Program Review Report

Elgin Community College
District 509
Elgin, IL 60123

September 2020

Contact:

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Program Review Cover Page

College	Elgin Community College
District Number	509
Contact Person (name, title, contact information)	Peggy Heinrich, Vice President, Teaching, Learning and Student Development; 847-214-7635; pheinrich@elgin.edu
Fiscal Year Reviewed	FY'20

Directory of Reviews Submitted

Career & Technical Education	
College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Program Identification Information	

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Basic Nurse Assistant Training Program	**BVS**	**7**	**51.3902**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives P1. What are the overarching objectives/goals of the program?	Program-level learning outcomes for Elgin Community College's CTE degrees are now posted within the catalog page on the web. Upon completion of the program, BNA graduates will be able to: ☐ Describe the health care team and the role of the nurse assistant. ☐ Identify the scope of practice for the nurse assistant, including ethical and legal responsibilities to the patient/resident. ☐ Provide quality and safe nurse assistant care in performance of procedure skills for the patient/resident. ☐ Apply knowledge and skills when caring for a patient/resident with acute, chronic, or terminal health care needs. ☐ Demonstrate assisting with rehabilitation and restorative nursing care to the adult and older adult.
P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The BNA program is comprised of one course, NUR-105 and therefore course and program outcomes are one and the same. Students who successfully complete the course with a grade of C or better (80% and above) are considered to have met these outcomes. These outcomes are assessed through various means such as course exams and students' clinical performance. The program also measures achievement through CNA certification exam pass rates, which are an important external metric to indicate how well graduates are prepared for success in the field. Elgin Community College's program has had first-time Illinois CNA competency exam pass rates of 100% from 2015-2018

	and 94.7% in 2019. Monthly CNA certification exam cluster and annual reports from the state provide a breakdown of scores in various topic areas. The Nursing Program Director examines the scores and shares them with the students' instructors to identify any weaknesses in content areas. Last, the program tracks employment rates after certification; however, not all students seek certification or immediate employment For example, some students take the BNA program before starting a nursing program.
Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?	**The BNA program will continue to partner with Tech Prep High School programs to allow High School students to repeat the program for a 2nd time, if they received a course failure on their first attempt.** Progress reported: 　　　High school students are currently classified as "middle college" students. The Nursing Program Director/BNA Program Coordinator works with the Elgin Community College dual credit office to accommodate students who need to take/retake the course as needed. Data shows most are able to pass with a second attempt. **Continue articulation agreements with the 5 local high schools to offer dual credit to students who take BNA courses at their respective high schools.** Progress reported: 　　　Continued in collaboration with the Assistant Dean of School Partnerships. Elgin Community College currently has an articulated credit agreement with school district D303. **Continue to update BNA online resources for prospective students.** Progress reported: 　　　The BNA program summary and student handbook are posted on the Elgin Community College website for prospective and current students. The program website is under revision to separate the BNA program webpage from the nursing program webpage, allowing the Nursing Program Director to more clearly post additional information for students. The BNA program now has a dedicated webpage as part of the nursing department webpage. Separating it into an entirely

separate program webpage is not possible at this time.

Incorporate simulation activities into lab time.
Progress reported:
> Lab practice time incorporates realistic equipment and scenarios; however, faculty will continue to look for opportunities to integrate structured simulation activities into the curriculum.

Utilize Long-Term care and Rehabilitation facilities for clinical experiences
Progress reported:
> As of Fall 2019, all clinical experiences occurred in long-term care or rehabilitation facilities. However, with approval from the Illinois Department of Public Health (IDPH), acute care clinical will also be added in 2020 to help meet the needs of the community.

Continue to partner with clinical agencies to create a pipeline of past and current BNA graduates for employment.
Progress reported:
> The Nursing Program Director has been partnering with Elgin Community College's Office of Strategic Partnerships and Experiential Learning to develop relationships with local employers and healthcare agencies. These have included the development of the US Department of Labor-approved BNA apprenticeship program as well as connecting students with job opportunities through the nursing resource bulletin board, the annual Health Professions job fair, employer table visits, and the College Central job posting site.

Continue to hold annual advisory meetings at Elgin Community College as a way to proactively seek feedback from clinical affiliates
Progress reported:
> Advisory meetings are being held annually in conjunction with the nursing program.

Continue to review PSB-HOA pre-entrance exam scores of BNA students to ensure the required minimum passing standards support student success

	Progress reported:
	
	    Students are required to have a minimum score of at least the 12th percentile in each section of the PSB-HOA exam in order to register for the BNA course, except for students enrolling in the ICAPS student support section of the course. Enrolled students are meeting or exceeding the minimum standard.
	
	Create a Home Health simulation. The simulation would mimic an elderly's home environment. Students will be required to "assess" the environment for safety issues
	Progress reported:
	
	    This has not been completely implemented, although managing safety issues is integrated into the lab portions of the course.
	
	Include Adaptive Quizzing into the curriculum- online resource for students to practice test questions related to various course content
	Progress reported:
	
	    Students are required to complete workbook questions and activities that correlate with course content; however, adaptive quizzing is not available with the BNA textbook resources.
	
	Dementia/Alzheimer's DVD resources
	Progress reported:
	
	    Dementia/Alzheimer's DVDs were being utilized and included in the book package for students. As of 2019, the DVD is no longer included in the BNA program book package; however, the course textbook and online resources purchased with the textbook include supplemental information about caring for people with dementia and Alzheimer's disease.

Review Team P4. 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.	Primary reviewer/author: Dr. Sarah Urban, Nursing Program Director. Content contributors to selected portions of program review: • Donna Boyce, Manager of the Nursing Simulation Center • Bogumila Kuczynski, BNA Adjunct Faculty

	• Mercedes Orrick, BNA Adjunct Faculty Content Reviewers: • Dr. Wendy Miller, Dean of Health Professions, Math, Science, and Engineering • Renee Skrabacz, Associate Dean of Health Professions, Math, Science, and Engineering
Stakeholder Engagement P5. 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.	• Elgin Community College's Institutional Research Department: Multiple staff members helped with gathering and compiling data for various sections of the program review. • Rodrigo Lopez, Assistant Dean of School Partnerships: Provided current information related to high school affiliation agreements. • Additional information was incorporated from past student and alumni surveys as well as advisory committee feedback. • Information was also taken from work done to support the current Comprehensive Local Needs Assessment (CLNA). The BNA program typically has informal discussions with the program faculty about new trends or needs, since the program faculty are all part-time. Occasionally, the program may have a group meeting. In addition, the Nursing Program Director acts as liaison to have discussions about the program with community agencies, other departments on campus, and leadership at other programs in the region. Issues regarding the BNA program are occasionally discussed at the nursing department meetings. Finally, the annual Nursing/BNA Advisory Committee meetings discuss trends in both the BNA and nursing programs.

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.

A1. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The BNA program has been working with the admissions and advising department to explore additional admission options for the program. The Nursing Program Director is investigating adding Elgin Community College reading/writing/math placement standards as alternate admission routes in place of the current Psychological

	Services Bureau-Health Occupations Aptitude (PSB-HOA) exam prerequisite.
	The BNA program curriculum was reviewed in 2019. Several revisions were approved by the state to update the program hours of instruction, attendance policy, and textbooks/resources. Current conversations have included revising the name of the program to reflect "CNA," rather than "BNA," which correlates with other programs' offerings and the recognized industry standard.
A2. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable; the certificate is comprised of one seven-credit course.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	The labor market demand is high for CNAs, home health aides and patient care technicians. According to the U.S. Bureau of Labor Statistics (2020), the Chicago-Naperville-Elgin metropolitan area has the third highest employment level of nursing assistants in the United States. The Illinois Department of Economic Security (2020) estimates that nursing assistant employment in Illinois will increase by 5.14 percent (3,164 positions) between 2016-2026. However, home health aide employment, another related position that some CNAs fill, is projected to increase by 9,724 jobs, or 24.66 percent between 2016 and 2026 (Illinois Department of Economic Security, 2020). Nationally, the U.S. Bureau of Labor Statistics estimates a 9 percent increase in the number of nursing assistant positions between 2018 and 2028. Informally, local employers consistently report difficulty filling numerous nursing assistant, patient care technician, and home health aide positions. Such statistics are confirmed by members of the program's advisory committee.
	According to the U.S. Department of Labor Statistics (2020), the 2018 mean annual wage for nursing assistants in the Chicago-Naperville-Elgin metropolitan area was $29,890, with an hourly pay rate of $14.37. This data may be affected by external market forces such as the shortage of CNAs, the stability of the economy, minimum wage requirements, healthcare worker union

	activity, regionalization of employers, and the local population demographics.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand for nursing assistants has continued to increase due to factors such as an aging workforce, an aging population, increased demand for home care and long-term care nursing, and job turnover in nursing assistant positions. As demonstrated by the statistics described in item 1.1 above, demand for nursing assistants has continued to remain high.
1.3 What labor market information sources are utilized?	The BNA program uses several formal and informal labor market sources, such as the U.S. Bureau of Labor Statistics, the Illinois Department of Economic Security, and reports and job requests from local employers. The college also utilizes the EMSI online tool.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited from the community, area high schools, and the Elgin Community College general student body. The BNA program continues to follow workplace trends to help meet the needs of employers and recruit higher numbers of BNA students to meet the shortage of CNAs in the region.

In particular, the number of dual credit BNA students has increased over the past several academic years. This collaboration has resulted in enrollment growth of 300% from 7 to 28 students/year between fiscal years 2015 through 2020 The program is promoted through the Health Professions Job Fair. The recent development of the apprenticeship program will also be a strategic recruitment tool.

The program is working closely with employers to notify students of employment opportunities. |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | The curriculum is guided by the requirements of the Illinois state BNA training program curriculum. . In 2019, several formal revisions were made to update course resources and decrease the theory hours of the course from 90 to 83 to reflect the actual course time. Such changes are documented on the master course outline in CurricUNET and are reviewed through the college's Curriculum Committee process.

As already mentioned, the admission criteria are under review to be more inclusive for potential students. The investigation is underway by the director with input from Admissions and the faculty. A proposal, if warranted, |

	would then go through the Dean's office and to the Curriculum Committee.
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 Nursing Program Director has been evaluating different types of scheduling options to increase program availability to various students, such as offering evening class sections (evening clinical options already exist) and hybrid options. Evening sections were tentatively planned in fall 2020 in response to student requests, though this schedule may change due to the COVID-19 pandemic. The recent pivot to remote learning due to COVID-19 mid-spring semester has demonstrated how hybrid options could also be viable.
	Consideration is also being given to renaming the program from Basic Nurse Assistant Program to Certified Nursing Assistant Training Program. Many other colleges/programs use "certified nursing assistant" or "CNA" in their course titles to help make them more recognizable for students.
	With the recent approval of Advanced Nursing Assistant Training Program curriculum to prepare students to test for the new CNA II credential in Illinois, the Nursing Program Director will be considering whether this will be a viable addition to create stackable CNA credentials for students. Considerations for developing an ANATP program will include employer demand and potential enrollment.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming?	
2.1a What are the costs to the institution associated with this program?	Costs to the college associated with the BNA program include: faculty and administrative salaries, faculty health screening expenses, equipment, maintenance, yearly contract for laundry and medical waste services, instructional and office supplies, program memberships and dues, printing, and travel expenses for program administration.
2.1b How do costs compare to other similar programs on campus?	The operating costs for the BNA program are comparable to other health professions programs which do not employ full-time faculty. The BNA program has been staffed entirely with part-time faculty since the 2017 retirement of the full-time BNA program

	faculty/program coordinator. Staffing costs will be slightly higher with lower enrollment, therefore steady recruitment is essential.
2.1c How is the college paying for this program and its costs (e.g. grants, etc.)?	The program is supported via the Education Fund. This past year Perkins grant funding enabled the nursing/BNA program to purchase a new sit-to-stand transfer device valued at approximately $3500.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Due to the clinical hours and low instructor-to-student ratios, it is difficult to make the BNA program more cost-efficient aside from ensuring maximum enrollment. One method that the nursing department has used is combining the BNA budget with the nursing program budget in order to consolidate shared costs such as laundry services. Also, the BNA program shares equipment and lab space with the nursing program to save costs from separate equipment. In an effort to boost enrollment, the BNA program now partners with the dual credit, ICAPS, and apprenticeship programs. It is hoped these additional recruitment measures can offset high faculty costs.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Besides tuition, the BNA program has many additional costs to students compared to other Elgin Community College programs, such as a uniform, a gait belt, clinical requirements, and an extra lab fee to cover lab/clinical costs. The table below breaks down the main cost categories for students in the BNA program during Fall 2019.

Tuition/Course Fees	$1,019
Textbooks	$130
Uniform, Gait Belt	$110
Health/CPR/Drug/ Background Testing (Clinical Requirements, varies by student)	$500-$1,500
PSB Exam	$20
Total	**$1,779-$2,779**

	Note: All costs are approximate and based on Fall 2019 rates. Textbook and supply prices include tax. Financial aid for students in the BNA program is limited for most students, creating a significant financial barrier. The program has started exploring alternate methods to support students, such as partnering with employers to provide a Department of Labor-approved apprenticeship program. Apprenticeship students have their tuition and costs covered by the sponsoring employer. Another program, the grant-supported Integrated Career and Academic Preparation System (ICAPS) program, provides students with free workplace training and loaner textbooks.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program struggles to hire qualified BNA faculty and has considered the possibility of cross-training some current nursing faculty. The nursing program director has completed the Train the Trainer certification that is required for at least one faculty in a BNA program and was able to step in briefly to cover class during a faculty absence. This new state BNA rule should significantly help with efforts to recruit adjunct faculty. In the next five years, the BNA program will likely need to repair or replace costly lab equipment and mannequins. The exact amount of these expenses is difficult to predict. The program revenue is expected to remain consistent unless enrollment changes, tuition/course fees are increased, or tuition is increased or changed to contact hour rather than credit hour.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Elgin Community College's BNA program prepares students to meet a vital employment need in the local region. It has many strengths: • A CNA state certification exam pass rate consistently above the Illinois state average • A 300% increase in BNA dual credit enrollment over the past 5 years, creating more opportunities for high school students preparing for the workforce and entry into the healthcare field • A 54% increase in overall student success (students achieving grades of A through C) in the BNA program between fiscal years 2015 through 2019 • A strong relationship with clinical sites and local employers

	In March 2019, one of Elgin Community College's dual-credit BNA graduates received first place in nurse assisting in the Skills USA northern Illinois regional championships.
3.2 What are the identified or potential weaknesses of the program?	Student success and program capacity, especially for dual-credit students, depend on the recruitment and retention of qualified faculty. Areas of potential challenges for the program include: • Increasing enrollment to meet the employment needs of the community and increase instructional cost-efficiency • Continuing to add active learning, simulation and professionalism learning experiences into the BNA program curriculum • Maintaining adequate instructor staffing to meet program enrollment; in particular, recruitment and retention of qualified BNA faculty to teach additional numbers of dual credit students has been ongoing. • Since the BNA program is taught by adjunct faculty, more opportunities could be developed to engage them with the nursing department at the college. • In the nursing/BNA skills labs, there is no lab staffing for students who are working on skills. Students may be more apt to work on their skills if drop in hours (with faculty present) were available. • For improved student success, models could be purchased detailing diseases and/or body systems.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Elgin Community College has traditionally offered 16- and 10-week sections of the NUR-105 course in standard face-to-face formats. Several other community colleges are beginning to offer hybrid options and shorter (5-8 week) sessions. The program will continue to evaluate such alternatives to best meet the needs and support the success of its students. When implemented, enrollment and success rates of such offerings will be compared to the current baseline. The BNA program has primarily used distance learning educational technology as a method to enhance active learning in the face-to-face classroom, lab, and clinical experiences. Because of the hands-on nature of the course, distance learning would put limitations on students' kinesthetic learning and make experiences less accessible for some students. However, hybrid options

	will be considered for future classes. As mentioned elsewhere, the pivot to remote instruction in spring 2020 has provided some insight into such possibilities.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The BNA program is not a POS as defined by Perkins, not currently meeting elements D and E. Current status across each is as follows: **A) Incorporates challenging State academic standards:** *Met.* Students must achieve a final grade of 80% and a passing clinical grade in order to pass the course. The course aligns with the Illinois state BNA training program curriculum. **B) Addresses both academic and technical knowledge and skills, including employability skills:** *Met.* The academic and technical skills learning that occurs in the BNA program is consistently applied during lab practice and clinical experiences. Employability skills such as communication, professionalism, and collaboration are emphasized throughout the course and must be displayed during clinical practice in order to pass the course. **C) Is aligned with the needs of industries in the economy of the State, region, or local area:** *Met.* Nursing assistants are in high need throughout the state of Illinois to support nursing care in hospitals, long-term care facilities, assisted living facilities, home care, and other community agencies. **D) Progresses in specificity:** *Not applicable.* The BNA program consists of only one course. **E) Has multiple entry and exit points that incorporate credentialing:** *Partially met.* Students are eligible to sit for the Illinois state Nurse Aide Competency Exam to become CNAs after successfully completing the course, but the standard admission process is the only way in, and successful completion of the course is the only way out. If the ANATP program were added, this criterion could be met in the future. **F) Culminates in the attainment of a recognized postsecondary credential:** *Met.* Graduates of the

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

	program who pass the state Nurse Aide Competency Exam are credentialed as Certified Nursing Assistants on the Illinois Healthcare Worker Registry and may be employed as CNAs.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	*A)* **Aligns with the skill needs of industries in the economy of the State or regional economy involved:** *Met.* According to the U.S. Bureau of Labor Statistics (2020), the Chicago-Naperville-Elgin metropolitan area has the third highest employment level of nursing assistants in the United States and the need is projected to grow. Many employers have consistently reported having difficulty filling numerous nursing assistant, patient care technician, and home health assistant positions. Based on conversations with these employers, Elgin Community College's nursing department has promoted enrollment in the BNA program and has worked on developing unique partnerships with employers.

B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act: *Met.* The BNA program has multiple options for students to enter the program ranging from dual credit high school students to adult participants. Students who complete the BNA program and become CNAs often progress into nursing or other high-wage industries. Options to provide students with additional support include Elgin Community College's BNA Apprenticeship program, recognized by the U.S. Department of Labor, and the Integrated Career and Academic Preparation System (ICAPS), which provides career and academic support to at-risk BNA students.

C) **Includes counseling to support an individual in achieving the individual's education and career goals:** *Met.* BNA students have access to many resources at Elgin Community College, including a dedicated Health Professions Academic Advisor/Retention Specialist, an ICAPS supported section, Career Services, child care services, Wellness Services, Disability Services, and Financial Aid. Due to small class and clinical group sizes, students also obtain much support and advice from faculty. Elgin Community College maintains |

partnerships with school districts D300, D301, and D303 to enable students to take the BNA program via dual credit. In addition, the nursing department administrators and faculty work with local employers to provide clinical experiences to students and share employment opportunities. Students may find other employment opportunities on the Elgin Community College, College Central community job posting website and local employer websites.

D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities[5] and training for a specific occupation or occupational cluster:
Met.
Students learn professional and technical skills throughout the BNA course, which they practice in lab and apply in local healthcare facilities during their clinical experiences. In addition to the job placement resources provided by the program faculty and administrators, Elgin Community College has a Career Services office that assists students with such topics as interviewing and résumé development.

E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable:
Met, with room for improvement.
A wide variety of students may enter the BNA program, which gradually builds content and practical experience to prepare graduates for the workplace. Elgin Community College has offered the class varying times, such as developing afternoon sections to accommodate part-time dual credit students. The ability to offer a wide variety of general enrollment sections has been partially limited due to enrollment numbers.

F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:
Met.
Elgin Community College awards graduates of the BNA program with a Basic Vocational Certificate in Nurse Assisting, and graduates obtain the CNA credential after passing the state competency exam. Dual credit students

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can additionally count the course toward their secondary school diploma requirements. Students in the BNA program may be eligible for and enrolled in various grant and assistance programs.

G) Helps an individual enter or advance within a specific occupation or occupational cluster:
Met.
The BNA program leadership and faculty monitor qualitative and quantitative measures of student outcomes, including student surveys, student retention, and student certification exam pass rates. Measures of various outcomes are shared with local employers via the college advisory committee. Students who work for various local healthcare employers often advance their careers within those institutions by progressing to other careers such as nursing. For example, some students who work as nursing assistants for several organizations may obtain tuition reimbursement by the employer to help sponsor them in becoming registered nurses. Elgin Community College has been able to recruit and retain a variety of students who are diverse ethnically and demographically through targeted success programs, financial aid resources and scholarships, high school programs, college resources, and connections with the community.

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3.6 What innovations that contribute to quality or academic success have been implemented within this program that other colleges would want to learn about?

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In the field of nurse assisting education, several major areas of innovation include the following:

- Integrating active learning into the classroom.
- Providing realistic lab and simulation-based learning experiences to prepare students to care for patients/residents: The BNA program shares a budget, equipment, and facilities with the Elgin Community College nursing program. Students in the BNA program have class in a lab with hospital beds, a fully-equipped simulated bathroom, vital sign monitors and equipment, models, patient lift and transfer equipment, mannequins, and various other supplies. Students also have access to another open lab that is used almost exclusively for BNA and nursing student practice.
- One helpful innovation used in the Elgin Community College BNA program includes having a dedicated Health Professions Academic Advisor/Retention Specialist to assist students

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	with academic resources specific to health professions, program or transfer advising, and referrals to other resources at the college and community. Faculty can identify students with academic or even personal issues that are causing difficulty in the program and send an electronic alert to the Retention Specialist for follow-up beyond what the faculty member has already done to help the student. • The course instructor and students use an online Clinical Skills for Nurse Assisting course published by Elsevier to learn and review patient care skills. Some students in the BNA program have had difficulty navigating the D2L system and Elsevier Clinical Skills resources due to limited technology skills. One solution used to address this challenge has been holding a hands-on computer lab activity during the first day of the NUR-105 class. During this activity, students are assisted with logging into and navigating the D2L site as well as creating accounts for the Elsevier Clinical Skills resources.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, students from high schools in districts D300, D301, and D303 may take the BNA program at Elgin Community College for dual credit. They must meet the entrance requirements for the course and have a high school GPA of 2.5 to take the course. Dual credit enrollment has increased 300% between fiscal years 2015-2020, as discussed previously, making them a significant percentage of the yearly BNA program enrollment. In addition, Elgin Community College articulates credit for NUR-105 if students complete the BNA program offered through the D303 high school district. An agreement was not renewed with the U-46 district.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	BNA program students are all required to complete at least 40 hours of direct patient care at a healthcare facility and engage in clinical training opportunities at long-term care facilities or hospitals. During these clinical experiences, students assist in providing patient/resident care consistent with the nursing assistant role. These hours give students direct hands-on experience caring for residents and patients and provide skills verification and experience that prepare them to work as CNAs after certification.

