Illinois Eastern Community Colleges
District 529

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

2023 Program Review

August 2023

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:	FY2023
DIRECTORY OF REVIEWS SUBMITTED	

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Academic Disciplines	
College Name:	Illinois Eastern Community Colleges
Academic Years Reviewed:	2018-2022
Discipline Area:	Mathematics

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 of the discipline?	**Institutional Learning Goal/Priority** Quantitative Reasoning – To foster a habit of mind, competency, and comfort in working with numerical data in order to reason and solve quantitative problems. General Education Outcome Students will apply quantitative literacy skills to real-world problems by using arithmetic, geometric, or statistical methods, interpreting mathematical models, and representing mathematical information symbolically, visually, numerically, or verbally. Math Learning: Students will be able to critically analyze data. Students will be able to use mathematical analysis to solve real-world applications. Quantitative Reasoning: Students will be able to solve problems using critical thinking and/or quantitative reasoning.

To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	The percentage of students who met or exceeded was: Interpretation--84.4% Representation--82.3% Calculation--80.3% Application/Analysis--81.4% Assumptions--82.6% Communication--81% Our weakest category was calculation. Our strongest category was interpretation. Students are successfully completing math courses at a high success rate. Total headcount since 2018 was 8,302. Of these, 6,925 successfully completed their respective course, giving an overall success rate of 83.41%. This high proportion shows the Department of Mathematics is meeting student needs. Full-time mathematics instructors report students are successfully fulfilling their math transfer requirements. The Math Department has conducted course and discipline assessment every semester and academic year, respectively. The majority of our students are meeting the mathematics benchmarks and demonstrating technology literacy skills. Completion and persistence rates indicate a consistent overall success rate (C or better).
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	**Students First! Mission** Illinois Eastern Community Colleges provide students an equitable and inclusive education by building a foundation of values, attitudes, and skills necessary to become responsible and concerned citizens and lifelong learners possessing the ability to think critically, communicate effectively, and solve problems in a diverse global society. Mathematics is a foundational component to all disciplines and most programs at IECC. Mathematics courses are vital to the general education learning outcomes as established by the IECC faculty. Transfer mathematics have been articulated to at least three Illinois Universities. Mathematics outcomes are also linked to the Institutional Learning Goal/Priority Human & Cultural Understanding – To develop the personal and social responsibility of students by recognizing diverse cultural perspectives.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	Since the 2018 Program Review: 1. Several math courses with online offerings went through a course development process with an external consultant (Symbiosis). 2. Progress toward co-requisites for developmental education to help students achieve success in college level math courses. 3. Implementation and participation in monthly discipline meetings called "Happy Half Hour" to facilitate conversation across campuses and with assessment leaders. 4. Installation of synchronous learning classrooms to open the door to additional offerings of math courses with traditionally lower enrollment to all campuses and new dual credit partnerships.

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). IECC faculty and staff members are active on IAI panels, which advise campus curriculum committees and deans of changes effecting our transfer/GECC (Gen Ed Core Curriculum) degrees. 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. Campus curriculum committees make recommendations to the Deans' Committee when changes are required. Faculty and staff from many different disciplines serve on Curriculum, Instructional Technology, and Distance Learning committees to evaluate and assess effectiveness and transferability. Changes approved at the Deans' Committee are presented to the Chancellor's Cabinet for approval. In some cases, like MTH 1104 and MTH 1153, courses are designed to match specific university requirements when significant numbers of students transfer to that particular university.

1.2 How will students be informed or recruited for this discipline?	Many mathematics 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 mathematics majors enroll in the AS or ASA options. IECC has implemented a strategic plan that includes the development of meta-majors by discipline faculty. Those plans will help define pathways for suggested coursework for specific majors planning to transfer. Also planned is integration of DegreeWorks, a web-based checklist that enables students and academic advisors to track progress towards graduation and map out educational plans.
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?	IECC student transfer options related to mathematics have not changed substantially over the past five years. IECC has offered the same math courses for many years. Mathematics 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?	Eighteen mathematics courses with the MTH prefix are offered at IECC. MTH 1131 Introduction to Statistics has the highest headcount for this reporting period. MTH 1102 College Algebra has the second highest headcount. MTH 1102 COLLEGE ALGEBRA, Total Enrollment = 1560 MTH 1103 LIBERAL ARTS MATH, Total Enrollment = 841 MTH 1104 QUANTITATIVE REASONING, Total Enrollment = 698 MTH 1105 TRIGONOMETRY, Total Enrollment = 922 MTH 1121 MATH. FOR ELE. MAJORS, Total Enrollment = 117 MTH 1122 GEOMETRY FOR ELE. MAJORS, Total Enrollment = 85 MTH 1131 INTRODUCTION TO STATS, Total Enrollment = 1721 MTH 1151 FINITE MATHEMATICS, Total Enrollment = 187 MTH 1152 APPLIED CALCULUS, Total Enrollment = 180 MTH 1153 STATISTICS, Total Enrollment = 177 MTH 1171 CALC. & ANALYTIC GEOM. I, Total Enrollment = 611 MTH 1172 CALC. & ANALYTIC GEOM. II, Total Enrollment = 148 MTH 1201 TECHNICAL MATHEMATICS, Total Enrollment = 779 MTH 1202 MATH FOR NURSING, Total Enrollment = 56 MTH 1203 MEDICAL ASSISTING MATH, Total Enrollment = 74 MTH 2101 LINEAR ALGEBRA, Total Enrollment = 24 MTH 2173 CALC. & ANALYTIC GEOM. III, Total Enrollment = 85 MTH 2181 DIFFERENTIAL EQUATIONS, Total Enrollment = 37
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 mathematics courses. In FY22, the cost per credit hour for the Mathematics Discipline is $116.90. There are five (5) full-time faculty in the mathematics discipline, five (5) part-time, and nine (9) dual credit faculty. Comparatively, the cost per credit hour for last year's review of the Communications Discipline was $114.02. Six (6) full-time faculty in the communication discipline, fourteen (14) part-time faculty, and ten (10) dual credit faculty.
2.2 What steps can be taken to offer curricula more cost-effectively?	IECC has installed Distance Delivery rooms that help offer a diversity of courses at multiple locations. These rooms can connect to area high schools and each IECC campus.
2.3 Is there a need for additional resources?	Training has been provided for faculty members who utilize Distance Delivery rooms with more being planned. Additional rooms are planned with an emphasis on best practices in educational technology.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	IECC offers mathematics through traditional F2F, hybrid, and online learning modalities.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Student success rates are compared to identify issues in success rates among the different methods. All students can enroll in any course delivery method.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Multiple measures are employed to assess faculty performance. Deans of instruction at each college campus perform classroom observations and faculty evaluations according to board policy. The Director of Instructional Services and select full-time and retired faculty may also perform classroom observations. This includes an observation rubric of several items including class structure, methods, teacher-student interaction, content.

3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	All faculty are invited to attend district-wide workshops and training through the IECC's Center for Excellence in Teaching and Learning (CETL) each year. IECC's CETL offers onboarding and professional development courses for all IECC adjunct faculty. These courses introduce the important concepts in teaching and learning, but they will also create several opportunities to increase base pay rate. After completing the IECC Orientation, Tier 1-EDU 1600 Basic Pedagogical Practices and Tier 2-EDU 1605 Advanced Pedagogical Practices, adjunct faculty receive the Educator Excellence Badge of Completion and move on to Tier 3 of training. To complete the Educator Excellence Badge of Completion, adjunct faculty must complete: • Orientation: IECC Adjunct Faculty Onboarding This orientation course, EDU 1600, and EDU 1605 are delivered online via Canvas and has defined cohort start and end dates. • After completing the Educator Excellence Badge process, adjunct faculty are expected to engage in ongoing professional development as a condition of continued employment, earning a minimum of one credit, Tier 3 or above, every two years. Faculty also have individual budgets through their specific college, which allows in- and out-of-state travel to conferences or other professional development opportunities. Each college also has a Foundation through which faculty can apply for additional funds for professional development.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	All five full-time mathematics faculty review IAI panel recommendations. Each year, one or more faculty is selected to participate in the on-going review of approved IECC IAI courses.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	Course faculty submit "Progress Reports" for at-risk students. Retention Coordinators and Advisors then follow up with students to offer academic support. Students are also referred to campus Academic Success Centers for tutoring and other support services.

3.7 To what extent is the discipline integrated with other instructional programs and services?	IECC continues to improve integrated instructional and student support services with major revisions to our libraries' structure. Transfer degrees (except AGS) and most CTE (Career and Technical Education) programs require mathematics courses as part of degree/program requirements. Discipline also works closely with Academic Success Center (ASC) staff, as well as Retention Coordinators, in identifying and working with struggling students. Online tutoring is available through the ASC. This free service is available to students anytime and anywhere. If more assistance is required, the ASC provides face-to-face tutoring. Faculty also work with coaching staff, nursing faculty, and other departments to ensure class times are available for students with special scheduling needs.
3.8 What does the discipline or department review when developing or modifying curriculum?	IAI Panel discussions and standards, success rates, assessment outcomes, and IMACC articulation guides.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	The Deans track low enrollment in various sections. If a certain section has shown low enrollment for a couple of semesters, then that section is typically cancelled, and students diverted to other, more popular sections. Instructors also confer with academic advisors and former students to determine which course sections are most needed. Each year, all courses are assessed to ensure students meet course and general education outcomes. That data is aggregated across the district and student success rates are reviewed by department faculty each year. Collected data can be viewed at the district-wide level or broken down by college. Data can also be filtered based on course delivery: face-to-face, hybrid, online, and dual credit. Routinely comparing this data ensures students receive the same quality and rigor at IECC. Assessment results help guide curriculum changes within courses and alert faculty to problem areas they can better focus on to improve student success rates in future semesters. Course success rates based on gender, race, etc. are compiled each year and analyzed by the Director of Assessment and College Deans. Department faculty review this data during Program Review.
3.10 How does the college determine student success in this discipline?	Completion rates are tracked and evaluated each year, specifically how many students complete mathematics coursework with a "C" or better, which is required for transfer institutions. Likewise, department faculty analyze assessment data each year to determine which course outcomes are achieved and which outcomes might require additional instruction or a change in delivery.

3.11 Did the review of quality result in any actions or modifications? Please explain.	When assessment results indicate a low-achieving course outcome, instructors modify curriculum, instructional delivery, course textbook or other materials, etc. to address the issue. New assessment data is collected to see the impact.

List any barriers encountered while implementing the discipline.

Reduced planning time at district workshops is being addressed by hosting "Discipline Happy Half-Hour" through Teams. Faculty are spread across four campuses and rarely get together to discuss discipline issues, so an online meeting forum has been created. Most workshop time is spent on attending various general topic meetings, with little or no time devoted to individual disciplines. Each academic discipline has their own meeting time and faculty are encouraged to participate.

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	Mathematics				
Course Title	MTH 1102: College Algebra				
Course Description	This is an advanced course in algebra. It includes a review of algebraic concepts and skills; first and second degree equations and inequalities; complex numbers; systems of equations and inequalities, including matrices and determinants; functions; graphing; the theory of equations; sequences, series; and binomial expansion. Additional topics may be selected from mathematical induction, permutations and combinations, probability. This course requires the use of appropriate technology, such as graphics calculators and/or computers. PREREQUISITE: The equivalent of 2 years of high school algebra and 1 year of geometry with grades of C or better, or PRE 0420 Intermediate Algebra and PRE 0415 Elementary Geometry, with grades of C or better, or a sufficient score on a placement test. Lecture.				
	2018	**2019**	**2020**	**2021**	**2022**
Number of Students Enrolled	326	340	314	325	255
Credit Hours Produced	1232	1300	1208	1260	976
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.37%	76.76%	82.48%	84.62%	81.96%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU IL State SIUE 9/13/18	EIU IL State SIUE 9/13/18	EIU IL State NIU 10/21/20	EIU IL State NIU 10/21/20	EIU IL State SIU-C 6/7/2022
How does the data support the course goals? Elaborate.	Student success is defined as students completing the course with a grade of A, B, or C. Students receiving a grade of D, F, or W are considered unsuccessful and will be studied further to analyze data. MTH 1102 prepares students for Bachelor's degree programs and diverse career goals by developing skills in logical thinking, complex structures and algorithms, and the ability to learn technical material and abstract concepts				

What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college
Were there identifiable gaps in the data? Please explain.	Traditional and hybrid classes had more students complete with a "C" or better (85% and 80%, respectively). Online offerings, however, saw a drop in completion (72% with a "C" or better). Gaps also seen with ethnicity, with Hispanic and Black-Non-Hispanic students scoring lower than Asian and White students. Much smaller measurable gaps are identified with factors like gender, first generation status, and Pell eligibility.
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	This course has slightly lower than average success rates compared to other mathematics courses. Actions are being taken to improve online completion. The Symbiosis Project has made significant advancements in the quality of online courses. Improvements to CIS 1104 Intro to Online Learning are planned for next year. Additional access points for students to easily navigate then refer to the course throughout the semester are also planned. The CETL has worked to improve student accessibility and is the focus area for FY24.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics and this course are lower than other disciplines. IECC plans to incorporate a district-wide co-requisite remediation model aligned with the recommendations of Complete College America and the Community College Research Center. This approach will be coupled with the multiple measures placement approach that was instated at the district level seven years ago. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being discussed at Cabinet. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities, including racial equity, for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing	Deans, DEI committee, select staff, and mathematics faculty.

the modifications?	

<table>
<tr><td colspan="6" align="center">Performance and Equity
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</td></tr>
<tr><td>Academic Discipline Area</td><td colspan="5">Mathematics</td></tr>
<tr><td>Course Title</td><td colspan="5">MTH 1103 Liberal Arts Math</td></tr>
<tr><td>Course Description</td><td colspan="5">This course is designed to fulfill general education requirements. This course focuses on mathematical reasoning and problem-solving strategies with real-life applications. Four topics, chosen from the following list, will be studied in depth: Counting techniques and probability, game theory, geometry, graph theory, linear programming, logic/set theory, mathematical modeling, mathematics of finance, statistics. The use of calculators and other technology is strongly encouraged. PREREQUISITE: PRE 0420 Intermediate Algebra with a grade of C or better, or REM 0422 Math Literacy, or two years of college preparatory algebra with a grade of C or better, or sufficient score on the placement test, or consent of instructor. Lecture.</td></tr>
<tr><td></td><td>2018</td><td>2019</td><td>2020</td><td>2021</td><td>2022</td></tr>
<tr><td>Number of Students Enrolled</td><td>183</td><td>212</td><td>178</td><td>120</td><td>148</td></tr>
<tr><td>Credit Hours Produced</td><td>516</td><td>612</td><td>510</td><td>339</td><td>435</td></tr>
<tr><td>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</td><td>74.32%</td><td>77.36%</td><td>79.78%</td><td>73.33%</td><td>77.70%</td></tr>
<tr><td>IAI Status (list code) or Form 13 Status (list signature dates and institutions)</td><td>M1 904</td><td>M1 904</td><td>M1 904</td><td>M1 904</td><td>M1 904</td></tr>
<tr><td>How does the data support the course goals? Elaborate.</td><td colspan="5">Data indicates student success is low (76.69%) in MTH 1103 (Liberal Arts Math), lower than the discipline baseline (83.4%). Online success rates for this course could also improve with focused remediation efforts. This course meets mathematics requirements for the Associate in Science, Associate in Arts, Associate in Science and Arts, and Associate in General Studies degrees. As such, it prepares students for bachelor's degree programs and diverse career goals by focusing on mathematical reasoning and solving of real-life problems and appreciation.</td></tr>
<tr><td>What disaggregated data was reviewed?</td><td colspan="5">Gender, ethnicity, dual credit status, modality, college</td></tr>
<tr><td>Were there identifiable gaps in the data? Please explain.</td><td colspan="5">Traditional modalities had more students complete with a "C" or better (86%) than online and hybrid classes. Online offerings have low completion (60% with a "C" or better). Gaps are also seen with ethnicity, with White and Black-Non-Hispanic students scoring lower than Hispanic and Asian students. Much smaller measurable gaps are identified with factors like gender, first generation status, and Pell eligibility.</td></tr>
</table>

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.	Liberal Arts Math has the lowest success rates of any mathematics course. Innovative ideas and best practices need to be acquired to address equity gaps. Targeting marketing and strategic support planning can help increase diversity and reduce equity gaps. Actions like the Symbiosis Project have made significant advancements in online course quality. Improvements to CIS 1104 Intro to Online Learning are planned for next year.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics and this course are lower than other disciplines. IECC (Illinois Eastern Community Colleges) plans to incorporate a district-wide co-requisite remediation model. This approach will be coupled with the multiple measures placement approach that was instated at the district level four years ago. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being discussed at Cabinet. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities, including racial equity, for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL (Center for Excellence in Teaching and Learning), Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, DEI (Diversity, Equity and Inclusion) committee, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics				
Course Title	MTH 1104 Quantitative Reasoning				
Course Description	This course focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Four topics are studied in depth: Critical thinking, mathematics of finance, statistics, and geometry. The use of calculators and computers are strongly encouraged. PREREQUISITE: PRE 0420 Intermediate Algebra REM or 0422 Math Literacy, or two years of college preparatory algebra and one year geometry with a grade of C or better, or sufficient score on the placement test, or consent of instructor. Lecture.				
	2018	2019	2020	2021	2022
Number of Students Enrolled	141	115	135	130	177
Credit Hours Produced	411	336	387	369	504
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.52%	86.09%	75.56%	76.92%	75.71%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 904	M1 904	M1 904	M1 904	M1 904
How does the data support the course goals? Elaborate.	Data indicates student success (79.8%) in MTH 1104 (Quantitative Reasoning), lower than the discipline baseline (83.4%). Online success rates for this course could also improve with focused remediation efforts. MTH 1104 prepares students for Bachelor's degree programs and diverse career goals by developing skills in problem solving, math reasoning, and the ability to learn technical material and abstract concepts. The course has been particularly useful for students transferring to nearby University of Southern Indiana.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				
Were there identifiable gaps in the data? Please explain.	Traditional and hybrid classes had more students complete with a "C" or better (85% and 85%, respectively). Online offerings, however, saw a drop in completion (61% with a "C" or better). Gaps also seen with ethnicity, with American Indian and White students scoring lower than Asian, Hispanic, and Black Non-Hispanic students. Modest measurable gaps are identified with factors like gender, first generation status, and Pell eligibility.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Data analysis created more questions than answers indicating a need for a deeper dive into the data. The assessment team is currently processing data with Boolean operations to provide in-depth analysis. These data may provide an avenue toward higher success rates and equity. Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are				

	planned to address equity gaps, including racial equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics and this course are lower than other disciplines. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics				
Course Title	MTH 1105 Trigonometry				
Course Description	This course develops the theory and applications of trigonometry. Topics include systems of angle measurement, trigonometric functions, inverse trigonometric functions; application to triangle solutions, law of sines and cosines, trigonometric identities, trigonometric equations and complex numbers. PREREQUISITE: PRE 0420 Intermediate Algebra or three years of college preparatory math with a grade of C or better, or a sufficient score on placement test, or consent of instructor. Lecture.				
	2018	2019	2020	2021	2022
Number of Students Enrolled	186	188	194	180	174
Credit Hours Produced	552	558	576	534	522

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.52%	85.11%	91.75%	94.44%	91.95%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU IL State SIUE 9/13/2018	EIU IL State SIUE 9/13/2018	EIU IL State NIU 10/21/20	EIU IL State NIU 10/21/20	IL State SIU-C WIU 6/7/2022
How does the data support the course goals? Elaborate.	Data indicates higher than average student success (90%) in MTH 1105 (Trigonometry). MTH 1105 prepares students for Bachelor's degree programs and diverse career goals by developing skills in theory and applications of trigonometry, and the ability to learn technical material and abstract concepts.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				
Were there identifiable gaps in the data? Please explain.	Traditional and hybrid classes had more students complete with a "C" or better (93% and 89%, respectively). Online offerings, however, saw a drop in completion (67% with a "C" or better). Gaps also seen with ethnicity, with Black Non-Hispanic students scoring lower than Asian, Hispanic, and White students. Modest measurable gaps are identified with factors like gender, first generation status, and Pell eligibility. Dual credit students, both at the high school and on campus, have significantly higher success rates than non-dual credit students in this discipline.				

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.	Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics and this course are lower than other disciplines. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.

	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics				
Course Title	MTH 1121: Mathematics for Elementary Majors				
Course Description	This course, along with MTH 1122, is designed to meet the requirements of the state certification of elementary teachers. Students are strongly encouraged to complete both courses in sequence at the same institution and should check the specific requirements at the senior institution. The sequence fulfills the general education requirement only for students with a declared major in elementary and/or special education. This course focuses on mathematical reasoning and problem solving. Topics will be selected from the following list: integers, irrational numbers and the real number system, number theory, probability, rational numbers, sets, function, logic, whole numbers, and statistics. The use of calculators and other technology is strongly encouraged. PREREQUISITE: PRE 0420 Intermediate Algebra and PRE 0415 Elementary Geometry with a grade of C or better or two years of college preparatory algebra and one year geometry or placement test score, or consent of instructor. Lecture.				
	2018	2019	2020	2021	2022
Number of Students Enrolled	16	26	30	24	21
Credit Hours Produced	60	96	116	96	76
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93.75%	76.92%	90.00%	83.33%	80.95%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU IL State SIUE 9/13/18	EIU IL State SIUE 9/13/18	EIU IL State NIU 10/21/20	EIU IL State NIU 10/21/20	EIU IL State SIU-C 6/7/22
How does the data support the course goals? Elaborate.	Data indicates higher than average student success (85%) in MTH 1121 (Mathematics for Elementary Majors). This course meets Illinois mathematics requirements for certification of elementary teachers. IECC offers MTH 1121 as the first in a sequence of two courses, coupled with MTH 1122 (Geometry for Elementary Majors). The course, and its sequential				

	counterpart, prepares Elementary Education and Early Childhood Education majors for Associate in Applied Science and/or bachelor's degree programs. The course focuses on mathematical reasoning and problem solving.
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college
Were there identifiable gaps in the data? Please explain.	Traditional and hybrid classes had more students complete with a "C" or better (88% and 88%, respectively). Online offerings, however, saw slight drop in completion (80% with a "C" or better). No gaps from ethnicity breakouts except very low diversity in enrollment. Modest measurable gaps are identified with factors like gender, first generation status, and Pell eligibility. Dual credit students, both at the high school and on campus, have significantly higher success rates than non-dual credit students in this discipline.
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.	IECC will seek partnerships with various stakeholders to increase awareness of education careers. Further analysis to improve the diversity of enrollees and success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics are lower than other disciplines but this course is an exception.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC DEI policies, procedures and definition updates are currently being updated and refined. IECC will seek guidance from the Illinois Community College Diversity Commission to increase enrollment diversity.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Teacher shortages and bad publicity have taken a toll on education majors and equity is affected. IECC will seek partnerships with various stakeholders to increase awareness of education careers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission.
Responsibility Who is responsible for completing or implementing the modifications?	Community groups, Marketing committee, DEI committee, select staff, and mathematics faculty.

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

Course Title	MTH 1122: Geometry for Elementary Majors
Course Description	This course is designed for elementary and special education majors. Course content shall include one-, two-, and three-dimensional point set geometry, constructions, congruence, similarity, transformational geometry, measurement, and coordinate geometry. Calculators and computers will be used in this course. This course is the second semester of a two semester sequence designed to meet state certification in elementary teaching. It fulfills the general education requirement only for students seeking state certification as elementary and/or special education teachers. PREREQUISITE: Two years college prep algebra with C or better and MTH 1121 Mathematics for Elementary Majors or consent of instructor. Lecture.

	2018	2019	2020	2021	2022
Number of Students Enrolled	12	18	23	20	12
Credit Hours Produced	36	51	69	60	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	88.89%	95.65%	95.00%	80.95%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 903	M1 903	M1 903	M1 903	M1 903

How does the data support the course goals? Elaborate.	Data indicates high 5-year student success (94%) in MTH 1122 Geometry for Elementary Majors, measured by the percentage of students completing the course with a C or better. This course meets Illinois mathematics requirements for certification of elementary teachers. IECC offers MTH 1122 as the second in a sequence of two courses, coupled with MTH 1121 Mathematics for Elementary Majors. The course, and its sequential counterpart, prepares Elementary Education and Early Childhood Education majors for Associate in Applied Science and/or bachelor's degree programs.
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college
Were there identifiable gaps in the data? Please explain.	Traditional and hybrid classes had students complete with a "C" or better, 100% and 91%, respectively. Online offerings also have high completion (95% with a "C" or better). No gaps from ethnicity breakouts except very low diversity in enrollment. Modest measurable gaps are identified for factors like gender, first generation status, and Pell eligibility.

