mix of face to face discussions, presentations, radio/TV, and social media marketing.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs and changes are evaluated by instructors, advisory council, and administration. Changes are initiated by the lead instructor and presented to the dean of instruction for consideration. The dean reviews the changes with the curriculum committee and other administrators for implementation.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	We are seeking to expand industry partnerships and increasing offerings to fit schedules of incumbent workers in the area. We are also looking at potential changes to program content to better serve the needs of our district employers.
Indicator 2: **Cost Effectiveness**	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Truck Driving costs include instructional equipment, faculty salaries, fuel, and maintenance. The district employs one full-time instructor located at WRC through Wabash Valley College. Adjunct instructors teach some lab sections depending on student census. Truck Driving operates at $821.62 per credit hour, higher than other programs with high equipment costs ($261.05). The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Yes, student fees are tied to the costs associated with the program.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The college's efficiency model does not fit this program's learning objectives. Additional cost reductions with Interactive Distance Learning efficiencies may be realized with increased enrollments at multiple locations.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Combined tuition and fees cost the students approximately $2,924. Employers, employment agencies, and faculty mentoring provide guidance on how to afford the program costs.
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?	Students gain valuable skills in a high-demand field. Strong foundation in driving, basic documentation, and precision parking. Being in an accelerated format allows for students to quickly complete the program and gain employment. There is also a simulator that gives students excellent hands on experience.
3.2 What are the identified or potential weaknesses of the program?	The program is limited to one instructor, so scheduling an array of times is not feasible. Additionally, the cost of maintaining the equipment for general service can be expensive. Marketing to increase the diversity of students as most are non-traditional is an interest as well.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Truck driving is 100% face-to-face and therefore there are no modality comparisons.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[22]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	**A) incorporates challenging State academic standards**; program participants use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications. They make correct insights about when it is appropriate to apply academic skills in a workplace situation through the Experiential Learning Cycle. **(B) addresses both academic and technical knowledge and skills, including employability skills;** Workplace Dynamics as defined within this program include how coworkers interact, how responsibilities are delegated, and how dedicated workers are to the company's mission generated as quality service. **(C) is aligned with the needs of industries in the State, region, or local area;** yes, this program is a need of the region, state and US **(D) progresses in specificity;** no; this program could be connected to other transportation type courses **(E) has multiple entries and exit points that incorporate credentialing**; no, this program could be connected to other programs in the transportation industry as an alternate path **(F) culminates in the attainment of a recognized postsecondary credential**. Yes, the students earn a certificate through WVC and can take the state CDL exam
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	No.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A

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

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	N/A
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	CDL- State of Illinois.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	CDL- State of Illinois.
3.11 Is this an apprenticeship program? If so, please elaborate.	No.
3.12 If applicable, please list the licensure examination pass rate.	100%
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes. Partnerships with other community colleges and district companies have allowed WVC to receive grant funding for a new practice pad.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Courses in advanced use of our LMS and leveraging audio/video technologies are offered as well as professional development opportunities at district-wide development days. Beyond this, instructors have opportunity to take ongoing courses with software vendors/reps. Professional development/continuing education with our software packages and equipment should continue as those products evolve.
3.16 What is the status of the current technology and equipment used for this program?	Good, Volvo truck was purchased in 2015 and the simulator in 2016.
3.17 What assessment methods are used to ensure student success?	We use a mix of testing and practical application experiences with daily observation of progression.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are posted in our Campus Labs software and are presented to other faculty during assessment meetings.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The curriculum has been modified to meet the new requirements from the federal government and FMCSA.
3.20 How satisfied are students with their preparation for employment?	Of students who responded (for years available): 2020 students were 100% very satisfied with preparation for employment. 2019 students were 100% very satisfied with preparation for employment. 2018 students were 50% very satisfied, 33.33% were somewhat satisfied, 16.67% somewhat dissatisfied.
3.21 How is student satisfaction information collected?	Via surveys for current students as well as graduates.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers in our PAC review course offerings and curriculum. Those that currently employ students or graduates offer feedback on trends that they note in knowledge and skills. Many of our PAC members do offer positions for our current students to help those students put their education in use in a real-world environment and provide more hands-on experiences.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Our PAC is involved by reviewing course offerings and suggesting course/program changes.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers within our PAC are satisfied with graduate preparation for their facilities.
3.25 How is employer satisfaction information collected?	Information is collected through ongoing communication and suggestions from our PAC members that have recent graduates in their employ.
3.26 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.

COVID-19 was a significant barrier in the delivery of these courses. Additionally, vying for shared marketing and financial resources to recruit students and maintain equipment is a challenge.

Performance and Equity

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

CTE Program	Truck Driving
CIP Code	490205

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	28	13	14	30	19
Number of Completers	23	9	12	22	4
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment numbers suggest that further recruitment efforts are needed. Completion rates could be increased by career exploration prior to enrollment as well as increased support to students with life challenges.
What disaggregated data was reviewed?	Gender, ethnicity, cohort year
Were there gaps in the data? Please explain.	We have more non-Pell eligibility than those who are eligible and a large gap in gender representation.
What is the college doing to overcome any identifiable gaps?	Expanding recruiting to increase reach to a more diverse enrollment.
Are the students served in this program representative of the total student population? Please explain.	No, student diversity with respect to gender and race is low as compared to the student population.
Are the students served in this program representative of the district population? Please explain.	No, student diversity with respect to gender is very low as compared to the district population.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ▱ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Aligning curriculum to FMCSA Entry-Level Driver Training Provider is a requirement.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The faculty modified the curriculum during the academic year for consideration of FMCSA Entry-Level Driver Training Provider status. Course modifications based upon assessment results are implemented immediately or as soon as possible.
Resources Needed	Additional technology upgrades are planned to utilize available district funds.
Responsibility Who is responsible for completing or implementing the modifications?	The faculty recommended modifications are carried out by the Dean of Instruction and various District Office staff.

ILLINOIS EASTERN COMMUNITY COLLEGES
OVERALL PROGRAM REVIEW – FCC (F), LTC (L), OCC (O), WVC (W)
5 YEAR PLAN (FY17-FY21)
INSTRUCTIONAL PROGRAMS AND STUDENT AND ACADEMIC SUPPORT SERVICES

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

The ICCB 2017-2021 Program Manual indicates that colleges are to be reviewing four (4) major instructional program areas:
1) Career and Technical Education
2) Academic Disciplines,
3) Cross-Disciplinary Instruction, and
4) Student and Academic Support Services.

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