	The program has been expanding options for additional clinical sites. With approval from IDPH, the program is adding acute care clinical sites in 2020 as an expanded option in addition to the long-term care clinical experiences offered in the past.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Accreditation is not required; however, the BNA program is approved by the Illinois Department of Public Health. The most recent approval occurred in 2019 and is effective through 2021.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	BNA program graduates receive a Basic Vocational Certificate from Elgin Community College, and their information is submitted to Southern Illinois University for eligibility to take the Illinois CNA certification exam. BNA program graduates must pass the Illinois CNA certification exam to be employed as a CNA in the state of Illinois.
3.11 Is this an apprenticeship program? If so, please elaborate.	Yes. Elgin Community College's BNA program was recognized as an official U.S. Department of Labor-approved apprenticeship program in 2019. Two employers have participated in this program as of spring 2020. Challenges have included the program's unfamiliarity among many healthcare employers and the limited pool of students to recruit into apprenticeship positions. Recruitment of both employers and students for the apprenticeship program is ongoing in collaboration with Elgin Community College's Office of Strategic Partnerships and Experiential Learning.
3.12 If applicable, please list the licensure examination pass rate.	Elgin Community College BNA students' first-time exam pass rates are consistently above the Illinois state average. Between 2015 and 2018, students had a 100% first-time certification exam pass rate, dropping to 94.7% for 2019. The program is continuing to monitor the student success rate as well as students' reported certification exam percentage grades to ensure that the program is rigorous enough to maintain excellent student success in passing the CNA certification exam.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Elgin Community College has an articulated credit agreement with school district D303 that students who take the course through their high school can apply for NUR-105 credit upon matriculation to Elgin Community College.

3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	As discussed elsewhere, the program partners internally with the Assistant Dean of School Partnerships as well as the college's office of Strategic Partnerships and Experiential Learning to build enrollment and increase access. The Manager of the Nursing Simulation Center partners with BNA classroom/lab faculty to provide equipment needed for students' skill practice and to suggest any additional resources that may supplement classroom/lab education. Externally, the program seeks to retain a robust Advisory Committee and clinical site partners. The program also maintains strong collaborations with facilities used as clinical sites, including Greenfields of Geneva, Friendship Village of Schaumburg, Assisi Healthcare of Clare Oaks, Amita Health St. Joseph Hospital, and Advocate Sherman Hospital.
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?	There are various and plentiful professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects through the Center for Enhancement of Teaching and Learning (CETL). Even in light of recent travel restrictions and other financial constraints, many faculty utilize professional development funds to attend conferences in their discipline.

Within the BNA program, additional external opportunities are offered for adjuncts who have limited time on campus. The Nursing department has a department-level subscription to Dr. Tim Bristol's Nurse Tim educational webinars, which are primarily directed toward nursing education but could also be applied to BNA program education.

In addition to promoting the existing internal and external professional development opportunities, the Nursing Program Director has worked directly with the adjunct faculty who teach the BNA program in order to:
- Provide feedback on learning activities during faculty evaluations
- Share information regarding additional opportunities, such as Illinois CNA educator conferences
- Encourage the use of active learning strategies.

More continuing education specific to BNA program teaching and learning could be offered for BNA |

	instructors. Professional development opportunities that may be beneficial to BNA program faculty include interactive sessions about active learning strategies for health professions courses, test-item writing and strategies to assess students' application of content, and sessions about integrating lab and simulation experiences into BNA program curriculum.
3.16 What is the status of the current technology and equipment used for this program?	Elgin Community College has a cutting edge simulation center. Students get the opportunity to perform nursing assistant skills on "patients" (manikins), prior to course completion. They care for patients of all ages in the four hospital rooms and open labs. Student outcomes have improved greatly in safety, communication, critical thinking and collaboration of other disciplines in this environment.

Elgin Community College has four simulation rooms and three open labs. With technology constantly changing, it is a challenge to have the funding to replace aging items. Instructional equipment is modeled after clinical sites. Students need to learn on the same equipment they will be using on patients. Faculty make requests to the program budget. Some examples are a sit-to-stand lift, Stryker carts and vital signs equipment. The lift was recently purchased using Perkins funds. |
3.17 What assessment methods are used to ensure student success?	Ongoing assessment methods include: course discussion, workbook and lab activities, exams, and clinical evaluations (skills checklists and behavioral evaluations). The BNA program (NUR-105) underwent its most recent college course assessment during the 2019 calendar year (spring, summer, and fall semesters) with the report to be submitted in fall 2020. This course assessment tracked student success over an entire year to better capture various student groups, such as dual-credit students who primarily enroll in the fall semester.
3.18 How are these results shared with others at the institution for continuous improvement?	Once completed, course assessment results will be shared with the course faculty and division associate dean, who shares the report with the college Teaching, Learning, and Student Development operations department.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The most recent course assessment results are pending; however, the nursing program director and BNA faculty have made several curriculum revisions to update content, resources and documentation. Several more significant revisions as described elsewhere in this document are under discussion. Revisions and updates

	are based on state guidelines and feedback from students, faculty, the advisory committee, and community agencies.
3.20 How satisfied are students with their preparation for employment?	Student response rates to Elgin Community College's career-technical follow-up survey are relatively low; however, the data collected shows that, of students who reported being employed, 70 to 100% reported that they were employed in the nursing assistant field. In fiscal year 2018, 100% of graduates reported being "somewhat satisfied" or "very satisfied" with course content, lecture and lab experiences, equipment and facilities, job preparation, and preparation for further education. One area that was ranked at 75% satisfaction in both fiscal years 2015 and 2018 was information on current employment. Since students cannot be employed as CNA's until after passing the state CNA certification exam, opportunities shared while students are in the program may no longer be available after graduation. However, ongoing services are available through Elgin Community College's College Central community job posting site, the Elgin Community College Career Services office, the annual Health Professions job fair, and the Nursing Program Director.
3.21 How is student satisfaction information collected?	Student satisfaction is collected informally through student comments and student course evaluations in addition to the career-technical follow-up survey conducted annually by Institutional Research.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are closely integrated into the BNA program as sites for students' clinical experiences. They often recruit students who attend clinical at their facilities, and many employers have asked to host clinical groups as a result. Recent informal feedback has mostly involved the need for greater numbers of CNAs in acute care, long-term care, rehabilitation, and community settings. The Illinois Department of Employment Security has reported that there are annually 4,696 job openings for nursing assistants in the northeast Illinois region. As a result, the BNA program has been continuing to look for methods to recruit and retain students.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The BNA program's Advisory Committee meets yearly during the spring semester in conjunction with the nursing program. The membership of the Advisory Committee includes representatives from each of the major clinical sites used during the past academic year, academic partner representatives, the BNA and nursing

	program full-time and adjunct faculty, the Nursing Program Director, the Manager of the Nursing Simulation Center, and the Dean of Health Professions, Math, Science, and Engineering.
	The BNA program's Advisory Committee members as well as additional employer feedback have described the program's graduates as being well-prepared. The primary feedback has been the need to increase the number of program graduates to meet employment needs in the community.
	The BNA program Advisory Committee contributes to the quality of the BNA program by providing employer feedback in a formal setting as well as sharing the program successes with employers who hire graduates. For example, information was shared about the BNA apprenticeship program at the 2019 Advisory Committee meeting. During the advisory meetings, often the Nursing Program has been a major topic of discussion. At future meetings, the Nursing Program Director will continue to seek specific feedback regarding the BNA program as well as continue to invite representatives from local clinical agencies.
3.24 How satisfied are employers in the preparation of the program's graduates?	Overall, employers who have provided comments seem satisfied with the skill level of the BNA program's graduates.
3.25 How is employer satisfaction information collected?	The BNA program collects informal information about employer satisfaction through the Advisory Committee as well as through other incidental feedback provided by employers. The program also considers informal feedback provided by students, alumni, and community agencies regarding the preparation they received in the course.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The BNA program already has excellent physical resources available for instruction. Restoring the BNA full-time faculty position would be one of the top resources to improve the quality of the BNA program and promote student success. A full-time lead faculty could help integrate additional active learning and simulation experiences and maintain consistency throughout the BNA program curriculum.
	The review of program quality has further confirmed the need for the following: • Ongoing curriculum evaluation to further integrate active learning and develop simulation activities into

	the curriculum to enhance student engagement and learning • Modification of the program prerequisite requirements to provide students with alternate readiness pathways to enter the BNA program

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

The program has seen a decrease in adult student enrollment over the past several years. Various reasons for this have been discussed, including the cost of the program, the average CNA salary in the northern Illinois region, and the low national unemployment level prior to the COVID-19 pandemic. However, dual credit enrollment has been increasing, partially due to various pathways in place with partnering high schools. Currently, the program is looking at expanding more inclusive pathways to allow students to be eligible to enroll, including allowing certain levels of college placement/admission testing in addition to the Psychological Services Bureau-Health Occupations Aptitude (PSB-HOA) exam. Most other similar programs in the region have these types of more inclusive standards in place.

Students would benefit from having a lead faculty member or full-time faculty member in the course to standardize the curriculum across sections and further develop active learning strategies. Currently the course is taught by all adjunct faculty. In addition, the program is continuously looking to recruit BNA instructors, as there is a shortage of qualified instructors who have the state Train the Trainer and Approved Evaluator certifications. Student success and program capacity, especially for dual-credit students, depends on the recruitment and retention of qualified faculty.

Performance and Equity

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

CTE Program	Basic Nurse Assistant Training Program				
CIP Code	51.3902				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled *(*SU/SR DUPLICATED SEATCOUNT ENROLLMENT for NUR-105 COURSE)*	68	65	53	49	58
Number of Completers	47	47	40	40	42
Other (Please identify) **OVERALL COURSE SUCCESS (A-C) RATES, excluding withdrawals*	51%	64%	63%	77%	80%

PE1. How does the data support the program goals? Elaborate.

ENROLLMENT

Enrollment in NUR-105 decreased by 15% overall between fiscal years 2015 and 2019, mirroring the 16% decrease in overall student enrollment at Elgin Community College during the same time period. The decline also corresponds with several community factors, such as the relatively low wages received by nursing assistants, the overall growth of the economy, and the cost of the course. However, dual credit student enrollment increased by 300% between fiscal years 2015 and 2020, likely as a result of career pathways programs in schools and students coming to Elgin Community College rather than another vocational center.

Enrollment in the BNA program is expected to increase slightly over the next five years. Contributing factors may include growth in unemployment associated with the COVID-19 pandemic, revisions to the BNA program, and continued partnership with local high schools. Changes in scheduling may be attempted as feasible to determine their effect on program enrollment.

RETENTION

Between fiscal years 2015 and 2019, the retention rate for NUR-105 increased 23% overall compared with the overall Elgin Community College retention rate, which remained relatively stable. Dual-credit students specifically had a 34% increase in retention. The increase in program retention rates may be correlated with factors such as a change in grading requirements as well as the increase in dual-credit students, who are typically motivated to complete the course in order to graduate from high school.

	COURSE SUCCESS Overall student success (students achieving grades of A through C) in the BNA program (NUR-105) has increased by 54% between fiscal years 2015 through 2019. Students must achieve an average grade of C (80%) or higher as well as a satisfactory clinical grade in order to pass the course. In addition, the dual-credit student success rate has remained 8 to 33 percentage points higher than the success rate for traditional students who completed the course. These trends remain close to the Elgin Community College career-technical course success rate average, despite the minimum passing grade (C) being 80% for NUR-105. The increase in student success may be due to changes in the course grading policy such that students can continue in the course even if their initial exam scores are below 80%. **COMPLETION** As compared to program enrollment, students are still completing at less than acceptable numbers. For example, the overall success rate for students in fiscal year 2019 was 80%. However, trends for successful student completions have increased from 52% to 80% between fiscal years 2015 and 2019. Many students taking the BNA course have limited college experience, and taking a challenging 7-credit course such as the BNA program may be difficult for them. In addition, students who do not pass the course seem to have academic issues, health-related issues, or significant personal time commitments (jobs, family responsibilities, etc.). Several methods the Nursing Program Director and faculty have taken to help increase students' success rate include facilitating and referring students to various college resources, such the Health Professions Academic Advisor/Retention Specialist, the Wellness Specialists, disability services, and financial aid. It is also worth mentioning that there may have been inconsistencies in reporting of data in FY15, including completions of dual-credit students.
PE2. What disaggregated data was reviewed?	Through the expertise provided through Elgin Community College's Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (ie. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status. Then depending on programmatic need and interest, additional subgroups can be created. Within BNA, it has been noted that the number and proportion of dual-enrollment students has been increasing. Therefore, it is important to study these students to ensure their success, as well as

	differentiate opportunity between these students and others who may have very different needs and outcomes.
PE3. Were there gaps in the data? Please explain.	Between fiscal years 2015 through 2019, the overall course success rate has increased, and the withdrawal rate has decreased, as described in previous sections of the program review. However, several significant differences exist among certain groups during comparisons of data from students attempting the BNA program between fiscal years 2015 through 2019. **Gender:** Male students were underrepresented at 15% of all the students enrolled. They also had an average success rate of 37%, compared with female students who had an average success rate of 70%. According to EMSI 2019 occupation statistics, 13.9% of nursing assistants in Chicago and the surrounding region were male, while Elgin Community College's BNA program graduates were approximately 5.5% male. Overall, 46% of Elgin Community College students in fiscal year 2019 were male. Although the program will continue to recruit both male and female students, of even greater concern is the course success disparity for male students. There may be several possible reasons for this disparity, including the lower number of male students compared with female students, limited access to peer support from other male students, difficulty identifying with all-female instructors, or other personal or academic characteristics. The low enrollment of male students makes gathering statistically meaningful statistics on contributing factors difficult. The program faculty continue to work on helping both male and female students based on individual strengths and characteristics. **Race/Ethnicity:** Student success varied among different ethnic groups, ranging from the highest for White students at 73% to the lowest for Latinx students at 55%. However, Latinx student success has increased from 51% to 80% between fiscal years 2015 through 2019, and the withdrawal rate decreased from 29% to 10%.

	Informally, some students having English as their second language have reported difficulty with new terminology in the BNA program, which could impact various minority groups that might have higher proportions of ESL students. Overall, the trend toward increasing student success also seems to apply in some extent to minority students as well.
	Age: The youngest age group (17-22) was the largest enrolled student group and had the highest success rate at 78%. The other age groups (23->50) ranged from 45% (40-49) to 67% (>50). The high success rate for the youngest (17-22) group may be related to the dual credit student population, who tend to be committed to graduating high school, have specific GPA requirements to take the course as a dual credit student, and may have both high school and college support resources. Success rates vary for the other age groups, but students report that various factors influence their success, including work schedules, family responsibilities, recent academic experience, personal time commitment to the program, and use of support resources.
	Additional questions and possible disparities to explore in the future are related to English language proficiency as well as financial stability. Although BNA students can seek out scholarships or participate in programs such as the apprenticeship program, the program does not qualify for financial aid due to the low number of credit hours. The Nursing Program Director and faculty are continuing to explore methods to enable students with low financial resources to take the BNA program.
	Recently, changing the course to an online format during the COVID-19 pandemic has brought up other concerns that current disparities will be exaggerated. Faculty are committed to helping students remotely, and it will be important to transition to at least partial face-to-face instruction with in-person clinical and labs. However, this may be an excellent opportunity to assess the impact of hybrid formats on student success, as hybrid may be a more equitable option for students who have limited schedules. If successful, perhaps some hybrid sections could be offered in the future.
PE4. What is the college doing to overcome any identifiable gaps?	To further investigate equity gaps within the BNA program, continued analyses of student demographics and success will be necessary. Additional data points to consider monitoring in the future include English language proficiency, performance on program prerequisite requirements, and financial status. Because student success depends on so many factors, it will likely be difficult to determine a predictive multi-factorial model that equitably represents all students. However, one goal of this process is to consider developing individualized success plans with each

<table>
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<td>student. Student success plans will require collaboration with various college student support services and the Health Professions Academic Advisor as well as maintaining or hiring program faculty.

Institutionally, Elgin Community College is committed to analyzing, discussing and strategizing improvements to success equity gaps. The Student Support Infrastructure (part of the college's participation in Achieving the Dream) ensures administrative attention and budget support to interventions, and grass-roots activities such as the faculty-led professional development group TIDE (Teaching Inclusiveness, Diversity and Equity) provide cross-divisional opportunities to discuss student outcomes across different groups.</td>
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<tr>
<td>PE5. Are the students served in this program representative of the total student population? Please explain.</td>
<td>

ECC BNA Program Student Ethnicity

A bar chart showing percentages (0% to 70%) for ethnicity categories White, Hispanic, African American or Black, Asian, and Other. Three series: BNA Program FY15-19, ECC Students FY17, Community College District 509 FY17.

Overall, Elgin Community College's BNA program has had a relatively diverse population of students compared with the demographic distribution in Community College District 509, as illustrated above. The BNA students appear relatively comparable to the overall Elgin Community College student population in ethnicity. Although the ethnicities of students enrolled in the BNA program appear to be slightly more diverse than the surrounding communities, it would be interesting to also compare the ethnicity data of various age groups if this data were available.

As already discussed, men are underrepresented in the program and the profession as compared to the student body. The age groups enrolled are shifting as well.</td>
</tr>
<tr>
<td>PE6. Are the students served in this program representative of the district population? Please explain.</td>
<td>Patterns discussed above for the BNA program compared to the college are similar to those for the District 509 community.</td>
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</table>

Review Results	
Action	X Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale R1. Please provide a brief rationale for the chosen action.	Although several changes are proposed to the BNA program, the overall content of the course itself remains relatively unchanged due to the state BNATP curriculum structure and regulations. The nursing department has been working on various methods to promote program enrollment in order to meet the labor needs in the community. These methods have included increasing dual credit enrollment, working on methods to help students with tuition such as the apprenticeship program, recruiting at career fairs, revising the nursing department webpage to better feature the BNA program, and revising the program itself to increase pathways into the program and making the program name more recognizable (Certified Nursing Assistant instead of Basic Nurse Assistant).
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. By fall 2020, submit a proposal to rename the program to "Certified Nursing Assistant Training Program" in order to increase program recognition. This proposal's implementation date would be summer 2021. 2. By fall 2020, submit a proposal to revise the course prerequisite requirements to include various college readiness standards for writing, reading, and math in addition to PSB testing. This proposal's implementation date would be summer 2021. 3. By summer 2020, revise the nursing department website to include a webpage dedicated to the BNA program. This step was already implemented as of May 2020. 4. By fall 2020, offer evening and/or hybrid class options for the course if feasible given enrollment and faculty availability. It is anticipated that the fall 2020 BNA course will be hybrid due to COVID-19. 5. By fall 2021, propose limited BNA lab faculty staffing, paid on an hourly basis, to assist with required skills preparation for clinical as well as simulation activities. 6. During 2020-2025, continue to hire adjunct faculty and restore the full-time faculty position (if approved) to support enrollment and student success. 7. During 2020-2025, continue with college advocacy for the integration of the BNA program into dual-credit healthcare

	pathways in high school districts within Community College District 509. 8. During 2020-2025, continue to hold annual advisory meetings to seek feedback from clinical affiliates. 9. During 2020-2025, continue to partner with clinical agencies to prepare nursing assistants for employment, including expansion of the BNA apprenticeship program. 10. During 2020-2025, continue to integrate simulation and active learning strategies into classroom and lab activities.
R3. Resources Needed	Resources needed to accomplish the above goals include the following: • Funding for BNA lab instructor hours • Funding for equipment/supplies to support instruction • College department/personnel support to engage with high school districts and expand the BNA apprenticeship program • College funding for new faculty hiring, if approved.
Responsibility R4. Who is responsible for completing or implementing the modifications?	Nursing Program Director, Manager of the Nursing Simulation Center, BNA program faculty

Career & Technical Education

College Name:	Elgin Community College

Academic Years Reviewed:	2015-2019

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Graphic Design	**AAS**	**62**	**50.0409**	**BVS-Adobe Creative Suite BVS-Web Design**
Videography & Motion Graphics	**AAS**	**61**	**10.0304**	**BVS-Videography**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

| **Program Objectives** What are the overarching objectives/goals of the program? | Elgin Community College's Communication Design Department encompasses two dynamic visual disciplines: graphic design (incorporating web design) and videography. Exciting practical experiences are offered through the Spartan Design Club or through capstone projects designed to synthesize skills developed during the program. Professional portfolio presentations showcase student work to the community and prospective employers. Certificate programs provide opportunity to augment an existing degree or work experience, or to master strategic design skills to gain a significant competitive edge. Students can also pursue an Associate in Arts degree that includes electives in communication design to transfer to a four-year college or university.