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.	IECC will seek partnerships with various stakeholders to increase awareness of education careers. Further analysis to improve the diversity of enrollees and success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics are lower than other disciplines but this course is also an exception.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC DEI policies, procedures and definition updates are currently being updated and refined. IECC will seek guidance from the Illinois Community College Diversity Commission to increase enrollment diversity.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Teacher shortages and bad publicity may have taken a toll on education majors and equity can be greatly affected. IECC will seek partnerships with various stakeholders to increase awareness of education careers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission.
Responsibility Who is responsible for completing or implementing the modifications?	Community groups, Marketing committee, DEI committee, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics				
Course Title	MTH 1131: Introduction to Statistics				
Course Description	Focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Descriptive methods (frequency distributions, graphing and measures of location and variation), basic probability theory (sample spaces, counting, factorials, combinations, permutations, and probability laws), probability distributions (normal distributions and normal curve, binomial distribution, and random samples and sampling techniques), statistical inference (estimation, hypothesis testing, t-test, and chi-square test, and errors), and correlation and regression. PREREQUISITE: PRE 0420 Intermediate Algebra with a grade of C or better, or REM 0422 Math Literacy, or two years of college preparatory algebra with a grade of C or better, or sufficient score on the placement test, or consent of instructor. Lecture.				
	2018	2019	2020	2021	2022
Number of Students Enrolled	341	381	357	319	323
Credit Hours Produced	975	1116	1050	939	942
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79.77%	83.20%	83.47%	84.64%	86.69%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 902	M1 902	M1 902	M1 902	M1 902
How does the data support the course goals? Elaborate.	Data indicates average 5-year student success (83.5%) in MTH 1131 measured by the percentage of students completing the course with a C or better. The course focuses on mathematical reasoning and problem solving.				

What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college
Were there identifiable gaps in the data? Please explain.	Traditional modalities had more students complete with a "C" or better (89%) than online and hybrid classes. Hybrid offerings have low completion (60%), and online courses are slightly better (70%). Gaps are also seen with ethnicity, with Hispanic and Black-Non-Hispanic students scoring lower than White and Asian students. Much smaller measurable gaps are identified with factors like gender, first generation status, and Pell eligibility.

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.	New ideas and best practices need to be acquired to address equity gaps. Targeting marketing and strategic support planning can help increase diversity and reduce equity gaps. Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for this course are average. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission.
Responsibility Who is responsible for completing or implementing the modifications?	Marketing committee, DEI committee, select staff, and mathematics faculty.

Performance and Equity	
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Mathematics
Course Title	MTH 1151: Finite Mathematics
Course Description	This course is designed primarily for those students majoring in business, social and behavioral sciences, and nonphysical sciences. It is not designed to be taken by

mathematics majors. This course emphasizes the concepts and applications of mathematics rather than mathematical structures. The following topics are covered: vectors, determinants, matrices and matrix algebra; systems of linear equations and matrices; systems of inequalities and linear programming; simplex method, set theory, Venn Diagrams, logic and Boolean algebra; counting and probability theory; stochastic processes; game theory; Markov chain methods; mathematical modeling; and the mathematics of finance. Technology will be used throughout the course. PREREQUISITE: PRE 0415 Elementary Geometry and MTH 1102 College Algebra with a grade of C or better, or sufficient score on the placement test. Lecture.

	2018	2019	2020	2021	2022
Number of Students Enrolled	43	45	39	33	27
Credit Hours Produced	120	129	117	93	75
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74.42%	73.33%	92.31%	69.70%	77.78%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 906	M1 906	M1 906	M1 906	M1 906

How does the data support the course goals? Elaborate.	Data indicates average 5-year student success (77.54%) in MTH 1151 measured by the percentage of students completing the course with a C or better. MTH 1151 has lower than average success rates. This course is designed for students majoring in business, social and behavioral sciences, and nonphysical sciences. It is not designed to be taken by mathematics majors. This course emphasizes the concepts and applications of mathematics rather than mathematical structures.
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college
Were there identifiable gaps in the data? Please explain.	Traditional modalities had more students complete with a "C" or better (80%) than online and hybrid classes. Hybrid offerings have low completion (69%), and online courses are better (72%). Gaps are also seen with ethnicity, with Hispanic and Black-Non-Hispanic students scoring lower than White and Asian students. Much smaller measurable gaps are identified with factors like gender, first generation status, and Pell eligibility.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Data analysis created more questions than answers indicating a need for a deeper dive into the data. The assessment team is currently processing data with Boolean operations to provide in-depth analysis. These data may provide an avenue toward higher success rates and equity. Improvements to CIS 1104 Intro to Online Learning planned for next year should improve success rates. Further analysis to improve success rates are needed to address equity gaps.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics and this course are lower than other disciplines. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Mathematics				
Course Title	MTH 1152: Applied Calculus				
Course Description	This calculus course is designed specifically for students in business and the social sciences and does not count toward a major or minor in mathematics. It emphasizes applications of the basic concepts of calculus rather than proofs. Topics must include limits; techniques of differentiation applied to polynomial, rational, exponential, and logarithmic functions; partial derivatives and applications; maxima and minima of functions; and elementary techniques of integration including substitution and integration by parts. Business and social science applications are stressed throughout the course. PREREQUISITE: Four years of college preparatory mathematics with grades of C or better or MTH 1102 College Algebra with grade of C or better, or sufficient score on the placement test. Lecture.				
	2018	2019	2020	2021	2022

Number of Students Enrolled	41	55	31	31	22
Credit Hours Produced	164	216	120	120	80
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.24%	89.09%	80.65%	70.97%	86.36%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 900-B	M1 900-B	M1 900-B	M1 900-B	M1 900-B
How does the data support the course goals? Elaborate.	Data indicates average 5-year student success (84.44%) in MTH 1152 measured by the percentage of students completing the course with a C or better. This course is designed for students majoring in business, social and behavioral sciences, and nonphysical sciences. It is not designed to be taken by mathematics majors. This course emphasizes the concepts and applications of mathematics rather than mathematical structures.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				
Were there identifiable gaps in the data? Please explain.	Traditional and online modalities had more students complete with a "C" or better (89%) than hybrid classes. Hybrid offerings have low completion (50%) but very few students. Much smaller measurable gaps are identified with factors like race, gender, first generation status, and Pell eligibility.				
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.	Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics and this course are lower than other disciplines. Additional resources for libraries and academic skills centers are being planned.				
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.				

Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics				
Course Title	MTH 1153: Statistics				
Course Description	This course is intended for students who need an upper level statistics course to meet a specific program requirement. It also meets the general education requirement in mathematics. Graphing calculators and computer software packages used for calculation and analysis of data are required for this course. Topics include organization, presentation, and description of data, percentiles, measures of central tendency, measures of dispersion, standard normal distribution, correlation and regression, probability, hypothesis testing, confidence intervals, sampling, sampling distributions, and research methods. PREREQUISITE: MTH 1102 College Algebra or equivalent with grade of C or better. Lecture.				
	2018	2019	2020	2021	2022
Number of Students Enrolled	28	33	25	57	34
Credit Hours Produced	72	99	63	168	102
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.43%	96.97%	60.00%	84.21%	94.12%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 902	M1 902	M1 902	M1 902	M1 902
How does the data support the course goals? Elaborate.	Data indicates average 5-year student success (83.1%) in MTH 1153 measured by the percentage of students completing the course with a C or better.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				
Were there identifiable gaps in the data? Please explain.	Traditional modalities had more students complete with a "C" or better (95%) than online and hybrid classes. Hybrid (78%) and online (76%) courses are not as high. Gaps in enrollment numbers are seen with				

	Hispanic, Asian, and Black-Non-Hispanic students. Much smaller measurable gaps are identified with factors like gender, first generation status, and Pell eligibility.

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.	New ideas and best practices need to be acquired to address equity gaps. Targeting marketing and strategic support planning can help increase diversity and reduce equity gaps. Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for this course are average. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission.
Responsibility Who is responsible for completing or implementing the modifications?	Marketing committee, DEI committee, select staff, and mathematics faculty.

Performance and Equity	
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Mathematics
Course Title	MTH 1171 Calculus and Analytic Geometry I
Course Description	A first course in calculus and analytic geometry. Topics include: basic techniques of differentiation and integration with applications including curve sketching, anti differentiation, the Reimann integral, the fundamental theorem of calculus, transcendental functions and applications of the definite integral. Technology will be used throughout the course. Students are strongly advised to complete this sequence at one institution. PREREQUISITE: Four years of college preparatory mathematics including geometry, trigonometry, and algebra, or MTH 1102 College Algebra and MTH 1105 Trigonometry, with grades of C or better, or the consent of the instructor.

	2018	2019	2020	2021	2022
Number of Students Enrolled	130	129	96	134	122
Credit Hours Produced	615	645	480	665	600
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.15%	91.47%	92.71%	91.79%	90.98%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 900-1 MTH 901	M1 900-1 MTH 901	M1 900-1 MTH 901	M1 900-1 MTH 901	M1 900-1 MTH 901
How does the data support the course goals? Elaborate.	Data indicates high 5-year student success (90.51%) in MTH 1171 measured by the percentage of students completing the course with a C or better.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				
Were there identifiable gaps in the data? Please explain.	Traditional and online modalities students completed with a "C" or better more often than hybrid classes. Hybrid offerings have lower completion (76%). Gaps in enrollment numbers are seen with ethnicity. Small gaps are identified with factors like gender, first generation status, and Pell eligibility.				

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.	Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for this course are higher than other math courses. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.

Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics				
Course Title	MTH 1172: Calculus and Analytic Geometry II				
Course Description	A second course in calculus and analytic geometry. Topics include: applications of integration, exponential, logarithmic and other transcendental functions, techniques of integration, infinite series, polar coordinates, parametric equations, and conic sections. Technology will be used throughout the course. Students are strongly advised to complete this sequence at one institution. PREREQUISITE: MTH 1171 Calculus and Analytic Geometry I (IAI: MTH 901), or its equivalent with a grade of C or better, or consent of instructor. Lecture.				
	2018	2019	2020	2021	2022
Number of Students Enrolled	24	37	36	25	26
Credit Hours Produced	115	185	170	125	120
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.67%	89.19%	91.67%	88.00%	92.31%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1-900-2 MTH 902	M1-900-2 MTH 902	M1-900-2 MTH 902	M1-900-2 MTH 902	M1-900-2 MTH 902
How does the data support the course goals? Elaborate.	Data indicates high 5-year student success (86.49%) in MTH 1172 measured by the percentage of students completing the course with a C or better.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				
Were there identifiable gaps in the data? Please explain.	Traditional, hybrid and online modalities students completed with a "C" or better about the same. Gaps in enrollment numbers are seen with ethnicity. Small gaps are identified with factors like gender, first generation status, and Pell eligibility.				

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.	Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for this course are higher than other math courses. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics
Course Title	MTH 1201 Technical Mathematics
Course Description	This course is designed for students enrolled in technical programs. Topics include: measurement and approximation, algebraic principles and operation, identification and use of formulas. In addition, geometric and trigonometric principles may also be covered if applicable to the program area. Emphasis placed on the application of mathematical concepts to the solution of problems in vocational and technical fields. PREREQUISITE: REM 0420 Basic Math with a C or better or scoring at beginning algebra level on placement exam. Lecture. Variable.

	2018	2019	2020	2021	2022
Number of Students Enrolled	200	170	157	123	129
Credit Hours Produced	679	564	541	397	358
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.00%	73.53%	85.99%	87.80%	79.84%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					IL State SIU-C UIS, WIU 6/24/22
How does the data support the course goals? Elaborate.	This course is designed for students enrolled in technical programs. Data indicates student success is low (81%) in MTH 1201; lower than the discipline baseline (83.4%).				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				
Were there identifiable gaps in the data? Please explain.	Traditional modalities had more students complete with a "C" or better (85%) than online and hybrid classes. Online offerings have lowest completion (74% with a "C" or better). Small gaps are also seen with ethnicity, gender, first generation status, and Pell eligibility.				

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.	Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics and this course are lower than other disciplines. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.

Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics				
Course Title	MTH 2101: Linear Algebra				
Course Description	This is a first course in vectors, matrices, vector spaces, and linear transformations. The ideas discussed in this course not only serve as an introduction to the more abstract courses a mathematical student needs at the junior/senior level, but also may have many useful applications outside of mathematics, including engineering. This course is not intended to replace a more complete linear algebra course at the junior/senior level. The use of graphing calculators and/or computer algebra systems is strongly recommended. PREREQUISITE: MTH 1172 Calculus and Analytical Geometry II or consent of instructor. Lecture.				
	2018	2019	2020	2021	2022
Number of Students Enrolled	6	5	4	5	4
Credit Hours Produced	18	15	9	15	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	75%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MTH 911	MTH 911	MTH 911	MTH 911	MTH 911
How does the data support the course goals? Elaborate.	Data indicates high 5-year student success (95.83%) in MTH 2101 measured by the percentage of students completing the course with a C or better. This is a first course in vectors, matrices, vector spaces, and linear transformations. The ideas discussed in this course not only serve as an introduction to the more abstract courses a mathematical student needs at the junior/senior level, but also may have many useful applications outside of mathematics, including engineering.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				

	Traditional modalities are the only offerings for this course. Gaps in enrollment numbers are seen with ethnicity. Small gaps are identified with factors like gender, first generation status, and Pell eligibility.
Were there identifiable gaps in the data? Please explain.	

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.	Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics and this course are lower than other disciplines. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics
Course Title	MTH 2173: Calculus and analytic Geometry III
Course Description	A third course in calculus and analytic geometry. Topics will include: vectors in 2 and 3 dimensions, vector operations; lines and planes in space; surfaces; quadric surfaces; functions of more than one variable, partial derivatives; the differential, directional derivatives, gradients; double and triple integrals, evaluation and

	applications; cylindrical and spherical coordinates; vector spaces and line integrals. Technology will be used throughout the course. Students are strongly advised to complete this sequence at one institution. PREREQUISITE: MTH 1172 Calculus and Analytic Geometry II with a grade of C or better, or consent of instructor. Lecture.				
	2018	**2019**	**2020**	**2021**	**2022**
Number of Students Enrolled	20	17	19	15	14
Credit Hours Produced	80	68	76	60	56
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	93.33%	92.86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 900-3 MTH 903	M1 900-3 MTH 903	M1 900-3 MTH 903	M1 900-3 MTH 903	M1 900-3 MTH 903
How does the data support the course goals? Elaborate.	Data indicates high 5-year student success (97.65%) in MTH 2173 measured by the percentage of students completing the course with a C or better.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				
Were there identifiable gaps in the data? Please explain.	Traditional and online modalities students completed with a "C" or better more often than hybrid classes. Hybrid offerings have lower completion (76%). Gaps in enrollment numbers are seen with ethnicity but not completion. Small gaps are identified with factors like gender, first generation status, and Pell eligibility.				
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.	Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for this course are higher than other math courses. Additional resources for libraries and academic skills centers are being planned.				
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.				

Rationale	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Performance and Equity

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

Academic Discipline Area	Mathematics				
Course Title	MTH 2181: Differential Equations				
Course Description	Elementary theory and applications of ordinary differential equations, including linear equations of first and second order are covered. This course is strongly recommended for physics and engineering students as well as mathematics majors. Technology should be used where appropriate. PREREQUISITE: MTH 2173 Calculus and Analytic Geometry III, or its equivalent with a C or better, or consent of the department. Lecture.				
	2018	2019	2020	2021	2022
Number of Students Enrolled	10	7	9	5	6
Credit Hours Produced	30	21	27	15	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	85.71%	88.89%	60%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	M1 912	M1 912	M1 912	M1 912	M1 912
How does the data support the course goals? Elaborate.	Data indicates high 5-year student success (89.19%) in MTH 2181 measured by the percentage of students completing the course with a C or better.				
What disaggregated data was reviewed?	Gender, ethnicity, dual credit status, modality, college				

	Traditional modalities students completed with a "C" or better more often than hybrid classes. Hybrid offerings have lower completion (77%). Gaps in enrollment numbers are seen with ethnicity but not completion. Small gaps are identified with factors like gender, first generation status, and Pell eligibility.
Were there identifiable gaps in the data? Please explain.	

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.	Improvements to CIS 1104 Intro to Online Learning are planned for next year. Further analysis to improve success rates are needed to address equity gaps.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall success rates for mathematics and this course are lower than other disciplines. Additional resources for libraries and academic skills centers are being planned.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	IECC Diversity, Equity, Inclusion policies, procedures and definition updates are currently being updated and refined. IECC is an institutional member of the Illinois Community College Diversity Commission which provides professional development opportunities for faculty and staff as part of our membership. Vector Safe Colleges training includes Diversity and Inclusion courses proven to increase inclusive language, attitudes, and behaviors.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Actions are being taken to improve online completion district-wide. Action to improve the workflow and accessibility of resources are planned for libraries and academic skills centers.
Resources Needed	Professional development opportunities for IECC faculty and staff through the CETL, Vector Safe Colleges, and Illinois Community College Diversity Commission. The integration of Vector Solutions' PD Tracking platform with the Canvas Learning Management System enables districts to access and track completions of Canvas online PD courses alongside in-person and out-of-district professional development events and activities.
Responsibility Who is responsible for completing or implementing the modifications?	Deans, select staff, and mathematics faculty.

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Illinois Eastern Community Colleges
Academic Years Reviewed:	FY2023
Review Area:	Learning and Tutoring Centers
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Andrew Cougill – District Librarian Rena Gower – Director of Instructional Support Services, LTC Lori Noe – Director of Instructional Support Services, FCC Karissa Anderson – Director of Instructional Support Services, WVC Chad Groves – Director of Instructional Support Services, OCC
Mission How does the program/service contribute to the mission of the college?	The Student Success Center provides access to and promotes the use of academic, learning, and wellness resources and services designed to support student success.
Advancement of Equity How does the program/service help advance equity?	The Student Success Center provides access to resources and services that help address the unique learning needs of individuals. The center advocates for students through accommodation, testing, tutoring, learning skills development, and library services. These supports are provided throughout the student's career and are designed to create equity in the educational process.

Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The Student Success Center is a vital component of the four main IECC campuses. In FY2023, the centers were consolidated into a district unit under the direction of a district librarian. The purpose of this consolidation was to ensure consistent and equal access to all IECC students, staff, faculty, and communities. **Library Services -** The primary role of library services is to provide resources and services that enrich the academic experience at IECC. The libraries provide research assistance and facilitate access to materials carefully curated to support programs of study. The library works closely with faculty to ensure materials complement course objectives. Libraries provide an environment conducive to study and learning outside the classroom. The library also provides access to technology resources to all patrons, regardless of socio-economic status. **Testing -** The Student Success Center provides professional testing services including Accuplacer, GED, Pearson Vue, and others. Each testing center provides proctoring services by qualified staff members in secure testing environments. The center partners with other college units to administer placement tests, practice tests, and make-up or special accommodation tests. **Tutoring -** The Center provides tutoring services to all IECC students. Services are provided both in person and online. The Director of Instructional Support Services (DISS) provides in person tutoring by recruiting student or faculty tutors who meet with students by appointment. Every effort is made to identify local, in-person tutors for any subject covered at IECC. Online tutoring is available 24/7 to all students via partnership with TutorMe. Students can access TutorMe through a link embedded in every Canvas course. Students can also log in to services using their IECC credentials outside of Canvas. Each DISS serves as the local point of contact for problems, issues, and access to TutorMe services. **Accommodation -** The DISS serves as the coordinator for accommodation services on each campus. Their role is to help students identify and verify unique needs and to advocate for the full integration of accommodations during the student's career at IECC to ensure equity. **Wellness -** In FY2023, the State of Illinois passed the Mental Health Early Action on Campus Act that recognizes the need for mental health and wellness services for college students. The Student Success Center is the point of contact for new virtual mental health services for the IECC community. TimelyCare provides: • Scheduled Counseling: Users schedule appointments with the providers of their choice, at times that work for them, typically within 7 days • TalkNow: an-demand 24/7, mental and emotional support, health literacy guidance, and crisis management by masters-level behavioral health professionals. • Self-Care Journeys: which provides 24/7/365 access to evidence-based tools and techniques to navigate the unique health challenges they face. • Peer Community: a 24/7, inclusive, and positive support system for users. Day or night, it helps students know they are not alone in their health and well-being journeys.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Currently, objectives are measured based on usage statistics available from the platform or through locally recorded statistics. TutorMe and TimelyCare both provide users with optional feedback forms that IECC staff can access. Student Success Center staff also monitor and respond to student, staff, faculty, and community feedback.

Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	**Prior Intended Action Steps:** Several steps have been taken within the district to improve the learning centers and tutoring program. An ICCB grant was obtained to move to scale, corequisite math courses. For each pathway, CTE, Non-STEM, and STEM, IECC is looking to add a corequisite. The timeline of this implementation is adjacent to the grant timeline.
	   -July 2017 begin pilot program,
	   -January-February move work with all campuses to implement a co-requisite,
	   -July 2018 IECC will move to scale with corequisite remediation-gateway mathematics.
	IECC worked with high schools to implement the statewide math program for CTE, non-stem, and STEM to help students be college ready for their intended path.

Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	Yes. The college meets mandated requirements. The unit reviews and self-monitors its programs and services. The district also supports compliance through program review and accreditation processes.
1.2 What is the *need* for this program/service and how does the institution determine *need*?	Support services provided by the Student Success Center are all critical to the learning process. The need for library services, accommodations, tutoring, testing, and wellness/mental health support in higher education are all recognized and backed by academic and government standards. Local need for specific services is primarily by self-determination. Faculty and staff are also able to make referrals for service based on performance or other indicators gathered through surveys or interaction.
1.3 If applicable, what is the student usage for this program/service?	Student usage has been consistent.
1.4 How does the student usage compare to assessed need of the program/service?	It is believed student usage is currently low relative to actual need. Social stigma can be barrier to accessing support services. Lack of awareness is another barrier that needs to be addressed.

Indicator: Cost

2.1 What are the current expenditures of the department?	The current expenditures in FY23 was around $550,000 including personnel.

	In FY23 the centers were funded individually by campus with shared contributions for certain platforms and services. During 2023, the centers have consolidated into a district unit that will be funded through a central budget starting in FY24. The consolidation process has already yielded savings by eliminating redundant expenses and has led to efficiencies through shared workloads and outcomes. In coming years, the centers will continue to focus on shared resources and services that will create consistency for users and cost efficiencies thanks to unified efforts.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	

Indicator: Quality

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	The Student Success Centers ensure compliance with ICCB and Illinois State standards. We also maintain quality ratings with accreditation agencies and consortial partnerships such as CARLI. Library services are maintained to ALA standards and testing centers ensure compliance with the standards of testing partners.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	In partnership with local campus leadership, the district librarian is responsible for the hiring and oversight of Student Success Center directors. Directors hire and provide day to day oversight of center staff. The district librarian monitors professional standards and advocates for appropriate professional development opportunities for the entire unit. Employees are encouraged to pursue educational and professional development opportunities. The librarian also ensures compliance with any certification standards and educational expectations.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	Consolidation of centers and staffing has proven quite innovative. While each DISS delivers the same services on their campus, each is responsible for taking lead in specific areas: Libraries, Tutoring, Testing, Accommodations. By creating lead positions and eliminating the "jack of all trades" mentality, we create consistency across the district and allow greater depth of focus. As a district without mental health counseling services, the addition of TimelyCare has created 24/7 access to mental health and wellness services. Users are given free access to six sessions a year which is a great benefit in a region struggling to meet demand for services. As a non-residential community college district, tutoring services can be hindered by standard work day schedules that do not provide access to services when demand is high. It is also difficult to consistently locate tutors capable of providing assistance. TutorMe is an online platform that allows students access to tutoring 24/7 across a broad spectrum of subjects. Tutors are credentialed and reviewed by the service to ensure quality. A 24/7 writing lab is also available to review student submissions with a minimal turnaround time. The libraries acquired LibGuides, an online platform that allows users to create custom research guides in partnership with academic programs, subjects, classes, or topics. The guides will be developed in partnership with faculty members to consolidate the best resources and to facilitate ease of access for students.