Computerized graphic design combines electronics and digital technology to allow designers access to a vast array of expressive and informational means. Computerized graphics are a staple of print media, print production, electronic prepress and desktop publishing. ECC's Computerized Graphics labs are equipped with Macintosh computers, color monitors, scanners and printers. Upon completion of the program in Graphic Design, students will be able to:
- Cite major graphic designers and identify their contributions to the history of design.
- Identify audience, purpose and intent of messages. |
|---|---|

	- Read and evaluate text, media formats and images
	- Demonstrate knowledge of electronic publishing.
	- Prepare files for print production: Type; File Compression; Packaging; Color management
	- Prepare files for multimedia distribution, demonstrating competency with: File Compression; Transparency; Standards of sizing and aspect ratios.
	- Manage file documents : with department standard format (Lastname_firstname_project.extension)
	- Demonstrate knowledge of components of business management, as they relate to graphic design.
	- Think and work creatively to address the needs of clients.
	- Demonstrate proficiency in design composition by using type, color, images and visual hierarchy.
	- Communicate visually through the design process.
	- Generate and develop HTML & CSS into well designed webpages.
	- Construct, organize and maintain websites.
	- Construct simple kinetic images.
	- Create simple videos for online distribution, following current industry standards (e.g. HTML 5).
	- Analyze and evaluate their own design body of work: Articulate personal stylistic interests; Process and respond to constructive feedback.
	Videography & Motion Graphics bring together a variety of media to communicate in digital formats. Using sound, text, color, images, animation and videos, students will create digital movies, kiosks, DVDs, presentations, and streaming videos. The media lab offers powerful workstations, advanced digital video cameras and professional grade audio equipment to help prepare students for the job market demands of current digital workflows. Upon completion of the Videography program, students will be able to:
	- Cite major cinematographers and identify their contributions to the history of cinema.
	- Create and manage digital video, demonstrating competency with: Digital Video Systems;

	Camera Lens; Lighting, Exposure & Color Balance; Audio Basics • Compile and edit digital cinematic assets into short-form videos, exhibiting a variety of structural approaches such as narrative, thematic or poetic. • Demonstrate knowledge in developing narratives: Research; Information gathering; Interview skills; Writing styles for visual storytelling. • Synthesize music, dialogue and sound effects with kinetic imagery. • Generate visually engaging motion graphics that employ essential design principles. • Demonstrate competency with codecs and online distribution of video. • Analyze and evaluate their own cinematic body of work: Articulate personal stylistic interests; Process and respond to constructive feedback. Program outcomes are now also available on each program's page on the online catalog.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Students are given ample opportunity to practice the outcomes prior to completing the program, where they will demonstrate mastery during the advanced level courses and the capstone courses by creating a portfolio. Rubrics are created for class projects which describe the performance expectations.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	**Perform an in-depth program analysis to develop a rotating course schedule to maximize enrollment and accelerate completion. Revisit the sequencing of classes in the 3 programs as well as the prerequisites that affect sequencing to maximize enrollment and accelerate completion. Expected outcome: Improved program coherence, more reliable enrollment each semester, faster student completion, and if feasible, a certificate that could be earned, under certain conditions, in one semester.** <u>Progress reported:</u> • Schedule was revamped to facilitate faster completion and maximize enrollment in each section. • However, enrollment for the current review period demonstrates a general decline, in concert with a reduction college wide. • Additional prerequisites have been added to existing courses (effective Summer 2019) which may have a

	further deleterious impact on enrollment and need to be monitored. **Evaluate the Internet Design program for possible updates to reflect the rapid changes occurring in the discipline.** Progress reported: • The reconfigured advisory committee structure and meeting format provided broad base for valuable input - and the impetus for continuing curriculum revision discussions. • The department also conducted a survey of district businesses to answer key questions about trends and challenges facing the industry. • Discussions prompted revisions to all CDN program curriculum and withdrawal of the AAS in Internet Design (BVS Certificate remains). Internet design courses are now required/embedded in the AAS CDN Graphic Design option as web design skills are essential in this market. **Broaden the advisory committee to include high school teachers and more industry representatives.** Progress reported: • Complete. Deeper engagement by and more relevant input from advisory committee members expected to galvanize department to make needed changes. Reconfigured advisory committees, one for each studio (internet design, videography, print/ePublishing). • Highly successful launch of new advisory committee structure and meeting format with follow up from individual subcommittees. The input provided has guided ongoing discussions regarding curriculum changes. • Discussions have also continued with high school partners to align programs and explore articulation agreements/dual credit options. The current Advisory Committee planning is focused on input from Agency principals rather than high school instructors and former students. **Investigate the content of graphic design curricula in the district's feeder high schools to ensure the program can offer "the next step" in the education of entering college students.** Progress reported:

- Nothing to report.

Revisit the articulation of CDN courses with four-year institutions.
Progress reported:
- Complete. Faculty worked with transfer coordinator Sean Jensen to develop articulation agreements with interested 4-year institutions Agreements have been executed with Northern Illinois University, Illinois Institute of Art, Columbia College.
- The program has 4 courses that are designated as 1.1 transfer courses.

Increase design outcomes targeting social media.
Progress reported:
- In progress. Overlaps with another goal below (*), changes submitted to curriculum committee will be informed by program faculty assessment of capstone portfolios from 2018SP.
- CDN-230 has incorporated content creation targeting YouTube, Vimeo and Facebook.

Explore creation/inclusion of a CDN course(s) to support information and technology general education outcomes.
Progress reported:
- Deferred. The College's information and technology outcomes have changed since this goal was proposed. The department needs to review the implication of those changes and how it can align to them, where appropriate.

Explore a faculty engaged student advisement program to better inform students of program sequencing.
Progress reported:
- Cancelled. (6/2018)

Broaden the capstone portfolio requirements to better represent internet design and rich media. A department wide effort to identify and embed portfolio quality outcomes throughout the curriculum will be launched. (*See goal above)
Progress reported:
- In Progress. In FY18 the program faculty created a rubric to standardize portfolio assessment. This tool

	was shared with all program faculty to assess student work; it was also sent to employers invited to the portfolio showcase. • The program created a professional standard for portfolio show presentation of student work, which included uniform portfolio cases, display mock-ups and development of student brand marketing giveaways. The program collaborated with the marketing department to extend formal invitations to employers, advertised with Elgin Chamber of Commerce, and promoted it via social media. • Portfolio assessment informed changes submitted to curriculum committee in the fall of 2018. The capstone portfolio continues to center on print design. There is an increased emphasis on embedding portfolio quality projects throughout the curriculum to generate sufficient content for the final portfolios.
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.	Tim Kaar, Professor II of Graphic Design, CDN Instructional Coordinator Yvonne Beckway, Graphic Design Unit Adjunct Faculty, CDN Instructional Coordinator Irina DelGenio, Associate Dean of Liberal, Visual & Performing Arts Mary Hatch, Dean of Liberal, Visual and Performing Arts
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	The CDN faculty leading the production of this report for their program consulted with the division administration and the Institutional Research and Assessment & Curriculum offices.

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 | As noted in the goals progress mentioned above, additional prerequisites have been added to existing courses (effective Summer 2019) along with some renumbered courses, which will ensure a specific |

any findings or revisions moving forward.	sequence from foundational to advanced coursework. The program will have to monitor subsequent outcomes which may have a negative impact on enrollment.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	AAS Communication Design - Graphic Design = 62 hours, this is an insignificant overage. AAS Communication Design - Videography & Motion Graphics = 61 hours, this is an insignificant overage.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Students completing the CDN programs may seek employment as Camera Operators, Film and Video Editors, Graphic Designers and Web Developers. Statewide figures show varying levels of openings and growth, depending on the specific occupation. See attached IDES output in Appendix A.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Print, which had enjoyed the largest enrollment in the past, has been on a clear downward path for some time; entry-level opportunities are diminishing with poor hiring outlooks. Advisory committee members confirm the reduction in job opportunities as more information is delivered in an online environment. Yet, package design and animation/video for e-magazines and social media are areas of potential growth. As shown in Appendix A, the 2018 – 2028 growth rate in Illinois is projected to be: <table><tr><td>**All Occupations**</td><td>**2.4%**</td></tr><tr><td>Camera Operators</td><td>3.4%</td></tr><tr><td>Film & Video Editors</td><td>9.02%</td></tr><tr><td>Graphic Designers</td><td>1.89%</td></tr><tr><td>Web Developers</td><td>11.3%</td></tr></table> Some schools accept coursework for transfer. Increasingly, the job opportunities for Graphic Designers will require a BA degree for entry as the entry level production jobs that existed for AAS completers are being eliminated by automation.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security Employment Projects, Occupational Employment Statistics, wage information.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment	The school engages in extensive marketing practices, although targeted, program-specific marketing is limited.

of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The department engages in the college's recruitment nights and has sponsored "open houses", led tours and responded to individual informational requests.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	When curriculum requires revision, needs typically begin with faculty conversations. Proposals then go through an approval flow through the Dean's office and to the Curriculum Committee. Course changes are documented on the master course outline in CurricUNET and are reviewed through the college's Curriculum Committee process according to established timelines. It is noted that various members of the CDN faculty have served on the Curriculum Committee.
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.	Numerous changes were made in 2019 and no new curriculum is proposed. However, there should be serious discussion about refocusing the program, as it has struggled during the past 10 years. Examination of the data indicates a clear preference for courses that can transfer to four year schools. Additionally, the college needs to address space issues for this program (and others within the LVPA division). The renovation of the college's Performing Arts Center was limited to public areas such as the lobby and the Blizzard Theatre. Over the years, ad hoc modifications have allowed the program to advance, but a more holistic approach that considers all the arts programs should be taken. For example, the CDN program once had an active airbrush studio, but this space has become a storage room. A successful check-out function within the Photography program could be centralized to support other programs. Indeed, the RAMP document on file with the state identifies a need for a digital arts facility, capable of housing the photography, music production and videography programs, which have common needs.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:	
a. What are the costs to the institution associated with this program?	The CDN program encompasses videography, and web and print design. These three programs are not segregated into different GL departments because they are intertwined, with foundational courses shared by all of them. The total expenses for the CDN program in FY19 were significant, at $486,818, with associated

	FY19 revenue of $282,486 - representing a loss of $204,332.
b. How do costs compare to other similar programs on campus?	Under the ECC/ECCFA contract, the CDN courses are significantly more expensive to run than are general education courses. Nearly all of the CDN courses are 3 credit, 5 contact hour courses. They generate revenue on the credit hour, but they pay (or are assigned load) on contact hours that are nearly double the credit (i.e. 3 credit/5 contact hours). In addition, most of the program's courses have lower enrollment caps, ranging between 12 and 20 students. A CDN class would have to reach 14 students to recover the cost of paying out a full-time faculty member's voluntary overload class contract and more students would be needed for a unit adjunct's contract. Also, a full time faculty member may reach a full load with 3 sections of courses capped at 12 students._ These factors increase the costs in comparison with other programs. As a career program, CDN does not have any general education offerings to offset its high costs, as do the Art, Music and Theatre programs. Along this line, the full-time design professor assigned to videography currently teaches several sections of introductory film studies as a Fine Arts/Humanities general education course. Enrollment and tuition statistics are credited to the Art rather than the Design department, which inadvertently misrepresents to revenue generated to the college by CDN faculty.
c. How is the college paying for this program and its costs (e.g. grants, etc.)?	The costs for the program are covered by tuition, apportionment, and presumably, other general education program surpluses (e.g. Humanities), and taxes. Equipment requests are funded by the Informational Technology budget and the TLSD budget.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A. The Perkins grant has supported advisory committee meetings and general CTE marketing perhaps, but to the dean's knowledge, Perkins funds have not been used to directly support the CDN program.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Salary expenses for the program have been reduced. A significant portion of this reduction was due to the retirement of a full-time tenured professor whose position was not replaced. In 2018, the college spent over $90,000 to replace Mac computers for the program. The computer upgrade cycles have moved from three years to six years in duration for a considerable cost savings.

	Annual software licenses represent a significant expense for the program, and is noted that videography software costs are minimal in comparison to those used by print design. During the pandemic crisis, the program has moved to a new licensing structure that allows students to use named licenses while they are enrolled, rather than assigning licenses to Elgin Community College devices. While currently student-named licenses are paid for by the college, this may shift in the future, potentially shifting the software cost directly to students (with a corresponding adjustment to fees they currently pay to Elgin Community College).
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students pay standard tuition and fees, as well as course fees that support student access to industry-standard software, Adobe Creative Suite. Textbooks cost between $250-$300 per program. The program relies heavily on specialized hardware and software. To assist students, the program has professional quality computers available for students as well as Adobe Creative Suite. The department owns high quality video cameras, microphones, digital audio recorders and portable light kits which are made available for students to check out for their use. A basic camera/audio kit with lights is worth approximately $2k-$3k, depending on the configurations. This would be cost prohibitive for most students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The videography program requires an equipment check out procedure that would entail additional costs. From its inception, videography has run on a barebones basis. It requires dedicated facilities, specifically, a soundstage with lighting. There were plans for an Arts Technology building that have never materialized. Repurposing an underutilized room into a soundstage would allow for further development of the program.

It would be appropriate to investigate how other community colleges and transfer institutions handle high contact hour courses, to see if there are other models to consider to render this program more sustainable. |
| **Indicator 3: Quality** | **Response** |
| 3.1 What are the program's strengths? | The program has current software and hardware, though the hardware cycles keep extending and replacements are becoming more difficult to attain. Instructional equipment requests (e.g. video cameras) are routinely |

	funded, granting students access to high quality production equipment. Experienced, dedicated and student-focused department faculty, and recent adjunct faculty hires who bring fresh perspectives, and broad, current professional experience to the program.
3.2 What are the identified or potential weaknesses of the program?	The retirement of one of the three full-time faculty members (not replaced) left the print side of the program without adequate oversight and up-to-date methodologies. Videography enrollment cannot grow significantly because of infrastructure limitations.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Prior to the pivot to remote learning for COVID-19, the majority of the program was delivered in the standard face-to-face modality. A gateway course, CDN-107 has been successfully taught online. With the fall 2020 semester being entirely online, the pandemic has created an opportunity to explore the potential for offering other courses online post-pandemic. Sections are typically scheduled during the day for 16 weeks. That is the greatest student preference and there has been insufficient demand to pursue alternative schedules.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The programs currently meet the following criteria: **A) Incorporates challenging State academic standards:** The CDN coursework is congruent with accepted academic standards throughout the State. **B) Addresses both academic and technical knowledge and skills, including employability skills:** The program requires students to apply understanding of visual communication with skills required for employment as graphic designers, videographers or web designers. **C) Is aligned with the needs of industries in the economy of the State, region, or local area:**

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

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Demand for several of the targeted areas of employment are projected to grow faster than the general trend within the State.

D) Progresses in specificity:
There are several foundation courses without prerequisites that offer students a variety of starting points, but they then scaffold into other courses as prerequisites to provide a specific sequencing of skills.

E) Has multiple entry and exit points that incorporate credentialing:
Students may begin in various foundational courses and then proceed through elements of the program, completing certificates or a degree

F) Culminates in the attainment of a recognized postsecondary credential:
The program offers three certificates and two degrees.

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3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.

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A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:
The program regularly researches the requisite skill sets necessary for employment within the various fields targeted by the program, i.e. Camera Operators, Film/Video Editors, Graphic Designers and Web Developers/Designers. Area employers are consulted on both an informal and formal basis regarding the changing demands of the workplace. Once a year an advisory committee meets to review our curriculum and inform the department of emerging trends. The committee is balanced across a spectrum of design and new-media professionals.

B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act:
As a career program specializing in technical training, students are able to engage in selective course offers to augment specific work skills or pursue coherent training leading to a vocational certificate or complete an integrated program culminating in an Associates of Applied Science.

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

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Students are provided career counseling at both the advisory and departmental level and are supported with financial aid, child care and have access to public transportation onto the campus.

D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster:
The department emphasizes soft interpersonal skills and basic business practices as well as providing technical training in preparation for the field.

E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable:
Coursework is reviewed for duplication and redundancies are resolved. Course scheduling is methodically considered to avoid conflicts and streamline on campus attendance for the various cohort groups moving through their respective programs.

F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:
The department has several courses that do not require minimum competencies, which allows students engaged in developmental level studies to perform additional college level coursework to further their education.

G) Helps an individual enter or advance within a specific occupation or occupational cluster:
The department engages with employers to support educational and career advancement for program participants. The department strives to remove barriers so that participants with diverse backgrounds can enroll and succeed in their educational goals. A focus on equity of access and services across student constituencies exists within the department.

is3.6 What innovations that contribute to quality or academic success have been implemented	Recent departmental innovations have included development of a podcast studio, the development of a sound/video studio. Student Portfolios were presented online as a website for the first time this year, in part as a

within this program that other colleges would want to learn about?	response to the pandemic. Google Classroom has been infused into several courses, integrated with D2L, creating a learning environment that utilizes the strengths of each while circumventing their weaknesses. There is some overlap between the Communication Design program and the Art program. There may be opportunities to partner, or even join the programs to achieve innovative synergies and efficiencies. This will be explored during the upcoming review period.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Currently there are not, though there was a time several courses were available to tech prep students, but those programs seem to have been defunded and vanished (-90% in 5 years). There has been a college-wide decline in tech prep which may reflect an increased emphasis on offering dual-credit transfer courses in the high schools over CTE. Based on high school course credit and a portfolio, students are able to receive proficiency credit for foundation classes such as CDN-101: 2D Design or CDN-107: Introduction to Digital Design.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Resources are limited to create robust opportunities, however, CDN students are encouraged to engage in: • Spartan Design Club, a student group creating design work for campus life organizations and non-profit endeavors. • *SPIRE*, ECC's art and literary journal made by and for students. • Annual Self Employment in the Arts Conference Additionally, students may be employed as student workers in the various arts programs (work-study), and some in CDN have completed internships at R.R. Donnelly.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A

3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Typically, students that transfer go to state 4-year schools such as UIC, UIU, NIU, ISU or SIU. Some transfer for local private schools such as Judson University or Columbia College Chicago. There are four courses currently identified for articulation to four year schools: • CDN-107:Introduction to Digital Design • CDN-230: Introduction to Videography • CDN-101: 2D Design • CDN-221: Web Design It is probably not a coincidence that the first three of those have the highest enrollment in the department. A forward looking strategy might build upon that success and refocus the department towards delivering foundational design skills appropriate for transfer to four year schools. The department would benefit from offering more courses targeting transfer to a four year college. Some schools accept coursework for transfer. Increasingly the job opportunities for Graphic Designers will require a BA degree for entry as the entry level production jobs that existed for AAS completers are being eliminated by automation.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	There are various and plentiful professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects through the Center for Enhancement of Teaching and Learning (CETL). Even in light of recent travel restrictions and other financial constraints, many faculty utilize professional development funds to attend conferences in their discipline.

	Within the CDN program, faculty would benefit in learning more about online digital content creation and workflows, and they must stay abreast of updates/changes in Adobe Creative Cloud in order to maintain currency.
3.16 What is the status of the current technology and equipment used for this program?	Faculty must partner with the Information Technology department in this regard, and staying on top of the program's technical needs (machines and software) can be quite challenging. There are two labs of computers that were purchased hastily in December of 2019 - without faculty consultation - and which remain in storage nearly nine months later. This is reminiscent of an incident when the program was awarded an ATT Accelerator grant to purchase a cart of laptops in 2008. It took nearly a year for the IT department to place them in service. Twenty years ago the Design labs possessed professional grade equipment that was well maintained. Much of the IT expertise then was contracted out to outside consultants (knowledgeable about Mac machines and industry software). Support was subsequently brought in house and placed under an Academic Computer manager with insignificant knowledge of professional grade computers for Design or Videography. Subsequently, support and replacement has been a contentious process. The program will continue to need sufficient studio facilities for live, online streaming. This was a trend pre-pandemic and will likely increase in the post-pandemic business environment.
3.17 What assessment methods are used to ensure student success?	The department defines student success as the attainment of course objectives as identified in the Master Course Outline. Faculty are encouraged to review the Master Course Outlines for course outcomes and to align their instruction accordingly. Subsequently, faculty create rubrics for class projects. The rubrics lay out the performance expectations of each project. Using these, instructors can assess student outcomes and provide feedback. One on one time is spent with students to check their work as they create new documents. Input is given as instructors observe and give corrections to student work. Demonstrations are given, students practice in exercises based on demos and then the projects are graded via rubrics to assess how well students have learned. Tests,

	quizzes and in class participation all factor into students' performance. Google forms enables surveys to check for student comprehension and provide statistical feedback about student concerns.
3.18 How are these results shared with others at the institution for continuous improvement?	Course assessment is delivered to the dean's office and subsequently to TLSD. Survey and advisory committee feedback was shared with CDN faculty in department meetings. Over the 2018 spring and fall semester faculty discussed and identified changes to print program outcomes, and engaged in a mapping process to identify how each course would support student achievement of program outcomes. Course revisions were submitted to the dean and curriculum committee, with approved changes effective fall, 2019.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The department has implemented a number of curriculum changes in the last 2 years, and looks to stabilize it for the foreseeable future. Individual courses will continue to be updated to maintain currency and relevance. The program will continue to discuss and monitor the effects of these changes, as there may be potential for the new prerequisites to become barriers for student progress, reducing flexibility in course scheduling. CDN-108: Designing with InDesign has lower than average success rates, suggesting a need for further assessment.
3.20 How satisfied are students with their preparation for employment?	Satisfaction of 56 students responding to a CTE follow-up survey: Content of Program Skills Courses 98% Lecture, Lab Experiences 97% Equipment, Facilities and Materials 98% Job Preparation 89% Preparation for Further Education 93% Information on Current Employment 81%
3.21 How is student satisfaction information collected?	A career-technical follow-up survey is conducted annually by Institutional Research.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Integrating employers into the program has proven challenging for a variety of reasons: • Employers will often suggest a one-off project that is very difficult to integrate within the curriculum, as they are not sustainable.

	• Paid internships have been shunned by employers because they believe their return on investment is insufficient for the time and trouble for taking on student workers on a short term basis. • Unpaid internships exploit students for the benefit of business owners looking for low cost labor. • Faculty oversight of student internships is difficult because of scheduling conflicts and competing institutional responsibilities.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Committee meets once a year and is constituted by a balance of print, video and web designers. Local managers with hiring responsibilities of our graduates are included. There has been a shift away from the committee's over-reliance on local teachers and former students towards professional practitioners.
3.24 How satisfied are employers in the preparation of the program's graduates?	Two comments stand out from the most recent Advisory Committee: 1. There is an over emphasis on facility within software in contrast to understanding and applying design concepts. 2. Originality is missing from student portfolios because of a formulaic approach towards projects.
3.25 How is employer satisfaction information collected?	Program evaluation was initiated in the early spring of 2018, a process that resulted in curriculum changes for the graphic design (print) program. The instructional coordinator worked with institutional research and CDN faculty to create and conduct a survey of creative professionals (designers, marketers) about industry trends. Questions included: 1. What future trends do you see developing in the creative job market? 2. What do you feel are fundamental skills that graduates entering the workplace are missing or are underdeveloped? 3. What future trends do you see developing in your field? 4. What interesting projects have you been involved in that would lend themselves to a classroom atmosphere? (Please consider the objectives of your project; what techniques/operations were involved and how this might be implemented in the classroom.) 5. Please check the box if you would be interested in any of the following (included options for assisting with curriculum/content development, developing

	paid internships, serving on the advisory committee, etc.)
	Input was also elicited from professionals attending the spring portfolio review.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The department would benefit from hiring additional adjunct faculty with professional experience in the discipline.
	As noted, there will be benefit in increasing the number of courses that articulate to four year schools, and possibly outlining a model associate of arts degree for students to follow, which would identify coursework that provides appropriate concentration within the discipline. This may be most readily achieved by partnering with the Art program.