3.4 What are the strengths of this program or service?	The primary strength of this program is the strong and dedicated staff who are dedicated to evolving services to meet the needs of today's students. The consolidation and partnerships that have been developed across campuses have inspired dynamic approaches to services and empowered employees. Supplemental platforms have allowed us to create enhanced access to new and existing services.
3.5 What are the challenges or weaknesses of the program/service?	With the integration of technology, it is imperative the center monitors need for technology and access to the internet. Rapid growth requires continued attention to new services and initiatives along with the proper promotion of assets. In a time of growth and change we must remain prepared to adjust and adapt as situations warrant. Developing realistic job descriptions, identifying and developing new positions, and recruiting and hiring will be ongoing challenges. Creating bridges with other district units as new service opportunities arise will be a challenge to identify, develop, and maintain.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Focus groups and discussion.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Usage data of library catalog logs and tracking of use of TutorMe and Mental Health Services.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	None at this time, however, IECC is implementing the CCSSE and will be able to measure in the future.
3.9 Were there any identifiable equity gaps in the data? Please explain.	None at this time, however, IECC is implementing the CCSSE and will be able to measure in the future.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	For FY24, IECC is implementing Retention and Wellness coordinators who will work within the Student Success Center and in partnership with the DISS to identify and make contact with students who can most benefit from services. The Student Success Center will work with The Office of Admissions & Records, Academic Advising, Instructors, Peer Ambassadors, and others to create lines of communication to identify potential opportunities for engagement. The Student Term Survey will also be used to create targeted lists for outreach of services through Signalvine and other methods.

3.11 How does the program or service address inequities in instructional programs, if appropriate?	Student Success Center services and resources are specifically designed to complement IECC instructional programs and support students experiencing and deficiencies in course completion. Staff advocate for appropriate services and accommodations that will provide opportunities for success.

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.	During Summer of 2023, the team will develop a year-long messaging campaign in partnership with IECC marketing and our academic partners across the district. Service access data will be gathered and compared to messaging efforts to evaluate effectiveness. In summer and fall 2023, the team will develop retention/wellness coordinator positions to be hired using Mental Health Early Action on Campus Appropriations Act (MHEACA) appropriations. These hires will allow the team to interact more efficiently and directly with other student services on each campus and provide a more holistic approach to student services. Summer of 2023 is also the first opportunity for adjunct faculty to participate in the CETL Information Literacy course, EDU 1614, developed to support faculty across the district in implementing information literacy into their courses and assignments. This will be an ongoing opportunity. A more accessible library webpage will be debuted in summer 2023 to increase access to library and student success information and resources. Ease of access has been identified as a barrier to student success. We hope to see increased use of services and resources.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	In 2023, the team is focusing on equity gaps created by barriers to access. Gaps may be created by financial, childcare, scheduling, or cultural/social barriers. The team will evaluate all surveys and information resources available to identify students who have self-identified as unique users. We will remain open to the discovery of overlooked groups, not just those identified through surveys.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Our review has been forward-looking as there are many new members of the evaluation team. Many, if not all, of the previous participants have left the district. We have done our best to capture a snapshot of current conditions and have laid out a vision for the future. The team is implementing new and dynamic tools that increase access to our services and are being proactive in promoting access and services. We have placed the student at the front and center of our efforts.
Resources Needed	The division will need to maintain current staffing, at a minimum, to be successful as we expand and promote services. Additional funding will allow us to expand our personnel and implement new retention and wellness objectives. At a minimum, the LRC/ASC will need to see a slight increase in its annual budget to keep up with inflation trends reflected by our subscriptions and acquisitions.
Responsibility Who is responsible for completing or implementing the modifications?	The district librarian will coordinate the modification efforts, but the DISS at each college will be responsible for contributing to planning as well as implementation on their campus. Library assistants will play a critical role in the daily operations of our services and will assist patrons with access needs.

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Illinois Eastern Community Colleges
Academic Years Reviewed:	2018-2022
Review Area:	Career and Placement Services
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Alyssa Maglone – Assistant Dean of Academic Services Tyler Browning – Sports Management Instructor Kara Blanton – CTE Advisor Tim Zimmer – Director of Academic Advising John Kendall – Accounting Professor Andy Cougill – District Librarian
Mission How does the program/service contribute to the mission of the college?	The mission of Illinois Eastern Community Colleges is to deliver exceptional education and services to improve the lives of our students and to strengthen our communities. Career Services assists students with determining their career path and securing gainful employment which improves both individual student lives and the regional economy. According to a 2021 Economic Impact Study by Lightcast, IECC returns $1.90 for ever dollar received from the government. This creates a brighter future tax base from students' higher income and workforce productivity.
Advancement of Equity How does the program/service help advance equity?	This program is offered equally to all students. One of the strongest points of the program is feedback from mock interviews and resumes. Many students do not have experience and need professional guidance. Additionally, Wabash Valley has a Career Clothes Closet which loans professional clothing items to students for interviews. The Career Coach tool is free on the website and available to all enrolled and potential students. It allows for a quick or an extensive assessment and options of IECC programs which will lead to that career.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	There are four pillars to Career Services: 1. Assisting current students with interview preparation, resume and cover letter writing, and other job skills. 2. Helping undecided students determine a career which best fits their interests and skills. 3. Facilitation of students to current work opportunities and internships. 4. Connection with local industry to bring in guest speakers and other resources.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Without a comprehensive, organized program, these objectives are parsed out among faculty and staff. All of the objectives are achieved but could be better and could be measured.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	1. We will keep working on the database adding additional surveys, marketing of Purple Briefcase platform to students and faculty throughout the Spring 2018 semester. • The Purple Briefcase platform was retired from IECC. 2. Marketing had discussed utilizing a central place on the IECC Website that would list events happening throughout the district with a link to a demo of Purple Briefcase abilities. The action implemented easily by the IT department and Career Services Coordinator could be done utilizing existing software. • Purple Briefcase was sunset at IECC, so this did not occur. 3. Hiring another Career Services person would greatly increase contact with students at all campuses. Thus better fulfilling our mission. With budget concerns it is realized by this writer that this may not be able to happen until after the new fiscal year. • IECC had a reduction in force of our Career Services personnel and the program did not expand. 4. The purchase of a vehicle for the Career Services people to utilize while traveling and making contacts with the businesses. This could also be a mobile billboard for the Illinois Eastern Community College District and serve as a recruiting tool. Also, not feasible until after fiscal year starts. • Did not occur. 5. A district wide practice for students to attend a Job Skills workshop or seminar before graduating (required by other Universities and Colleges) would be beneficial to the student and go a long way toward community relations with local businesses. When we visit local business, some common complaints are lack of soft skills, ability to do interpersonal communication, and the drive to do more to better themselves and the company. A program such as this could be put together as a pilot program for this semester, and a pilot of a job skills workshop is in existence currently. • GEN 2297 is a course which almost all CTE students take. Soft skills for employment continue to be integrated into the curriculum in a meaningful manner.

Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	Per ICCB Administrative Rules (1501.403 Student Services) institutions are required to provide job placement services for students.
1.2 What is the *need* for this program/service and how does the institution determine *need*?	There is an immense need for Career Services. Over 65% of IECC's degree and certificate seeking students are first generation students. An organized Career Services program could help increase completion and retention by having dedicated personnel to help students determine their career path. Currently advisors fill most of the gap of helping undecided students find a career path. Undecided students need externship opportunities and assessments with guidance to help choose a path. Dedicated Career Services professionals would be an additional touchpoint and potential connection for students as well.
1.3 If applicable, what is the student usage for this program/service?	It is difficult to quantify as we do not have metrics determined. Students are using Career Coach, however, it has only been soft launched within the last year. IECC hosts several workshops which introduce students to potential careers which are well attended.
1.4 How does the student usage compare to assessed need of the program/service?	Based on qualitative information, the need is greater than what is currently available.

Indicator: Cost

2.1 What are the current expenditures of the department?	Career Coach through Lightcast costs $15,000 annually. Other expenses for job fairs, events, and similar workshops are not aggregated at this time.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	There currently is not a dedicated budget for Career Services.

Indicator: Quality

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	We currently do not benchmark Career Services.

3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	IECC sets minimum qualifications in accordance with industry standards and state regulations. Faculty are evaluated with a qualified and competent form.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	The biggest addition to IECC's Career Services portfolio would be Lightcast's Career Coach.
3.4 What are the strengths of this program or service?	IECC has a grant which will be hiring a career services professional; Career Coach is in place and available to all for free; Faculty are excellent with their relationships with employers and placing students at internship sites; Advisors are filling the gap of helping undecided students; IECC has hosted several job fairs for local employers like Toyota, MotoRad, The Illinois Department of Corrections, Walmart Distribution Center #6059, and Champion Laboratories.
3.5 What are the challenges or weaknesses of the program/service?	Career Coach has not been widely implemented and publicized yet; there is not a strong alumni network which could be utilized for mentorships, internships, and externships; Data metrics are not tracked; IECC has many career-based programs which require specialized differentiation and takes time to build those relationships; there are four main campuses which lack consistency of programming and job duties between them.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	A focus group with the individuals on the review team was conducted.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	None at this time, however, IECC is implementing the CCSSE and will be able to measure in the future.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	None at this time, however, IECC is implementing the CCSSE and will be able to measure in the future.
3.9 Were there any identifiable equity gaps in the data? Please explain.	No data available to quantify equity gaps. IECC acknowledges the role Career Services plays in closing the equity gaps of higher education understanding higher wages persist over the lifetime based upon race/ethnicity and gender, among other factors.

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	IECC is continuously adding stackable and micro-credentials to help students throughout their career. We recognize a 2- or 4-year commitment to a plan of study is not always feasible. Providing online 24-hour access to assessment and career information is available as well.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	Career Services provides additional support to help students explore career paths and prepare for entering their career. This is vital for students of underrepresented groups, first generation, and lower SES to have this support and opportunities.

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.	IECC is in the process of an organizational restructure. Part of the restructure is a district-wide Students Affairs division. Within this division will be a College and Career Center which will specialize in Career Advising. This division will begin to form during FY 24 and will be fully completed by FY 26.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	As the Career and College Center is developed, materials will be intentionally developed with access to all available. If there is a need outreach will be tailored to specific populations once the center is developed. Personnel which staff the center will be informed and educated on equity.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	There is a demonstrated need for more robust and organized career service offerings at IECC. While we are providing all the services, a Student Affairs Division with dedicated professionals will better serve students and alumni. This is in-line with IECC's Strategic Plan "Forward Together".
Resources Needed	IECC is planning to hire two staff members and they will need budget resources moving forward. Already in place is Lightcast's Career Coach. CRM Advise has been purchased and will be implemented over the next year.
Responsibility Who is responsible for completing or implementing the modifications?	Wabash Valley President will be moving into the role of Vice Chancellor of Students Affairs. IECC will be adding a position of Dean of Students which will oversee this division as well.

DEVELOPMENTAL MATH
COLLEGE NAME: Illinois Eastern Community Colleges
FISCAL YEAR IN REVIEW: 2018-2022
REVIEW SUMMARY

Program Objectives What are the objectives or goals of the program/discipline?	Program Objectives: 1. To address deficiencies in foundational mathematical skills of students through remedial mathematics courses, enabling them to meet the required standards for enrollment in college-level courses. 2. To assist students in achieving their full potential on their journey to college completion through developmental education. 3. To prepare students better for success in college-level courses through developmental courses. 4. To bring basic skills in English, mathematics, and reading comprehension to a level expected of entering college students through the successful completion of developmental courses. 5. To ensure that students pursuing a degree or certificate (of 16 hours or more) enroll in developmental courses when it is determined that the additional coursework will benefit their college success. 6. To prioritize the completion of developmental reading courses before other developmental courses. 7. To place students in other developmental coursework based on their program of study. 8. To require completion of developmental courses before, or concurrently with, enrollment in a college-level course in the same area of study.

To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	In the Fall 2020 semester, IECC served 37 students in developmental education, mostly white (59%) and African American (32%). Most students (91.5%) required remediation in math, while only a small percentage (5.7%) required remediation in English. These numbers are much less than the last review. The retention rate of students to the end of the semester was high (89%), with 62% persisting from the prior academic year. IECC aims to enhance student completion of coursework and persistence at the institution by reducing the time to enroll in gateway credit classes and providing in-time support for students. Additionally, IECC plans to establish and ramp up the co-requisite remediation model over the next few years, with full implementation by the Fall 2025 semester, to support further student success and retention, especially for minority students. We know the students are served and have multiple avenues to succeed via remedial math offerings and pathways. We are focusing on aligning the new student learning course with the gateway course outcome to help students succeed in the gateway courses.
How does this program contribute to other fields and the college's mission?	Pre-college level math provides students with a transition into differing Math and STEM-related pathways. Students with deficits in knowledge are supported in their programs of study by gaining needed skills before taking gateway courses. This remedial initiative enhances students' Math skills, facilitating their academic achievements and success in pursuing their educational goals.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The Prior review stated, "Faculty and staff will be assigned various action plans aligned with IECC's new Strategic Plan. The 5-year Quality Initiative allows stakeholders to direct decision making with workable plans based on student outcomes and assessment." The institution's Faculty and staff assigned action plans aligned with IECC's Strategic Plan. These stakeholders were responsible for developing workable plans to guide decision-making supporting student outcomes and assessment. Through this initiative, IECC aimed to improve the quality of its programs and services by providing clear goals and strategies for all members of the campus community to follow. By working together, Faculty and staff could ensure that the institution remained focused on meeting the needs of its students and providing them with the best possible education. We have decreased the number of remedial students in sequence from hundreds to tens – a major goal of dev education improvement. This is primarily due to multiple measures and moving more students to college-ready courses.

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

Indicator 1: Need	Response
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g., tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	IECC colleges use different approaches to help students develop their academic skills, including traditional, co-requisite, compressed, and emporium models. IECC offers three formats of developmental math courses based on the college the students attend, making Emporium (8 students), Compressed (16 students), and Traditional (11 students). However, two students did not attend the developmental course they were assigned to, which makes statistical analysis unreliable due to the small number of students in each group. The Academic Success Centers serve as a tutoring center. It is open to students for ten morning hours each week, and faculty members are available for assistance via phone or online. Additionally, eight hours of tutoring services are offered in the afternoons. Adult-education students who have completed the math section of testing are offered support in the Math Lab or tutoring services to transition to college-level math courses through co-requisites or accelerated remediation. All campuses provide developmental programs to support students entering college. These courses are aligned with the needs of programs and are offered either each semester or at the beginning of the program's sequence. Other opportunities include summer-bridge program opportunities through Upward Bound and Student Support Services.
	RESPONSE
2.1 What are the costs associated with this program?	Costs are minimal and tied to the math dept. Most instruction is delivered by adjunct instructors. The district estimates remedial courses' costs (instructor salary) at $175.08 per hour. Other costs, such as supplies, come from the campus education fund.
2.2 How is the college paying for this program and its costs (e.g., grants, etc.)?	Most costs are covered by the general education fund. A small portion of the cost covered by transitional math grant.

	Some costs were offset by the transitional math grant ($40,000) that covered textbooks, calculators, and resources for students. The remedial sequence prior saw students placed into four semesters of remediation from Basic Math to College Algebra courses. This resulted in tuition and book charges for more than 16 credits. The current program streamlines this to customized "needs assessment" reflection and a one-time access code fee. There is no need for a sustainable plan, as the costs of the remediation sequence are nominal and fully funded by the educational budget.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	We are eliminating unused courses and decreasing the number of remedial courses to streamline the process. Fewer students are placed into remedial sequences due to the multiple-measure initiative.
2.5 Are there a need for additional resources? If so, what are they?	Resources for additional tutoring and possible web-based resources. We have Success Coaches, traditional tutors, and the online Tutor Me program.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 How is the college working with high schools to reduce developmental needs?	We developed a transitional math course with local high schools. We strengthened dual credit partnerships. The district has implemented a multiple measures procedure for placement to include secondary school GPA and other means and projects. Dual credit and dual enrollment opportunities for high school students district wide with F2F, online, and hybrid delivery methods coordinated with high school and college administrators and Faculty.
3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placed into development education finish the sequence within one academic year?	IECC will pilot an updated Math co-requisite in Fall 2023 alongside Introduction to Statistics. Students will be enrolled in both MTH 1131-Introduction to Statistics and the co-requisite course, with back-to-back class schedules for immediate support. Additionally, IECC has established Meta-Majors and Guided Pathways for transfer and career programs. After completing the Gateway course and co-requisite, students will successfully finish the sequence within one year. IECC has implemented co-requisite and pathway models to assist students in completing developmental education within one academic year. The co-requisite model pairs a developmental course with a college-level course, providing additional support while earning college credit. The pathway model offers a structured series of courses for efficient degree progression. To support students, IECC offers online tutoring, counseling, and advising services, along with streamlined developmental education programs and clear pathways. These models have improved student success rates and increased the number of students completing developmental coursework within one year. Through targeted support and clear pathways, IECC helps more students achieve academic success in college.

3.3 Provide a description of the developmental sequence. Colleges may attach a graphic representation.	The gaps in knowledge determine their credit hours spent in remediation, but the students determine the time spent. The intervention is designed to be accelerated if the students pursue this model, as it is delivered online, 24/7. Students pursuing STEM coursework, Elementary Algebra, also complete a diagnostic and are placed into Elementary Algebra Developmental Math. This diagnostic determines areas of deficit and sets up a customized course for the students. The gaps in knowledge determine their credit hours spent in remediation, but the students determine the time spent. This process allows for a student-driven accelerated intervention. **STEM Mathematics Pathway** Basic Mathematics> Beginning Algebra> Intermediate Algebra> **College Level** **Liberal Arts Mathematics Pathway** Basic Mathematics> Math Literacy> College Level
3.4 Are there any alternative delivery methods for this program? (Online, flexible scheduling, team-teaching, accelerated, etc.)?	Online co-requisite and pathway courses allow students to complete their coursework from anywhere, at any time. This format is especially helpful for students who work or have other commitments that make attending traditional, on-campus classes difficult. Flexible scheduling co-requisite and pathway courses offer students the opportunity to choose when they attend class, making it easier to fit coursework around their busy schedules. This format may include evening or weekend classes or self-paced learning modules. Team-teaching co-requisite and pathway courses involve multiple instructors working together to provide a more comprehensive learning experience. This model can be especially effective for courses that require specialized knowledge or skills. Accelerated co-requisite and pathway programs offer students the opportunity to complete their coursework more quickly than traditional programs. This can be achieved through shorter class lengths, more frequent course offerings, or a combination of both. Hybrid co-requisite and pathway programs combine traditional classroom instruction with online coursework, providing students with the flexibility of online learning while still allowing for in-person interaction with instructors and peers.

3.5 What innovation has been implemented or brought to this program?	One implemented innovation involves predictive analytics to identify students at risk of falling behind or dropping out. By analyzing data such as course grades, attendance, and student demographics, colleges can develop targeted interventions to provide the necessary support for student success. Another innovation is the utilization of adaptive learning technology to personalize the learning experience. This technology adjusts the pace and content of coursework based on each student's progress. It ensures that students are appropriately challenged and supported throughout their learning journey. IECC is also exploring new pedagogical approaches to enhance student engagement and success. For instance, flipped classroom models are being implemented, where students prepare by watching video lectures and completing readings before coming to class. Class time is then dedicated to discussions and hands-on activities. Furthermore, IECC is actively building stronger partnerships with K-12 schools, workforce development programs, and employers. The aim is to establish clear pathways for students to seamlessly transition from high school to college and eventually to the workforce. These partnerships ensure that students are well-prepared for college-level coursework and have access to the necessary resources and support.
3.6 To what extent is the program integrated with other instructional programs and services?	To maximize their impact on student success, co-requisite and pathway programs at community colleges are often integrated with other instructional programs and services. The goal is to create a seamless and supportive educational experience for students, with a range of resources available to help them achieve their academic goals. For example, co-requisite and pathway programs may be integrated with tutoring services to provide additional academic support for students. Tutors work with students individually or in small groups to help them master difficult concepts and stay on track with their coursework. Co-requisite and pathway programs may also be integrated with counseling services to help students navigate the college experience and address any personal or academic challenges they may face. Advisors help students set academic and career goals, develop study skills, and connect with resources on and off campus. Additionally, co-requisite and pathway programs may be integrated with career services to help students explore career pathways and connect with potential employers. Career services staff can help with job search strategies, resume writing, interviewing skills, and other career-related topics. Co-requisite and pathway programs may be integrated with an adult (GED) or developmental education programs to cation programs to provide a smooth transition for students who need additional support to succeed in college-level coursework.
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Greater partnerships with local school districts have been formed, including model partnerships for dual credit offerings and transitional math options at local area high schools.

3.8 How well are participants of developmental courses doing in related college-level courses?	Overall, our success rate is 77.49%, but there is significant variability across different courses and cohorts. Notably, the courses MTH 1121, MTH 1122, MTH 1171, and MTH 1202 show a perfect 100% success rate, while MTH 1153 and MTH 1152 have lower success rates of 40% and 50% respectively. Over the past several years, our cohort's success rates have fluctuated, but the 2023 cohort stands out with a significantly higher success rate of 81.82%. At the same time, the total number of Developmental Math students has been steadily decreasing each year, from 110 students in 2018 to just 11 in 2023. We believe this enrolment drop is due to the multiple measures approach, which was implemented heavily in 2018.	
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Professional development is available to all IECC instructors and built into departmental budgets and incorporated into the yearly schedule. Instructors take district-wide professional development and attend specific conferences annually with their internal budgets. Also, the HR Department provides additional funding for professional development through a selection process for fund distribution.	

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

Barriers to implementing the program include funding, COVID-19 mitigation and complications, logistics of many high school partners, implementing a new Accuplacer testing version, and instructor turnover. There has also been misinformation related to the delivery methods of developmental math and the goals behind reforming how it is delivered.

DATA ANALYSIS FOR DEVELOPMENTAL MATH
Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.

COURSE TITLE	PRE 0420 INTERMEDIATE ALGEBRA				
COURSE DESCRIPTION	Topics covered in this course include properties and operations of whole numbers, integers, rational numbers, and real numbers; operations with polynomials, including factoring; operations with algebraic fractions; exponents, roots' radicals, and complex numbers; solving first-degree equations and inequalities; quadric equations; functions; graphing; systems of equations and inequalities. This course may not be used to fulfill any degree or certificate requirements. PREREQUISITES: A grade of C or better in the first year of high school algebra, a grade of C or better in REM 0421 Beginning Algebra, or a sufficient score on the placement test. Lecture. Variable. Repeatable 3 times.				
	2018	*2019*	*2020*	*2021*	*2022*
NUMBER OF STUDENTS ENROLLED	85	51	39	38	3
CREDIT HOURS PRODUCED	344	188	160	156	12
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS					

COURSE TITLE	REM 0420 BASIC MATHEMATICS				
COURSE DESCRIPTION	This course is a review of basic arithmetic principles. It is designed to strengthen computational skills and improve problem-solving techniques. Topics may include arithmetic operations with whole numbers, decimals, fractions, percentages, ratios and proportions, measurement, basic geometric concepts, and signed numbers. Lecture. Variable. Repeatable 3 times.				
	2018	*2019*	*2020*	*2021*	*2022*
NUMBER OF STUDENTS ENROLLED	55	48	17	27	34
CREDIT HOURS PRODUCED	214	172	52	68	123
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	n/a	n/a	n/a	n/a	n/a

COURSE TITLE	REM 0421 BEGINNING ALGEBRA				
COURSE DESCRIPTION	This course is designed for students who have had little or no algebra. Topics include sets of numbers, properties of real numbers, operations with signed numbers, problem-solving, solving and graphing linear equations, operations with polynomials, factoring, operations with algebraic fractions, and solving systems of linear equations in two variables. PREREQUISITE: REM 0420 Basic Mathematics. Lecture. Repeatable 3 times.				
	2018	*2019*	*2020*	*2021*	*2022*
NUMBER OF STUDENTS ENROLLED	37	39	27	23	1
CREDIT HOURS PRODUCED	148	156	108	92	4
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	n/a	n/a	n/a	n/a	n/a

COURSE TITLE	REM 0422 MATH LITERACY
COURSE DESCRIPTION	This course is designed for students who plan to take MTH 1103 Liberal Arts Math or MTH 1131 Introduction to Statistics but do not possess the requisite skills. Topics include but are not limited to problem-solving, review of basic operations of the real number system, creating and interpreting charts, graphs, and labels, introductory number theory, application of formulas, geometric, consumer, etc., review of algebraic concepts such as slope, properties of algebra, graphing, etc., introductory topics in statistics and probability. PREREQUISITE: REM 0420 Basic Mathematics or sufficient score on a math placement test. Lecture. Variable. Repeatable 3 times.

	2018	2019	2020	2021	2022
NUMBER OF STUDENTS ENROLLED	57	52	37	28	20
CREDIT HOURS PRODUCED	225	198	139	71	66
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	n/a	n/a	n/a	n/a	n/a

COURSE TITLE	WKM 0403 WORK KEYS MATH LEVEL 3
COURSE DESCRIPTION	This course is designed for students who take a test below level three in Work Keys Math. Upon completing this course, students should have mastered the skills necessary for placement in careers profiled for Level 3 math skills. Level 3 includes basic mathematical operations, including addition, subtraction, multiplication, division, and conversions from one form to another using whole numbers, fractions, decimals, and percentages. Lecture. Variable. Repeatable 3 times.

	2018	2019	2020	2021	2022
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	n/a	n/a	n/a	n/a	n/a

COURSE TITLE	WKM 0404 WORK KEYS MATH LEVEL 4				
COURSE DESCRIPTION	This course is designed for students who test below level four tests in Work Keys Math. Upon completing this course, students should have mastered the skills necessary for placement in careers profiled for Level 4 math skills. Level 4 includes positive and negative numbers, the addition of fractions, decimals and percentages, averages, simple ratios, proportions, and rates. Simple charts and/or graphs will be used. Lecture. Variable. Repeatable 3 times.				
	2018	*2019*	*2020*	*2021*	*2022*
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	n/a	n/a	n/a	n/a	n/a

COURSE TITLE	WKM 0405 WORK KEYS MATH LEVEL 5				
COURSE DESCRIPTION	This course is designed for students who take tests below level five in Work Keys Math. Upon completing this course, students should have mastered the skills needed for placement in careers profiled for Level 5 math skills. Level 5 includes conversions with English and non-English measurements, the calculation of mixed units, and steps of logic and calculation such as perimeters and percentage discounts. Lecture. Variable. Repeatable 3 times.				
	2018	*2019*	*2020*	*2021*	*2022*
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	n/a	n/a	n/a	n/a	n/a

COURSE TITLE	WKM 0406 WORK KEYS LEVEL 6				
COURSE DESCRIPTION	This course is designed for students who take below level six in Work Keys Math. Upon completing this course, students should have mastered the skills necessary for placement in careers profiled for Level 6 math skills. Level 6 includes negative numbers, fractions, ratios, percentages, and mixed numbers in calculations. Level 6 may require translation from verbal form to mathematical expression. Multiple-step calculations or conversions are required. Lecture. Variable. Repeatable 3 times.				
	2018	*2019*	*2020*	*2021*	*2022*
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	n/a	n/a	n/a	n/a	n/a

COURSE TITLE	WKM 0407 WORK KEYS MATH LEVEL 7				
COURSE DESCRIPTION	This course is designed for students who take tests below level seven in Work Keys Math. Upon completing this course, students should have mastered the skills necessary for careers profiled for Level 7 math skills. Level 7 includes multiple steps of logic and calculations. Content may include nonlinear functions, applications of basic statistical concepts, and location of errors in multiple-step calculations. Lecture. Variable. Repeatable 3 times.				
	2018	*2019*	*2020*	*2021*	*2022*
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	n/a	n/a	n/a	n/a	n/a

	REVIEW RESULTS
Rationale Provide a summary of the review findings and a rationale for any future modifications.	IECC is committed to continuous improvement and ensuring the long-term success of its students. Faculty in the Math dept, along with academic administrators, will engage with various organizations to develop workable plans based on student outcomes and assessments. We will continue to develop strategies to engage students with developmental math needs and adequately prepare students for college-ready math courses. We have decreased the number of students taking remedial sequencing, moving more students to college-ready classes with success. Given these findings of a 77.49% overall success rate, several key considerations arise. Firstly, it is essential to investigate the causes behind the higher success rates in certain courses and apply these learnings across other courses, especially those with lower success rates. We see a dramatic decline in the number of remedial students, which is the intended consequence of multiple measures, which corelates with the timing of the decrease. This would demonstrate a key success in our developmental math findings, that our multiple measures initiative is working with fewer students entering the remedial sequence and still finding success. Furthermore, understanding the contributing factors behind the increased success rate in the 2023 cohort can allow us to replicate these conditions for future cohorts. Lastly, we should consider the potential correlation between decreasing class sizes and increasing success rates. If smaller class sizes contribute to better student outcomes, this might suggest a review of our class size policies or an increased focus on personalized instruction.

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Actions: • Cancel/Delete *work keys* courses and other developmental math courses that are not in use anymore. • Greater development of co-requisite models. • Implement greater training at the CETL (Center for Excellence in Teaching and Learning). The institution will also assess the success of students in gateway classes and learning outcomes to ensure that they are acquiring knowledge beyond just passing exams. • Web-based resources will be deployed in the Academic Success Centers, along with online and subject-matter tutoring. and online and subject-matter tutoring will be deployed in the Academic Success Centers.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives? **Performance and Equity** To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	We are eliminating unused courses and adjusting the curriculum where possible. We have hired success coaches, increased online tutoring, and are working towards a guided pathways initiative. In AY20, 37 students were enrolled in developmental education at IECC, with a majority being white and a smaller proportion being African American, Asian, or mixed race. Most of the students required remediation in math, and only a few needed remediation in English or both subjects. The retention rate was high, with 89% of students staying until the end of the semester. Several initiatives mentioned contribute to addressing equity gaps, such as deploying web-based tools in Academic Success Centers, offering refresher education and bridge courses to prepare students for college education, and creating reading/math across the curriculum approaches to engage students. The text also mentions the importance of individualized educational programs to meet individualized goals, which may be especially relevant for addressing equity gaps. However, more information would be needed to assess the overall effectiveness of these initiatives in addressing equity gaps, including data on outcomes and ongoing evaluation of these programs.
Resources Needed	Administrative support and funding.
Responsibility Who is responsible for completing or implementing the modifications?	Academic deans, math faculty, advising staff, library staff, and academic administration.

Career & Technical Education	
College Name:	Illinois Eastern Community Colleges Olney Central College
Academic Years Reviewed:	2018-2022

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
Cosmetology	C260	42	120401	
Cosmetology Teacher	C263	35	120413	
Nail Technology	C259	16	120410	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Cosmetology Program Learning Outcomes: Students will… 1. Demonstrate hair cutting and styling techniques. 2. Apply the skills necessary to perform chemical services. 3. Demonstrate various beautification techniques. 4. Demonstrate various salon-business and employment skills. 5. Comply with all Illinois State Regulations pertaining to cosmetology licensure. Occupations: 39-5012 Hairdresser, hairstylists, and cosmetologist 39-5091 Makeup artists, theatrical and performance 39-5092 Manicurists and pedicurists 39-5093 Shampooers 39-5094 Skincare specialist Cosmetology Teacher Program Learning Outcomes Students will… 1. Identify basic theories of education displaying a thorough understanding of those theories. 2. Develop lesson plans. 3. Demonstrate supervisory techniques. 4. Perform comprehensive student assessments in the classroom. 5. Demonstrate laboratory management skills. Occupations: 39-5011 Barbers 39-5012 Hairdressers, hairstylists, and cosmetologists Nail Technology Program Learning Outcomes Students will…. 1. Employ manicure and pedicure skills to meet their client's needs.

	2. Customize nail enhancements to meet the needs of their clients. 3. Comply with all Illinois State Regulation pertaining to nail technology licensure. 4. Demonstrate various salon-business and employment skills. Occupations: 39-5092 Manicurists and pedicurists
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Completion rate is about 40 percent, which is about the national average for this type of program and above the state average for CTE programing. Objectives are tested regularly in the curriculum and through end of course assessments. Projects and portfolios additionally aid in the learning outcomes assessment.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	2018 Intended Action Steps: Increasing course options and expanding the curriculum to include online training and possible additional training for existing certified professionals and continuing education. There are growth opportunities with our dual credit program that has proven successful. Yes, actions completed. We have strengthened dual credit partnerships with local high schools. We explored expanding curriculum to include barber and esthetics but decided against expansion for cost reasons.
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.	• Nancy Stremme Director of Cosmetology • Dean of Instruction Michael Conn, Cost-effectiveness and review results • Amy Tarr, Director of Instructional Services Dual Credit information, results • Alyssa Maglone, Assistant Dean of Academic Services, occupations report information and facilitation • Brandon Weger, Program Director, Institutional Assessment and Effectiveness, assessment outcomes • Advisor Vickie Thompson, Student information and cost 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.	Recruiters, advisors, student service staff are stakeholders who participated in the process. Additionally, dual credit partners and local high schools helped with placing students and provide input for the curriculum.

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.	In High School and Accuplacer tests, students are placed with multiple measures. No revisions from past years.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	According to the Illinois Department of Financial and Professional Regulations, students must complete 1500 clocked hours to qualify for their state licensing exam. Over a year, the student can accumulate those hours by being here for the allotted time.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The target occupations have 281 annual openings with the greatest at 202 openings for hairdressers, hairstylists, and cosmetologists. The regional labor market includes Clark County, IL ; Clay County, IL; Crawford County, IL; Cumberland County, IL; Edwards County, IL; Effingham County, IL; Hamilton County, IL; Jasper County, IL; Jefferson County, IL; Lawrence County, IL; Marion County, IL; Richland County, IL; Wabash County, IL; Wayne County, IL; White County, IL; Gibson County, IN; Knox County, IN; Posey County, IN; Sullivan County, IN; Vanderburgh County, IN; Vigo County, IN; and Warrick County, IN.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Regional employment is nearly equal to the national average. The greater IECC region had 2,373 jobs in 2017 and has grown to 2,815 jobs in 2022 for a growth of 18.6%. While the programs' need is below the national average, it is expected to grow 6.7% from 2022 to 2027. Manicurists and pedicurists and skincare specialists having the highest growth at just over 13% for both.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast Analyst, IDES, O*Net Labor market information reviewed during Program Review
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The program recruits students from the thirteen counties served by the district and beyond. Since the district borders Indiana, some of our colleges see many applicants from Indiana. Recruitment efforts occur in high schools, career fairs, radio, TV, print, and online advertising. The OCC recruiter and faculty attend career and college fairs at local HS (High School). We have a dual credit feeder program with local high schools.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The faculty collaborate to ensure the curriculum meets local employers' needs. The curriculum reflects a focus on troubleshooting at the employers' request and current trends in the field. The college reviews curricular changes to be consistent with current practice. A Curriculum Committee (Academic affairs committee at OCC) reviews any changes and shares governance with faculty on final decision-making. Content experts (those who teach in specific areas) are counted on to provide information on any curricular changes being made. A Curriculum Committee Chair coordinates these efforts.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	We may reassess the program learning outcomes to broaden the scope of the program and expand curriculum. Learning outcomes are limited and should include greater scope and higher order thinking skills.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	• Costs to the institution associated with this program is $362.14 unit cost. $167,584.34 cost for cosmetology total. • Cosmemtology is well below the average CTE unit cost. The institution conducts a comparative analysis of the costs of the Cosmetology program with other similar programs offered on campus. This comparison helps identify any discrepancies or areas where cost efficiencies can be achieved. • The college pays for cosmetology from the general education fund. Tuition, fees, and state reimbursement fund this program fully. • Revenue analysis: The institution analyzes the revenue generated by the Cosmetology program. This involves considering tuition fees paid by enrolled students, any additional fees associated with the program, and any revenue generated from partnerships, salon services, or other related activities. • Student to faculty ratio is on average 10:1.

2.2 What are the findings of the cost-effectiveness analysis?	The findings of the cost-effectiveness analysis for the Cosmetology program indicate that the costs associated with running the program, including faculty salaries, instructional materials, equipment, and facility maintenance, are reasonable and in line with similar programs on campus. The program's funding primarily relies on tuition revenue, grants, and designated fees. The revenue analysis reveals that the program generates sufficient income through tuition fees and additional sources such as partnerships or salon services. The student-to-faculty ratio is favorable, ensuring students receive adequate attention and instruction. Course/section fill rates demonstrate strong demand, while enrollment trends show a consistent and desirable level of student interest. Overall, the analysis suggests that the Cosmetology program is cost-effective, financially sustainable, and well-received by students.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	All supplies are funded through regular budget lines.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The institution/program ensures student affordability by carefully evaluating and maintaining reasonable costs for the Cosmetology program. The annual student costs are set at $4,090, which is considered reasonable and comparable to similar programs in the region. Book costs and fees are kept minimal, and the program's overall expenses are among the lowest in the state when compared to other programs within the institution and the program's overall expenses are among the lowest in the state. To further support student affordability, the institution/program offers various financial assistance options. Scholarships are available based on merit, financial need, or specific criteria related to the field of cosmetology. Grants from external sources or institutional programs are also provided to alleviate financial burdens. Additionally, students facing financial barriers can be referred to services such as the Workforce Innovation and Opportunity Act (WIOA), which offers funding opportunities for eligible individuals. The institution may also connect students with apprenticeship programs that provide practical experience and a wage, reducing the financial strain of full-time education. Disadvantaged students are referred to the Transition Center for resource information, including support from organizations like C.E.F.S.
2.5 How will the college increase the cost- effectiveness of this program?	To enhance the cost-effectiveness of the Cosmetology program, the college implementation of the Guided Pathways Initiative will aid in scheduling efficiencies. By providing structured educational pathways, students can follow a clear course progression, which enables more efficient resource allocation and scheduling within the program. Also, the college is considering using distance learning

	classrooms to expand the Cosmetology program across the district. This approach allows students to participate in the program remotely, reducing the need for physical classroom space and associated costs. It provides flexibility in course delivery while maintaining the program's quality and accessibility. Furthermore, the college may explore the implementation of enrollment minimums to ensure efficient utilization of resources. By setting minimum enrollment requirements for courses or program cohorts, the college can optimize staffing and resources, ensuring that classes run at capacity and reducing the risk of underutilized resources. To mitigate consumable costs, the college leverages donations and the hair cutting studio's point of sale (POS) system. Donations of materials and supplies from industry partners and other sources help offset the expenses associated with consumables. Additionally, the revenue generated from the hair cutting studio's POS system can contribute to covering the costs of consumables. By implementing these strategies, the college aims to increase the cost-effectiveness of the Cosmetology program by improving scheduling efficiencies, exploring distance learning options, optimizing enrollments, and offsetting consumable costs through donations and revenue generation.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, the program will change curriculum from Pivot Point to Milady Publishers and streamline some of the kit items.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?

How do the success rates of each delivery system compare? | The Cosmetology program offers multiple delivery methods, including traditional, hybrid, and online formats. In the traditional format, students attend face-to-face classes on campus and receive hands-on training in a physical salon or laboratory setting. This format allows for direct interaction and immediate feedback from instructors and peers. The hybrid format combines elements of both face-to-face and online instruction, providing flexibility while still maintaining in-person interaction and practical training opportunities. The online format enables students to access lectures, assignments, and learning materials remotely, offering flexibility in scheduling and independent study. When comparing the success rates of different delivery systems within the program, it has been observed that students tend to have a higher pass rate in face-to-face (f2f) courses compared to online courses. The direct interaction and hands-on nature of f2f courses may contribute to a better understanding and application of the course material, resulting in higher pass rates. However, it is important to note that the success rates can vary among individual students and may be influenced by factors such as |

	learning preferences, self-discipline, and the level of support and resources provided in each delivery method. The program continually evaluates and analyzes the success rates of each delivery system to ensure the best possible learning outcomes for students.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program audits materials for cultural sensitivity. The program updates materials with industry standards that align with DEI (diversity, equity, and inclusion) initiative and culturally responsive language and imagery. Our curriculum supports various methods of working with ethnic hair textures and skin types. Some techniques that are specific to ethnic hair texture include chemical relaxing, braiding, hair pressing and curl reforming. Our curriculum includes specific haircutting and hair styling techniques that are needed to cut and style ethnic hair. We also have specific lessons that support beautification techniques.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	No

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Some of the innovations that contribute to quality or academic success include updating our curriculum to be more modern by switching from textbooks to e-books and putting out course work more online. We have updated our equipment to meet the needs of our students to be able to better prepare them for the workforce.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	The high schools that we enroll students from include Richland County High School. The dual credit program allows students to take COS 1200 210 for 6 credit hours. Once a student has completed the dual credit program, they can enroll in the COS 1200 for the rest of the 6 credit hours needed to complete COS 1200. How this helps our students is by cutting the cost of tuition down for our students. They also start working towards the 1500 hours needed to apply for their state board exam.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program has internships and job shadow opportunities with local shops and employers. The opportunities improve the program's quality by providing real-world experience and networking opportunities for students. The students gain a better perspective of the workforce while participating in an internship. They advance their skills with more hands-on techniques. Students in an internship can go to multiple salons to assess them for employment to see which salon will best meet their needs to be successful.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	A license from the Illinois Department of Financial and Professional Regulation is required to become a practicing cosmetologist at the end of the program.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Professional Licensure (State-issued) 011 Licensed Cosmetologist 012 Licensed Cosmetology Teacher 169 Licensed Nail Technologist

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are currently no articulations or cooperative agreements in place for this program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	We have formed partnerships with: Chelsea Rude of Rude Wealth Advisory Chasity Bogard – Alluring Salon in Hutsonville Tia O'Neil - TerraSage Salon in Olney State Beauty Supply in Mt. Vernon
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	We have formed a partnership with surrounding salons. Since we have formed these partnerships, we have been able to go to attend education classes hosted by the salons. They have participated in our classroom by providing support to industry and our students. Our partners have also taken on our students as interns and employees. We also have brought in a wealth advisor to talk with our students about the business aspects of our programs. They provided information to our students about being self-employed, taxes, 401K, and IRAs.
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 is available to all IECC instructors and built into departmental budgets and incorporated in the yearly schedule. Instructors take district wide professional development and attend specific conferences annually with their internal budgets. Also, the HR Department provides additional funding for professional development through a selection process for fund distribution. We attended the Cosmo Prof Hair Show in Nashville, TN. We also are members of the Illinois Association of Cosmetology School and have attended the IACS conferences for hands-on training and new teaching methodologies.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty taught for many years in a diverse environment. The faculty also managed many diverse individuals in a corporate setting for several years. DEI training is provided to faculty through the OCCRL and through our free Vector LMS (Learning Management System) training (sensitivity, 2SLGBTQA+, and diversity). Additionally, we offer sessions at our district wide workshop on DEI initiatives.
3.17 What is the status of the current technology and equipment used for this program?	Technology is current and up to date. We have been able to bring TVs into 2 of our 3 classrooms to project our lessons to our students with clarity. The TVs are in working order.
3.18 What assessment methods are used to ensure student success?	Faculty primarily use testing, skills check lists, and projects for assessing students in courses. To ensure student success in the Cosmetology program, a variety of assessment methods are utilized. These methods are aimed at evaluating students' comprehension, knowledge, and practical skills. Practical Skills Assessments play a crucial role in the program, where students are assessed on their ability to perform specific cosmetology

	tasks, such as hair cutting, styling, coloring, manicures, pedicures, and other related procedures. These assessments are conducted in a simulated salon setting or in real client situations, providing students with hands-on experience and allowing them to demonstrate their technical proficiency.
	In addition to practical assessments, written examinations are employed to assess students' theoretical understanding of cosmetology principles, concepts, and industry regulations. These exams test students' knowledge on topics such as hair care, skin care, nail care, safety and sanitation practices, product knowledge, and client consultation skills. Written exams may consist of multiple-choice questions, short answer questions, or essays, depending on the desired learning outcomes and program requirements.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Annual Reports
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	We have been able to modernize our way of teaching by offering on-line content to our students. We have switched from Milady teaching material to Pivot Point to better meet the needs of our students and better our learning outcomes. We also take out data from our assessments and apply that data to our classroom by implementing new teaching strategies to accommodate all learning types.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Over the course of five years, the average satisfaction rate for job preparation was 93.33%. Data was collected via the annual student satisfaction survey for FY17-FY21 and through the graduate survey in FY22.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory committee plays a significant role in contributing to the quality of the Cosmetology program. The committee's contributions include curriculum development, providing educational enrichment opportunities, offering valuable input during program reviews, promoting community engagement, and assisting with recruitment efforts. With their extensive industry experience and expertise, the committee members offer valuable insights and feedback on the program's strengths and weaknesses, helping to shape and enhance the curriculum to better meet industry standards and prepare students for successful careers.
	To improve the engagement and effectiveness of the advisory council committee, several steps can be taken. Firstly, the program can focus on expanding the committee by inviting more professionals from various sectors within the industry. This will ensure a diverse range of perspectives and allow for more comprehensive feedback on current industry trends and practices. Additionally, reaching out to high school counselors and

	establishing connections can help increase awareness and recommend the Cosmetology program to interested students, further expanding the program's reach and potential student enrollment.
	Improving communication and engagement with potential chairpersons is essential. Actively seeking out individuals who are enthusiastic about the role and willing to take leadership positions within the advisory council will enhance the committee's effectiveness. Moreover, hosting meetings bi-annually instead of annually can provide more frequent opportunities for collaboration, feedback, and discussion. Offering both daytime and nighttime meetings, it can accommodate the schedules of different committee members and encourage wider participation.
	By implementing these improvements, such as expanding the committee, establishing connections with high school counselors, actively engaging potential chairpersons, and enhancing the frequency and flexibility of meetings, the Cosmetology program can further harness the expertise and insights of the advisory council committee.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The advisory committee meets annually. More partners and greater diversity on the panel could be an improvement. Local business and industry are represented. Employers contribute to the program by giving feedback on industry-specific technology and services that could be considered in the curriculum. They also hold off–campus educational events that the students take part in. Employers aid in the placement of students by allowing them to come into their salons and job shadow. This sometimes leads to placement of students in these salons. Employers aid in the review of our program by letting us know what areas they are seeing students/graduates excel and/or fall short of the skills that are needed in the workplace. Employers provide work-based learning opportunities to students through the internship program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	We believe that employers are satisfied with our graduates. We collect this data by sending out a survey to our students while they are completing their internship. Things included on the survey include feedback from the employer on ways to improve the program and qualities that they see in our students.
3.25 What are the program's strengths?	Program strengths are market demand, experienced faculty, adequate space at WRC campus, and opportunities for new markets. Opportunities for additional experience and education through hair show and continuing education trips while in school are provided. The internship program allows students the opportunity to have real-world experience while in school. Ever-improving technology in the classroom and on the clinic floor keeps students up-to-date with real-world experiences. Dual credit allows high school students to start the program early and is a helpful tool in recruiting new and diverse students.

3.26 What are the identified or potential weaknesses of the program?	While our facility's space is accommodating to being able to offer cosmetology and nail technology to more students, one weakness includes its location. Our students' success is based on performance and hands-on learning experience. Being in a rural community affects our clientele. Being off campus and the hours that our students are in class, makes it difficult for students to access student services and other accommodations that is otherwise provided to students who are on campus.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After the review of the program, we have assessed the modifications that we need to take to improve the program and make sure that we are continuously meeting the needs our students. We will need to expand our advisory council committee.

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

Barriers encountered while implementing the program included limited funding, the difficulty of retaining students during the COVID 19 pandemic, and limited qualified personnel for adjunct and staffing positions.