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

- The program would benefit from more instructors with recent, practical experience in design work, people who have made their livelihood from design, and continue to work at some level in the field.
- The videography program would benefit greatly from dedicated production space.
- Many of the program courses are taught by one instructor, rendering the course assessment exercise a solo activity that may be seen as offering little value and as redundant to the grading process. The process mapping initiative described earlier deliberately embedded specific projects in each course outline to support development of student skills. This was intended to provide signposts in the portfolio review process for identifying gaps, and generating department discussion and improvement.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Communication Design				
CIP Code	50.0409/10.0304				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled *(*SU/SR DUPLICATED SEAT COUNT ENROLLMENT for ALL CDN COURSES)*	576	548	486	539	529
Completions					
AAS-Graphic Design	18	9	8	14	11
BVS-Adobe Creative Suite	33	21	13	24	16
BVS-Web Design	5	3	0	13	14
AAS-Videography & Motion Graphics	1	1	3	1	2
BVS-Videography	0	6	4	5	2
Other (Please identify) **OVERALL COURSE SUCCESS (A-C) RATES, excluding withdrawals*	86%	89%	82%	83%	82%
PE1. How does the data support the program goals? Elaborate.	**ENROLLMENT** Department enrollment is down 8% in seat count the past five years, which is better than the -12% overall trend for the college. As mentioned earlier, the courses with the greatest enrollment in the program are those that transfer. CDN-101, 107, and 230 account for 38% of seats. Their popularity can also be attributed to their focus on foundations. It could indicate that many students are interested in acquiring specific skills, but not necessarily completing the certificates or degrees. It is noted that *all* current courses in the catalog have had enrollment over the past five years. A recent spike in enrollment for CDN-219: Web Basics can be attributed to it becoming a required course for the Graphic Design program. **SUCCESS RATES** The aggregate departmental success rate is 82%, meeting the college average. There are no significant trends one way or the other beyond volatility spikes due to small numbers. Several courses have 100% success rates, which might also be				

	attributable to small class size, but speak well for student success.
	One course, CDN-108: Designing with InDesign has lower than usual student success rates, which suggests a need for further assessment of the specific learning outcomes. Also as mentioned earlier, new course prerequisites will need to be monitored to balance their support of student success versus barrier to enrollment.
	COMPLETION
	While the Introduction to Videography course has some of the highest enrollment in the department, the number of degree completions is low. Some possible explanations:
	Students study videography to attain basic media competencies in order to augment their interests in other disciplines (such as marketing or communication).
	The 61credit hour AAS in Videography is constituted by 17 required hours specific to video versus 29 required hours in graphic design coursework. This indicates that contrary to most CTE programs, students' coursework is primarily focused outside their core area of interest.
	The lack of professional grade studio production facilities may deter students from completing their degree at Elgin Community College and instead transfer to an institution that provides such facilities.
PE2. What disaggregated data was reviewed?	Disaggregation has always been provided for modality. Through the expertise provided through Elgin Community College's Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. Career-tech programs are able to compare the demographic profile of their enrolled students to that of their completers, as well as to the college and the district.
	New for FY20 is access to disaggregation on course-level success rates (earning C or better). The analysis compiled five years of course success data to allow sufficient n-sizes. Cuts are then available by division, student type (ie. CTE or transfer), race/ethnicity groups, gender, and Pell status (proxy for low income). Depending on programmatic need and interest, additional subgroups can be created upon request within the Tableau dashboard tool. Programs in the current review process were provided data for their department and their highest enrolled course to start.

PE3. Were there gaps in the data? Please explain.	Lower success in online sections of CDN-107 are to be expected, mirroring typical college patterns for the modality. As described in PE2 above, equity output was prepared for the CDN program and the highest enrolled course, CDN-107. While n-sizes are still small, Black/African-American students have lower performance than their peers, and have lowest success in the online format of the course. The online format also seems to have a larger negative affect on the success of male students.

For the program overall, the disaggregated groups outperform comparison students in the division and for CTE students overall.

Program enrollees are also compared to program completers for a gap analysis *(Source: Pivot Tables #4a – Awardee Profile and #4b – Enrollee Profile)*. While it is noted that 62% of awardees for the review period were White, and this is larger than the proportion of students enrolled for FY19 (47%), the number of non-white students enrolling in CDN courses has been slowly increasing. Similarly, while 47% of completers are under the age of 23, they represented 73% of the enrollment in FY19. This could mean this age group is more likely to be the ones pursing the AA degree and transferring their coursework rather than completing a credential at Elgin Community College. Female students are a slightly lower proportion of enrollment (42% in FY19) but tend to receive more of the degrees and certificates (53%). This finding may not suggest specific interventions, but is something to be aware of. |
| PE4. What is the college doing to overcome any identifiable gaps? | Elgin Community College overall is engaged in equity discussions and strategy implementation to reduce equity gaps. The program will participate where it can.

However, the digital divide has been brought to the fore due to the pandemic. A large and looming question regarding the online CDN program coursework for the coming academic year is whether students will have computer hardware with adequate system resources to take advantage of the software the school plans to make available. To mitigate this potential gap, the division has developed and implemented a plan to staff the CDN Mac labs for students to access by appointment, M-TH 9:00am-7:00pm. |
| PE5. Are the students served in this program representative of the total student population? Please explain. | The CDN program tends to enroll slightly more male students (58% for FY19) than ECC overall (46%). The proportion of non-white students is smaller than the college, but is growing slightly over the review period, with Latinx students comprising 35% of program enrollment for FY19. The program skews much younger with 73% of students being younger than 23 in FY19, compared to 55% for the college. |

PE6. Are the students served in this program representative of the district population? Please explain.	The same general patterns are noted for CDN when compared to the district, though the district population is nearly 50/50 for males and females. The district demographics have a higher proportion of White residents, so the proportion of non-white students in CDN is more diverse. Age is not an appropriate comparison to the district.

Review Results

Action	x Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale R1. Please provide a brief rationale for the chosen action.	Attempts to revitalize the curriculum over the past five years have brought an unintended consequence of student confusion regarding their coursework. Students enter a program under a given set of curriculum requirements and while they move towards graduation over a two or three year period, courses will be dropped and new ones added. This requires substitutions and modifications to their original plan. This has been problematic for academic advisors, the college's program auditing software and departmental faculty. A consensus exists that curriculum should stabilize, and focus on foundational courses. . A major reason to favor foundation classes is the reduction of entry level production jobs due to automation. Employers increasingly seek advanced skill sets in design that typically require a 4-year degree to attain. Furthermore, an emphasis on foundation coursework will facilitate articulation within the discipline. The three courses with the greatest enrollment in the department are coded for transfer (PCS 1.1). This indicates a desire by students to take courses that could be applied towards a baccalaureate degree in contrast to courses coded for vocational degrees like an A.A.S.
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	**CURRICULUM** • Explore increasing the number of courses that articulate to four year schools. • Consider the creation of a model associate of arts degree for students to follow. Such a model would identify coursework that provides appropriate concentration within the discipline. This may be most readily achieved by partnering with the ART program. • Timeline:

	o Year 1 >> Research programs within the state looking for appropriate discipline specific courses eligible for articulation
	o Year 2 >> After identifying potential courses, review the existing outcomes and revise as necessary to align with standards within the state. Submit changes to the curriculum committee for approval and subsequently to identified institutions.
	o Year 3 >> Implement course changes
	o Year 4 >> Assess course outcome changes for efficacy
	o Year 5 >> Collect & analyze student transfer data
	
	FACILITIES/SPACE/TECHNOLOGY
	☐ Identify improvements to current facilities in support of videography and new media.
	  o Year 1 >> Identify needs and options for converting a room on the third floor of H building into a dedicated production space for videography/podcasting.
	  o Year 2 >> Secure budgetary funding for the conversion
	  o Year 3 >> Construction / equipment installation
	
	☐ Rationalization of computer labs.
	  o Year 1 >> Review enrollment trends and room utilization of the computer labs. Review software and hardware requirements for the curriculum, seeking opportunities for cost reduction.
	  o Year 2 >> Suggest potential changes to budgetary officers for implementation within the normal equipment replacement cycle.
	
	STAFFING
	☐ Succession planning in the event of a separation from the school of the full time faculty, planned or otherwise.
	  o Year 1 >> Identify departmental needs for continuity
	  o Year 2 >> Contingency planning

R3. Resources Needed	• Exploring articulation opportunities will require access to course catalogues throughout the state and creating a spreadsheet to contain results. • Improvements to current facilities in support of videography and new media will require equipment and construction. • Rationalization of computer labs will require faculty and student input through surveys. Changes in software might require updates to curriculum.

Responsibility	
R4. Who is responsible for completing or implementing the modifications?	Various stakeholders in the actions will include department faculty, coordinators and the divisional deans.

Appendix A
Illinois Department of Employment Security
Employment Projections

Title	Employment		Change, 2018 - 2028		Average Annual Job Openings Due to:				Annual
	2018	2028	Number	Percent	Exits	Transfer	Growth	Total	Compound Growth
Total, All Occupations	**6,460,465**	**6,614,551**	**154,086**	**2.39**	**280,722**	**456,053**	**15,409**	**752,184**	**0.24**
Audio & Video Equipment Technicians	3,109	3,445	336	10.81	108	241	34	383	1.03
Camera Operators/TV/Video/Motion Picture	677	700	23	3.4	18	49	2	69	0.33
Film & Video Editors	388	423	35	9.02	11	29	4	44	0.87
Graphic Designers	14,263	14,533	270	1.89	468	968	27	1,463	0.19
Special Effects Artists & Animators	1,621	1,618	-3	-0.19	83	93	0	176	-0.02
Web Developers	5,961	6,633	672	11.27	108	371	67	546	1.07

https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx

Career & Technical Education	
College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Music Production	**BVS**	**18**	**10.0203**	**(None)**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				

Program Objectives P1. What are the overarching objectives/goals of the program?	The music production certificate prepares students for entry-level recording studio work and prepares students with the skills to record and produce music of their own and others. Throughout the program, students will gain knowledge and experience in industry-standard recording software and practices. They will learn how to identify and apply common audio effects through their use of *Pro Tools*, *Logic* and *Adobe Audition*. Students may also pursue additional education at a 4-year school, such as Columbia College in Chicago. Upon completion of the program, graduates will be able to: 1. Demonstrate ability to plan and execute a recording session. 2. Integrate knowledge of audio production as they mix recorded songs to create a finished product. 3. Listen with informed ears to popular recordings. 4. Create musical compositions using industry-standard software and synthesizers. 5. Develop portfolios of knowledge attained in the program. 6. Display understanding of the music business by reviewing and creating sample documents and materials related to networking, promotion and career. Additionally, MUS-150: Intro to Music Production and MUS-155: Music Business are commonly taken by non-music production students, who are seeking a survey of either of those topics. They are both count as electives in associate's degrees.

P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The department's priorities are to provide experienced-based learning, at a high level. The program intends to keep doing what is working, and look for additional ways to improve. Consistent results are demonstrated through high rates of student success and retention.
	Within a curriculum mapping exercise, it was noted there may not be enough opportunities for mastery and exploration at the higher levels. While Columbia College lauds the preparation of transfer students, the program needs to provide more opportunities for students who aren't seeking a transfer, but instead are seeking to enter the work force. There could be increased introduction of the *Digital Audio Workstation.*
	In MUS-170, 171, and 172, students regularly plan and execute recording sessions. In the early classes (MUS-170 and the first half of MUS-171), this is instructor-guided, where students perform directly with the instruction of faculty. As they progress in the second half of MUS-171 and into MUS-172, the focus is on the end-goal, with achievement being recognized at the conclusion of the projects.
	In MUS-171, MUS-160, and MUS-172, students have a large number of mixing projects to complete. Feedback is focused on Equalization (Clarity and balance), Volume (Compression and automation), and Environment (Reverb and delay). A focus of each class is faculty feedback balanced with peer feedback, delivered in text format and aurally.
	In MUS-150 and MUS-155, students listen to popular recordings. The question of assessing the quality of their listening is always a moving target. Faculty are encouraged to evaluate on continual improvement, while holding students accountable to a standard of listening.
	In MUS-160, students create small and large compositions using software-based synthesizers. They are evaluated on their technical proficiency, not on their aesthetic choices. A rubric is provided, and faculty and peer feedback is utilized, through text and aural delivery.
	In all production classes, students complete a portfolio that encapsulates their knowledge and experience in the class. The portfolios are evaluated against a rubric, except in MUS-171 and MUS-172, where students have more flexibility in the content and depth they provide.

	The music production has a 69% completion rate after 3 years, a successful figure that exceeds the college average. The biggest barrier to completion is the number of semesters that are required to complete 18 credit hours. Three semesters are required, as skills must be scaffolded, and a student taking all the classes in one or two semesters would not have the requisite time to actually practice the skills they are learning.
Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?	**Explore "reach-down" approach, giving advanced students experience running sessions for intro recording classes. Revisit syllabus, consider adding requirement for every student to run (or co-run), depending on availability of students of MUS-171/172 and sessions in MUS-170.** Progress reported: • This was piloted in 2016, but participation was limited by student availability. Progress continues to be made. • It has not been made into a requirement, but instead offered as an optional opportunity for students in MUS 171-172. • Upon completing an informal survey of the students in the course, not all students felt it was fair to require a commitment outside of scheduled class time. **Hire adjunct faculty to increase course offerings, accommodating increasing need for student enrollment. Determine appropriate courses to 'hand-off' while still ensuring program and course quality and consistency at all levels.** Progress reported: • Thus far, full-time faculty has been able to absorb additional course offerings into teaching load, through voluntary overload. • We have recently been approved to hire an additional full-time faculty (faculty hired for spring 2020 term), and that hire is teaching some new courses in music production, to expand the offerings. **Open new mixing/project studio in H305. Work with CDN to implement a schedule and control access.** Progress reported: • The H305 mini-lab is up and running, students schedule time to engineer a session. This

arrangement provides flexible studio time availability for music production students.

Return all equipment in studios to working order. Test all equipment; repair any faulty equipment.
Progress reported:
- Complete. Studios are now in working order. Equipment is now regularly tested, and replaced and/or repaired.
- Time for testing equipment on a regular basis, and money for replacement old/outdated equipment and buying new are challenges, therefore this remains an ongoing goal. Equipment regularly requires maintenance and repair, while the program slowly expands available equipment.

Develop new courses to be part of an AAS degree for Music Production. To include composition, songwriting, history of urban music, history of rock and roll. Identify instructor to teach.
Progress reported:
- In progress. The department lost a full-time music position after a retirement.
- Additional full-time faculty has been hired.

Pending RAMP funding/implementation, create new music production facility. Work with Video Production (CDN) and Digital Photography (ART) to discuss shared spaces and student check-out areas.
Progress reported:
- Deferred. No RAMP funding, no progress. This relies on external (state) funding/decision-making.

Develop concrete relationships with parent institutions for transfer credits and proficiency. Determine contact points at Columbia, NIU and others.
Progress reported:
- In progress. Agreement with Columbia complete in 2018.
- There are no concrete plans to expand to other schools.

Research an open studio for students to gain real-world experience working for clients. Steps: Develop system of studio access without faculty presence;

	Explore Elgin Community College's policy regarding competition with local businesses. Progress reported: • Cancelled. No progress, existing resources can't support this. Revisit if RAMP funding is allocated. **Develop AAS degree in Music Production. Steps: Develop new courses to fill-out offerings; Research comparable programs.** Progress reported: • Deferred. Loss of full-time music position (frozen after retirement) inhibits program options, cannot meet demand for current certificate program due to limited staffing and scheduling). • A new full-time faculty has been hired, course offerings can expand, and the program can package all music and music production into a comprehensive associate's degree. Target date is fall 2021. **Maintain current industry standard software and hardware experiences for students by upgrading and replacing outdated technology and software.** Progress reported: • Complete. Industry-standard software installed. New computer in H121, and a new lab in H305. Software upgrades are ongoing. Music theory classroom equipped with smart board and MacBook's to facilitate group work and in-class application of concepts taught. **Expand/relocate/add-to additional music tech lab space to accommodate additional course sections (current facilities now used to capacity). Expansion of course offerings will require additional lab facilities.** Progress reported: • Deferred. Current lab facilities at capacity. This may not be resolved until RAMP projects are funded or the college implements a new master facilities plan.
Review Team P4. 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.	Marc Beth, Instructional Coordinator and sole faculty of music production prior to spring 2020. Adam Schlipmann, a new hire, was not part of this project, but will be included in all future discussions. Dean Mary Hatch and Associate Dean Irina DelGenio provided review and support.

Stakeholder Engagement P5. 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.	Support was provided by Institutional Research and the Assessment office.

<div align="center">**CTE Program Review Analysis**</div>

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.

A1. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The program itself does not have admission criteria. Courses currently carry a minimum competency in Reading, with an additional writing competency in MUS-155: Seminar in Music Business. Students may request proficiency for MUS-150.

Sem	Course
1	MUS-150: Intro Music Production: Listening & FX
1	MUS-155: Seminar in Music Business
1	MUS-160: Fundamentals of Music Technology
1	MUS-170: Recording Techniques 1: Rec./Acous.
2	MUS-171: Recording Tech 2: Adv Rec and Mixing
3	MUS-172: Rec Tech 3: Mastering and Distrib

The sequence of courses over the three semesters flows well. MUS-171 holds a prerequisite for successful completion of 150 & 170, and 171 is a prerequisite for 172. This scaffolding allows students to develop the necessary skills and then demonstrate their competency. The introduction classes (MUS-150, 160, 170) are all intended to be entry-level, and students can do well even without previous information or experience.

The lead faculty has explored requiring MUS-160 as an additional prerequisite for MUS-172, but he is able to quickly remediate the required skill set in *Adobe Audition* that MUS-160 provides for the students taking MUS-172. If the program can add additional digital music courses (building on MUS-160), it will be possible to remove some of the higher-level content from MUS-160, moving it into advanced courses. This

	will allow for more exploration of fundamentals in MUS 160.
A2. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	The program prepares students to enter various industries, such as Motion Picture and Video; Sound Recording; Radio and Television Broadcasting; Performing Arts Companies and to be independent artists, writers and performers. Good wages can be earned, ranging $46k - $86K for the above positions. In 2018, there were 144,300 jobs in this industry. This is a national figure, as Illinois-specific data was not available. The U.S. Department of Labor suggested in May 2018 that Chicago is among the top 10 metropolitan areas with opportunities for Sound Engineering. (**https://www.bls.gov/oes/current/oes274014.htm**) The program wishes to expand the certificate and create a degree to fill skill and experience gaps in completing students.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Outlook 2018-2028 has a demand of 8% growth expected (circa 2018). No data available for 5 year outlook, specifically. The COVID-19 outbreak has shown that there are always external market forces in play. Like many areas, it is expected that demand for these industries will drop temporarily as the economy suffers in general.
1.3 What labor market information sources are utilized?	The US Department of Labor and Outlook as well as the EMSI online tool.
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?)	Once new courses are designed and offered, the program anticipates an increase in enrollment. In general, students are recruited from local high schools, largely through relationships with high school faculty and word of mouth. Also, students are recruited from other music classes, such as music appreciation, ensembles, and music theory.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	When curriculum requires revision, needs typically begin with faculty conversations. Proposals then go through an approval flow through the Dean's office and to the Curriculum Committee. Course changes are documented on the master course outline in CurricUNET and are reviewed through the college's Curriculum Committee process according to established timelines. It is noted that the Music Production faculty is the Chair of the college's Curriculum Committee.
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.	This program needs to be expanded before students can be ensured of employment. As it exists now, professionals, already employed, are increasing their skillset. Alternatively, a good number of our students transfer to 4-year institutions (i.e. Columbia College) as they continue their studies in music production. The curricular updates are currently being discussed, and once a new faculty member is hired (spring 2020 start), the entire program will be revisited. In particular, the program wants to expand offerings to increase experiences in software and live sound and may add additional classes in advanced music technology and beat-making.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming?	
2.1a What are the costs to the institution associated with this program?	Nearly all of this program's revenue and costs are included in the music program, as these programs are deeply intertwined. Cost for faculty salaries and benefits are shared with Music. Only equipment/materials costs have been assigned to the music production program. These expenses reflect initiatives to create a small recording studio and equip it appropriately.
2.1b How do costs compare to other similar programs on campus?	It is not possible to make a sound comparison, given the nuance of the budge outlined above. Equipment costs are modest compared to other technical programs.
2.1c How is the college paying for this program and its costs (e.g. grants, etc.)?	Revenue from tuition and fees are sufficient for the program.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Grants, such as Perkins funding and others, have not been allocated to this program.

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The program's cost-effectiveness is quite optimal. Students earn a certificate with 18 credit hours. Increasing the program via expansion would make multiple sections more cost effective per-student.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students pay 3 credit hours for each of 6 classes. There are also course fees associated with MUS-160, MUS-170, MUS-171, and MUS-172 ($45 each, to help support software and hardware purchases and maintenance). The program strives to provide all required software and hardware, so, beyond course fees, students needn't purchase any equipment themselves. As an example: Music Production previously taught an expensive software program called *WAVELAB* in MUS-172. However, it was not cost-effective for students to purchase the software after the course. Therefore, the course was revised to utilize *Adobe Audition* to accomplish the same tasks for less of a financial investment. This has been successful.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	It makes the most operational sense for Music Production to be housed within the Music program and utilize a single GL account. The program is in need of increased student lab space and access. As courses and topics expand (i.e .Beat-Making), it will be essential that those extra student lab hours do not come at the sacrifice to current student lab needs. It is unclear how social distancing might affect space needs in the coming years as well.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	This program provides eager students with the skill set they need to create music on their own, to transfer into a robust audio program at a four-year school, or to enhance their skills as they seek ancillary careers. This program provides a survey of music production skills and concepts, without diving too deep into any one area. Students graduate with a certificate that provides them the overview of the industry, preparing them to seek further knowledge or develop their home studios.
3.2 What are the identified or potential weaknesses of the program?	While students receive the technical skills needed to get started in the business, the industry is largely freelance (i.e. gig economy). Many students are unprepared to network and seek employment in an industry that is so fluid.

3.3 What are the delivery methods of this program (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Music production only uses the face-to-face teaching modality (prior to the COVID-19 remote pivot in Spring 2020). This is by design, as the work is significantly hands-on with a substantial amount of specialized equipment and software. However, an initiative is underway to provide in-class lectures to students via Google Apps (docs/slides/ sheets). This mix will evolve as the state moves through the current distancing measures, though it will be a greater challenge for the capstone courses of 171/172 as they are much more technology focused. Students are enthusiastic and have reported success with this method of content delivery, as they can review class material more effectively outside of class. This seems to be preferred to the D2L platform. Quizzes and drop boxes are still used on D2L, but the ease of creation and audio linking (very important to the instruction) has been most beneficial.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	This is not a Perkins program. There are no plans for formal coordination at the secondary level. The scope of the music production certificate program does not indicate such steps. Still, the program's improvement efforts can be aligned, for example: B. We do address both academic and technical knowledge and skills.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	As of right now, there are no plans to implement a career pathway for Music Production. Still, the program's improvement efforts can be aligned, for example. E, we organize education, training, and other services to meet the particular needs of individual students in a manner that accelerates the education and career advancement of the individual to the extent practicable.

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

3.6 What innovations that contribute to quality or academic success have been implemented within this program that other colleges would want to learn about?	Music Production coursework is starting to include a new (to the program) piece of software called *Ableton Live*, which allows faculty to address the changing needs of students who want to learn the skill of "beat-making", which requires specific software.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are currently no dual credit opportunities, nor are any planned. Unofficially, there have been some high school students taking the program's courses.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program is built to provide experience from the ground up. Once students have developed basic skills, they are put into simulated work experiences throughout the curriculum. For example, students run their own business in a simulated environment, continually make ethical and financial decisions, and evaluate the outcomes. Within recording courses, students produce the work of clients, collaborating with outside artists to bring their ideas to life. The program provides opportunities to connect technology, business and creativity. As far as formal internship opportunities – the program has not pursued such connections for several years. In general, local studios do not have the budget to pay interns, and students are not too interested in additional experiences which take more of their time outside of school and do not provide any financial incentive. While such experiences would add value to the program, creative options will need to be explored with the office of Strategic Partnerships and Experiential Learning.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A

3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The program enjoys a transfer agreement with Columbia College in Chicago, IL, which accepts all 18 credits. A pressing issue holding attention is that Columbia is updating their programs, so Elgin Community College must explore appropriate modifications to ensure the strength of the transfer path for students. As the program expands and includes more music production pathways, additional transfer agreements can be sought.
	Data shows that students enrolled in the program's courses are more likely to have Associate of Arts as their program of study than just the BVS, meaning students are oriented towards degree completion *(Source: Tableau Dashboard – Seat Count/Course Level Enrollment/Attempts by Course)*. Data provided by Institutional Research *(source: Pivot Tables, #8)* shows that since 2011, students enrolling in the upper level production courses transfer most often to Columbia (n=44), NIU (n=14), and UIC (n=11). While major is not always reported, transfer majors include Audio Design & Production, Audio Arts & Acoustics, Music Business Management, and "standard" Music and Art.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Music Production will collaborate with the music department to increase Elgin Community College's ensemble offerings focused on technology-based performance.
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?	There are various and plentiful professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects through the Center for Enhancement of Teaching and Learning (CETL). Faculty are able to utilize professional development funds to attend conferences in their discipline.
	Within the Music Production program, the Full-time faculty has been taking music graduate classes, and is seeking other opportunities specific to music production, such as software and plugin training (*ProTools*, *Logic*, *Ableton*, etc.).
3.16 What is the status of the current technology and equipment used for this program?	Technology is constantly being evaluated to meet current needs and desires of students. The program just invested heavily in a new (for Elgin Community College)

	software program, *Ableton Live 10*, and is working to create coursework around this increasingly popular software application.
	The program is also seeking to increase the technology experience in room H220.
3.17 What assessment methods are used to ensure student success?	Music production is a mixture of standard classroom assessment (discussion participation, written and online exams and quizzes, written work, and assignments) and project-based evaluation. Projects are assigned with guidelines, students complete the work, and the projects are evaluated, often in-class with an emphasis on peer feedback. More specific detail was provided in item P2 at the beginning of this report.
	Music Production is small and run by one faculty. Ongoing assessments have yet to roll into the college's formal course assessment process, but the program looks forward to this level of discovery in the future.
3.18 How are these results shared with others at the institution for continuous improvement?	As a self-contained program, results are not typically shared. Though we can all learn from each other, regardless of discipline. At the start of the fall 2019 term, instructor Marc Beth shared his journey of implementing a brand-new capstone assessment in his MUS-155 course during the popular *10 Minutes with a Professor* segment of college convocation. The activity was a semester-long business simulation, gamifying the education experience and putting students in simulated real-world logistical and ethical decision-making environments.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Faculty are exploring various innovations in MUS-155, to create more experience-based learning. As described elsewhere in this report (item A1 above), the program wishes to expand (with the help from newly hired full-time faculty, Adam Schlipmann). Curricular changes to the existing courses may be warranted to balance topical content and ensure appropriate sequencing.
3.20 How satisfied are students with their preparation for employment?	The program is very small. Faculty regularly poll/discuss with students whether their access needs are being met, and they have received consistently positive feedback. Course experiences are continuously revised in this program. No course is ever taught the same way, and the program listens strongly to student evaluation forms to create robust teaching experiences. Also, as discussed above, students intend to finish a degree and even

	transfer more so than entering the workforce directly after attaining the BVS.
3.21 How is student satisfaction information collected?	A career-technical follow-up survey is conducted annually by Institutional Research. For the current review period, there was only a single student response to the survey. This person was still taking courses at Elgin Community College and was not seeking employment in the music production field.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are not currently integrated into this program though there is a close collaboration with Columbia College as a transfer destination.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program has a mostly new advisory board, which was restructured in fall 2019. It includes a faculty from Columbia College and a working professional in the music production industry who is a graduate of the program. There was not a meeting prior to the COVID-19 shutdown. Additionally, individual discussions have been held periodically and it is anticipated this will continue as the program works to expand the curriculum and solidify the transfer agreements.

The committee has recommended a slightly higher focus in electrical foundation in MUS-170, and this feedback has been incorporated in the coursework. Specifically, more terminology on the concept of resistance and impedance have been added. |
3.24 How satisfied are employers in the preparation of the program's graduates?	All feedback has been positive, as well as invaluable, particularly for the Columbia College transfer agreement, allowing Elgin Community College students to enter their program as sophomores.
3.25 How is employer satisfaction information collected?	This is not gathered in a formal manner, like a survey. Much research is regularly performed by faculty to ensure program is up-to-date and meeting current needs of the music production community. There also are regular conversations with the faculty at Columbia College regarding the progression of students into their program, and with the professionals on the Advisory Committee.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Elgin Community College's 6-course certificate in production is one of the only packaged programs in the area, though more colleges are starting to offer courses in music production. It is the intention of the department to expand course offerings significantly in the next 18

	months, and revise/create a new certificate program and/or a new associate's degree.

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

- The program needs a dedicated music/music production/music theory classroom that can hold specific equipment without needing to share these facilities with non-music faculty.
  - The program has a wonderful recording studio, but it does not meet the needs of other music-technology classes (i.e. music theory and beat-making).
  - As such, faculty needs to store equipment in locked cabinets and spend considerable time setting up equipment and storing it at the end of the class. (Imagine a radiography class that met in a traditional classroom and had to set up and then store ALL equipment each class).
- The largest impact of COVID-19 to the music production students has been work schedules. Faculty noted for the remainder of spring 2020, there was a need to be more flexible and committed to doing so.
- Once the college returns to a more traditional class structure, it will be important for faculty to remember that students are more successful when they have multiple paths toward the same outcomes.

Performance and Equity

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

CTE Program	Music Production				
CIP Code	10.0203				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled *(*SU/SR DUPLICATED SEATCOUNT ENROLLMENT for ALL 6 Music Production COURSES*)*	126	127	118	116	125
Number of Completers	15	7	13	11	8
Other (Please identify) **OVERALL COURSE SUCCESS (A-C) RATES, excluding withdrawals*	92%	93%	89%	94%	91%
PE1. How does the data support the program goals? Elaborate.	**ENROLLMENT** Growth in music production has varied, subject to scheduling. The advanced recording courses (MUS-171, 172) have had an occasional bottleneck, as student needs have exceeded available seats. Initially, this problem was solved by overload in the classes,				

but more recently, additional sections have been added. While MUS-172 suggests a drop of 20% in the last five years, that value is a result of a student overload of an extra 20% in 2015. In normal scheduling, enrollment needs have actually increased. The introduction classes in music production (MUS-150, 160, and 170) have seen steady enrollment.

Looking at credit hour, which is the best representation of revenue, Elgin Community College as a whole went down 12% for the review period (2015-2019). Music Production, however, increased 8.5%, which is a comparative percentage change of nearly 20% compared with Elgin Community College as a whole. This is a significant point, as it shows the Elgin Community College Music Production is a highly successful program, even in the midst of general decline in enrollment. Growth was predicted, but not at this high level. With very few exceptions, classes run full, and often with a waitlist.

COURSE RETENTION & SUCCESS
Student success has been virtually unchanged in music production. The introduction classes hover around 88%, while the advanced classes boast a near 100% success rate over five years. Each course exceeds the Elgin Community College average success for CTE programs. This is attributed to the advanced student passing certain benchmarks before they are able to enroll in the advanced classes, already dedicating themselves to success. In general, students know that enrollment is highly competitive, and they work hard once they are able to get a seat. Retention shows equally high levels, particularly in the upper-level. MUS-160 may have the most fluctuation, dipping to 88% in 2017. It is difficult to identify the reason why, as these students rarely come back and rarely volunteer the reason for dropping the course. One could speculate that the material is not what they had in mind. It is a hands-on course, but perhaps students are seeking a free approach to the material, with less structure, and more "playing with software and music". As described elsewhere in this report, the proposed curriculum redesign will address the balance of content in this particular course.

COMPLETION
The Basic Vocational Certificate in Music Production is currently the only award given. While 2019 was a down year (only 8 graduates, compared with the peak of 15 in 2015), the average number of graduates per year is roughly 11, and 12 completers are anticipated for 2020.

EQUITY

	Equity has always been a key focus in music production. Faculty have worked hard to provide technology and lab access for all students; many students in the music production program do not have access to required recording and technology equipment outside of Elgin Community College. The program is fortunate in its ability to provide a music technology lab as well as two recording studios for student use. Scheduling is as flexible as possible to provide access at a maximum. Equity across enrollment and outcomes will be discussed below.
PE2. What disaggregated data was reviewed?	Through the expertise provided through Elgin Community College's Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. Career-tech programs are able to compare the demographic profile of their enrolled students to that of their completers, as well as to the college and the district. New for FY20 is access to disaggregation on course-level success rates (earning C or better). The analysis compiled five years of course success data to allow sufficient n-sizes. Cuts are then available by division, student type (ie. CTE or transfer), race/ethnicity groups, gender, and Pell status (proxy for low income). Depending on programmatic need and interest, additional subgroups can be created upon request within the Tableau dashboard tool. Programs in the current review process were provided data for their department and their highest enrolled course to start.
PE3. Were there gaps in the data? Please explain.	**RACE/ETHNICITY** In the program overall, White students have the highest success rate at 93%, but all other groups also perform very well; the lowest group is 88% (Other) and African-American students are the second highest. There is very little difference between them. The program's students outperform peer groups within the division and the other CTE students. Within MUS-150, the highest enrolled course, African-American students have had 100% success over the five years. Latinx students are the lowest, but still achieve success rates higher than the division and the college. **GENDER** For the program overall, male and female students have success rates that are exactly equal! Within MUS-150, females score higher, however. **PELL STATUS** The difference is very slight, 92% to 90%, with Pell-eligible students performing lower than non-Pell. This is the same pattern seen in the division and the college, but the program is pleased that

	the differential is small, since many decisions are made to support learning without a lot of additional cost for students.
PE4. What is the college doing to overcome any identifiable gaps?	Elgin Community College overall is engaged in equity discussions and strategy implementation to reduce equity gaps. The program will participate where it can, though for Music Production students specifically, the narrow differentials match faculty perception of success: students are successful in this program because all students are supported in their learning.
	Completers of the program match the demographics of the enrollees *(Source: Pivot Tables #4a – Awardee Profile)*, a further suggestion of equitable outcomes.
PE5. Are the students served in this program representative of the total student population? Please explain.	The program does not specifically recruit specific populations. Over the past five years, 25% of the enrolled students were Latinx and 61% White. These figures are lower and higher than the college average for each group. A large majority, 89%, are male, which is also very different from the college overall. The program's students also tend to skew younger, with the average age being 22.
PE6. Are the students served in this program representative of the district population? Please explain.	Elgin Community College's stats are approximate to the proportions within the district community and with the exception of gender above, Music Production matches the district.

Review Results	
Action	x **Continued with Minor Improvements** ☐Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale R1. Please provide a brief rationale for the chosen action.	The program has made significant progress since the 2015 review, when it was still very new. It opened a new, single-user mixing studio which has greatly improved access for students. It has developed a transfer agreement with Columbia College (Chicago) for certificate graduates. Bigger-picture goals are still in development to expand the certificate program and create an associate's of applied science degree.
	Priorities in the next five-year cycle include assessing the 6 courses in music production, creating new courses to better preparing students for success in the music production industry, and the revision of the music production certificate.
	Goals for Music Production also bleed into the general Music program and its current AFA degree. Currently, this degree is a

	traditional, classical music approach and the model serves few students. Future revisions can include the music production courses as pathways, while focusing on new performance ensembles as well as a new appreciation course in popular music.
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	• (FY 20-21) Development of new courses in music production: o Songwriting o Beat-Making o Advanced Music Technology • (FY 20-21) Expansion of Music Production certificate to include the new courses. • (FY 20-21) Revise descriptions and course outcomes for the original six production courses. • (FY 20-21) Collaborate on revision of AFA-Music degree to include production courses as a pathway. • (Pending Facility Availability and Funding) Create new digital production suite with dedicated facilities and a music technology classroom. • (In progress) Acquire MacBook laptops for student checkout with music software installed. • (spring 2021 – Target) Upgrade the audio/visual equipment in H220, to allow for a more robust technology experience in music production classes. Recommended based on item 3.8: • While work-based learning experiences would add value to the program, creative options will need to be explored with the office of Strategic Partnerships and Experiential Learning.
R3. Resources Needed	The program will continue to need financial support for software, hardware, and facilities.
Responsibility R4. Who is responsible for completing or implementing the modifications?	Full-time faculty: Marc Beth.

Career & Technical Education	
College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
NURSING	**AAS**	**70**	**51.3801**	**None**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				

Program Objectives P1. What are the overarching objectives/goals of the program?	**Upon successful completion of the Nursing AAS program, graduates will be able to:** 1. Engage in clinical judgment to provide safe, evidence-based, person-centered nursing care across the lifespan. 2. Integrate the knowledge, skills and attitudes that create cultures of quality, safety and excellence to improve person-centered outcomes. 3. Collaborate with the person, the person's support system, and members of the healthcare team to achieve best health outcomes. 4. Incorporate information and technology to communicate, manage knowledge, prevent error, and support clinical decision-making. 5. Assimilate leadership, management of care, ethical and legal principles in professional nursing practice. 6. Promote a culture of caring to provide holistic, compassionate, and culturally competent care. Program-level learning outcomes for Elgin Community College's CTE degrees are now posted within the catalog page on the web.
P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The nursing department defines, measures, and assesses student success in several of the following areas: • End of Program Student Learning Outcomes (PSLOs): The major measure of student success throughout the nursing program curriculum is the six nursing PSLOs and their associated competencies. Each of the nursing program courses is based on course student learning outcomes (CSLOs) that are leveled versions of the PSLOs to help students reach the point of accomplishing the PSLOs by the time

they reach their final semester. The CSLOs that must be met for the final course of the nursing program, NUR-252, are the PSLOs for the program. The CSLOs and PSLOs are embedded into the clinical evaluation tool that faculty use to determine whether students pass or fail clinical. Students must perform satisfactorily in each of the six areas to pass clinical for each nursing course. In addition, the nursing faculty assess their courses each semester to determine whether the CSLOs and PSLOs are being adequately met. Students must pass each of the nursing program courses with a minimum grade of C (80%) to continue in the program. The course and program student learning outcomes are progressively assessed during each semester to ensure outcomes are introduced, practiced, and mastered at different levels.

- Program Outcomes: These represent several key indicators of student success, including NCLEX licensure exam pass rates, program completion rates, and job placement rates.
  - NCLEX licensure examination pass rate: The expected level of achievement for Elgin Community College's nursing graduates' annual aggregate first-time passing score is 85%. The 2019 first-time NCLEX pass rate was 95%.
  - Program completion rate: The expected level of achievement for Elgin Community College's nursing graduates' completion rate within 3 years of starting courses in the nursing program is 75%. The most recent program completion rate (2019) was 84%.
  - Job placement rate: The expected level of achievement for job placement is that 85% of graduates who respond to the nursing alumni employment survey will indicate employment as a registered nurse within one year of graduation. The 2018 graduate job placement rate was 100%.

In the coming year, the nursing department will be reanalyzing the program and course student learning outcomes in response to the National Council of State Boards of Nursing's recommendations for an even stronger focus on clinical judgment and application as a minimum basis for practice.

	Finalize and submit revised curriculum to Curriculum Committee, ICCB, State Board of Nursing and ACEN for approval. Implement new admission requirements and procedures. Progress reported: The approved revised curriculum and admission requirements and procedures were implemented Fall 2016, with the first cohort of students graduating in Spring 2018. **Begin to develop simulation experiences to replace a portion of traditional clinical hours.** Progress reported: Simulation has been implemented into each primary nursing course. These simulations supplement the existing curriculum to give students experiences that they may not otherwise have at clinical. Simulation hours are less than 25% of the total clinical hours of each course per the Illinois state nursing simulation guidelines.
Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?	**Begin communicating the new program to prospective nursing students at various information sessions, such as Elgin Community College's College Night and at area college/career fairs.** Progress reported: The revised curriculum was first communicated in Summer 2015 and continued through various events (ex. Information sessions, Elgin Community College, College Night, various college/career fairs). This rollout is now complete. The new nursing curriculum and admission requirements have been fully implemented in all written, verbal, and electronic communications with prospective nursing students. **Provide recommendations related to the funding imbalance between revenue generated and expenditures for faculty, supplies and support.** Progress reported Variable tuition proposal was presented to District 509 Board of Trustees in Fall 2015 to justify increase in tuition for Elgin Community College nursing program due to rising costs of faculty, supplies and support. Approval was

obtained March 2016 and implemented starting Fall 2016.

Each nursing program course, with the exception of HPE-101, has additional instructional and lab fees added to offset the cost of offering the program. In addition, the college decreased the number of full-time nursing faculty from 12 to 11, instead staffing hours with additional adjunct faculty who do not incur benefit-related costs.

Implement monitoring checklist for new adjunct faculty to orient them to program curriculum and clinical requirements.

Progress reported:

An orientation/mentoring checklist was created specific to nursing for new faculty. A Health Professions orientation manual was created for new faculty as well. All new full- and part-time faculty are oriented and mentored by the Nursing Program Director and faculty mentors using the nursing orientation checklist, the Health Professions resource guide, and other curriculum materials given to them. Full-time faculty communicate with adjunct faculty in their courses to maintain consistency and clinical expectations for each course.

Incorporate simulation experiences within each semester of the program, which may require the hiring/training of additional lab staff to support student learning.

Progress reported:

Simulation experiences have been added to each semester of the nursing program. Nursing lab and simulation instructors support these experiences under the guidance of the Manager of the Nursing Simulation Center within the number of weekly instructor hours budgeted by the college.

Develop a testing committee to review and revise nursing exams; investigate use of test-analysis programs and training for faculty on test-item writing and statistical analysis.

Progress reported:

A testing committee was formed and a policy was developed based on current research, including recommendations from committee and nursing

faculty. The Nursing Congruency Subcommittee maintains the nursing testing policy and test blueprinting template with changes approved by faculty. This policy was again revised in Fall 2019 to reflect the updated NCLEX test plan.

Continue to seek and secure affiliation agreements with clinical sites as needed for student learning.
Progress reported:
    In collaboration with Legal, affiliation agreements are being obtained as needed. The nursing program has continued to maintain and secure additional affiliation agreements with various clinical sites. These have included the addition of clinical sites in the last several years, such as Friendship Village of Schaumburg, Greenfields of Geneva, Marianjoy Rehabilitation Hospital, Marklund Wasmond Nursing Home, OSF St. Anthony's Medical Center, Solace Hospice, Streamwood Behavioral Health System, and Two Rivers Head Start.

Continue to partner with BSN schools to create and maintain transfer planning guides to allow seamless entry for students into the RN-BSN programs.
Progress reported:
    Representatives of RN-BSN and RN-MSN programs are regularly invited to campus for table visits, lunch and learn events, and the annual Nursing Transfer Fair held each fall. As of spring 2020, formal partnerships are in place with Benedictine University, Chamberlain University, Columbia College of Missouri, Illinois State University, Northern Illinois University, Olivet Nazarene University, Purdue University, and the University of Illinois at Chicago.

Complete the self-study report process for ACEN by the next reaccreditation site visit in Spring 2018.
Progress reported:
    Complete. Program awarded reaccreditation for 8 years.

Withdraw the LPN vocational certificate option.
Progress reported:
    Complete. Certificate will no longer be offered

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for newly admitted students enrolled in the nursing program starting Fall 2016. Program formally closed through IDFPR in 2018.

FT faculty replacement hires and additional PT hires.

Progress reported:

In Progress. 3 full-time nursing faculty hired in Spring 2016 to replace faculty retirements that occurred in Fall 2015. Of the current (2020) 11 full-time faculty, 4 were hired in June 2019 and 2 others were hired in 2018 and 2017, respectively, to replace vacancies. Overall, one full-time position was eliminated, reducing the number of full-time nursing faculty from 12 to 11 since 2016. Many part-time adjunct faculty have continued to be hired to meet program needs and replace vacancies. Since January 2017, 26 part-time faculty have been hired for the nursing program. The majority of the part-time faculty teach in the clinical setting.

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Review Team

P4. 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.

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Primary reviewer/author: Dr. Sarah Urban, Nursing Program Director

Content contributors to selected portions of program review:
- Donna Boyce, Manager of the Nursing Simulation Center
- Mary Arndt, Professor II of Nursing
- A'ja Ferguson, Instructor of Nursing
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	• Brandi Lopez, Nursing Adjunct Faculty
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	• Carol Ruback, Nursing Adjunct Faculty
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	Content Reviewers: • Dr. Wendy Miller, Dean of Health Professions, Math, Science, and Engineering • Renee Skrabacz, Associate Dean of Health Professions, Math, Science, and Engineering
Stakeholder Engagement P5. 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.	• Elgin Community College Institutional Research Department: Multiple staff members helped with gathering and compiling data for various sections of the program review. • Rodrigo Lopez, Assistant Dean of School Partnerships: Provided current information related to high school affiliation agreements. • Additional information was incorporated from past student and alumni surveys as well as advisory committee feedback. • Information was also taken from work done to support the current Comprehensive Local Needs Assessment (CLNA).