Performance and Equity

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

CTE Program	Cosmetology Cosmetology Teacher Nail Technology
CIP Code	120401 120413 120410

	2018	2019	2020	2021	2022
Number of Students Enrolled	32	34	24	12	27
Number of Completers	18	17	7	6	5
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may	In reviewing the disaggregated data, the program examined equity gaps, enrollment gaps, and success gaps by race/ethnicity, gender, and Pell-grant status. The analysis included cohorts from the academic years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022. This data allowed for a comprehensive understanding of any disparities and areas requiring				

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disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	improvement within the program. Total headcount for five years was 129. There were120 White students, in addition to one Asian student, two Black students, and one Hispanic student. Four students indicated two or more races, non-Hispanic, and one indicated two or more races, Hispanic. Male to female ratio was 96% female and 4% male. Graduation rates for cosmetology over five years were 50.32%, and 51% of the students were Pell eligible.
How does the data support the program goals? Elaborate.	The data supports the program goals by providing valuable insights into the program's performance and effectiveness in achieving its objectives. By analyzing disaggregated data, such as race/ethnicity, gender, and Pell-grant status, the program can identify any equity gaps, enrollment gaps, and success gaps among different student groups. The data allows for a more comprehensive understanding of the program's impact on various student populations and helps in identifying areas where targeted interventions may be necessary. For example, if the data reveals a significant disparity in success rates between different racial or ethnic groups, the program can develop specific strategies to address this gap and ensure equitable outcomes for all students. Moreover, the data supports evidence-based decision-making within the program. By examining trends in enrollment, retention, and success rates over multiple cohorts, the program can identify patterns and make informed adjustments to its practices and policies. This iterative process of data analysis and program improvement ensures that the program remains responsive to the needs of its students and aligns with its overarching goals. In summary, the data serves as a foundation for program evaluation, improvement, and accountability. It enables the program to assess its performance, identify areas for growth, and implement targeted interventions to support the success of all students, ultimately helping the program to achieve its goals of providing equitable and high-quality education.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Over the five years of review, 41.09% or 53 students completed one of the credentials offered. Of the 53 completers, 53 of them completed the C260 Cosmetology Certificate, while 30 completed C259 Nail Technology and one completed C261 Cosmetology Teaching Certificate. Enrollment has been declining since the 2017 academic year but in academic year 2022 rebounded to a two year high at 27 students. When examining program enrollment, 96.69% were female and 93.92% were white non-Hispanic. Furthermore, 50% of the students that enrolled in the program were Pell-eligible. Exploring the data for equity gaps, none of

	the male students completed any credential for the program while female students completed at a 42.47% rate. Of the two Black, Non-Hispanic students that enrolled in the program, neither student completed a credential. COVID-19 took a toll on our enrollment and retention rates. During the pandemic, the abrupt switch from in-person learning to online learning was difficult for the students. These programs are based on hands-on learning and during the COVID-19 shut down our students' needs were temporarily not met. Since COVID-19, our numbers have continued to grow and we are back to full capacity of students. We have improved our teaching techniques and helped students transition through changes.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	IECC indicated in the Perkins performance improvement plan, to focus on nontraditional student enrollment and completion rates. The college collaborates with education and workforce partners to recruit students from nontraditional fields. When recruiting in high schools, we encourage students to consider all opportunities related to individual strengths and interests without concern regarding the prevalence of a specific gender or ethnicity in the career they desire.
Are the students served in this program representative of the total student population? Please explain.	With regards to gender, the program enrolls a high percentage of female students 96.69% compared to the overall student population of 33.58% according to the 2021 IECC Fiscal Year 2021 annual headcount, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 90.24% white non-Hispanic while the program is similarly representative with the program being 93.92% white non-Hispanic. This data suggests the students served in this program represent the entire student population regarding student ethnicity.
Are the students served in this program representative of the district population? Please explain.	With regards to gender, the program enrolls a high percentage of female students 96.69% compared to the overall district population of 49.15%, thus, they are not representative when it comes to gender. The overall district demographics indicates that the population is 92.06% white non-Hispanic while the program is similarly representative with the program being 93.92% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.
Review Results	
Action	X 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.	Strong program that is key to the development of cosmetologists and nail technicians in the area. We have steady enrollment and opportunities for growth.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Work on increasing retention rates, especially for minority students. Should be greater than 50% completion rates. -Five-year timeline. Incorporate new Milady course books and new kits for improved curriculum. -Five-year plan.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Increase completion rates for all students. Improve environment with new equipment as needed. Revisit the curriculum and use of Pivot point, with change to Milady. Marketing and tutoring for marginalized populations.
Resources Needed	Time, space, funding, and monitoring of program.
Responsibility Who is responsible for completing or implementing the modifications?	Program Director of Cosmetology, Dean of Instruction, Faculty, and other administration are responsible for implementing modifications.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Lincoln Trail College
Academic Years Reviewed:	2018-2022

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
Customer Service Management Philanthropy Public Service Management	C341 C343 C352	6 6 6	520207 520206 520206	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

| **Program Objectives**
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | Customer Services Management Learning Outcomes:
Students will be able to:
   1. Apply customer service techniques learning in this program
   2. Evaluate customer services skills
   3. Relate customer needs, wants, and expectations to a service-oriented culture.

Philanthropy Student Learning Outcomes:
Students will be able to:
   1. Establish a philanthropic organization with attention to its type and structure
   2. Design a fundraising practice
   3. Complete a grant application

Public Service Management Learning Outcomes:
Students will be able to:
   1. Apply foundation concepts of public service
   2. Summarize the function of working local government

These certificates will provide additional training and credentials for students enrolled in other programs. A certificate in CSM will align with the Business Management and Administration major. A certificate in Philanthropy will align with the Social Services program. A certificate in Public Service will align with a major in Law, Corrections, and Public Safety or with Political Science. |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives | Due to lack of enrollment, it is difficult to draw conclusions if objectives are being achieved at this point. |

are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	There is no past program review action as these programs were effective as of the dates below: Customer Service Management 6/1/2020 Philanthropy 10/31/2019 Public Service Management 6/1/2020
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.	• Cynthia Boyce, Dean of Instruction, Lincoln Trail College, • Alyssa Maglone, Assistant Dean of Academic Services, data points and narrative, facilitation • Brandon Weger, Program Director, Institutional Assessment and Effectiveness, data points, labor market data, assessment
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	None

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.	There are no pre-requisites for these programs.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	None of these programs require more than 30 hours for a certificate.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	There is a demand from employers for employees to have more soft skills. These certificate programs can provide students with additional skills that would improve employability.

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, there has been an increased demand for employees with more critical thinking skills. Since the COVID-19 pandemic, employers are asking for employees that are more adaptable to workforce needs. Over the next five years, IECC plans to include these certificate programs as electives in the relative majors to enhance the skills of the students and to make courses more broadly accessible.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Business and industry feedback.
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?)	Recruit in the following counties: Crawford, Jasper, Lawrence, and Richland participate in local college and career fairs. LTC hosts events at the college, college tours and recruiting. No feeder programs currently.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The curriculum has not been changed, but with the addition of Guided Pathways, we anticipate adding these certificate programs to particular majors as electives. Therefore, Department Chairs, Advising, and Deans of Instruction will be able to bring curriculum needs or changes to the Curriculum committee for consideration.
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 Review process resulted in the suggestion that we offer the certificate program courses as electives for the aligned majors. Guided Pathways will help to increase offering these courses to students. Thus, students can complete a certificate in CSM, PSR, or Philanthropy while completing their Associate's Degree.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	PSR, CSM, and PHL costs include faculty salaries, instructional supplies, and benefits. The district employs three part-time instructors located at Lincoln Trail College. An adjunct instructor teaches the remaining sections. PSR, CSM, and PHL costs are $419.01 per credit hour, slightly higher than other LTC programs' average costs, $272.58. There was also an additional cost of $15,000 per year for three of the last five years totaling $45,000. IECC covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes. Revenue analysis indicates the program costs the institution more than what income the program generates. Improvements may be seen when retention and persistence follow campus averages. The student to faculty ratio averaged 4:1 over the 5-year program review. Course and section fill rates have been monitored closely showing that there needs to be more focus on encouraging students to enroll in these certificate programs. Scheduling efficiency with the program's inclusion in Guided Pathways will help improve enrollment in these courses.
2.2 What are the findings of the cost-effectiveness analysis?	Revenue analysis indicates the program costs the institution more than what the program generates. Improvements may be seen when retention and persistence follow campus averages.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	All students complete the FAFSA to be considered for financial aid, scholarships, and disadvantaged students are referred to CEFS or some come through the TRIO program, as well. Costs of the program to students is communicated via the IECC catalog. The IECC catalog outlines program requirements and course descriptions. Public information is made available for students and any external group or individual to see on the IECC website. Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. LTC Student Services Offices include a Financial Aid Office and are open and available at times suited to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.

2.5 How will the college increase the cost- effectiveness of this program?	The Program Review process resulted in the suggestion that we offer the certificate program courses as electives for the aligned majors. Guided Pathways will help to increase offering these courses to students not just on the LTC campus, but to students across the district through online offerings. Over the next five years, IECC plans to include these certificate programs as electives in the relative majors which could potentially lead to increased enrollment and thus, lead to improved cost-effectiveness.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we plan to increase our marketing and advising efforts, include these courses as electives to relative majors, and potentially increase enrollment.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Courses are offered online. N/A – Data Inconclusive
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Coursework is designed and taught by instructors who are currently working in these respective fields. Courses were reviewed by our Distance Ed Online Course Review committee using the Quality Matters rubric. We focus on the importance of diverse work environments in the curriculum, and they are able to experience this on the job. Students learn and apply material in the classroom.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is not a program of study as defined by Perkins V and approved by ICCB.

3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	1) Align with the skill needs of industries in the economy of the State or regional economy
	   o Curriculum is evaluated against the labor market data.
	2) Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships
	   o Students are prepared for working in the field through the curriculum.
	3) Include counseling to support an individual in achieving their education and career goals
	   o Advisors and faculty are available to help support the student, through counseling, toward their career goals.
	4) Include education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
	   o These courses are taught simultaneously with the major courses so students can have utilization and practice of the knowledge learned in the program.
	5) Organize 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
	   o Education and training are organized to help advance the student in their field. There are also several support systems available within the college to help support them through their education.
	6) Enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential
	   o This program does not enable a student to attain a secondary school diploma. There are credentials in the field students can seek.
	7) Help an individual enter or advance within a specific occupation or occupational cluster
	   o Each certificate provides nuanced training and education to a specific occupation to help students gain an advantage.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This is an area where we should look into ways to enhance the quality of the program through technology and software or real-world experience simulations.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	There are no dual-credit students enrolled in this program. However, there is an opportunity for growth of the program by offering these certificates to dual-credit students.

3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	There are no internships or apprenticeships. We would like to expand these offerings to other programs so that students completing other programs can gain experience by obtaining one of these certificates. Students who obtain certificates from this program gain skills that are needed in the workforce. The student experience can be improved by providing more hands-on activities and case studies into the program to allow real world experience to be obtained.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	There are no requirements of accreditation for this program.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no industry recognized credentials embedded in this program.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeship opportunities exist at this time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	None are required.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are currently no articulations or cooperative agreements in place for this program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	There are no partnerships with this program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	We have instructors who have worked in each field that are familiar with the industry.

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 is not currently offered. However, there are opportunities to enhance the qualifications of instructors teaching these courses. We have a professional development committee that is available to offer financing for instructors to attend PD workshops and training seminars.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IECC is currently developing an Equity Plan which will include professional development opportunities for faculty and staff.
3.17 What is the status of the current technology and equipment used for this program?	This program is completely online. There are no equipment needs. The only technology needs are our LMS needs.
3.18 What assessment methods are used to ensure student success?	N/A
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	N/A
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Over the next five years, we plan to expand the program by offering these certificate courses to students in relevant programs and adding in more innovative teaching strategies. We are working to review the program outcomes and build a plan for assessment of student learning to help inform future decisions.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	N/A
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	There is no advisory committee for this program.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	N/A

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	No data to support this question.
3.25 What are the program's strengths?	Instructor is a strength with substantial experience in the industry.
3.26 What are the identified or potential weaknesses of the program?	We haven't had a lot of recruitment opportunities/effort for this program and have not properly advised students on the benefits of receiving a certificate.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	We need to better market this program. Over five years, we have had only 4 students enroll with only one completing a certificate. We plan to train advisors in offering these certificates as electives and inform students of the benefits of obtaining a certificate.

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

N/A

Performance and Equity

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

CTE Program	Customer Service Management Philanthropy Public Service Management
CIP Code	520207 520206 520206 **All Enrollment thus far has been in Customer Service Management**

	2018	2019	2020	2021	2022
Number of Students Enrolled	NA	NA	NA	1	3
Number of Completers	NA	NA	NA	1	0
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Data not disaggregated due to only having one completer and extremely low headcount.
How does the data support the program goals? Elaborate.	It demonstrates a need to increase enrollment.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Data not disaggregated due to only having one completer and extremely low headcount.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	We plan to have advisors offer these courses to students and encourage students majoring in relevant programs to consider obtaining a certificate.
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	X 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 low enrollment in these courses over the previous five years, it is vital that we rethink how we advise for these certificates. The objective is that students be advised as to the benefits of simultaneously obtaining a certificate while pursuing a degree. Guided Pathways will help this process.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1st year-include these certificates with the relevant pathway and train advisors to offer the certificate courses with other majors. 2nd year-pathways are set. Have advisors continue to encourage students to pursue a certificate. 3rd year-review enrollment data and completion rates to determine if enrollment and completion rates are increasing. 4th year-continue to review data. 5th year-determine during program review if it is feasible to continue to offer these programs. Full program review.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Determination of program objectives will be clearer when/if there is larger enrollment.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The District is currently working on developing an Equity Plan. A DEI committee has been formed and has begun work on developing a plan to address all equity gaps across the District including faculty and students. We are also working with Enrollment Management to recruit a more diverse student population.
Resources Needed	Coordination of faculty, staff, and administration of curriculum planning and recruitment.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, Department Chairs, Program Leads, and appropriate Deans.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Wabash Valley College
Academic Years Reviewed:	2018-2022

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
Educational Leadership	C248	18	520213	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Program inactivated effective June 1, 2023, due to low enrollment.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	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 rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	n/a

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Program inactivated effective June 1, 2023, due to low enrollment.
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 and how often are LMI data reviewed?	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** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.3 How does the institution assess cost-effectiveness for CTE programming? Consider: - Costs to the institution associated with this program - How costs compare to other similar programs on campus - How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). - Revenue Analysis - Student to faculty ratio - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	n/a
2.4 What are the findings of the cost-effectiveness analysis?	n/a

2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	n/a
2.5 How will the college increase the cost- effectiveness of this program?	n/a
2.6 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 delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	n/a
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	n/a
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	n/a

If yes, describe any strengths or challenge to program of study implementation.	
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	n/a
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	n/a
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	n/a
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.

How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? | n/a |

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	n/a
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	n/a
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	n/a
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	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 professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	n/a
3.17 What is the status of the current technology and equipment used for this program?	n/a
3.18 What assessment methods are used to ensure student success?	n/a
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	n/a
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	n/a
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	n/a
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	n/a
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	n/a
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	n/a

3.25 What are the program's strengths?	n/a
3.26 What are the identified or potential weaknesses of the program?	n/a
3.27 Did the review of program quality result in any actions or modifications? Please explain.	n/a

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

n/a

Performance and Equity

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

CTE Program	Educational Leadership C248				
CIP Code	520213				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Number of Completers					
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate	Program inactivated effective June 1, 2023, due to low enrollment.				

to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	n/a
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	n/a
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	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 X Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Program inactivated effective June 1, 2023, due to low enrollment.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Program inactivated effective June 1, 2023, due to low enrollment.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	n/a
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	n/a
Resources Needed	n/a
Responsibility Who is responsible for completing or implementing the modifications?	n/a

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Frontier Community College
Academic Years Reviewed:	2018-2022

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
Fire Science	D401	68.5	430203	C402
Fire Service Administrator	C402	53.5	430203	C403
Adv Suppression Specialist	C403	28.5	430203	C404
Basic Fire Suppression Tech	C404	20.5	430203	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	• Demonstrate the maintenance and operation of fire apparatus. • Demonstrate the knowledge of building construction. • Define classifications of hazardous materials. • Define fire chemistry and fire behavior. • Identify the scope of services provided by the fire department. • Demonstrate the use of the various tools used in fire rescue. • Identify common fire hazards and make recommendations for their correction. • Identify the functions of the staff and line positions in a fire department. • Read and comprehend college level work. • Explain and defend ideas orally and in writing. • Examine ideas using critical thinking and reasoning. • Solve problems using logic, mathematics, technology, and creative thinking. • Demonstrate information and technology literacy. • Engage in lifelong learning and participate as responsible members of a culturally-diversified global society.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The Illinois State Fire Marshal's Office provides objectives and curriculum guidelines for the Fire Science degree. These objectives must be fully met for state certification.

Past Program Review Action
What action was reported last time the program was reviewed? Were these actions completed?
	Investigate grant funding opportunities to secure needed equipment, updates, and technology.
	    A CTE grant was utilized to purchase some of the needed equipment.
	
	Continue to increase the number and frequency of courses offered to fire departments to meet their training needs.
	    We are continuing our efforts to increase the number and frequency of course offerings.
	
	Update the Fire Science curriculum to align with the Illinois State Fire Marshal's guidelines.
	    The curriculum has been updated to align with the Illinois State Fire Marshal's guidelines.
	
	Evaluate all aspects of the program and update.
	    Program evaluation and modification is ongoing.

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.	• Andrew Miller, Adjunct Instructor • Brent Maguire, Program Director of Emergency Preparedness • Sharmila Kakac, Dean of Business and Industry • Alyssa Maglone, Assistant Dean of Academic Services, facilitation and data • Brandon Weger, Program Director, Institutional Assessment and Effectiveness, enrollment and labor market data, assessment narrative • Eva Fatheree, Coordinator of Curricular Reporting & Articulation, review of previous action
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.	Fire Science Advisory Committee members We meet with these members to discuss current trends and issues in the fire science field and to determine what methods are best to recruit new students.

CTE Program Review Analysis

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

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

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The rationale for credit hours beyond 60 for D401 is that some of those credit hours are general education in order for the student to obtain the degree. The rationale for C402 is that the courses are based on standards of the Office of the State Fire Marshal (OFSM) for a Fire Service Administrator (e.g. Fire Chief)
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	There are 54 annual openings with 48 of those being for firefighters.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	From 2017 to 2022 the greater IECC region saw a decrease from 803 to 662 jobs for a decline of 17.5%. The target occupations are expected to grow 3.0% from 2022 to 2027 for the greater IECC region which is in-line with the nation.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast, IDES, O*Net Unsure as to how often LMI data has been reviewed in the past but moving forward it will be reviewed at least annually.
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?)	FCC Program Showcase We work with local fire departments to assess needs and provide classes accordingly. We would like to be more proactive in recruiting students in high school in order to possibly establish a dual credit feeder program.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The process for updating the curriculum is based upon changes made by the Office of the State Fire Marshal (OSFM) since the Fire Science curriculum is based on state requirements for certification. We consult with OSFM and our adjunct instructors on determining what changes are necessary.
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.	Review of the program resulted in realizing the need to create three new courses: Advanced Fire Officer, Company Fire Officer, and Incident Safety Officer based on new state requirements for those appointed as chief of a fire department.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Costs associated with the Fire Science program include the instructor's salary, instructional supplies and equipment, required textbooks, and professional development. The FY22 cost per unit was $236.55 The cost of the Fire Sciences Program is comparable to other programs on campus. The Fire Sciences Program is funded through Frontier Community College's annual budget, with support from the Perkins Grant and donations from the fire departments and the State Fire Marshal's office.
2.2 What are the findings of the cost-effectiveness analysis?	The finding from the analysis show that the program is cost-effective.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Program is very affordable as students are not charged tuition or fees – the only cost is the textbook which can be used for multiple courses. Because of the program's affordability, financial barriers are not an issue. Many fire departments will cover the cost of the textbook for students that are members of their departments.
2.5 How will the college increase the cost- effectiveness of this program?	The college currently has a minimum enrollment requirement to help maintain cost-effectiveness of the program.

2.6 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 delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Traditional format/hybrid/team-teaching
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Instructors apply their real-world experiences as part of classroom discussion and practicals. To ensure that culturally responsive instruction is being delivered, instructors will use students' customs, characteristics, experiences and perspectives as tools for better classroom instruction. Instructors will encourage each student to relate course content to their cultural context.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The program is not currently a program of study approved by the ICCB.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	No.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Use of multiple floor burn facility for live fire training.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	We do not currently have any dual credit enrolled students but are working with Lawrenceville High School to offer dual credit to students starting in Fall 2023. The plan is to offer EPF 1208 Firefighting Fundamentals, EPF 1209 Fire Suppression Fundamentals and EPF 1203 Fire Ground Operations to students over the course of two years.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.

How do these opportunities improve the quality of the program?
In what ways can these opportunities be improved? | A three (3) credit-hour internship is currently offered as part of the Fire Science degree (EPF 2230 Fire Service Internship).

The internship provides an opportunity for the student to determine if a fire science career is a good fit. The internship also provides hands-on experience, mentoring by experienced professionals and development of new technical and soft skills. |
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Frontier Community College's Fire Science courses are approved, audited, and dictated by the Illinois Office of State Fire Marshal. The names of successful completers are submitted to the State Fire Marshal's Office for State certification testing.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Successful completion of courses enable a student to sit for Illinois Office of State Fire Marshal's certification testing.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	This information is available only to the Illinois Office of State Fire Marshal and the fire departments.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The Emergency Preparedness department has facility usage agreements with the Olney and Mt. Carmel Fire Departments to use their equipment and training facilities.

There are currently no articulations or cooperative agreements in place for this program. |

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	No specific partnerships have been formed, but when a fire department hosts a requested fire science class, the local department supplies the required equipment (i.e., fire engine, hose, ladders and other needed equipment).
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	No specific partnerships have been formed, but when a fire department hosts a requested fire science class, the local department supplies the required equipment (i.e., fire engine, hose, ladders and other needed equipment).
3.15 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?	Adjunct instructors receive recertification training though various providers including the Illinois Fire Service Institute, IECC's EP department, FDIC, NFPA, and their local Department.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	None
3.17 What is the status of the current technology and equipment used for this program?	All equipment is in working order, but some of the equipment is becoming outdated and is in need of replacement.
3.18 What assessment methods are used to ensure student success?	Students are given Illinois State required practical skills tests along with a written exam. The questions for this written exam come from National Fire Protection Association (NFPA) objectives.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Currently, they are not.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Revisions made in 2018-2019 to reflect new mandates from the Illinois State Fire Marshal. More revisions are planned for 2023-2024 with new Illinois State Fire Marshal mandates regarding advanced fire classes (Company Fire Officer, Advanced Fire Office and Incident Safety Officer).
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Anecdotally, students are pleased with their level of preparation after completing courses in the Fire Science program. An end-of-course survey is administered for every course taken in the Fire Science program.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory council committee contributions: Curriculum development, educational enrichment, program review input, community promotion, recruitment. Improvement would include having a more diverse membership, partnering with high schools to include career counselors as members, and increasing the frequency of meeting from once a year to 2 – 3 times a year.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The Fire Science program has an advisory committee that meets once per year at a minimum. The committee is comprised of local fire Chiefs and local fire service employees. This group is engaged by offering feedback and suggesting enhancements to the program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	The advisory committee, including several employers/fire houses in the area, feels that students are well-equipped with firefighting skills and knowledge from our program. Employer satisfaction information is collected informally through conversations with employers.
3.25 What are the program's strengths?	High-quality instruction. Tuition has historically been waived for students enrolled in the programs, in general, as volunteer firefighters do what the title suggests, volunteer their services to save lives and structures.
3.26 What are the identified or potential weaknesses of the program?	Lack of specialized training equipment and available instructors are a weakness. All Fire Science instructors serve in an adjunct capacity and are not always available to meet the EP Department's training/course schedule.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No action or modifications are needed at this time. To meet the Illinois State Fire Marshal's new mandates, all courses in the program will be updated and revised for 2023-2024.

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

COVID-19 affected enrollment since face-to-face classes were impacted for a time.

Limited financial resources have an impact on purchasing updated equipment and technology.

Marketing effort has been somewhat limited and can be improved to include a revamped website presence and an increased social media presence.

Performance and Equity

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

CTE Program	Fire Science Fire Service Administrator Adv Suppression Specialist Basic Fire Suppression Tech				
CIP Code	430203				
	2018	2019	2020	2021	2022
Number of Students Enrolled	4	2	36	3	1
Number of Completers	0	0	1	0	0
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race/ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 16-17, 17-18, 18-19, 19-20, and 20-21 as the program centers around a two-year associate degree.
How does the data support the program goals? Elaborate.	Students enrolled in the Fire Science program are already employed as a fire fighter or serve as a volunteer. Students take specific courses to update their training and earn/update certifications from the State Fire Marshal's Office.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	N/A - Insufficient data
What is the college doing to overcome any identified gaps? If nothing is	Insufficient data

currently being done, explain what the college plans to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	With regards to gender, the program enrolls a high percentage of male students 98.80% compared to the overall student population of 66.42% according to the 2021 IECC FY21 Annual Headcount Report, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 90.24% white non-Hispanic while the program is similarly representative with the program being 98.80% white non-Hispanic. This data suggests the students served in this program are representative of the entire student population with regards to student race/ethnicity.
Are the students served in this program representative of the district population? Please explain.	With regards to gender, the program enrolls a high percentage of male students 98.80% compared to the overall district population of 50.85%, thus, they are not representative when it comes to gender. The overall district demographics indicates that the population is 92% white non-Hispanic while the program is similarly representative with the program being 95.40% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.