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.

| A1. 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. | Admission criteria for the program is stable. The program is proposing the withdrawal of HPE-101: Socialization into Nursing Program. Course pre-requisites will be modified where this appears. |
| A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | The nursing program is a total of 70 credits in order to incorporate general education courses needed to support student success in the nursing program and transfer effectively to RN-BSN or RN-MSN degree programs. This number of credit hours has been reviewed and approved by the nursing program's accrediting body, the Accreditation Commission for Education in Nursing. In addition, the number of credits in the AAS in nursing |

	degree program is similar to the number of credits required by other associate degree nursing programs in Illinois.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Labor market demand is strong. The Chicago-Naperville-Elgin metropolitan area has the third highest employment level of registered nurses in the United States (U.S. Bureau of Labor Statistics, 2020). The Illinois Department of Economic Security (2020) projects that there will be 5,916 annual job openings between 2016 and 2026 in northeast Illinois.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Illinois is expected to continue to experience a nursing shortage for the coming years. The U.S. Bureau of Labor Statistics estimates that the employment of registered nurses will grow by 12% (371,500 jobs) between 2018 and 2028. Demand may increase due to an aging population, an aging nursing workforce, changes in insurance structures, Medicaid, and Medicare over coming years; national health emergencies such as the COVID-19 pandemic; and an increased complexity of patients cared for in acute, long-term, and community settings. The Illinois Department of Employment Security has reported that projected job openings for registered nurses in the northeast Illinois region between 2016 and 2026 will increase by nearly 13,000 jobs. The nursing program continues to work closely with employers to prepare nurses who can enter a variety of nursing positions.
1.3 What labor market information sources are utilized?	The nursing program uses a variety of formal and informal labor market sources, such as the U.S. Bureau of Labor Statistics, the Illinois Department of Economic Security, reports from regional healthcare employers, and alumni employment surveys.
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 nursing program and Elgin Community College engage in a variety of recruiting methods to ensure a pipeline of students to enroll in the nursing program. These recruiting methods include nursing informational sessions, Elgin Community College website information, school fairs/recruiting events, social media postings, and general college advertising. The college has also worked with area high schools to promote career pathways and increase awareness of Elgin Community College's nursing program. These methods will need to continue to

	help maintain an adequate pool of program applicants to maintain admission and meet the area's labor market needs.
	Students are recruited from the community, area high schools, and the Elgin Community College general student body.
	The size of the nursing program is determined by the number of available sites for clinical rotations, the number of nursing program applicants, the number of program faculty, and lab space available. However, based on feedback from local employers, the number of students in the nursing program seems adequate to continue to meet the overall demand for registered nurses in the area.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	When curriculum requires revision, needs typically begin with faculty conversations. Proposals then go through an approval flow through the Dean's office and to the Curriculum Committee. Course changes are documented on the master course outline in CurricUNET and are reviewed through the college's Curriculum Committee process as well.
	The current nursing program curriculum was implemented from fall 2016 through spring 2018. Since that time, faculty have been reviewing and refining various areas of the curriculum, especially the course content and curriculum concepts. One change being proposed is the withdrawal of HPE-101 and integration of that credit into NUR-142, the core first semester nursing course. This revision will provide a smoother transition into starting the nursing program, reduce content duplication and overload, and provide additional clinical time to prepare students for the transition into NUR-152 second semester.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The nursing faculty are anticipating withdrawing HPE-101 and adding one credit to NUR-142 to absorb the content.
	Reviewing the nursing program's need reinforces the vital role Elgin Community College plays in meeting the employment needs of the region. No additional program modifications are suggested other than those described elsewhere in this program review.
Indicator 2: **Cost Effectiveness**	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming?	
2.1a What are the costs to the institution associated with this program?	The costs to the college associated with the nursing program include: faculty and administrative salaries; faculty health screening expenses; equipment maintenance; yearly contracts for laundry, oxygen, and medical waste services; instructional and office supplies; computer software; accreditation expenses; program memberships and dues; printing; and travel expenses for program administration.
2.1b How do costs compare to other similar programs on campus?	The operating costs for the nursing program far exceed costs for other health professions programs at the college. FY2019 operating expenses for the nursing program were approximately $95,000; this was more than double the next most expensive health professions program (medical imaging) which totaled $42,000 in operating expenses. Likewise, salary and benefit costs for the nursing program are extremely high. In FY2019 salary and benefit costs for the nursing program faculty and staff were approximately $1.8M. Medical imaging is the next most expensive health professions program, with salary and benefits for faculty and staff totaling approximately $382,000. However, nursing is the largest health professions program at the college in terms of enrollment and number of faculty.
2.1c How is the college paying for this program and its costs (e.g. grants, etc.)?	The expenses for the nursing program have trended upward as a result of the implementation of the new concept-based curriculum. Student to faculty ratios in the clinical setting were reduced from 10:1 to 6-8:1 due to hospital requirements, and an increased use of simulation activities to supplement the curriculum have resulted in the program needing to hire additional staff and clinical instructors, thus increasing overall salary costs. To help offset some of these costs, an instructional fee ranging from $150-$1250 was added to nursing courses. The nursing program purchased new hi-fidelity birthing mother and baby mannequins for the simulation center in FY2019. These mannequins cost approximately $75,000 and required extended warranties, which we have budgeted for at $10K per year. In the next five years, the nursing department anticipates needing to repair or replace costly simulation lab equipment and simulator mannequins. The exact amount

	revenue is expected to remain consistent unless enrollment changes, tuition/course fees are increased, or tuition is increased or changed to contact hour rather than credit hour.		

2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Grant funding is not a major source of revenue for the nursing program. This past year Perkins grant funding enabled the purchase a new sit-to-stand transfer device valued at approximately $3500.

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The nursing program has made several changes in the last five years to make the program more cost-efficient: • In 2019, program faculty discontinued the use of several textbooks and online resources that seemed duplicative as a means to reduce student cost; however, upon further study it was determined they still were essential to support student learning and were added back. • Maintenance of simulation lab teaching resources. The Nursing Simulation Lab Manager continuously looks for ways to reduce cost, such as sharing equipment between the nursing and Basic Nurse Assistant programs, re-using equipment, and developing creative teaching methods that are more cost-effective than purchasing expensive equipment. • All purchases for the nursing department are vetted through the program director and dean, and closely monitored by the division administrative assistant to prevent overspending.

2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The nursing program has many additional costs to students compared with other Elgin Community College programs, such as clinical requirements, uniforms, other supplies, and extra lab fees to cover lab/clinical costs. The table below breaks down the main cost categories for students in the nursing program during Fall 2019.

	Pre-program	NUR Courses	Total
Tuition/Course fees	$4,362	$10,898	$15,260
Books, Lab supply, Uniforms	$993-$1,317	$1,924	$2,917-$3,241
Clinical/background requirements	N/A	$750-$2,000	$750-$2,000

PSB Exam	$20	N/A	$20
Total	**$5,699**	**$14,822**	**$20,521**

Students working full-time while enrolled are more likely to be unsuccessful in the program. Due to the amount of work required in the program, (lab and clinical hours) students are strongly encouraged to decrease their work hours. Further opportunities to support students financially, such as scholarships, grants, or employer sponsorships, could help more students successfully complete the program.

Nursing students have access to many financial resources that help them overcome financial barriers to program participation and completion:

- Financial aid available through the college.

- Scholarships: The College has a single application form so that students can apply for all scholarships for which they are eligible. In addition, the Nursing Program Director shares outside scholarship opportunities as they are available.

- Elgin Community College Foundation funds: The nursing program has been able to use general nursing funds to support select students in exceptional/emergency circumstances.
- Assistance referrals: The Nursing Program Director and faculty advise students about additional resources that may support students, including assisting students with job opportunities at employers who provide tuition assistance to nursing students who are their employees.

2.5 Did the review of program cost result in any actions or modifications? Please explain.	The nursing program has many needs that require ongoing and additional funding, such as Nursing Simulation Center resources. Supplies, equipment, mannequins, and facilities comprise most of the nursing department budget outside of personnel costs. These costs are ongoing due to equipment warranties/maintenance agreements, replacing equipment, and purchasing disposable supplies. These resources are used during simulations, lab experiences, and nursing classes in each semester of the nursing program.
Indicator 3: Quality	**Response**

3.1 What are the program's strengths?	The nursing program has many strengths. These include a concept-based curriculum that engages students in actively developing clinical judgment. The entire nursing program curriculum has fully transitioned to a concept-based nursing teaching model, which emphasizes clinical judgment and application of core nursing concepts to situations instead of rote memorization and teaching numerous patient conditions in isolation. The program revision has increased the focus on student-centered learning and has integrated simulation intentionally and regularly into each semester of courses. This concept-based curriculum was initially rolled out in 2016, with the first students graduating in spring 2018. The new curriculum has also led to decreased clinical ratios (typically 1:6-1:8 instead of 1:10 for all courses), which has contributed to faculty availability to students and improves student learning.
	In the community as a whole, the nursing program is one of Elgin Community College's most-recognized and highly-regarded programs. It boasts a strong NCLEX licensure exam pass rate, excellent facilities and instructional equipment resources, a faculty and staff who are committed to student success, and a diverse student body. Strict admission, grading, and progression policies help support student success as well as preparing them for the workforce. The program maintains strong clinical partnerships while enhancing students' hands-on experiences with simulations across the lifespan. Students also have a variety of seamless transfer options to RN-BSN and RN-MSN programs, including dual-enrollment and other unique pathways.
	Many of the nursing faculty are currently employed or volunteer in nursing practice, giving them current insight into emerging trends in nursing practice beyond what they see teaching in various clinical settings.
	The Health Professions Retention Specialist role was revised to include academic advising, giving students a single resource for advice regarding degree and course completion as well as RN-BSN transfer advising. The nursing program continues to recruit and support a variety of students, with over half of all students identifying as minority students.
3.2 What are the identified or potential weaknesses of the program?	Several identified challenges of the nursing program are the following: • Recruitment of qualified nursing applicants

	• Continuous evaluation and improvement of the new concept-based curriculum • Continuing to identify ways to support students with financial or personal needs • Maintaining program quality through adequate full-time and adjunct faculty staffing in order to meet the national recommendation of having at least 35% full-time faculty members (NCSBN, 2020). • Having an adequate variety of clinical sites/opportunities for all students.
	A specific challenge relates to the nursing skills labs, which do not have lab instructor staffing to support students who are working on skills. Currently the program offers lead demonstrations for skills but students must sign up for them in advance when instructors are available. Students may be more able to work on their skills if drop-in hours (with faculty present) were available.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Nursing courses primarily use distance learning educational technology as a method to enhance active learning in face-to-face classroom, lab, and clinical experiences. Because of the hands-on nature of many of the courses, distance learning would put limitations on students' kinesthetic learning and make experiences less accessible for some students. These constraints provided unique challenges during the pivot to remote learning in Spring 2020. Program faculty use the Desire to Learn (D2L) learning management system to help manage and share course information, including syllabi, clinical information, assignments, class handouts or PowerPoints, and links to various resources depending on the course. Nursing course examinations are also administered electronically via the D2L system. Not only does electronic testing provide additional options such as question randomization, but it also allows instructors to construct examinations similar to the computer-based testing used for the NCLEX licensing examination. A number of faculty use the D2L system to create flipped learning environments for students by posting recorded mini-lectures and content reviews that students review before coming to the classroom environment for content discussion and application. Also, the dropbox function of the D2L system provides the option for students to upload assignments and instructors to grade assignments

	when it is convenient for them. This dropbox function creates greater flexibility for students and is helpful for clinical instructors who are not on campus frequently.

Currently, all nursing program courses, with the exception of HPE-101, are offered on a 16-week schedule with primarily day class options and a combination of day and evening clinical. Decreasing courses to 8-week periods would negatively impact student success and subsequently enrollment due to the rigor of each course. Evening classes have been attempted, but do not seem to be preferred by students. |
| 3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. | No, the nursing program is not a POS as defined by Perkins V. It is not offered through the dual credit program, although students can take some prerequisite courses required for admission into the nursing program through dual credit. There are strict admission criteria, which does not satisfy element E, multiple entry points.

A) **Challenging academic standards:** *Met.*
Nursing students must pass all degree courses with a grade of at least a C to obtain credit toward degree completion. Higher grades are strongly recommended for admission to the nursing program. For nursing program courses, specifically, a higher grading scale is implemented such that students must have a final grade of at least an 80% to pass a course with a C.

B) **Academic and technical knowledge & skills:** *Met.*
The academic knowledge and technical skills learned in the prerequisites, general education courses, and nursing courses are applied in the lab, simulation, and clinical setting to prepare students for employment as registered nurses after passing the nursing licensure exam. Students are evaluated on concepts such as clinical judgment, collaboration, communication, and integration of technology into patient care.

C) **Aligned with industry need:** *Met.*
The need for nurses in every area of the healthcare industry is great throughout the state of Illinois and especially in the Illinois region. Graduates of the nursing program have obtained jobs in acute care nursing, long- |

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

	term care nursing, home care nursing, community nursing, nursing administration, and nursing education. *D)* **Progresses in specificity:** *Met.* The nursing program courses are carefully scaffolded to build in progression and complexity throughout the four semesters of the program. Each course's student learning outcomes are leveled versions of the program student learning outcomes, which are the student learning outcomes for fourth semester graduating nursing students. **E) Multiple entry & exit points with credentialing:** *Not Met.* Students must complete the entire nursing program in order to sit for the NCLEX nursing licensure exam. However, students may request to sit for the state Certified Nursing Assistant (CNA) certification exam after completing their first semester in the nursing program. *F)* **Culminates in recognized postsecondary credential:** *Met.* Nursing graduates may sit for the nursing licensure exam to become registered professional nurses in any state of the U.S.
3.5 Does this program meet the definition of a <u>career pathway program</u>? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	*A)* **Aligns with the skill needs of industries in the local economy:** *Met.* The current nursing curriculum was designed with input from the nursing advisory committee, which includes a number of nursing employers, and labor market data. The Illinois Department of Economic Security (2020) projects that there will be 5,916 annual job openings between 2016 and 2026 in northeast Illinois. In addition, the U.S. Bureau of Labor Statistics projects that the overall employment of registered nurses will grow by 12% (371,500 jobs) between 2018 and 2028. Elgin Community College's nursing program prepares students to sit for the national licensure exam for registered nurses. **B) Prepares individuals to be successful in a range of secondary/post-secondary educational options, including apprenticeships:** *Partially Met.* This program does not apply to the secondary education level because of minimum age requirements at some clinical sites. The nursing program provides a viable alternative for many priority/targeted populations who

may otherwise be unable to gain admission to a university nursing program. Elgin Community College offers many developmental, ESL, and preparatory courses that prepare students to meet the requirements for nursing program admission. Nursing students who complete their first semester in the program are eligible to sit for the state Certified Nursing Assistant exam. After completing the program, students who pass the national licensure exam and obtain a state nursing license are eligible to continue their education in RN-BSN, RN-MSN, and RN-DNP education options.

C) **Includes counseling to support individual achievement:** *Met.*
Nursing students have access to many resources at Elgin Community College, including a dedicated Health Professions Academic Advisor/Retention Specialist, Career Services, childcare services, Wellness Services, Disability Services, and Financial Aid. Due to small class and clinical group sizes, students also obtain much support and advice from faculty. Elgin Community College maintains partnerships with local K-12 schools and postsecondary schools to help students transition through a nursing career pathway. The nursing program is especially seeking ways to help strengthen career pathway programs for nursing in many of the local K-12 school districts. In addition, the nursing program administrators and faculty work with local employers to provide clinical experiences to students and share employment opportunities. Students may find other employment opportunities on the Elgin Community College, College Central community job posting website.

D) **Includes concurrent education with workforce preparation activities and training:** *Met.*
The academic knowledge and technical skills learned in the prerequisites, general education courses, and nursing courses are applied in the lab, simulation, and clinical setting to prepare students for employment as registered nurses after passing the nursing licensure exam. Students are evaluated on concepts such as clinical judgment, collaboration, and communication. In the clinical setting, students work directly with registered nurses and other healthcare staff to care for patients. Many clinical sites recruit students for employment during their clinical rotations.

	E) **Organized to meet individual needs to accelerate educational/career advancement:** *Partially Met.* The program prerequisites and general education courses, most of which can be started at the secondary level, prepare students for the academic and technical content within the nursing courses. The nursing program course content is leveled across four semesters of progressing difficulty. The nursing program faculty and staff offer classes and clinical at various times and use strongly contextual instructional methods throughout the curriculum. *F)* **Enables attainment of secondary school diploma and at least 1 recognized postsecondary credential:** *Not Applicable.* Students interested in the nursing program can complete many prerequisite and general education as dual-credit students. This process enables them to enter the nursing program sooner while meeting requirements for a secondary school diploma. Students who successfully complete at least one semester in the program can apply to take the state CNA certification exam, and nursing program graduates are eligible to sit for the national nursing licensure exam to obtain a registered nurse license. Students may be enrolled in various grant and assistance programs. *G)* **Helps an individual enter/advance within a specific occupation:** *Met.* Students who work for various local healthcare employers often advance their careers within those institutions by completing the nursing program. For example, some students who work as nursing assistants for several organizations may obtain tuition reimbursement by the employer to help sponsor them in becoming registered nurses. Elgin Community College has been able to recruit and retain a variety of students who are diverse ethnically and demographically through targeted success programs, financial aid resources and scholarships, college resources, and connections with the community. The program also has relationships with BSN completion programs for students to pursue this next credential.
3.6 What innovations that contribute to quality or academic	Innovation in the nursing program takes a variety of forms, such as incorporating the best evidence-informed

success have been implemented within this program that other colleges would want to learn about?	teaching strategies to improve student learning and teaching the most current, research-based nursing knowledge. Several examples of recent innovation in the nursing department include:
	• Implementation of a concept-based nursing curriculum. This curriculum is built on 54 key concepts of nursing practice that are related to professional nursing, health and illness, and patient attributes. Each concept is defined and applied to various exemplars, or examples, that allow students to think critically and apply that concept to other related patient care scenarios across the lifespan. Concept-based teaching integrates many active learning strategies, including case studies, discussions, flipped-classroom, and group-based activities.
	• Integration of multiple simulation experiences into each level of the nursing program. These simulations give students exposure to experiences they may not have at clinical, such as providing nursing care during a birth, caring for an asthmatic child, or giving CPR. Students also complete safety simulations and personal protective equipment simulations to help support classroom instruction in these areas.
	• Development and implementation of a testing policy. The testing policy provides guidance, best practices, and consistency in quizzes and exams across the curriculum.
	• Development of a nursing student website. This Google site includes nursing program-produced skills videos, skill validation resources and scheduling, and links to other resources for students provided by the college, including tutoring services, library services and writing assistance. Starting January 2020, a nursing tutor drop-in hours were implemented in a central location within the nursing department.
	• Simulation lab instructors are available for student support in learning and practicing nursing skills. These instructors also provide support for faculty during simulation experiences, providing a standardized experience for students in different groups and allowing faculty to engage with students rather than run equipment. Simulations provide

	valuable learning experiences for students from taking care of a dying hospice patient to helping a mother give birth. One challenge to maintaining and integrating simulation is the funding required for equipment and simulation lab staffing.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No. However, students may take nursing program prerequisite courses while in high school to prepare for earlier nursing program admission after graduation. Taking these courses via dual-credit options allows students to apply to and start the nursing program earlier after high school. Students may begin taking courses in the nursing program once they are at least 18 years old.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students enrolled in the nursing program attend clinical experiences at local healthcare facilities (long-term care, subacute care, acute care, and community agencies) under the supervision of nursing faculty. During these clinical experiences, students assist in providing patient care consistent with their level in the nursing program. Participating in clinical opportunities provides students with experiences that directly prepare them for employment as registered nurses after passing the NCLEX examination. The nursing program is continuously looking for ways to improve these clinical opportunities by expanding experiences in community-based agencies and specialty areas. Students also have the opportunity to apply for federal work-study positions that enable them to gain work experience in Elgin Community College's nursing lab and simulation center. The nursing program is continuing to find creative methods to ensure students get specialty content areas in their clinical rotations, such as pediatrics, maternal-child nursing, psychiatric, and community health rotations.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. Automotive technology, NATEF).	Accreditation is required for nursing programs in Illinois. Elgin Community College's nursing program is accredited by the Accreditation Commission for Nursing Education (ACEN). The nursing program has been accredited since 1969 and obtained its most recent re-approval in 2018.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Students who graduate from the nursing program receive an Associate of Applied Science in Nursing degree. They are then eligible to take the NCLEX licensure examination to obtain state licensure as registered nurses. Also, program graduates may continue their education by enrolling in a RN-BSN or RN-MSN program at one of

	Elgin Community College's nursing transfer partners or another school of their choice.
3.11 Is this an apprenticeship program? If so, please elaborate.	This is not an apprenticeship program.
3.12 If applicable, please list the licensure examination pass rate.	The 2019 first-time student pass rate on the NCLEX exam was 95%. Students' pass rates on the NCLEX examination decreased in 2017 (80%) and 2018 (85%) when the last cohorts in the old curriculum took the examination. This decrease may be due to several curricular issues that were not addressed while the old curriculum was phased out. However, each cohort that has graduated from the new concept-based curriculum has had significantly higher pass rates, which accounts for the 19% overall increase in pass rates between 2017 and 2019.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The entire degree transfers over to meet significant portions of RN-BSN and RN-MSN degree programs at Elgin Community College's partner schools. The nursing program has partnerships with a number of RN-BSN and/or RN-MSN programs, including Benedictine University, Chamberlain University, Columbia College of Missouri, Illinois State University, Northern Illinois University, Olivet Nazarene University, Purdue University, and the University of Illinois at Chicago. Several other schools have transfer guides that allow students to easily transition to RN-BSN or RN-MSN programs at those schools without a formal agreement. Elgin Community College's agreements are promoted through college promotional materials and events, nursing-specific table visits arranged by the Nursing Program Director, and an annual Nursing Transfer Fair event.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The nursing program partners with adjunct faculty to connect them to professional development resources. Adjunct faculty are invited to department meetings to discuss current issues in the curriculum. Collaboration primarily occurs at the course level as full-time faculty work with adjunct faculty teaching in their sections to help them understand the course content, clinical objectives, and student learning activities. Many full-time faculty have developed clinical scaffolds which help provide a framework for adjunct faculty who teach clinical. This partnership emphasizes the importance of

maintaining adequate full-time faculty in each course to maintain quality and consistency of instruction.

The nursing department works in conjunction with Elgin Community College's Department of Strategic Partnerships and Experiential Learning and Career Services to help students find employment opportunities in healthcare while in the nursing program and nursing opportunities after obtaining their nursing license. Resources include the annual Health Professions job fair, the College Central job posting site, on-site employer visits, the nursing resource bulletin board, and information directly sent to students.

One full-time faculty member serves on the Board of Directors for the Community Crisis Center of Elgin. Another part-time faculty member serves on the Magnet Seeding Committee at a local hospital. These opportunities help to strengthen the nursing program by increasing the expertise of faculty, many of whom hold specialty certifications or have specialized knowledge in various areas of nursing.

The National Student Nurses' Association offers many benefits specific to nursing students. All nursing students are members of the college-sponsored student club Associated Nursing Students (ANS), which provides additional opportunities for students to become involved with volunteer work and leadership positions in the nursing program and in the community.

Students and faculty have collaborated with community agencies such as the Elgin Community Crisis Center and Feed My Starving Children to help meet needs within the community. Within the college itself, the nursing program has developed strong, collaborative relationships with many departments that contribute to student success, such as the Health Professions Advisor/Retention Specialist, the Instructional Technologies Department, Tutoring Services, and Strategic Partnerships and Experiential Learning, among many others.

The nursing program has also been building relationships and collaboration opportunities with other departments in the Health Professions, Math, Science, and Engineering Division at the college. An example of this is the Health and Wellness fair offered in fall 2019 by nursing and massage therapy students to college faculty, staff, and

	students.
	The program also participates in a whole-college support system for student success. Many nursing students have family and work responsibilities, psycho-social issues, or medical issues that can hinder their success. Students are encouraged to utilize campus support services, including the Health Professions Academic Advisor/Retention Specialist, the Elgin Community College Wellness Professionals, tutoring, library services, writing services, career services, and disability services. Faculty work in conjunction with these services to mentor 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?	There are plentiful and various professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects. Even in light of recent travel restrictions and other financial constraints, many faculty utilize professional development funds to attend conferences in their discipline.
	The nursing department offers several external sources for development. For example, the department has a department-level subscription to Dr. Tim Bristol's Nurse Tim educational webinars, the Organization for Associate Degree Nursing (OADN), and the National League for Nursing (NLN). Finally, many faculty independently complete a wide variety of other continuing education activities through employment in a clinical agency and to meet continuing education requirements for state licensure. Faculty also have many individual certifications and organization memberships that in many cases Elgin Community College can help fund.
	In fall 2019, Lisa West, one of the full-time faculty, received the National Institute for Staff and Organization Development award for teaching excellence. Also, another full-time faculty member, Jessica Woloszyk, was selected as a Nurse Educator Fellow by the Illinois Board of Higher Education for fiscal year 2020.
	New nursing program adjunct and full-time faculty are oriented by the Nursing Program Director and mentored by a specific faculty member using the nursing program's new faculty orientation checklist as a guide. The program is continuing to look for additional opportunities to improve the mentoring process for new

	faculty, especially faculty who have limited teaching experience.
	Professional development opportunities related to active learning, nursing clinical and classroom educational strategies, and nursing testing and evaluation strategies would be of value to faculty. For example, many faculty have been participating in professional development related to preparing students for the Next Generation NCLEX, which is projected to be implemented for graduates starting in 2023.
3.16 What is the status of the current technology and equipment used for this program?	Elgin Community College has a cutting edge simulation center. Students get the opportunity multiple times a semester to work on "patients" (high fidelity manikins) in a nursing role prior to graduating. They care for pregnant women, children and adults in the four hospital rooms. Student outcomes have improved greatly in safety, communication, critical thinking and collaboration of other disciplines.
	The nursing program also has access to multiple classrooms and fully-equipped nursing labs. These classrooms and labs have technology to support audio/video. Also, Building A, which houses the nursing program, has three computer labs the nursing faculty can reserve for class activities and exams. The nursing department has a resource committee that reviews current equipment once a year. In the December departmental meeting, the faculty are asked if they have any needs for any additional classroom teaching aids. These items are requested for in the upcoming nursing/BNA department budget. Some examples are a pediatric auscultation manikin, pulse trainers and a ventilator.
3.17 What assessment methods are used to ensure student success?	The program-level student learning outcomes (PSLOs) are measured and assessed using various methods, such as clinical evaluations, course activities and assignments, self-assessment, course exams, and HESI exams. The nursing department continuously integrates research-based methods to enhance teaching practices and improve learning.
	Faculty integrate a variety of formal and informal methods to assess student learning at the course level. The HESI Fundamentals and HESI Exit exams are used to provide standardized feedback on students' level of performance at the end of their first semester and final

	semester, respectively. During the discussion/classroom portion of courses, faculty use a variety of instructional methods that strengthen clinical judgment and provide feedback regarding student learning, such as case studies, critical thinking questions, concept map activities, group presentations, team-based learning, role-playing, audio-visual materials, and hands-on skills activities. Active involvement of students in the learning process allows the instructor to more readily customize the learning activities to students' needs as well as gain feedback about students' level of learning.
	During clinical experiences, faculty integrate a variety of activities such as concept maps, prioritization activities, scavenger hunts, safety surveys, and other activities to promote the development of clinical judgment. Simulation activities on campus further allow faculty to provide controlled, realistic learning experiences to students in each course.
	Nursing program faculty perform course assessments for each of the nursing courses each semester following the nursing program's systematic plan of evaluation. Individual CSLOs and PSLOs are assessed on a rotating basis each semester to ensure that each is being met following established criteria.
	Fourth semester students take the Elsevier HESI Exit exam, which helps them identify areas of weakness and their readiness to take the NCLEX licensure exam. The HESI software provides individual remediation, and students who score below the recommended level (850) are required to meet with a faculty member or the Nursing Program Director to discuss their plans for NCLEX preparation.
3.18 How are these results shared with others at the institution for continuous improvement?	The nursing faculty have been performing regular course assessments of the course and program student learning outcomes and discussing these results in light of potential changes. Nursing course assessment reports are shared with the department during department meetings, typically the semester after the course assessment occurred, as well as with the college via the Associate Dean for Health Professions, Math, Science, and Engineering.
	The department regularly discusses the nursing program's outcomes data, which includes NCLEX licensure exam pass rates and reports, student

	completion, and graduate employment.
	Also, the faculty and program director have discussed the revised NCLEX test plans to prepare students for this exam. Since the next NCLEX test plan revision in 2023 will have very significant changes referred to as the "next generation NCLEX," faculty are beginning to research and plan changes in the curriculum to further integrate the new NCLEX clinical judgment model and alternative types of testing.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Elgin Community College's current nursing program course offerings are structured differently than those offered at other community colleges and nursing schools due to the unique nature of Elgin Community College's concept-based curriculum and the variety of nursing program curricula in the state.
	The development and implementation of the current concept-based nursing curriculum was based in part on assessments of course and program-level weaknesses within the prior nursing curriculum. Since the current concept-based curriculum was implemented starting in spring 2016, the nursing program has made several ongoing curricular updates, including revising several of the curriculum concepts and exemplars, moving portions of content among courses to decrease repetition and increase congruency, and refining student learning assessment methods in each of the nursing courses.
	The nursing program will withdraw HPE-101: Socialization into the Nursing Program effective Summer 2021. It is proposed to then incorporate the credit from HPE-101 into NUR-142 to provide 0.5 contact hours of extra class time for course/program orientation as well as 0.5 contact hours (1.5 load hours of clinical lab) to meet the extra clinical hours. This would increase NUR-142 to 9.5 credit hours from 8.5. The rationale for this change is based on student and faculty feedback; both groups have overwhelmingly noted the need for additional long-term care clinical experiences and other clinical experiences in the NUR-142 course.
	The clinical group sizes with the new curriculum have decreased from 10 students per group in 2nd, 3rd, and 4th semester to 6-8 students a group, enabling faculty to be more available to support student success in clinical experiences and connect clinical learning to classroom content.

3.20 How satisfied are students with their preparation for employment?	On the graduate survey, satisfaction with preparation for employment ranged from 92 to 100% during 2015 through 2018. Also, of the 2015-2018 graduates who responded to the survey, 31 to 50% reported entering a BSN completion program within one year of graduation. The nursing program also administers graduating student curriculum satisfaction surveys to evaluate student satisfaction regarding prerequisites, curriculum content and organization, technology use, interdisciplinary collaboration, evaluation methods, and development as a professional. The nursing faculty regularly evaluate each of these areas. Faculty review sections rated by students at less than the 85% satisfaction rate benchmark to determine the need for course or curriculum revisions. According to the nursing graduate employment surveys, nursing graduates have exceeded the expected level of achievement for obtaining a nursing job within one year of graduation (85%): 2015 – 100%; 2016 – 100%; 2017 – 89%; 2018 – 100%; 2019 – pending. Graduates report being employed in a variety of units/facilities over the past 5 years including acute care hospitals, subacute rehabilitation facilities, long-term care facilities, and various community positions such as school or home health nursing. In acute care facilities, graduates have reported employment on various medical, surgical, cardiac, intensive care, labor and delivery, stroke, progressive/stepdown care, pediatrics, special care nursery, operating room, and oncology units. The nursing department works in conjunction with Elgin Community College's Department of Strategic Partnerships and Experiential Learning and Career Services to help students find employment opportunities in healthcare while in the nursing program and nursing opportunities after obtaining their nursing license. Resources include the annual Health Professions job fair, the College Central job posting site, on-site employer visits, the nursing resource bulletin board, and information directly sent to students. The healthcare industry has many trends that affect employment. These include many of the factors already listed. Other trends have been the consolidation of many healthcare facilities and providers into larger corporations. This has led to greater regional standardization in factors such as employment, salaries, operating protocols, and policies. In addition, many

	organizations favor hiring BSN-prepared nurses, especially in Magnet-certified hospitals. This has decreased some job opportunities available to ADN graduates. Elgin Community College has partnered with many institutions to facilitate students' enrollment in RN-BSN programs. Graduates also complete program outcomes surveys to self-report their accomplishment of each program outcome. From 2015 through 2019, survey respondent ratings consistently exceeded the program benchmark, which is that 85% of students will report meeting the program outcomes. There was also an increase in students' average responses to each outcome between fall 2018 and fall 2019 during the time period that faculty were continuing to refine the new concept-based curriculum.
3.21 How is student satisfaction information collected?	In addition to the career-technical follow-up survey conducted annually by Institutional Research, the department's Program Outcomes Subcommittee collects survey data on the following: • Student and faculty clinical facility surveys to collect data about satisfaction with clinical sites • Graduating nursing student curriculum satisfaction survey • Nursing-specific graduate employment/preparation/continuing education survey
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are key representatives of the Nursing/BNA (Basic Nurse Assistant) Advisory Committee. The Advisory Committee contributes to the quality of the nursing program by providing employer feedback in a formal setting as well as sharing nursing program updates and successes with local employers and academic partners. Employers are closely integrated in the nursing program as sites for students' clinical experiences. In addition, the program collaborates with employers to post job opportunities, and the Elgin Community College Office of Strategic Partnerships and Experiential Learning arranges employer visits and an annual Health Professions Job fair. The division of Health Professions, Math, Science and Engineering also will help programs coordinate professional development opportunities for area healthcare workers needing CEUs, since the nursing program is an approved nursing continuing education

	provider.
	Some other feedback that has been received from employers and integrated into the program is the following:
	• Several hospitals in the region will only hire BSN-prepared nurses, while others require a BSN degree within a certain time frame. One exception to the BSN hiring policy is that some hospitals will hire ADN graduates who are already employees at the facility in another role. Elgin Community College is continuing to encourage students to continue their education in RN-BSN or RN-MSN programs.
	• Student preparedness in specialty areas is limited due to the clinical hours for the ADN program. The program has continued to add simulations and other short-term experiences that increase the variety of students' clinical exposure.
	• Low employment opportunities for LPNs in the community led to the discontinuation of the LPN certificate in 2016.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The nursing program's Advisory Committee meets yearly during the spring semester in conjunction with the BNA program. The membership of the Advisory Committee includes representatives from each of the major clinical sites used during the past academic year, academic partner representatives, the BNA and nursing program full-time and adjunct faculty, the Nursing Program Director, the Manager of the Nursing Simulation Center, the Dean of Health Professions, Math, Science, and Engineering, and nursing program graduates.
	The nursing program's Advisory Committee has discussed levels of student learning and success at the program level and has given positive feedback regarding the curriculum's emphasis on clinical judgment and use of simulation experiences. Suggestions have included continuing to encourage student engagement, as sites have noticed that students from all schools are not always taking initiative to learn in the clinical setting, and restructuring clinical experiences for specialty clinical rotations such as mother-baby. Faculty are continuing to integrate active learning strategies, such as case studies and interactive games that encourage students to develop assertive thinking. Also, the nursing program has continued to evaluate alternate staffing and

	scheduling strategies to integrate more specialty experiences into students' clinical experiences.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers have provided positive feedback about graduates being employed at their facilities. One advisory committee meeting has occurred since the first nursing graduates were licensed after graduating from the new concept-based nursing curriculum. During this meeting, advisory committee members commented that the new graduates coming out seem better prepared for simulation-based learning, which is becoming more common in the clinical setting to interview and train employees. The new curriculum specifically incorporates multiple simulation learning experiences into each semester of the program. One comment that has been made about the new curriculum has been the structure of pediatric and maternal/newborn clinical. Clinical sites have preferred having an instructor with any of these clinical groups, even if they are very small, limiting the ability of the college to place students in these sites. Another topic of conversation has been the hiring of associate degree nursing graduates. Increasing numbers of employers are requiring BSN-level graduates for nursing positions; however, it was noted that Elgin Community College graduates have continued to be hired in many sites, including long-term care, subacute care, and several acute care sites. Finally, the advisory committee has commented on general problems seen among nursing students from various schools, such as lack of engagement and use of mobile devices. The nursing department has been proactive to attempt to decrease these problems through program policies and emphasizing professionalism with the students.
3.25 How is employer satisfaction information collected?	The nursing program collects informal information about employer satisfaction through the Advisory Committee as well as through other incidental feedback provided by employers.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Many of the identified actions or modifications in the program quality review are areas that the program is already addressing or planning to address. The nursing program faculty, staff, and administrators have been working on or attempting to address various other areas, such as instructional equipment/resources, curriculum

| | review and assessment, staffing, and student recruitment. One specific area of growth is integrating more specialized clinical rotations into the curriculum, which is ongoing.

An example of another specific issue still to be resolved is in regards to simulations. Due to simulation lab staffing constraints, clinical groups are currently combined together, bringing the student number up to 20 per simulation instead of 6-10 as a single group. Simulations with only single clinical groups, would allow students to have more opportunities to actively participate in simulations. In combined groups, students are in an observation role half of the time. Having additional simulation lab staff hours would better support student success during simulation learning experiences. |
|---|---|

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
Since the implementation of the new curriculum in fall 2016, the percentage of students successfully obtaining a successful grade (A, B, or C; 80% or higher) during each semester of the nursing program has decreased compared with the old curriculum success rates. This overall decline may be due to the increased emphasis on critical thinking and clinical judgment in the new curriculum, which may be more difficult for students to grasp as opposed to the more memorization-based old curriculum. However, success on HESI, NCLEX and in the workplace demonstrate students are achieving the desired outcomes.

Most recently, discussions have focused on student success with transitioning face-to-face classes and labs to online formats due to the COVID-19 pandemic. Many students reported having difficulty learning in the online environment, which contributed to numerous course failures and withdrawals as well as serious concerns about the equity of online learning experiences for many nursing students. In the future, it will be important to carefully structure any online courses still required, implement face-to-face lab and clinical instruction, add online tutoring, and bring classroom time back to face-to-face formats as soon as feasibly possible. |

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Nursing				
CIP Code	51.3801				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled *(UNUPLICATED HEAD-COUNT, for ALL NUR COURSES)*	187	177	171	140	190
Number of Completers	97	97	98	82	93
Other **OVERALL COURSE SUCCESS (A-C) RATES, excluding withdrawals for NEW NUR COURSES only)*	N/A	N/A	96%	92%	91%
PE1. How does the data support the program goals? Elaborate.	**ENROLLMENT** Enrollment in the nursing program has remained consistent since 2015 because the program typically admits 120 students a year. Prior to implementing the new curriculum, 80 students were admitted in fall, and 40 were admitted in spring. With the new curriculum, the numbers were changed to be 60 students admitted each fall and spring semester. This number has remained steady due to several external factors including availability of clinical sites, lab space, and number of full-time faculty. In 2016, the cohort total was limited to 100 admissions due to the transition to the new curriculum. Even though enrollment has remained steady in the nursing program, the number of qualified applicants has declined slightly. As shown below, applications exceed available seats. Each semester a number of students decline their spots in the program for various reasons, such as acceptance into a different nursing program or life circumstances. Occasionally, the program may get through the entire waiting list of students who applied for a certain semester. Therefore, admitting 60 students a semester remains a realistic number.				

Qualified Nursing Program Applicants
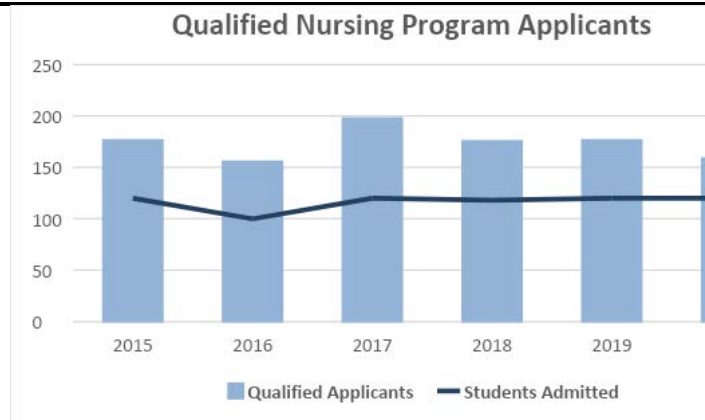
COURSE SUCCESS

NUR-142/144 (1st semester): The cohort with the highest success rate of the new curriculum was FY2017 (97% success rate), the first year of the new curriculum. However, the NUR-142 course success rate has decreased as the faculty increased the rigor of this course to better prepare students for the next course, NUR-152.

NUR-152/2nd semester: The success rate for the next term in the sequence decreased significantly with the new curriculum (FY18-83%, FY19-82%). This decrease compared with the previous semesters may be related to the application of concepts to more acutely ill patients than the first semester nursing courses, which focused primarily on the application of concepts to healthy/well people. As discussed, modifications and improvements have been made to better prepare students for this semester.

This term also is where students are most likely to not be retained. Student withdrawals have often occurred due to medical reasons or academic difficulty. Students who withdraw from a course may re-enroll in the course and must pass with a grade of C before progressing to the next course. Two nursing course failures or two withdrawals with a failing grade and no valid administratively-approved reason result in dismissal from the program.

NUR-252/4th semester: The success rate for the final course was traditionally very high with the old curriculum, but decreased slightly with the new curriculum down to 95% in FY2019. This change is to be expected as the course helps students incorporate previously-learned concepts into care of

	complex specialized patient populations such as mental health and critical care. **COMPLETIONS** Completion/graduation rate is another important indicator of student success. This is defined by the Accreditation Commission for Nursing Education as the number of program graduates who have completed the program within 150% of the program length (3 years). The program completion rate is measured by calculating how many students who started the program 3 years previously complete the program in a given year. ACEN guidelines require this figure to be 75% or above. Since the full transition, students are completing the program in acceptable numbers. The program completion rate, with the exception of 2018 during the transition to the new curriculum, has been well above the expected level of achievement (75%). The 2019 program completion rate was 84%. However, the program continues to look for ways to reduce the program and curricular barriers to student completion. For example, in fall 2018 and spring 2020, the program offered an extra section of NUR-152 in order to create extra seats for students who needed to retake the course.
PE2. What disaggregated data was reviewed?	Through the expertise provided through Elgin Community College's Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (ie. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status. Then depending on programmatic need and interest, additional subgroups can be created. Within the nursing program, most of the current investigations related to equity have been based on aggregate student success. However, further data is being monitored and gathered to support additional comparisons of student success related to various factors, such as performance on admission and standardized exams and prerequisite courses. Upon review of the new equity data provided by

	Institutional Research, the program has found several patterns of interest. Since the implementation of the current nursing program curriculum in 2016 until fiscal year 2019, overall student success has remained relatively consistent across demographic factors such as ethnicity, gender, Pell eligible status, and age. However, there are several exceptions to be discussed below.
PE3. Were there gaps in the data? Please explain.	While students age 18-49 maintain success rates at or above 90%, students over age 50 have a success rate of only 64%. Although this age group only represents 2.8% of the total student course attempts, further focus on this group will be needed to support student success for older learners. Among specific courses, student success remained relatively high through fiscal year 2019, though the second semester course, NUR-152, seems to be the most difficult for students overall. It is noted that male students had a higher success rate (92%) compared with female students (84%). Also, African-American students, which happened to be the smallest ethnicity group, had the lowest success rate at 76%. Other race/ethnicity groups had success rates ranging from 83% to 90%. Similar to the overall program, students over age 50 had a success rate of 56%.
PE4. What is the college doing to overcome any identifiable gaps?	While each of these disparities may be caused by different factors, they emphasize the need for individualized student support that targets specific student needs. Also, implementing measures to increase overall student success in NUR-152 may benefit some of these groups that experienced especially disproportionate impacts. To help improve the transition between the first and second semesters, the faculty have increased the rigor of first semester content and have traded some content with the second semester course to introduce more illness-related concepts in first semester. The last few years, the nursing program administrators and faculty have discussed various equitable methods to maintain program access. Currently, the nursing program requires a grade of C or better in most prerequisite courses, enabling students with slightly lower GPAs to qualify for the nursing program. Although this does increase the risk

of these students failing once in the program, the program administrators and faculty support giving students a chance to succeed. Also, many other surrounding associate degree nursing programs require CNA certification for nursing program admission. There are some benefits to this requirement; however, the faculty felt that the cost of this program increases the difficulty for some students to access the nursing program.

Other conversations related to equity have addressed student success. For example, faculty have noticed that ESL or ELL students occasionally have difficulty or fail classes partially due to language barriers. For the first semester of the nursing program, HPE-112: Introduction to Healthcare Vocabulary is listed as a recommended course. Students may also be encouraged to take the Basic Nurse Assistant program to help with basic terminology.

To further investigate equity gaps within the nursing program, ongoing analyses of student demographics, success, and other data will be necessary. Support from the college as well as nursing committees such as the Program Outcomes and Assessment Subcommittees will be needed. Because student success depends on so many factors, it will likely be difficult to determine a predictive multi-factorial model that equitably represents all students. However, one option to consider through this process is developing individualized success plans with each student. Student success plans will require collaboration with various college student support services, the Health Professions Academic Advisor/Retention Specialist, program faculty, and the students themselves.