Review Results

Action	X 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.	In 2023, the Illinois State Fire Marshal's Office released revised guidelines for the Fire Science curriculum. As a result, all courses will be updated to reflect this new guidance. Additional courses will be created to cover new topics. Feedback from the Advisory Committee indicates that students are very satisfied with the training they receive to reach their certification goals. We continue to assess the overall program outcomes and make adjustments when needed.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to investigate grant funding opportunities to secure needed equipment, updates, and technology. (2023 forward) Continue to increase the number and frequency of courses offered to fire departments to meet their training needs. (2023 forward) Update the Fire Science curriculum to align with the Illinois State Fire Marshal's guidelines. (2023) Evaluate all aspects of the program and update. (2023 forward)

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	n/a
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program will work with high school career counselors to find ways to increase the diversity of students in the fire science program.
Resources Needed	Financial, human, and technology resources.
Responsibility Who is responsible for completing or implementing the modifications?	Program Director, Emergency Preparedness

Career & Technical Education	
College Name:	Illinois Eastern Community Colleges Lincoln Trail College
Academic Years Reviewed:	2018-2022

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 Management Workplace Skills	D274 C271	64	520205	C271 Workplace Skills

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	**Industrial Management.** The Industrial Management program includes three certificates that lead to the AAS degree. The program provides industry skills ranging from occupational safety and health regulations, total quality management, performance analysis, to manufacturing methods. Graduates supervise and coordinate activities of employees engaged in all phases of a plant operation. **Workplace Skills.** One stackable certificate of the Industrial Management program, included in this program review, is Workplace Skills (C271). The Workplace Skills certificate program prepares individuals with entry-level employment skills used in business and industry settings. Graduates of this certificate will be proficient in the general skills necessary for quality interpersonal interaction and office tasks associated with most workplaces.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Review Annual Assessment Reports and Longitudinal Reports Students are being evaluated through course Student Learning Outcomes and completion rates. The program has experienced very limited enrollment throughout the last five years and a declining completion rate. One student was enrolled and completed the program in 2019, two students were enrolled and one completed the program in 2020, and three students were enrolled and one completed in 2022.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	From 2018 • Improving marketing and promotion of the Industrial Management program, including its stackable certificates, such as Workplace Skills,

	• Developing 2+2 articulation agreements with baccalaureate-granting institutions, • Exploring apprenticeship opportunities in Industrial Management careers, • Assessing student satisfaction with the program, • Assessing student employability after completing the program, • Establish an advisory council to engage local industry, and • Modify the curriculum to update TQM courses and add more manufacturing-focus areas. Updates as of 2023: • Starting in the AY2020-2021, the IECC catalog began marketing the Industrial Management Associate in Applied Science (AAS) as three stackable certificates. • At this time, no 2+2 articulation agreements exist with baccalaureate-granting institutions. • While no apprenticeship opportunities have been identified, field observation hours for both the stackable certificates in Manufacturing Skills and Supervisory have been added through the course modifications to the AAS degree. Additionally, students selecting Directed Manufacturing Focus Electives in Process Technology and Broadband Telecom can opt to enroll in an internship class through those programs. • Curriculum updates were implemented, including removal of most TQM courses, expanded options for the directed manufacturing focus area electives, and inclusion of observation courses in directed manufacturing and supervisory skills.
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.	Cynthia Boyce, Dean of Instruction, Lincoln Trail College Alyssa Maglone, Assistant Dean of Academic Services Brandon Weger, Program Director, Institutional Assessment and Effectiveness Eva Fatheree, Coordinator of Curricular Reporting & Articulation Erin Volk, Director of Instructional Services
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.	Internal stakeholders as listed above in gathering data, reviewing curriculum and learning outcomes and authoring the report.

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.	Students can be placed using holistic methodology, qualifying as college ready through ACCUPLACER scores, SAT/ACT scores, or high school transcripts. Students seeking the AAS are recommended, but not required, to complete course work within the supervisory and Manufacturing skills certificates prior to participating in the observation courses.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Workplace Skills totals 22 credit hours. The AAS in Industrial Management was at 66 credit hours during the last review. In the curriculum modifications, it was reduced to 64 hours. As a degree made up of stackable certificates, each certificate is under the 30 hour limit, but combined totals to 64 hours. With the curriculum update, we added two new additional observation classes which kept the degree at more than 60 hours. The importance of being in the field and understanding the day-to-day job requirements are essential to preparing the students to move into the workforce upon graduation.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The Industrial Management industry is projecting a 3.4% increase for our area from 2022-2027, with an even higher national average increase of 5.2%. Median earnings within this field range from $24.09 per hour up to $47.68. This is a growing field with high paying wages. Students who receive training in Industrial Management can fill occupations such as general and operations managers; first-line supervisors of production and operating workers; management analysts: construction managers: logisticians: purchasing managers: and transportation, storage, and distribution managers.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	When the program was reviewed in 2018, the growth projection was between -1% and 1%. The area is now expecting more growth, likely helped along by specific jobs in very high demand such as Logisticians, which has a 13.33% projected growth, and Operations Research Analysts, which has an 11.58% projected growth.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	IECC uses Lightcast (www.economicmodeling.com) to examine data projects that impact program growth. IECC employs a Program Director of Institutional Assessment and Effectiveness who regularly reviews data and trades then provides consolidated reports to program stakeholders.
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?)	Our recruiter has regularly scheduled visits with our local area high schools. Additionally, middle school students are brought to campus to explore a variety of programs available at LTC. The recruiter and Director of Instructional Services speak with area sophomores about the benefits of dual credit and how to decide if dual credit is the right choice for that particular student. LTC dual credit students can enroll in Broadband Telecom, P-Tech, and Welding and receive a credential while still in high school. Upon graduation, students can enroll in the AAS in Industrial

	Management to continue their education and gain additional experience before entering the workforce. The Dean of Business and Industry also works with local area industry partners to identify possible certificates or degrees and trainings that would benefit the businesses.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	During the last program review, it was identified that the program was out-of-date. Similar programs at four-year baccalaureate granting institutions were reviewed by the advising staff and dean's office, then suggested changes were compiled. These suggested changes were proposed to the welding advisory council, the program who worked most closely with the AAS degree.
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 it was noted on prior program review that promotion for this program needed to be improved, the marketing still has large gaps that need addressed. All areas under the manufacturing skills have stand-alone programs; however, the AAS in Industrial Management could be better presented to the students as an additional credentialing option.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Industrial Management costs include faculty salaries, instructional supplies, and benefits. Industrial Management is a degree comprised of certificates from other degree programs and thus instruction costs are shared with other programs. Industrial Management costs are $272.58 per credit hour, comparable to other LTC programs' average costs $272.58. IECC covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes. Revenue analysis indicates the program costs the institution more than what income the institution generates. Improvements may be seen when retention and persistence follow campus averages. The student to faculty ratio averaged 3:1 over the 5-year program review. Course and section fill rates have been monitored closely showing that there needs to be more focus on encouraging students to enroll in this degree program. Scheduling efficiency with the program's inclusion in Guided Pathways will help improve enrollment in these courses.

2.2 What are the findings of the cost-effectiveness analysis?	Revenue analysis indicates the program does not cost the institution more than what income the program institution generates. Improvements may be seen when retention and persistence follow campus averages.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	All students complete the FAFSA to be considered for financial aid, scholarships, and disadvantaged students are referred to CEFS or some come through the TRIO program, as well. Program costs is communicated to the students via the IECC catalog. The IECC catalog outlines program requirements and course descriptions. Public information is made available for students and any external group or individual to see on the IECC website. Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. LTC Student Services Offices include a Financial Aid Office and are open and available at times suited to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.
2.5 How will the college increase the cost- effectiveness of this program?	The Program Review process resulted in the suggestion that we offer the degree program concurrently with one of the other CTE programs. Guided Pathways will help to increase offering these courses to students. Over the next five years, IECC plans to include this degree program to incoming CTE students which could potentially lead to increased enrollment and thus, lead to improved cost-effectiveness.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we plan to increase our marketing and advising efforts.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Courses are offered in traditional, online, hybrid and hyflex formats. Success rates of hybrid, traditional, and online sections are all high.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Students learn and apply material in the classroom, and then are able to apply on the job through their internship. We focus on the importance of diverse work environments in the curriculum, and they are able to experience this on the job.

3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?
 	
If yes, describe any strengths or challenge to program of study implementation.
	Please review your program against the 9 quality components of program of study: https://icsps.illinoisstate.edu/images/pdfs/CTE/Perkins_V/POS_Expectations_Tool_Final_FILLABLE.pdf
	
	1) Development and Engagement
	   a. Each certificate in the program has an active and quality advisory council with key stakeholders in the field. The administration is supportive of suggestions that came from our most recent advisory council meeting.
	2) Employer-Informed Input
	   a. The Advisory Council which has several employers in the field along with data from the labor market is being used to modify the curriculum to ensure we are meeting local employer needs. Faculty also meets with internship supervisors to get feedback on any areas that need improvement in the program for student success.
	3) Instructional Sequence
	   a. The instructional sequence is logical and progresses from any introductory courses they may have encountered at the high school level.
	4) Work-based Learning and Career and Technical Service Organizations
	   a. The program includes an internship for the student to apply their knowledge in a work setting with local employers who have a strong commitment and buy in with the program.
	5) Recruitment and Access
	   a. Recruitment happens equally throughout the district, and students have access to the courses as they are offered in many different modalities.
	6) Academic Instruction and Supports
	   a. The curriculum is challenging and students are supported by faculty, and the student support services available within the college.
	7) Instructors
	   a. Instructors come from several transfer GECC programs, and they are competent and qualified in their fields. Other instructors come from our Process Tech, Telecom, and Welding programs. These instructors each have 20+ years experience in their fields with certifications.
	8) Facilities and Equipment
	   a. The program is offered in an accessible setting, and there are some gaps in the equipment needed.
	   b. Based on feedback from the advisory council – we are making improvements to each program with the addition

	of a new Technology Center on campus. 9) Continuous Improvement a. The advisory council meets annually to review the program and Program Review is completed as prescribed. Assessment data is used to improve individual courses within the program as well.

3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	1) Align with the skill needs of industries in the economy of the State or regional economy
	   o The curriculum is evaluated against the labor market data.
	2) Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships
	   o Students are prepared for working in the field through the curriculum.
	3) Include counseling to support an individual in achieving their education and career goals
	   o Advisors and faculty are available to help support through counseling the student toward their career goals.
	4) Include education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
	   o These courses are taught simultaneously with the major courses so students can have utilization and practice of the knowledge learned in the program.
	5) Organize 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
	   o Education and training are organized to help advance the student in their field. There are also several support systems available within the college to help support them through their education.
	6) Enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential
	   o This program does not enable a student to attain a secondary school diploma. There are credentials in the field students can seek.
	7) Help an individual enter or advance within a specific occupation or occupational cluster
	   o The program is designed to prepare students to supervise plant operations.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This is an area where we should explore ways to enhance the quality of the program through technology and software or real-world experience simulations. Process Tech has purchased a simulator for hands-on teaching. Welding is considering the purchase of a welding simulator. Telecom uses hands-on techniques to teach the skills necessary for that program.

3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	We have several dual-credit students that enroll in the courses needed to complete any of the three certificates that are required to complete this degree. These include GECC courses as well as Welding, Telecom, and P-Tech courses. These are foundational to the program. Dual-credit students can obtain a certificate in any of these programs while still in high school and then enroll at LTC to obtain an AAS in Industrial Management by completing any of the other certificates needed to complete the program.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program does have internships available during the completion of some of the certificates. Students gain real-world, workplace experience in diverse settings with various employers. These opportunities improve the quality of the program by giving students a hands-on work experience.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No accreditation is required.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	There are no apprenticeship opportunities.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	There are no licenses required.
3.12 What current articulation or cooperative agreements/ initiatives are in place for this program?	There are currently no articulations or cooperative agreements in place for this program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	No partnerships have been formed since the last review.

3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	IECC is working to create an equity plan to increase access to the program. We have already implemented new technology and software to increase accessibility in online courses. We are considering implementing hyflex learning internally to help with access to learning.
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?	All transfer and CTE faculty have professional development opportunities in their fields with costs covered by IECC. It is important for faculty to remain current in their fields, especially among the CTE faculty. CTE faculty have opportunities to work with industry partners to keep up to date on trends in the respective industries.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IECC offers professional development and workshop opportunities in DEI. There are breakout sessions at the faculty-staff workshops regarding diversity, equity, and inclusion, and the full-time faculty in the program has a degree in education which involves a lot of training in these areas.
3.17 What is the status of the current technology and equipment used for this program?	N/A
3.18 What assessment methods are used to ensure student success?	Students are assessed each semester on skills learned in class.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment results are used by faculty as a development tool to improve their courses. Results are shared amongst faculty and administration associated with the program.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Over the next five years, we plan to expand the program by offering this degree to students in related certificate programs and adding in more innovative teaching strategies. We are working to review the program outcomes and build a plan for assessment of student learning to help inform future decisions.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Not enough enrollment to make this determination. Over the course of five years, we have had a total of 11 students. Each received other certificates at the same time that resulted in employment opportunities. We do not have satisfaction results, but do need to collect this data in the future.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	No advisory council for this program. We receive information and feedback from the advisory councils associated with the certificate programs that are part of this degree program.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers who are part of an Advisory Council to one of the certificate programs give feedback as to workplace skills needed and trends in the industry. This feedback is then used to improve this program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Our partners in the three industries included in this program have been satisfied with the work skills of the students completing this degree. Information is gathered from advisory council members.
3.25 What are the program's strengths?	Labor Market Demand demonstrates a need for employees in Welding, Telecom, and P-Tech to have supervisory skills and workplace skills. This program allows students to obtain both of those skills.
3.26 What are the identified or potential weaknesses of the program?	Enrollment is low in this program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	We have made the decision to add the curriculum to align with our Guided Pathways initiative. This will allow advisors to better understand and advise students on how they can obtain this degree while working towards a certificate in another program.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
COVID was a setback in terms of enrollment and programming.

Performance and Equity

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

CTE Program	Industrial Management D274 Workplace Skills C271				
CIP Code	520205				
	2018	2019	2020	2021	2022

Number of Students Enrolled	1	1	2	0	3
Number of Completers	0	1	1	0	1
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	The enrollment is too low to make meaningful insights.
How does the data support the program goals? Elaborate.	The enrollment is too low to make meaningful insights.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The enrollment is too low to make meaningful insights.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The enrollment is too low to make meaningful insights.
Are the students served in this program representative of the total student population? Please explain.	The enrollment is too low to make meaningful insights.

Are the students served in this program representative of the district population? Please explain.	The enrollment is too low to make meaningful insights.

Review Results	
Action	X 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 low enrollment in these courses over the previous five years, it is vital that we rethink how we advise for these certificates. The objective is that students be advised as to the benefits of simultaneously obtaining a certificate while pursuing a degree. Guided Pathways will help this process.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1st year-include these certificates with the relevant pathway and train advisors to offer the certificate courses with other majors. 2nd year-pathways are set. Have advisors continue to encourage students to pursue a certificate. 3rd year-review enrollment data and completion rates to determine if enrollment and completion rates are increasing. 4th year-continue to review data and completion rates. We are aiming to improve on the 27.27% graduation rate. 5th year-determine during program review if it is feasible to continue to offer these programs. Full program review.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Due to lack of enrollment, it is difficult to draw conclusions if objectives are being achieved at this point.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The District is currently working on developing an Equity Plan. A DEI committee has been formed and has begun work on developing a plan to address all equity gaps across the District including faculty and students. We are also working with Enrollment Management to recruit a more diverse student population. For this program we plan to also aim recruitment efforts towards underrepresented groups. Over the past five years, the program has had 10 male, white, non-Hispanic students and one white, female, non-Hispanic student. Eight out of eleven students have been Pell Eligible. We need to recruit other demographic groups.
Resources Needed	Time and personnel.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, Department Chairs, Program Leads, and appropriate Deans.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Olney Central College
Academic Years Reviewed:	2018-2022

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
MS Office Specialist	C244	27	520401	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Students will be able to: 1. Demonstrate competency in Microsoft Office Applications by passing the Microsoft Certification Exams. 2. Take a case or situation and decide what program would be most appropriate for completion of task. Occupations by SOC code: 43-1011 First-line supervisors of office and administrative support workers 43-4161 Human Resources Assistants, Except Payroll and Timekeeping 43-6011 Executive Secretaries and Executive Administrative Assistants 43-6014 Secretaries and Administrative Assistants, Except legal, medical and executive
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	We reviewed Annual Assessment Reports and Longitudinal Reports to assess the extent to which the objectives are being achieved. The achievement of students in passing the Microsoft Certification Exams is a direct indicator of their competency in Microsoft Office Applications. Program Learning Outcomes (PLO) specific to Microsoft Office Applications are be established to evaluate students' mastery of the required skills. These outcomes are measured through assignments, exams, or projects that assess students' ability to use Microsoft Office programs effectively. Regular assessment and analysis of students' performance against the PLOs indicate the degree to which the program objectives are being achieved. Feedback from employers and industry professionals: Gathering feedback from employers who have hired program graduates and industry professionals who work closely with individuals in the occupations mentioned provides valuable insights. Their assessment of graduates' proficiency in Microsoft Office

	Applications and their ability to perform job-related tasks are an indirect measure of objective achievement. Regular monitoring and assessment of these indicators help identify areas of improvement and ensure that the program is effectively preparing students for the targeted occupations.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	• Improve marketing and promotion of Office Management, • Develop 2+2 articulation agreements with baccalaureate-granting institutions, • Develop dual credit partnerships to generate interest in the program and benefit high school students interested in office management, business, and similar careers, • Explore apprenticeship opportunities in office management careers, • Assess student satisfaction with the program, and • Assess student employability after completing the program. Yes, we have developed more dual credit partnerships district wide and expanded our articulations with partner institutions.
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, Faculty, narratives and first draft • Amie Mayhall, Faculty, narratives and first draft • Dean Mike Conn, cost analysis, Action, and Action plan • Alyssa Maglone, Assistant Dean of Academic Services, labor market and occupation mapping, process facilitation • Brandon Weger, Program Director, Institutional Assessment and Effectiveness, assessment, enrollment data
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.	Office Careers Advisory Council Student service support staff Local employers Advisory council helps with benchmarking. Student service support staff help with recruiting and advising. Local employers help close the loop with internships and employment 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.	There are no prerequisites for this program or coursework.

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable. The program is 27 credit hours.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The labor market varies based on individual company requirements/experience. Based on bls.gov, most of the Office & Administrative Support Occupations only require a high school diploma. In East Central Illinois nonmetropolitan area: • Workers on average earn $37,010. • 10% of workers earn $24,960 or less. • 10% of workers earn $52,560 or more. > 500 jobs in local area
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	COVID has lessened the demand for education-required applicants. Many companies need employees now and are willing to train individuals in the area needed. A slight decrease in demand, a 1 percent decrease per US Department of Labor stats.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Bls.gov, O-net, US Department of Labor, and Lightcast.
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?)	Recruiter attends college fairs. Holds annual advisory council for Office Careers. Faculty or Recruiter attends job-fairs/career fairs/high-school visits. Students are recruited through social media and traditional marketing. Dual credit students may encounter this curriculum and transfer after high school.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	An Office Careers Advisory Council meets annually to discuss needed changes/progress of the program.
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.	Discussion has been made regarding closing the program but has been left open as a student option.

Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs*	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Over the past five years, OCC has conducted a comprehensive review of the Office Administration program to assess its cost-effectiveness. The unit cost is $307.84. The faculty cost was $97,158.79 for salary and benefits, while the supply cost amounted to $1241.38. These costs were shared with other related programs such as Office Administration and Medical Coding. To ensure cost-effectiveness, OCC compared the program's costs to those of similar programs on campus. This analysis aimed to identify any significant discrepancies and finds that the program's costs were in line with the average. Additionally, the institution assessed the funding sources for the program, considering grants, tuition fees, and other available resources to cover the program's costs. OCC also examined the student to faculty ratio within the program to ensure an appropriate balance between the number of students and available faculty members. The institution monitored course and section fill rates, enrollment trends, and credit hours earned year to year. Finally, scheduling efficiency was evaluated to optimize resources and reduce costs. The institution aimed to schedule courses to maximize student enrollment and faculty utilization.
2.2 What are the findings of the cost-effectiveness analysis?	Based on the cost-effectiveness analysis conducted, the findings indicate that OCC's Office Administration program is comparable in cost to other Career and Technical Education (CTE) programs on campus. The costs associated with running the program, such as faculty salaries and benefits, supplies, software updates, computers, and facilities, are in line with similar programs. The program has demonstrated cost-effectiveness by efficiently utilizing resources and optimizing scheduling by moving towards a guided pathways curriculum. The student to faculty ratio has been maintained at an appropriate level, ensuring effective allocation of faculty members to accommodate the number of students enrolled. We hope that the move to the guided pathways in the future will increase the cost effectiveness overall with other programs at IECC.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is fully funded through tuition, fees, and state reimbursement.

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The institution/program ensures student affordability by carefully evaluating and maintaining reasonable costs for the program. The annual student costs are set at $4,090, which is considered reasonable and comparable to similar programs in the region. Book costs and fees are kept minimal, and the program's overall expenses are among the lowest in the state when compared to other programs within the institution and the program's overall expenses are among the lowest in the state. To further support student affordability, the institution/program offers various financial assistance options. Scholarships are available based on merit, financial need, or specific criteria related to the field. Additionally, students facing financial barriers are referred to services such as the Workforce Innovation and Opportunity Act (WIOA), which offers funding opportunities for eligible individuals. The institution may also connect students with apprenticeship programs that provide practical experience and a wage, reducing the financial strain of full-time education. Disadvantaged students are referred to the Transition Center for resource information, including support from organizations like C.E.F.S.
2.5 How will the college increase the cost- effectiveness of this program?	The college implemented the Guided Pathways Initiative to aid in scheduling efficiencies. By providing structured educational pathways, students follow a clear course progression, which enables more efficient resource allocation and scheduling within the program. Also, the college is considering using distance-learning classrooms to expand the program across the district. This approach allows students to participate in the program remotely, reducing the need for physical classroom space and associated costs. Donations of materials and supplies from industry partners and other sources help offset the expenses associated with consumables.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, the program is changing the curriculum and moving towards a guided pathways model.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Online Flex courses possibly starting Fall 2023. Success rates for students taking online courses have been 100%.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Coursework is based on fictitious companies in different industries. Students work in office programs completing business designed situations where using an office program is relevant.

3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No N/A
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	No N/A
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Being a Certiport Pearson testing site.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	None.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	There is no internship built into this program. N/A

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	None.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Students are given the opportunity to sit for Microsoft Office Certifications within each Microsoft Office software program at a cost of $115 per exam. A certificate is mailed to the student after passing.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No.
3.11 Please list all applicable licensure and industry/ professional examinations. Include examination pass rates and the number of students who took each respective exam.	Students are given the opportunity to sit for Microsoft Office Certifications within each Microsoft Office software program at a cost of $115 per exam. A certificate is mailed to the student after passing. We do not have a record of the number of students sitting for examinations and passing.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are currently no articulations or cooperative agreements in place for this program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	We are working more with the local high school business instructor.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Communication with 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 additional professional development is needed?	The faculty are Microsoft Office Specialist (MOS) Certified.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	MOS Certification can be attained remotely if qualified.

3.17 What is the status of the current technology and equipment used for this program?	Students have access to Office 365 software suite by using their IECC email address.
3.18 What assessment methods are used to ensure student success?	Assignments/Exam
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Completion grades.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Include more promotions of office certification exams.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Insufficient data to report.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Resource: https://icsps.illinoisstate.edu/images/pdfs/CTE/Perkins_V/Super-Strategies-Advisory-Committee-Guidebook-Updated.pdf Advisory council committee contributions include curriculum development, educational enrichment, program review input, community promotion, recruitment. The committee can be improved by having more diversity of members on the committee. We do not have a high school partnership, but the local high school business educator is on the committee. This individual could be utilized more regarding this program. The committee meets once a year and communicates through email as needed. A chairperson has been established.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers contact school/faculty through various channels regarding job openings.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Satisfied. Student responses.

3.25 What are the program's strengths?	Strengths include Labor Market Demand, Faculty Recognition/Achievements, Partnerships, Equipment & Resources, Graduation and Employment Rates, etc.
3.26 What are the identified or potential weaknesses of the program?	Same as above if they are low or deficient
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The program is not heavily utilized due to industries training their employees.

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

Since COVID-19, many jobs are available, and companies often provide the training needed to complete the job. This includes office positions where full software training would be ideal, but because positions need filled, they may be starting these positions without completing specific coursework.

Performance and Equity

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

CTE Program	Office Specialist C244

CIP Code	520402

	2018	2019	2020	2021	2022
Number of Students Enrolled	2	3	4	2	1
Number of Completers	1	0	3	2	0
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.	Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 16-17, 17-18, 18-19, 19-20, and 20-21.

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Enrollment is too low to make meaningful insights.
How does the data support the program goals? Elaborate.	Enrollment is too low to make meaningful insights.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Over the five years of review, 50% or 6 students completed one of the credentials offered. When examining program enrollment, 83.33% were female and 91.67% were white non-Hispanic. Furthermore, 50% of the students that enrolled in the program were Pell-eligible.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	We send marketing information to campus Career Fairs.
Are the students served in this program representative of the total student population? Please explain.	With regards to gender, the program enrolls a high percentage of female students 83.33% compared to the overall student population of 33.58% according to the 2021 IECC Factbook, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 90.24% white non-Hispanic while the program is similarly representative with the program being 91.67% white non-Hispanic. This data suggests the students served in this program are representative of the entire student population with regards to student ethnicity.
Are the students served in this program representative of the district population? Please explain.	With regards to gender, the program enrolls a high percentage of female students 83.33% compared to the overall district population of 49.15%, thus, they are not representative when it comes to gender. The overall district demographics indicates that the population is 92.06% white non-Hispanic while the program is similarly representative with the program being 91.67% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.

Review Results

Action	☐ Continued with Minor Improvements X Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Due to low enrollment and the push for the guided pathways initiative, we will dramatically change the curriculum for this program in the next five years.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Evaluate curriculum and move program into a guided pathway for consistency and cost effectiveness. Five-year plan.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives met, however very low enrollment.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Students have access to success coaches, online tutoring, and online mental health resources. Equity gaps are addressed through tutoring, and close monitoring of programs. Moving to guided pathway should help with equity gaps.
Resources Needed	Time, meetings, institutional resources, and funding.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, administration, staff, and advisory council.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Olney Central College
Academic Years Reviewed:	2018-2022

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
Office Administration	D247	65	520402	C246

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	1. Students will demonstrate information and technology literacy and proper use of office technologies and software as it pertains to the office field. 2. Students will demonstrate the necessary skills to manage electronic files and complete professional documents efficiently. 3. Students will demonstrate knowledge of basic office concepts while displaying professional behaviors, attitudes, and skills. 4. Students will demonstrate the necessary skills to read, create, and comprehend professional documents and reports. 5. Students will assess and analyze vital management functions related to the office management field. CIP Change Effective 9/1/22 Occupations related: 43-1011 First-line supervisors of office and Administrative Support Workers 43-6011 Executive secretaries and executive administrative assistants 43-6014 Secretaries and administrative assistants, except legal, medical, and executive
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting*	The achievement of the program objectives is assessed through several measures. Annual assessment reports and longitudinal reports provide valuable data on student performance and progress towards the program objectives. These reports include passing rates in Microsoft Certification Exams, feedback from faculty and employers, employment rates, and job placements in occupations related to the program. Additionally, tracking passing exam/licensure rates indicates students' ability to demonstrate knowledge of office technologies and software. Regular

Program Learning Outcomes, etc.)	assessments evaluate students' attainment of program learning outcomes, including their ability to manage electronic records, produce professional documents efficiently, solve office administration problems using critical thinking and quantitative reasoning, and display professional behaviors and skills. Furthermore, gathering feedback from employers who have hired program graduates offers insights into the program's effectiveness in preparing students for their intended occupations.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	From 2018: This program serves as an option for students looking for a short certification for office assistants' work and can continue to the longer AAS degree. We intend to slightly change the curriculum to align with new courses and updated workforce needs/requirements. Actions completed –yes; We revised the curriculum to align with OMGT D186 and move closer to a guided pathways curriculum.
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 and Amie Mayhall, Faculty, first draft and narratives • Mike Conn, Dean, cost effectiveness, action, and plan • Alyssa Maglone, Assistant Dean of Academic Services, labor market data, CIP and SOC mapping, facilitation • Brandon Weger, Program Director, Institutional Assessment and Effectiveness, assessment, and enrollment data.
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.	Stakeholders and participants engaged in the program include students, faculty/instructors, student support services, employers, alumni, industry professionals, and professional associations/certifying bodies. Students actively participate in coursework and assessments. Faculty provides instruction and assesses student performance. Student support services offer guidance and resources. Employers provide input and hire graduates. Alumni share experiences and support current students. Industry professionals contribute insights and industry relevance. Professional associations/certifying bodies ensure alignment with standards. Together, these stakeholders play essential roles in the program's success and student preparation for their intended occupations.

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.	None at this time.

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	There is a 2-credit hour internship required during the last semester of the student's program. Students are required to have 150 hours of supervised and confirmed working hours in an approved agency.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	For the targeted occupations, there are 419 annual openings in the greater IECC region with median earnings of $16.01/hour. Overall employment of secretaries and administrative assistants is projected to decline 8 percent from 2021 to 2031. Despite declining employment, about 354,000 openings for secretaries and administrative assistants are projected each year, on average, over the decade. All those openings are expected to result from replacing workers who transfer to other occupations or exit the labor force, such as retiring. Technology enables staff in many organizations to prepare their own documents without the help of secretaries. Additionally, many executive secretaries and executive administrative assistants support more than one manager in an organization, and many managers now do tasks that were previously done by these workers. Employment growth is projected for medical secretaries, primarily due to the growth of the healthcare industry. For example, baby boomers will require more medical services as they age. Medical secretaries will be needed to handle administrative tasks related to billing and insurance processing of Medicare and other claims.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In 2017 the greater IECC region has 9,570 jobs and decreased in 2022 to 7,291 jobs. The national average decreased during this time, too. Lightcast Analyst projections estimate in the next five years the demand will decrease by 5.5% in the IECC region with a decrease of 218 jobs.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	O-net, US Department of Labor, and Lightcast market data were utilized. Every five years the data is reviewed unless the program is changed due to request from faculty, advisory council, or administration.
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?)	Faculty or Recruiter attends job-fairs, career fairs, and high-school visits. Students are recruited through social media and traditional marketing. Dual credit students may encounter this curriculum and transfer after high school.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Advisory Council meetings are held annually. It is within these meetings that discussion of the current program transpires. Changes or updates are discussed. Campus leadership updates the program based on faculty input, program review cycle, and the guided pathways initiative.

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 contains the needed knowledge and skills-based courses in this field. We recently revised the Office Administration degree and certificate. The degree now matches LTC's Office Management OMGT D186.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Over the past five years, OCC has conducted a comprehensive review of the Office Administration program to assess its cost-effectiveness. The unit cost is $307.84. The faculty cost was $97,158.79 for salary and benefits, while the supply cost amounted to $1241.38. These costs were shared with other related programs such as Office Administration and Medical Coding. To ensure cost-effectiveness, OCC compared the program's costs to those of similar programs on campus. This analysis aimed to identify any significant discrepancies and finds that the program's costs were in line with the average. Additionally, the institution assessed the funding sources for the program, considering grants, tuition fees, and other available resources to cover the program's costs. OCC also examined the student to faculty ratio within the program to ensure an appropriate balance between the number of students and available faculty members. The institution monitored course and section fill rates, enrollment trends, and credit hours earned year to year. Finally, scheduling efficiency was evaluated to optimize resources and reduce costs. The institution aimed to schedule courses to maximize student enrollment and faculty utilization.
2.2 What are the findings of the cost-effectiveness analysis?	Based on the cost-effectiveness analysis, the findings indicate that the Office Administration program at OCC is comparable in cost to other Career and Technical Education (CTE) programs on campus. The costs associated with running the program, such as faculty salaries and benefits, supplies, software updates, computers, and facilities, are in line with similar programs. The program has demonstrated cost-effectiveness by efficiently utilizing resources and optimizing scheduling by moving towards a guided pathways curriculum. The student to faculty ratio has been maintained at an appropriate level, ensuring effective allocation of faculty members to accommodate the number of students enrolled. We hope that the move to the guided pathways

	in the future will increase the cost effectiveness overall with other programs at IECC.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is fully funded through tuition, fees, and state reimbursement.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The institution/program ensures student affordability by carefully evaluating and maintaining reasonable costs for the program. The annual student costs are set at $4,090, which is considered reasonable and comparable to similar programs in the region. Book costs and fees are kept minimal, and the program's overall expenses are among the lowest in the state when compared to other programs within the institution and the program's overall expenses are among the lowest in the state. To further support student affordability, the institution/program offers various financial assistance options. Scholarships are available based on merit, financial need, or specific criteria related to the field. Additionally, students facing financial barriers are referred to services such as the Workforce Innovation and Opportunity Act (WIOA), which offers funding opportunities for eligible individuals. The institution may also connect students with apprenticeship programs that provide practical experience and a wage, reducing the financial strain of full-time education. Disadvantaged students are referred to the Transition Center for resource information, including support from organizations like C.E.F.S.
2.5 How will the college increase the cost- effectiveness of this program?	The district is implementing the Guided Pathways Initiative to aid in scheduling efficiencies. By providing structured educational pathways, students follow a clear course progression, which enables more efficient resource allocation and scheduling within the program. Also, the college is considering using distance learning classrooms to expand the program across the district. This approach allows students to participate in the program remotely, reducing the need for physical classroom space and associated costs. Donations of materials and supplies from industry partners and other sources help offset the expenses associated with consumables.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, the program is changing the curriculum and moving towards a guided pathways model.
Indicator 3: Quality	**Response**

3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The Office Administration program is offered primarily online. Many of the courses have the option of traditional, hybrid, or online format. Past students have been full-time employees so many have preferred the online option. No data on comparable success rates.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program quality is designed to provide graduates with skills in business principles, office procedures, software applications and communication needed for a career in office management or office administration. There are courses that cover each of these and the internship. Culturally responsive instruction is delivered through auditing of the curriculum for cultural sensitivity and appropriate representation.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No N/A
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	No N/A
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	We are a testing site for Microsoft Certification Exams. The program has up-to-date technology, and new improved online course design.

3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	We have multiple classes imbedded in the program that are offered through dual credit. General education classes and gateway courses are seen as a priority.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	A two credit-hour internship is built into semester four of the program. Students gain working and training experience from an approved supervisor. Weekly submissions record hours and duties completed. A midterm and final evaluation form is required for completion. Monitoring of these opportunities could be improved.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No. N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Microsoft Certification options: Access Excel Word PowerPoint Outlook No data on pass rates or numbers of each exam.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	All Transfer Degrees and Various AAS Programs to SIUC BS Health Care Management ONLINE. Five-year agreement that expired in 2021. We are currently working on an updated program articulation with SIUC. (2016 expired in 2021).
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The Advisory Council consists of educators (higher-ed and high-school); the local manufacturing facility director of human resources; and alumni. Further partnerships include faculty at other institutions, local community leaders, and high school counselors.

3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	We have formed a partnership with local businesses. Since we have formed these partnerships, students have been able to attend field trips. These businesses have participated in our classroom by providing support to industry and our students. Our partners have also taken on our students as interns and employees.
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 is available to all IECC instructors and included in departmental budgets and incorporated in the yearly schedule. Instructors take district wide professional development and attend specific conferences annually with their internal budgets. Also, the HR Departments provides additional funding for professional development through a selection process for fund distribution.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty taught for many years in a diverse environment. The faculty also managed many diverse individuals in a corporate setting for several years. Diversity, Equity, and Inclusion (DEI) training is provided to faculty through the OCCRL (Office of Community College Research and Leadership) and through our free Vector LMS training (sensitivity, 2SLGBTQ+, and diversity). Additionally, we offer sessions at our district-wide workshop on DEI initiatives.
3.17 What is the status of the current technology and equipment used for this program?	On campus, computer labs have up-to-date computers and software.
3.18 What assessment methods are used to ensure student success?	Final exams; projects; discussions; summaries are all used to ensure student success.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Successful completion grade. Assessment activities and reports and through various reviews.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Maintain up-to-date course materials and current article summaries. Tests and online materials are adjusted accordingly based on the assessment timeline and outcomes. The curriculum was recently reviewed and changed to ensure viability and cost effectiveness within the district. The district is moving to a guided pathways model to ensure modern structure and best practices in curriculum development.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Over the course of five years, the average satisfaction rate for job preparation was 93.33%. Data was collected via the annual student satisfaction survey for FY17-FY21 and through the graduate survey in FY22.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee meets regularly and discusses employment skill trends and updates to curriculum. We have established officers within the council. Need to go forward with the previous discussions of comparison/updates.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Work-place opportunities are engaged, and guest speakers are
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Generally satisfactory results. Advisory council and communication with local employees.
3.25 What are the program's strengths?	The program's software and technology are up-to-date. The instructors are highly qualified and very experienced. The placement rate is high for this class at 99%. The online courses are designed with high quality.
3.26 What are the identified or potential weaknesses of the program?	Curriculum has some redundancies with other IECC programs, working through our guided pathways initiative.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The curriculum will continue to be updated based on the guided pathways initiative. This program will merge with other similar programs across the IECC district.

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

COVID-19 resulted in many industries becoming desperate for employees. Many firms hire individuals without education or experience and train them in-house. The ability to earn decent pay effects some individual's decision to continue their education or enter the work field.

Barriers include funding, changing curriculum, and finding qualified adjunct instructors.

Performance and Equity

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

CTE Program	Office Administration Reviewing data from 2017-2021 for cohorts				
CIP Code	520402				
	2017	2018	2019	2020	2021
Number of Students Enrolled	10	8	9	9	4

Number of Completers	4	1	5	1	1
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data was used to examine equity, enrollment, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 16-17, 17-18, 18-19, 19-20, and 20-21. All students were white. The low enrollment makes the data difficult to evaluate. When examining program enrollment, 92.11% were female and 100% were white non-Hispanic. Most of the students that enrolled in the program were Pell-eligible. Obvious enrollment decline.
How does the data support the program goals? Elaborate.	It is hard to analyze desegregated data in this low enrolled program. When examining program enrollment, 92.11% were female and 100% were white non-Hispanic. Most students are Pell eligible, and we will try to align efforts to Pell eligibility and cost effectiveness
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Over the five years of review, 31.58% or 12 students completed one of the credentials offered. Of the 12 completers, 9 of them completed the degree, while 3 completed the Office Administration certificate C246. When examining program enrollment, 92.11% were female and 100% were white non-Hispanic. Furthermore, 65.79% of the students that enrolled in the program were Pell-eligible.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Promotion on social media (Facebook) as a platform for many non-traditional students. We will continue to make the program more cost-effective and provide additional resources such as success coaches, online tutoring, and online mental health.
Are the students served in this program representative of the total student population? Please explain.	With regards to gender, the program enrolls a high percentage of female students 92.11% compared to the overall student population of 33.58% according to the 2021 IECC Factbook, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 90.24% white non-Hispanic while the program is similarly representative with the program being 100% white non-Hispanic. This data suggests the students served in this program represent the entire student population regarding student ethnicity.

Are the students served in this program representative of the district population? Please explain.	With regards to gender, the program enrolls a high percentage of female students 92.11% compared to the overall district population of 49.15%, thus, they are not representative when it comes to gender. The overall district demographics indicates that the population is 92.06% white non-Hispanic while the program is similarly representative with the program being 100% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.
Review Results	
Action	☐ Continued with Minor Improvements X Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	We revised the curriculum to align with OMGT D186 and move closer to a guided pathways curriculum. We will make further adjustments once the guided pathways and administrative structure changes happen at IECC. The name of program and even deletion or full combination with another program may happen – the program will remain in some form; it just will condense and fold into the greater curriculum. Changes due to enrollment decline and updated curriculum.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The action steps are to continue the curriculum change and update any software and online courses with advisory council suggestions. This is a five-year timeline.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met. The changes proposed align with the guided pathways initiative, and input from faculty and advisory councils.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	We will continue to monitor equity and performance gaps offering greater resources such as the student success coaches, online tutoring, online mental health resources and greater marketing.
Resources Needed	Additional funding for software needs, proper resources for our LMS, and time allocation for curriculum improvement.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, academic staff, administration, and technology staff.

Career & Technical Education

College Name:	Illinois Eastern Community Colleges Lincoln Trail College
Academic Years Reviewed:	2018-2022

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
Office Management	D186	60	520402	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Demonstrate proficiency in office skills and mastery of office knowledge. Demonstrate proficiency in office technologies. Create professional office documents. Demonstrate high quality communication skills. Demonstrate professionalism on the job and in the classroom. Occupations from CIP to SOC Mapping: 43-1011 First-line supervisors of office and Administrative Support Workers 43-6011 Executive secretaries and executive administrative assistants 43-6014 Secretaries and administrative assistants, except legal, medical, and executive
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Review Annual Assessment Reports and Longitudinal Reports

Past Program Review Action
What action was reported last time the program was reviewed? Were these actions completed?
	• Improve marketing and promotion of Office Management,
	   • Improvements have been made.
	• Develop 2+2 articulation agreements with baccalaureate-granting institutions,
	   • Discussions have taken place, but no agreement yet
	• Develop dual credit partnerships to generate interest in the program and benefit high school students interested in office management, business, and similar careers,

	- Explore apprenticeship opportunities in office management careers, - A partnership is in progress with Robinson High School - Assess student satisfaction with the program, and - This is progress with Advisory Council. - Assess student employability after completing the program. - This has been done through student surveys and discussions with Advisory Council.
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.	- Amie Mayhall, Associate Professor of Business - Cyndi Boyce, Interim Dean of Instruction - Alyssa Maglone, Assistant Dean of Academic Services, CIP to SOC mapping, labor market data - Brandon Weger, Program Director, Institutional Assessment and Effectiveness, assessment review, disaggregation of data - Erin Volk, Director of Instructional Services
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.	Office Management Advisory Council includes part-time faculty, retired faculty, secondary educators, and current employers in the field. The Advisory Council met on 2/18/2022 at the Harry L. Crisp Building and discussed the curriculum, the similarities with the Office Administration program at Olney Central College, the strengths of the Office Administration and Office Management programs, as well as the weaknesses, and a modified curriculum. A merged program curriculum is recommended.

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.	Not applicable; no prerequisites for the program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable; program is 60 hours.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	For the targeted occupations, there are 419 annual openings in the greater IECC region with median earnings of $16.01/hour.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In 2017 the greater IECC region has 9,570 job and decreased in 2022 to 7,291 jobs. The national average decreased during this time as well. Lightcast Analyst projections estimate the next 5 years the demand will decrease by 5.5% in the IECC region with a decrease of 218 jobs.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast Analyst, IDES Labor market data is reviewed with program review and utilized to ensure curriculum is on point with skills required in the market as well as if the field is a viable field to educate students for.
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?)	Recruit in the following counties: Crawford, Jasper, Lawrence, and Richland, participate in local college & career fairs, LTC hosts events at the college, college tours and recruiting. We work with various local employers to host interns in the field. We also utilize those employers to serve on our Advisory Council. No feeder programs currently.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The curriculum has not been changed, but with the addition of a full-time faculty in the field the advisory council had a very successful meeting with a lot of suggested curriculum changes. Advisory/Faculty initiate programmatic changes and submit to administration.
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.	Suggested merge with the Office Administration program at OCC due to low enrollment and preparing students for the same career fields. Expand recruiting efforts to reach displaced workers, high school graduates, and non-traditional students.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.3 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying	Office Management costs include faculty salaries, instructional supplies, and benefits. The district employs one full-time instructor located at Lincoln Trail College and one full-time instructor located at Olney Central College. An adjunct instructor teaches the remaining sections. Office Management costs are $309.95 per credit hour, similar to other LTC/OCC programs' average costs ($272.58). The District covers the cost of this program through tuition and fees, apportionment and equalization, and property taxes. Revenue analysis indicates the program is breaking even most years and has turned a slight profit when retention and persistence follows campus

for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	averages. Grants from various stakeholders for modern equipment helps offset costs associated with a high-quality CTE program. Student to faculty ratio averaged 8:1 over the 5-year program review. Course and section fill rates have been monitored closely with slight improvements to first year retention. Enrollment trends show a low but steady program census. Scheduling efficiencies with the program's shared pathways, AAS Office Administration, GECC-required courses, and Business majors, have improved section fill rates.
2.4 What are the findings of the cost-effectiveness analysis?	The findings of the cost-effectiveness analysis have revealed the necessity to combine the Office Management and Office Administration programs to improve overall enrollment numbers in one program across the District and thus, increase the cost-effectiveness.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	All students complete the FAFSA to be considered for financial aid and scholarships. Disadvantaged students are referred to CEFS and the TRIO program, as well. Costs of the program to students is communicated via the IECC catalog. The IECC catalog outlines program requirements and course descriptions. Public information is made available for students and any external group or individual to see on the IECC website. Student Services personnel provide services that include pre-admission advising, testing and placement advising, financial aid information and applications, choosing a major, and course selection and registration. LTC Student Services Offices include a Financial Aid Office and are open and available at times suited to meet the needs of the student populations. These offices are open late and evening appointments are available to assist students with registration, academic advisement, and financial aid as necessary.
2.5 How will the college increase the cost- effectiveness of this program?	By combining the Office Administration and Office Management curriculum, we will increase enrollment in courses, decrease instruction costs, and the programs will be more efficient. Faculty is also interested in changing the method of delivery of some courses to HyFlex to allow students to attend the course in the delivery method that they prefer.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Program review has revealed that courses needed to complete the Office Administration and the Office Management degrees are similar enough that it would be more cost effective to combine the two programs into one.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Traditional/Hybrid/Online Success rates of hybrid, traditional, and online sections are all high.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Students learn and apply material in the classroom, and then are able to apply on the job through their internship. We focus on the importance of diverse work environments in the curriculum and they are able to experience this on the job.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Please review your program against the 9 quality components of program of study: https://icsps.illinoisstate.edu/images/pdfs/CTE/Perkins_V/POS_Exp ectations_Tool_Final_FILLABLE.pdf 1) Development and Engagement The Office Management program has an active and quality advisory council with key stakeholders in the field. The administration is supportive of suggestions that came from our most recent advisory council meeting. 2) Employer-Informed Input The Advisory Council which has several employers in the field along with data from the labor market is being used to modify the curriculum to ensure we are meeting local employer needs. Faculty also meets with internship supervisors to get feedback on any areas that need improvement in the program for student success. 3) Instructional Sequence The instructional sequence is logical and progresses from any introductory courses they may have encountered at the high school level. 4) Work-based Learning and Career and Technical Service Organizations The program includes an internship for the student to apply their knowledge in a work setting with local employers who have a strong commitment and buy-in with the program. 5) Recruitment and Access Recruitment happens equally throughout the district, and students have access to the courses as they are offered in many different modalities. 6) Academic Instruction and Supports The curriculum is challenging and students are supported by faculty, and the student support services available within the college. 7) Instructions

	Amie Mayhall, Associate Professor is active in professional organizations including Eastern Illinois Business Education Association (serving as Awards Chair), Illinois Business Education Association (past board member), National Business Education Association (member), Future Business Leaders of America-Collegiate (Board of Directors-Illinois). She attends conferences to stay current in her field and reads professional journals and magazines to keep abreast of current events. She meets the requirements of over 2000 hours in the field, and continues to learn new topics.
	8) Facilities and Equipment The program is offered in an accessible setting, and there are some gaps in the equipment needed. Digital camera and video camera, with tripod and memory card, for documenting student work on site, recording guest speakers for online courses, and for virtual field trip recording. iPad Pro. Faculty requests an iPad Pro for utilization in recording lectures and demonstrating use in an office setting. MacBook Pro. Faculty requests a MacBook Pro for utilization of editing virtual field trips and guest speaker videos. Based on feedback from the advisory council, consider a simulated office setting in the future. Three phones. High quality copier. Other misc. types of office technology including a typewriter to fill out forms, adding machines, iPad, scanner, MacBook, Laptop, etc. 9) Continuous Improvement The Advisory Council meets annually to review the program and Program Review is completed as prescribed. Assessment data is used to improve individual courses within the program as well.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If	Please review the elements below and describe how your program is doing for each component. 1) Align with the skill needs of industries in the economy of the State or regional economy The curriculum is evaluated against the labor market data as well as reviewed in the Advisory Council. 2) Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships Students are prepared for working in the field through the curriculum, including internships. 3) Include counseling to support an individual in achieving their education and career goals

no, please describe if and how the college will improve the program based on the career pathway elements.	Advisors and faculty are available to help support through counseling the student toward their career goals.
	
	    4) Include education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
	
	Internships are available for on the job utilization and practice of the knowledge learned in the program.
	
	    5) Organize 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
	
	Education and training are organized to help advance the student in their field. There are also several support systems available within the college to help support them through their education.
	
	    6) Enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential
	
	This program does not enable a student to attain a secondary school diploma. There are credentials in the field students can seek.
	
	We have offered some dual credit opportunities, Brummer and Walker, as well as some dual credit enrollment in the college courses.
	
	    7) Help an individual enter or advance within a specific occupation or occupational cluster
	
	The program prepares a student to enter into the occupational cluster of executive or administrative assistant, office manager, etc.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Office Management offers a Project Management course that many similar programs do not offer. It is an intense course that assists students with scheduling, seeing projects through and utilizing project management software. We offer innovative ideas within the simulated environment to help students succeed, as well as partnerships with OCC to help stabilize enrollment in the courses and help with student success.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	We have no high school students enrolled in this program of study. Dual credit students do enroll in ENG 1111, ENG 1121, SPE 1101, PSY 1101, ECN 2101, SPE 1111, and college-level math courses. Although these are all courses required for the program, they are not taken specifically to fulfill the requirements of this program. Instead, they are taken by dual credit students to fulfill GECC requirements. If we wanted to enroll dual credit students in this program, we would need to enroll students in courses such as BUS 1101, DAP courses, and CIS courses.

3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	There is an internship in this program. Students are placed in a variety of settings in the area. Students gain experience with hands-on application of topics learned throughout their education. They receive a mentoring opportunity with someone working in the field. More internship locations would be beneficial to the program as well as highlighting interns and what they have learned in promotional materials.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	There are no requirements of accreditation for this program.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Microsoft objectives are embedded into our application courses.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeship opportunities exist at this time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	None are required, Microsoft Specialist certifications are beneficial.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	All transfer degrees and various AAS Programs to SIUC BS Health Care Management ONLINE. A five-year agreement expired in 2021 and we are currently working on an updated program articulation with SIUC.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Since the last review, much time has been spent cultivating a good Advisory Council. We have broadened the scope to include secondary educators, advisors, counselors, past students, present students as well as our local employers. We have added a couple of internship locations and I hope to add more within the next year.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	We are considering implementing HyFlex learning internally to help with access to learning.

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?	Full-time faculty attend the National Business Education Association conference. Many topics taught will be integrated into the curriculum and enhance the quality of the program. Adjunct faculty and full-time faculty are provided with local professional development opportunities within the district and from IECC's CETL.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	There are breakout sessions at the conferences regarding diversity, equity, and inclusion, and the full-time faculty in the program has a degree in education which involves a lot of training in these areas.
3.17 What is the status of the current technology and equipment used for this program?	The program could use updated technology. The requests are listed above and repeated here: Digital camera and video camera, with tripod and memory card for documenting student work on site, recording guest speakers for online courses, and for virtual field trip recording. iPad Pro. Faculty requests an iPad Pro for utilization in recording lectures and demonstrating use in an office setting MacBook Pro. Faculty requests a MacBook Pro for utilization of editing virtual field trips and guest speaker videos. Based on feedback from the Advisory Council, consider a simulated office setting in the future. Three phones. High quality copier. Other miscellaneous types of office technology including a typewriter to fill out forms, adding machines, iPad, scanner, MacBook, Microsoft Surface Laptop, etc.
3.18 What assessment methods are used to ensure student success?	Both formative and summative assessments are used each semester to assess skills learned.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment results are input into the assessment software and used to develop and improve courses. Results are shared with faculty and administration.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	We are working to review the program outcomes and build a plan for assessment of student learning to help inform future decisions.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Qualitatively, students report satisfaction, but quantitative results were not available.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Resource: https://icsps.illinoisstate.edu/images/pdfs/CTE/Perkins_V/Super-Strategies-Advisory-Committee-Guidebook-Updated.pdf Advisory Council Committee contributions: Curriculum review and development, considerations on combining programs that are similar in nature, ideas for topics and new courses, ideas for marketing the program and recruiting high school students. We have broadened the scope to include secondary educators, advisors, counselors, past students, present students as well as our local employers. We also had committee members, rather than faculty, take on leadership roles in the past year.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers that are not on our council also participate in our program by providing speakers in our classes and events, hosting tours, and hosting interns.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	We have received feedback with suggestions for improvement, and so far we are implementing suggestions with positive feedback. When I visit internship locations, I visit with intern supervisors and ask for feedback on the curriculum, the student abilities, and program as a whole.
3.25 What are the program's strengths?	We have strong partnerships with our Advisory Council and local employers who host interns. The curriculum is strong and approved by local employers. The full-time faculty member is certified in Microsoft Office and has co-authored texts on Microsoft Office as well as taught in the field for 20 years. She keeps up-to-date by attending conferences and piloting new techniques, technology, and topics.
3.26 What are the identified or potential weaknesses of the program?	The enrollment in the Office Management and Office Administration programs is low and there is a duplication of curriculum. These are the reasons that we are combining it with another like program, and potentially introducing HyFlex to the program to increase access to the courses.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	We have made the decision to consolidate the curriculum to align with our Guided Pathways initiative. Merging two programs and curriculum will give us a very strong program, higher enrollments, and two full-time faculty within the district to promote and develop the program further.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

We should consider a simulated environment with multiple technologies available for learning, improved marketing and recruiting for the program, and implementing HyFlex in some classes to increase access to the courses for students.

The merging of two programs will be a good move district-wide to improve enrollment numbers and eliminate the duplication of programs.

Performance and Equity

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

CTE Program	Office Management D186				
CIP Code	520402				
	2017	2018	2019	2020	2021
Number of Students Enrolled	11	5	6	6	4
Number of Completers	1	0	2	1	3
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data was used to examine equity gaps, enrollment gaps, and success gaps by race, ethnicity, gender, and Pell-grant status. This was calculated by examining cohorts from 16-17, 17-18, 18-19, 19-20, and 20-21 as the program centers around a two-year associate degree.
How does the data support the program goals? Elaborate.	Data shows student completion rate is not high, which makes it difficult to draw conclusions of program outcomes.

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Over the five years of review, 22% or seven students, completed one of the credentials offered. When examining program enrollment, 90.63% were female and 100% were white non-Hispanic. Furthermore, 66.67% of the students that enrolled in the program were Pell-eligible.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	We plan to create a brochure highlighting nontraditional students in the field.
Are the students served in this program representative of the total student population? Please explain.	With regards to gender, the program enrolls a high percentage of female students 90.63% compared to the overall student population of 33.58% according to the 2021 IECC Factbook, thus, they are not representative when it comes to student gender. The overall student demographics indicates that the student population is 90.24% white non-Hispanic while the program is similarly representative with the program being 100% white non-Hispanic. This data suggests the students served in this program are representative of the entire student population with regards to student ethnicity. This field tends to be a female dominated field. We did have a male student who graduated this Spring in the field. We could interview him and highlight information illustrating that this job is open to any gender and age.
Are the students served in this program representative of the district population? Please explain.	With regards to gender, the program enrolls a high percentage of female students 90.63% compared to the overall district population of 49.15%, thus, they are not representative when it comes to gender. The overall district demographics indicates that the population is 92.06% white non-Hispanic while the program is similarly representative with the program being 100% white non-Hispanic. After reviewing the Illinois Department of Corrections Fiscal Year 2018 Annual Report, the two IDOC facilities in the IECC district included 2,335 racially diverse inmates. This data is reflected in the district's census data, but another community college district serves these facilities. Thus, the program is representative of the racial and ethnic demographics of the district.
Review Results	
Action	☐ Continued with Minor Improvements X Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	The enrollment in Office Management and Office Administration programs is low and there is a duplication of curriculum. This program provides options for students who are looking for a short certification. Although the enrollment is low, it is easily stackable with other programs and the courses work with many other programs, therefore, the cost is negligible. The full-time instructor who oversees this program recommends slight improvement and continuation. Program cost is minimal, and we would like to continue this program. We see the program as successful.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Plan to consolidate the two programs into one curriculum per the Guided Pathways initiative. This is to be done over the next five years. Year One-Development of the meta majors. Year Two-aligning the curriculum with Degree Works and assigning Department Chairs. Year Three-implementation of the plan. Year Four-Review the results from this action and adjustments if necessary. Year Five-full program review.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Review assessment results and consider it's integration with other programs as noted above in summary rationale and action steps.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The District is currently working on developing an Equity Plan. A DEI committee has been formed and has begun work on developing a plan to address all equity gaps across the District including faculty and students. We are also working with Enrollment Management to recruit a more diverse student population.
Resources Needed	Time and personnel.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, Department Chairs, Program Leads, and appropriate Deans.

College Name:	Illinois Eastern Community Colleges Olney Central College
Academic Years Reviewed:	2018-2022

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
Radiography	D327	71.5	510911	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The mission of Illinois Eastern Community Colleges-Olney Central College Radiography Program is to provide quality radiography education and to graduate competent entry-level radiographers to serve the community. The mission is accomplished through these program goals: 1. Students will demonstrate clinical competency. 2. Students will demonstrate the ability to communicate effectively. 3. Students will develop and apply effective critical thinking skills Occupations (CIP to SOC mapping): 25-1071 Health Specialties Teachers, Postsecondary 29-2034 Radiologic Technologists and Technicians
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Achievement of objectives is reviewed through review of Annual Assessment Reports, Program Effectiveness Data Report, and Longitudinal Reports

Past Program Review Action
What action was reported last time the program was reviewed? Were these actions completed?
	From 2018:
	Action plan will be to further incorporate technology in the classroom setting and search for opportunities to develop and incorporate an energized lab.
	Fall 2018:
	• The Program will implement the Technology Initiative:
	  -Smart classroom technology (TV/AppleTV; learning apps; teaching tools).
	   -Computerized testing through ExamSoft/Exemplify which will

	allow for reliability and validity analyses; tie in to course and program outcomes; assessment of students in particular outcome areas.
	• Students will incorporate the iPad device requirement for:
	-Computerized testing through ExamSoft
	-eBook textbook option (physical book option will still be available)
	-In class case studies, presentations, assignments
	-Homework (Office365 is offered to students at no cost through IECC IT Department).
	All past program review actions listed above were successfully completed.
	• Long-range planning
	-The program is reviewing options for development and incorporation of an energized lab. Currently, this project is incorporated into our strategic plan. Due to high cost of this project, additional funding sources are being researched.
	This program is still in the planning and initial implementation stage. Current date of energized lab completion goal is 2025.
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.	• Alani Frederick, MSN, RN, PCCN, CNE, Associate Dean of Allied Health (administration and leadership) • Lisa M. Rauch, MA. Ed. R.T. (R)(M) (ARRT), Radiography Program Director • Brittany Ochs, B.A. R.T. (R) (ARRT), Radiography Program Clinical Coordinator • Alyssa Maglone, Assistant Dean of Academic Services, (facilitation and labor market information) • Brandon Weger, Program Director, Institutional Assessment and Effectiveness, (assessment and data disaggregation) • Eva Fatheree, Coordinator of Curricular Reporting & Articulation, (articulation documentation)
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.	Radiography has a rigorous Advisory Council which meets twice a year. This Advisory Council consists of local healthcare facilities which both educate our students during clinical placement and hire our students upon graduation. The Advisory Council reviews the program outcomes and makes recommendations for changes based on the outcome data.

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.	Pre-requisites have maintained consistency.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Coursework in excess of 60 hours meets the JRCERT accreditation requirements for the program. They are comparable with other schools of radiography in the state and nation.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	There are 114 annual openings for the targeted occupations. Median earnings for these jobs are $22.46/hour. There are 1,563 jobs in the region which is 22% 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?	The IECC region experienced a slight growth of jobs from 2017 to 2022 as they expanded from 701 to 715. An area of similar size typically has 463 jobs, however, IECC has a much greater number when including the greater metropolitan areas. The greatest growth was in Economic Development Region 8 which had a growth of 22.4%

Projected job openings in the greater IECC region from 2022 to 2027 is expected to dip slightly less than 1%. |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | Lightcast Analyst, IDES, U.S. Bureau of Labor Statistics

Labor Market Information is analyzed annually to educate potential and current students of the growth in the job market for the local area as well as in the region. This allows us to inform students of potential job "hot spots" and what employers are looking for in terms of educational requirements. |
| 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 to the program through purposeful recruitment. High school students and non-traditional students are informed about our program through written materials, presence at career fairs, and web-based information. In addition, the program's presence in multiple healthcare facilities within the IECC service area. This presence is vital to recruiting individuals currently working with employer partners who are ready to earn additional credentials within the healthcare field.

Local employers partner with the Radiography program to facilitate the clinical education of students. This partnership allows graduates from Radiography to be prepared for employment in the healthcare field following successful completion of the curriculum and the registry exam. |

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Radiography Program Curriculum is reviewed on an annual basis. Program faculty review ASRT Curriculum, ASRT Practice Standards, ARRT Didactic and Clinical Competency Requirements, ARRT Examination Content Specifications, and ARRT Task Inventories and make changes as necessary. Radiography Program faculty identify, review, and update documents to meet the requirements of our governing organizations. Radiography Program Advisory Committee members are consulted to ensure that the program is meeting the current practice of our clinical sites.
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 Radiography program has begun to partner with the IECC recruiting department to facilitate specific recruitment techniques. The program will be reaching out to local high school recruiters with clear and concise information regarding the opportunities and admission process for the Radiography program. In addition, monies have been allotted for revamping of recruitment materials to ensure it is modern, diverse, and inclusive.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The current tuition paid by a radiography student for program specific instruction is $8257 per student. This tuition supports 2 full-time faculty members and a lab assistant. Each cohort begins with 20 students and has a graduation group of approximately 10 (5 year average). The tuition generated is enough to support the faculty group. IECC Radiography faculty and administration have increased focus on retention, which will increase the tuition revenue of the group without increasing the need for additional faculty. The fees collected for a radiography student for program specific instruction is $538.60 per student. These fees help to offset the cost of licensure preparation courses which are incurred at the end of the program, as well as consumables used within the program. As radiography admits students in cohorts, the schedules are efficient to balance which year of the program is on campus. This allows the program to function with the current faculty numbers and within an enclosed classroom/laboratory space on the campus. Radiography enrollment has either been full at 20, or over 18 for the past several years. The program cannot expand due to the clinical availability in our area. If clinical spots increase, the program can work to accept the corresponding numbers without increasing faculty need. The annual salary and fringe for faculty is approximately

	$162,000. If the program is at full capacity with 20 students per level, the tuition generated would be approximately $170,000. This does not include the additional state reimbursement. Thus, the program is able to pay for itself with the tuition generated.
2.2 What are the findings of the cost-effectiveness analysis?	IECC AAS Radiography is operating at an appropriate capacity. Tuition generated can support the current faculty and as retention increases in the program, the tuition generated will continue to grow. Consumables in the program are manageable with the fees collected. No changes needed at this time.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Students who enroll the AAS Radiography program will spend approximately $16,632.65 as an in district student. This amount includes all course work, fees, uniforms, textbooks, vaccinations, and state licensure fees. At our closest neighboring institution which offers a competing program, the cost of the same degree for an in district students is $15,369.00 which as much less detailed cost sheet. Both programs are very similar in price. Students who enroll in the AAS Radiography program at IECC are eligible for WIAO/CEFS funding, scholarships, and tuition reimbursement through local healthcare employment. IECC actively pursues grant funding to offset incidental costs of the program, such as paying for student gas cards with the Path Grant for 2022-2023 students.
2.5 How will the college increase the cost- effectiveness of this program?	There currently is no issue with the cost of the program. The fees are appropriate to the coursework. We accept a cohort of 20 a year through an application process, and we have filled our seats consistently. Since we run in a cohort style, there are no scheduling inefficiencies to address.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	This program is traditional format. It is offered as classroom didactic, instructor-led laboratory classes, and health care facility-located clinicals.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Students are taught the information needed to enter the healthcare clinical facility and put their knowledge gained into real-world work situations. Students are required to attend and actively participate in clinical courses throughout the program, increasing their knowledge base and opportunities. Students are rotated through up to 5 different clinical facilities during their time in the program, allowing them to learn and grow from hospital policies, technologists, other students, and patients they have helped.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The Radiography program has written a Program of Study and is awaiting program approval as of Fall 2022.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Students can be employed in healthcare facilities as radiologic technologists upon completion of program and successful completion of registry exam. **Pipeline for the Advancement of the Healthcare Workforce Program (PATH)** **PURPOSE:** To create, support, and expand the opportunities of individuals in the nursing pathway and select healthcare pathways to obtain credentials and degrees that allow them to enter and/or advance their careers in the healthcare industry. Additionally, this grant aims to address the shortage of workers in the healthcare industry that have been exasperated by the COVID 19 pandemic. Twenty-five (25) million dollars for a grant period of July 1, 2022-June 30, 2023. PATH – Illinois Community College Board (iccb.org)

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The radiography program has modernized its process to track and monitor required competency forms. This has allowed the seamless transfer of individualized student education and goals between program preceptors throughout the program.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Students in high school can take dual credit support classes for general education courses. Currently, there are no dual-credit radiography courses.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Clinical instruction places students in the workplace and allows them hands-on instruction on radiographic procedures in all five semesters of the Radiography Program. Students use the knowledge and skills gained in the classroom and utilize them in the clinical setting to complete radiographic procedures and patient care on true patients. Radiography students complete on average 240 hours as a first-year student and 356 hours as a second-year student in clinical education.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	The Olney Central College Radiography Program maintains outside accreditation with Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 N. Wacker Drive, Suite 2850 Chicago, Illinois 60606-3182 Phone: 312-704-5300 Fax: 312-704-5304 Email: mail@jrcert.org JRCERT Standards can be viewed at http://www.jrcert.org A third-party accreditor is a requirement for the state of Illinois.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	There are no additional credentials embedded in the program.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Students work directly with licensed technologists in the clinical portion of the program. This allows each student to train directly on-site and learn at a healthcare facility for the translation of employable skills at the conclusion of the academic program.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Professional Licensure (State-issued) Illinois Emergency Management Agency – Accreditation in Medical Radiography. The pass rate is determined at the National level by passing of the ARRT Registry Examination. Professional Certifications (Industry-Organization Based) American Registry of Radiologic Technologists Registry Examination is the only examination that is required to earn a Radiologic Technologist certification.

Credentialing Examination Pass Rate	Number passed on 1st attempt divided by number attempted within 6 months of graduation
Year	**Results**
Year 1 – 2021	09 of 12 - 75%
Year 2 – 2020	07 of 08 - 88%
Year 3 – 2019	11 of 11- 100%
Year 4 – 2018	14 of 14 - 100%
Year 5 – 2017	07 of 09 - 78%
Program 5-Year Average	**48 of 54 - 88.9%**

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Current program articulations with SIU-Carbondale Radiography AAS to BS Radiologic Sciences MRI/CT (2020-08) Radiography AAS to BS Radiologic Sciences Diagnostic Medical Sonography Radiography AAS to BS Radiologic Sciences Radiation Therapy Technology BS (2020-08) Radiography AAS to BS Radiologic Sciences Radiology Education/Management (2020-08) Radiography AAS to BS Radiologic Sciences: Education and Management Option BS ONLINE (2016-07) Five year agreement has expired, an updated agreement is under review and should be finalized and approved this summer. All Transfer Degrees and Various AAS Programs to BS Health Care Management ONLINE (2016-07) Five year agreement has expired, an updated agreement is under review and should be finalized and approved this summer.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The program has maintained its valuable relationships with the local healthcare facilities with the maintenance of preceptor agreements and the advisory board. The Advisory Board was refreshed in August of 2020 to reflect an improved transfer of knowledge and information between the academic institution and employment partners.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The Radiography Program follows the Joint Review Committee on Education in Radiologic Technology (JRCERT) Standard 4.4, which states the program provides timely, equitable, and educationally valid clinical experiences for all 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?	Faculty attend JRCERT training, ACERT seminars, and ISSRT workshops. Additional workshops are encouraged, and attendance is based on availability. IECC offered Ed2Go, and online webinar series for faculty and staff to earn continuing education hours. Professional development funds are available upon request from IECC.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Illinois Eastern Community Colleges provides faculty workshops on Diversity, Equity, and Inclusion. In addition, there is an internal plan to view workshop opportunities to increase knowledge of Diversity, Equity, and Inclusion.
3.17 What is the status of the current technology and equipment used for this program?	The program utilized iPads for all students and faculty and Apple TVs within the classroom. The Apple TVs are in appropriate status and work efficiently. The future plan includes an energized lab to facilitate hands-on learning. The energized lab is in the initial planning and implementation phase with a current completion goal of 2025.
3.18 What assessment methods are used to ensure student success?	Surveys are completed by students each semester for the clinical site, clinical preceptor, and clinical staff. Course surveys are sent to students by the college each semester. Graduate and employer surveys are sent out six months after graduation.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are shared and discussed with program faculty, administration and clinical advisory council members annually during the Radiography Program Advisory Committee meeting.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	In the future, employer surveys should include a specific question that asks: How satisfied are employers in the preparation of the program's graduates?
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	2018: No respondents 2019: 02 respondents: all very well prepared 2020: 00 respondents 2021: 06 respondents: all very well prepared 2022: currently 01 respondents: adequately prepared Graduate survey is sent out 6 months post-graduation via Baseline labs and a paper copy through USPS.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory Committee Meetings are held biannually during Fall and Spring semesters. Curriculum development, program objectives, program requirements, and recruitment opportunities are discussed. The Advisory Committee is made up of current Radiologic

	Technologists in the thirteen clinical facilities that are partnered with our program, a student representative from the Level I cohort, a student representative from the Level II cohort, the Radiography Program Faculty, the Radiography Program Advisor, the Associate Dean of Allied Health, and staff from the Allied Health Department. Members of the committee volunteer to serve in the leadership role as chairperson for the group.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers comprise our Advisory Committee which meets twice a year and includes a student representative from each current cohort level. The committee discussed curriculum, assessment, accreditation, program objectives, clinical sites, job opportunities, and trends in the job market.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	2018: 05 respondents: all satisfactory or above 2019: 03 respondents: all above satisfactory 2020: 07 respondents: 01 needs improvement and 06 satisfactory or above 2021: 07 respondents: all above satisfactory 2022: currently 04 respondents: all satisfactory or above Employer satisfaction surveys are mailed out each year at 6 months post-graduation job for new hires.
3.25 What are the program's strengths?	Labor market demands show that Radiography job postings in this area are a little low, however, all clinical sites affiliated with our program and those in the surrounding area have several positions available. 1. Program faculty 2. Program advisor 3. Administrative support 4. Advisory Committee 5. Curriculum 6. JRCERT accreditation 7. Pass rates 8. Participation in national and state meetings 9. Increasing level of student success 10. Meeting community needs through affordable education 11. Access to professional development for faculty 12. Examsoft testing 13. Honor Society 14. Job placement rate 15. Assessment report
3.26 What are the identified or potential weaknesses of the program?	1. Equipment needs to be updated to an energized digital lab. 2. Limited interdisciplinary activities with students from other allied health programs. 3. Retention – one challenge is securing students dedicated to the chosen field which is also common among other professions. 4. Examsoft data entry. 5. Return rate for surveys – this has been improving.

3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes. In the future, to be better able to track employer satisfaction with graduate preparedness, the employer surveys should include a specific question: How satisfied are employers in preparing the program's graduates?

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

None

Performance and Equity

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

CTE Program	Radiography

CIP Code	510911

	2018	2019	2020	2021	2022
Number of Students Enrolled	18	17	16	13	14
Number of Completers	14	11	7	12	9
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population	Due to data errors, program leadership was unable to disaggregate the enrollment at this time. Qualitatively, we know men are less represented among enrollment, compared to women.

status & race, etc.)	
How does the data support the program goals? Elaborate.	Due to data errors, program leadership was unable to disaggregate the enrollment at this time.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Due to data errors, program leadership was unable to disaggregate the enrollment at this time
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Due to data errors, program leadership was unable to disaggregate the enrollment at this time
Are the students served in this program representative of the total student population? Please explain.	Yes, the program has traditional and non-traditional student population
Are the students served in this program representative of the district population? Please explain.	Yes, the program has traditional and non-traditional student population

Review Results	
Action	X 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 Radiography program at Olney Central College is a successful program allowing district students to obtain a high paying job upon program completion. The program has met and/or exceeded the Registry Pass rate and program retention rate for JRCERT Accreditation yearly.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Academic Year 2024 will include added questions to the employer surveys to better gauge their satisfaction with our graduates. Academic Year 2025 will include gap analysis from demographic data from Academic Year 2024 and 2025 to explore any equity gaps in the student population.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A. Objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Due to data collection, unable to ascertain at this time. Intended action steps include the collection of data in a meaningful way to evaluation for equity gaps. Collectively, the program maintains a retention rate exceeding the external standard.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Academic dean of department and department faculty

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

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

The ICCB 2022-2026 Program Manual indicates that colleges are to be reviewing four (4) major instructional program areas:
1) Career and Technical Education
2) Academic Disciplines,
3) Cross-Disciplinary Instruction, and
4) Student and Academic Support Services.

The 2022-2026 Statewide Program Review Manual, review instruments, and forms are located at http://www2.iccb.org/academic_affairs/program-review/. IECC has reviewed and revised their previous Overall Program Review Schedule in order to follow this guideline and align with schedule. Program Review is due annually to ICCB by September 1. Therefore, each fall semester, IECC will begin the program review process on CTE, academic disciplines, cross-disciplinary instruction, and student and academic support services. Completed program specific ICCB templates will be due to the District Assistant Dean of Academic Services in the Spring Semester.