Overall, after reviewing various student success and demographic characteristics, several questions remain for ongoing research, such as the impact of financial support, students' level of academic experience, learning style, or English language proficiency on student success. Currently, the nursing program appears to offer relatively equitable access to most students; however, there is room for growth to support all students as well as specific populations, such as students over age 50.

	Ethnicity: In fall 2019, the program compared students enrolled in BIO-110: Principles of Biology, one of the prerequisite courses for nursing, and nursing program students in the following school year. This analysis showed that many minority students are represented better or only slightly lower in BIO-110 than students who are admitted into the nursing program. Also, another significant finding is that Latinx students had become the majority student group in the nursing program by fall 2019. The nursing program students are relatively representative of the overall Elgin Community College student body, with the exception of white students, who were lower in the nursing program.
PE5. Are the students served in this program representative of the total student population? Please explain.	Ethnicities of ECC, BIO 110 Biology, and Nursing Program Students **Age:** During FY 2017 through 2019, 76.5% of students enrolled in the nursing program were between the ages of 23 to 39; however, only 34% of the overall Elgin Community College student population in fiscal year 2019 was in this age range. Only 9% of students were age 18-22, versus 54% of the overall Elgin Community College population in FY 2019. Finally, 14.5% of nursing students were age 40 and above compared with 12% of all Elgin Community College students in FY 2019. With such a large population of adult learners, it has been important to integrate various learning methods and student support services to promote student success for individual students' situations, such as individual tutoring.
PE6. Are the students served in this program representative of the district population? Please explain.	Overall, the nursing student population is diverse compared with residents of Community College District 509 from fiscal years 2017 through 2019, as
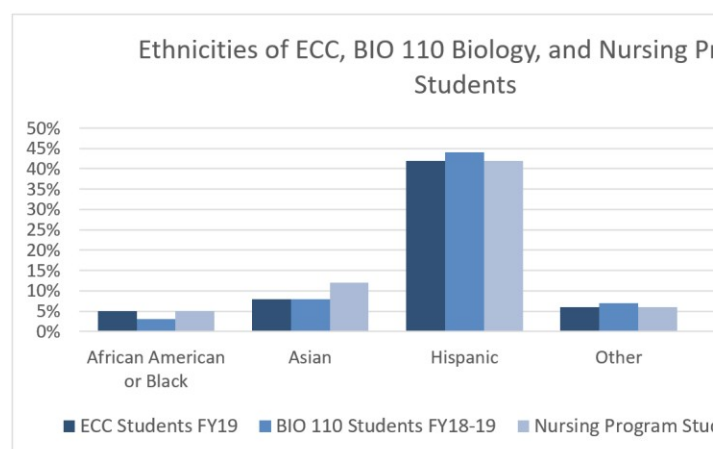
shown in the graph below. White students are the only group underrepresented in the nursing program. However, if data were available to intersect ethnicity by age group, it would be relevant to examine whether the age groups who are most likely to take the program have a different demographic distribution than the overall population of the college district.

ECC Nursing Program Student Ethnicity

Male students made up 21% of the overall nursing student population between fiscal years 2017 through 2019. However, according to EMSI 2019 occupation statistics, only 9.7% of registered nurses employed in Chicago and the surrounding region were male. Although male students are a minority in the program, they are more represented at Elgin Community College than in the regional workforce.

Review Results

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale R1. Please provide a brief rationale for the chosen action.	Although minor changes are proposed, the overall structure of the nursing curriculum remains consistent. Many of the identified actions or modifications in the program quality review are areas that the program is already addressing or planning to address. The nursing program faculty, staff, and administrators have been working on or attempting to address various areas, such as instructional

	equipment/resources, curriculum review and assessment, staffing, and student recruitment.
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	**By Fall 2021:** 1. HPE-101 course will be withdrawn, and the credit from that course will be added to NUR-142. As of summer 2020, this proposal had been submitted for review. **By Fall 2022:** 2. By fall 2022, hire a 12th full-time faculty member (if approved) to increase the full-time faculty percentage to the nationally recommended level of 35%. **From 2020 – 2025:** 3. Continue to seek and secure affiliation agreements with clinical sites as needed for student learning. 4. Continue to partner with colleges and universities to create and maintain transfer planning guides and articulation agreements for RN-BSN, RN-MSN, and/or RN-DNP programs. 5. Continue to perform course assessments annually following the nursing program Strategic Plan for Evaluation. 6. Modify course activities and testing to reflect changes made for the "next generation NCLEX" and NCSBN clinical judgment model. 7. Continue to integrate high-quality simulation activities into nursing courses and clinical experiences. 8. Continue to orient and mentor new nursing adjunct and full-time faculty, in part using the faculty orientation checklist. 9. Continue to partner with local healthcare employers and agencies to facilitate a pipeline for nursing support and nursing employment in the region. 10. Continue to work with the Tutoring Center to hire and retain specialized nursing tutors. 11. Continue to promote recruitment of qualified nursing applicants via college advertising, community engagement, informational sessions, and college/career fairs.

	From 2020-2025, continue with the analysis of program data and development of modeling to support student success and program equity.
R3. Resources Needed	Resources needed to accomplish the actions above include the following: • Continued funding for equipment, supplies, and staffing that enable high-quality simulation and lab activities • Restoration of funding to support a 12th full-time faculty position (if approved) • College personnel/department support, especially Marketing, Tutoring, Institutional Research, and Distance Learning • Marketing resources to promote recruitment of qualified nursing applicants. 12. Development of new clinical partnerships.
Responsibility R4. Who is responsible for completing or implementing the modifications?	• Nursing Program Director, Manager of the Nursing Simulation Center, nursing program faculty

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Discipline Area:	Art

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 RS.1 What are the objectives/goals of the discipline?	The Art program-level learning outcomes are as follows – Upon successful completion of coursework in the program, students will be able to: 1. Theory & Content: demonstrate familiarity with major concepts, movements, theoretical perspectives and historical trends. 2. Creation of Art: create well-crafted art objects or writing samples that reflect sensitivity to aesthetics and technique as well as historical and contemporary models of art. 3. Critical Thinking: Articulate visual observations, compare and contrast multiple artifacts, and discuss relevant interpretations with appropriate supportive vocabulary. Synthesize connections between different ideas and approaches to art. 4. Presentation Skills: Appropriately present artifacts both orally and visually. The Elgin Community College Arts Center, which opened in the Fall of 1993, is a 156,000 square-foot instructional, performance and visual art exhibition facility located on the main campus. The Arts Center provides rehearsal, event and classroom space for instruction in Art, Communication Design, Music, Music Production and Theatre. The ART program occupies the north wing of the building, with dedicated space to support art history and appreciation courses, 2D studio arts (drawing, painting, printmaking, screen printing), photography (digital, darkroom, color, historical and contemporary processes) and 3D studio arts (ceramics, jewelry, sculpture, 3D design/fabrication, glass fusing). The Arts Center also houses 2 art galleries, The John R. Grady Gallery of Photographic Art, the Safety Kleen Art Gallery, and the exhibition program's storage and preparation space. The

	Arts Center and the wider college campus showcase the College's valuable permanent art collection, a rich resource used to augment instruction in the visual arts.
RS.2 To what extent are these objectives being achieved?	Art department courses at Elgin Community College frequently inform one another. The program strives to create an environment where there is crossover between multiple courses and frequently encourage students to do the same. The beginning/foundation courses provide the basic design tools necessary for students to be successful in any and all studio classes, whether 2D or 3D. With the potential creation of a "Maker Lab" (discussed later in this report), there will undoubtedly be much more cross over between media, as this is inherent to the multi-media aspect of the studio.

One of the major strengths of the entire program is a focus on process. A basic learning outcome within Art Appreciation courses is the knowledge of what tools and media are used and how to create a work of art. A cooperative agreement amongst full-time faculty leads to upwards of 100 Art Appreciation students seeing, firsthand, the facilities and tools used to create works of art in the Elgin Community College studio courses. This collaboration additionally opens the doors for the students to enroll in process-based art courses.

The program works hard to provide an environment that prepares student for transfer to four-year institutions. Students often leave Elgin Community College better prepared third-year students, than juniors starting at that school.

Having a Gallery Director is also critical to programmatic and student success, as are the various physical gallery spaces in the Arts Center, the library (Building C) and Building B. Gallery/Exhibition programs support student interaction with contemporary art, working artists and exhibition experiences to learn entrepreneurial, conceptual and professional practices (e.g. art preparation, submission, marketing, sales) that art students need to succeed as artists themselves. Emerging artists in Elgin Community College studio art programs submit work for juried, competitive exhibits each year, in processes that emulate professional practices. Students also learn new techniques and technologies for art making in workshops conducted in their studio classes by exhibiting professional artists. |

RS.3 How does this discipline contribute to other fields and the mission of the college?	The mission of the college is to improve people's lives through learning. The Arts contributes to this in countless ways. The AFA degree is available for students wanting to develop their talent and proceed to higher levels. General education provides exposure and appreciation to a wide scope of degree students regardless of their program of study, ART courses are required or elective components of several career-technical programs (Communication Design, Welding), enrollment for pleasure and lifelong learning is common, and co-curricular opportunities are extensive for both the college and wider district communities.
	Courses in the arts contribute significantly to several of the college's General Education outcomes, notably communication, critical thinking, and global and multi-cultural outcomes. The recent rewrite of the communication outcome was expanded in an important way to move beyond "words" into visual expressions as well. Still, the program believes it is important to actively work to see an artistic component (studio or appreciation) added to the general education outcomes. This may be an uphill battle but other schools have started to consider "visual literacy" as a significant and important competency needed by today's students.
	When the Arts Center was built in 1993, it represented a tangible manifestation of the college's enduring commitment to providing robust arts programs for the district. They help students find their paths; they inspire students and residents to dream, and ignite their imaginations while immersing them in new perspectives on the human experience. As a leader recently remarked, Elgin Community College Arts programs foster the kind of dialogue "that makes our college a college."
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**Restore foundry to functionality to facilitate student access to key sculpture methods.** <u>Progress reported:</u> • The Sculpture class completed its first pour in over six years in the 2016SP semester. This required the purchase and installation of a burn-out kiln and ductwork to accommodate the air handling needs. A gas manifold system was installed to facilitate and regulate gases required for running fired equipment at individual stations. • Upgrades to the fire detection system should be made to avoid tripping the fire alarms when the foundry is

functioning. Fire alarm and heat sensors still haven't been updated for the sculpture room, which limits the full capabilities to the room. For safety concerns, new lighting should also be considered for this space as well.

Develop 3rd floor digital photography/Mac lab. Collaborate with CDN schedule/staff lab hours.
Progress reported:
- The old, claustrophobic 2nd floor digital lab was converted to an equipment/check out and large format printer room. The 3rd floor lab was configured to accommodate individual Mac use and collaborative work.
- Adequate lighting installed. Continued problems with computer speed and support.

Explore/implement strategies to sustain stable enrollment in evening studio courses.
Progress reported:
- As of September 2019, evening courses are offered in 2D and 3D studio disciplines, but no current evening sections are offered in photography, where there may be additional demand.
- In addition, the 3D program plans to offer Saturday classes, which will both increase enrollment and expand lab access for students to the weekend. Need to offer/collect data.

Research and implement strategies to mitigate factors contributing to lower success rates in online courses.
Progress reported:
- Department is gathering qualitative data from struggling students to help identify obstacles in these courses. Challenges: Lead-faculty retired, new faculty hired.
- Online sections of ART-115 are being offered as 16-, 12-and 8-week options in both the spring and fall semesters. ART-151 and ART-152 are both being developed for online instruction.
- All newly developed online courses are ADA compliant, developed with guidance from Distance Learning staff to ensure a variety of assignments and assessments are being employed for greater student success, and are being developed by full-time faculty trained in online course pedagogy.

Request additional faculty position for Art History/Appreciation to meet growing enrollments.
Progress reported:
- A search to replace full time faculty in Art History/Appreciation was approved for fall 2018. A search was conducted and a new hire started spring semester 2019.
- The new hire has added significantly to the department and has brought much needed leadership to the art history department.

Remodel photography finishing room to improve it as a teaching space (v. lab only).
Progress reported:
- In progress. When originally requested, the proposal was positively received by budget review team, but funding has not been committed. This was submitted in FY18 and FY19 under instructional equipment and budget request processes - but was pulled and stalled.
- While there has long been transparent instructional equipment request process, until FY20 there were no equivalent process for even modest requests for remodel/capital funds.
- Capital outlay requests were repeatedly denied by budget review team as being beyond the purview of the team. The college had not had a functional capital outlay request process for approximately 15 years; this was remedied in FY20, and requests have been submitted (albeit we recognize that COVID 19 challenges may further delay these decision-making processes).

RAMP Plan: Support development of Arts Technology Building (back-fill automotive when relocated); this is planned to include videography, music production and photography, and an expanded scene shop for theatre. Vacated space in H will be used to expand/renovate other arts program spaces.
Progress reported:
- No progress; however the contemplated purchase of an existing building north of the college may facilitate the automotive program and arts backfill within the next few years.

Continue to support LVPA division priorities: Explore issues related to student success (e.g. disciplinary literacy, active learning); Help students connect big ideas across disciplines; and foster development of teaching community (e.g. peer-to-peer sharing).
Progress reported:
- Complete (though goal is too broadly stated). This goal is supported through the Speaker's Series of the Humanities Center, guest artist residencies via Arts Center programming, and a major museum field trip each semester for all students in art classes, and formal and informal discussions/collaborations between faculty.
- This is something the department continues to stress, as well as continuing to support visiting artist workshops, speakers, residencies, collaborations, as well as field trips to The Art Institute of Chicago and the Milwaukee Art Museum in alternating semesters. Also in development is a collaboration between Art History Faculty and Elgin Community College Gallery Curator using the Elgin Community College permanent collection as a teaching tool and interdisciplinary link.

Ensure students have access to current technological tools for making art.
Progress reported:
- Collectively, the department works to be a leader in technological updates within the Arts. Funded requests that have been fulfilled and installed include; Laser cutter (2D,3D), multiple 3D printers (3D), ceramics tables (3D), 8 color/6 station screen print press (2D), photo digital lab relocated (photo), student equipment check out room created (photo). We also had a Direct to Garment printer funded in fall 2018 (2D).
- In addition, three display cases were funded in spring 2019, with installation completed fall 2019 in high traffic areas near student life/cafeteria. This will undoubtedly increase our program exposure, generate interest and enrollment, and allow our students to showcase their talents.
- Acquisition of additional DSLR cameras for student use as level one Digital Photography courses increased significantly in popularity/enrollment.

- Unclear how to access college capital funds to upgrade lab spaces (e.g. still pending photography request under $10k long stalled).
- Faculty input on lab computer specifications still limited.

Additional accomplishments since FY15 (not related to FY15 goals):

- The Art department hosted the first regional Skills USA Competition in February, 2019. It was a huge success. So much so, that the organization is exploring hosting the competition at Elgin Community College again in the near future. We realize there is lot of room for improvement now that we have experienced firsthand what is expected to run this type of event.
- 3D Art hosted a Boys and Girls Club event in which the college allowed the young adults to participate in classroom projects such as pottery project. These students got a tour of the art department to see the amazing facilities that Elgin Community College has to offer. Elgin Community College students were highlighted in the "Emerging Artists" tent at the St. Charles Art Show in downtown St. Charles in the summer of 2019. Organized by the Gallery director, this experience provided students an opportunity to emulate the practices of working artists, by participating in a well-known public arts festival - and selling their work. This also created an additional pathway for students to interact with the community. It was a great experience for everyone involved, and was a great way for Elgin Community College to showcase the talented student artists we have enrolled.

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?	Institutionally, degree requirements are vetted through the faculty-led Curriculum Committee and approved proposals are forwarded to the Vice President. Within this proposal process, initiators are encouraged to review implications and discuss potential changed with the affected division's faculty and administration. Where relevant, data is provided by Institutional Research to inform discussion and decisions.

Otherwise, program faculty assume ownership of course content which is maintained on the master course outline housed within CurricUNET and displayed within the college catalog. Changes follow and approval work-flow which includes the Curriculum and Assessment departments, the deans' office, Transfer Coordinator, Advising and the Curriculum Committee. Program faculty are encouraged to consult with others on specific details, such as for applicability of various basic skills pre-requisites in math and literacy, and for IAI or other transfer implications. Section syllabi are expected to reflect the current course description and learning outcomes.

All ART courses can be applied to the AFA degree and several courses meet general education degree requirements in Fine Arts and Liberal Arts. Most studio courses can be counted as electives for students not pursuing an AFA degree. |
| 1.2 How will students be informed or recruited for this discipline? | Students are recruited in several ways. On campus, student work is shown as much as possible in the various galleries and display places. This past year the program's hard work installed three new showcase spaces near the high-traffic cafeteria. Having quality work in these cases will not only brighten up this space, but will undoubtedly help draw in future students that may otherwise never have known about our program.

The program maintains strong relationships with high school teachers in the district and is planning a district-wide show for students and teachers. Several Elgin Community College faculty members have been jurying high school shows in the district as well, which gives incoming and possible students exposure to the faculty. An even greater presence within the district allows the community to be more familiar with the college's campus, facilities, and faculty. |

	Recruitment and marketing, both internally and externally are of extreme importance. Priorities for the department are community outreach, U-46 inclusion, gallery series support, and internal and external marketing to name a few.
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?	• In 2015, ART-117: Screen Printing was launched as a new medium. • ART-231: History of Cinema: Origins to WWII and ART-232: Cinema History: Post WWII to Digital were launched in summer 2018 as additional general education offerings. • For summer 2018, Independent Study was separated into distinct courses for better planning, transcription and data/revenue capture: ART-296: Independent Study - 2D, ART-298: Independent Study –Photography, and ART-299: Independent Study - 3D. • For summer 2015, photography courses were reorganized to support an advanced level of instruction. ART-120: Introduction to B & W Photography was renamed Darkroom Photography I and ART-124: Darkroom Photography II was introduced. • Similarly, ART -216: Glass Fusing was changed in summer 2015 to Glass Fusing I and ART -217: Glass Fusing II was introduced as an advanced option. • In summer 2018, ART-153: History of Art III was withdrawn, as content was absorbed in the lower levels, more commonly seen in other programs, which supported enrollment. • ART-116: Color Theory Design was withdrawn in summer 2015; CDN offers a color theory course for art and design students; duplication is unnecessary. • ART-218: Glass Blowing was withdrawn in summer 2015. After a small outdoor kiln fire in 2010, the college was required to bring all the 3D studio areas up to current fire code (vs. 1993 code). After much research, the college found that to bring class blowing facilities to current code would be cost-prohibitive and insupportable, given limited demand. The course was therefore withdrawn. Discussions have also brought up the need for short-term certificates, such as digital photography or 3D fabrication. This would set up a goal-oriented, incentive type program within the department for both students seeking a degree, and students not interested in transfer alike. In addition,

	certification within a singular course provides a documented recognition that the student has achieved a level of skill and competency within a certain domain. It is motivating to students and important to emphasize short-term goal completion. Completing a certificate is a tangible achievement that documents success beyond just letter grades on a transcript.
	The program may also propose the creation of a Fine Arts certificate for students who take a four-course sequence in 2D, 3D, photography and art history, potentially with a capstone class tied to the gallery. This certificate would encourage students to reach their best potential by rounding-out their experience in the program. It has been noted the most exceptional art students take such a sequence through each discipline. This could also include the development of a credit or non-credit survey course for the department for AFA majors and could include artists' talks, professional practice skills/techniques, and discussion of contemporary issues. Within this space, the program could take action in terms of inclusivity, inviting a diverse group of artists and visitors, that not only represent the Elgin Community College student body, but that will educate and challenge them and open them up to varied perspectives.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	As of the 2019/2020 catalog, the Art program has 38 active courses. The highest enrolled course is ART-115: Art Appreciation, a very popular general education option. ART-101: Drawing is the largest studio course, which is required for all AFA students. ART-130: Art of Film is a new course also proving very popular.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline?	
a. What are the primary costs associated with this discipline?	The art program encompasses multiple departments that generate credit hours and revenue – and incur expenses in doing so. The Art department includes general education and studio art courses within the 2D, 3D and Photography disciplines.
	The Art History program generates a significant surplus; the courses in this program are high-demand general education fine arts courses (excepting occasional topics classes). The financial equation is balanced for these courses; they generate revenue on the credit hours and pay

	instructors (or load is assigned) on an equal number of credit hours (i.e. 3 credit/3 contact hours). With section caps of 30 students, these courses generate sufficient revenue to offset, to a significant degree, financial losses associated with studio art courses. A full-time faculty member in Art History teaching a base load of 15 hours would teach up to 150 students each semester.
	Under the ECC/ECCFA contract, studio courses are significantly more expensive to run. These generate revenue on the credit hour, but they pay (or are assigned load) on contact hours that are double the credit (i.e. 3 credit/6 contact hours). In addition, most courses have lower enrollment caps, ranging between 12 to 22 students. Only Drawing courses have a section cap of over 18 students. A studio class would have to reach 15 students to recover the cost of paying out a FT faculty member's voluntary overload class contract. A full time faculty member may reach a full load with 3 studio sections of courses capped at 12 students. A typical FT studio faculty member would automatically earn an additional 3 hours of overload for such an assignment (each course equates to 6 contacts, the full time load of 15 contact hours is exceeded by 3 hours).
b. How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall?	The Art History program costs are similar to other general education programs. The high-contact hour studio courses, with their low enrollment caps, are the costliest in the division. The budgets have been fairly consistent, with two exceptions lab fees, and a salary line.
	After analyzing lab fees and operational expenses, in FY18 the program began (incrementally, over multiple years) to raise fees on some of the lab courses to recover associated lab expenses. The 2D Art program appears to be on track to achieve balance next year (FY21) in this regard, but 3D (Visual Arts) and Photography may require continued adjustments. The Art department also created separate independent study courses to allow the accurate tracking of revenue and expenses for these courses as of FY21.
	There was an increase in the 2D salaries/benefits line beginning FY17. This reflects a correction of GL assignments of full-time faculty and part-time lab coordinator, who had been charged to the wrong department previously.
	Despite the high costs for studio programs, the Art program as a whole is exceptionally valuable to the

	college. The Art programs provide transfer students access to excellent fine arts curriculum, prepare emerging artists for future careers, and foster student and community engagement. These programs promote student interaction with contemporary art, working artists and exhibition experiences to learn entrepreneurial, conceptual and professional practices (e.g. art preparation, submission, marketing, sales) that art students need to succeed as artists themselves. Emerging artists in Elgin Community College studio art programs submit work for juried, competitive exhibits each year, in processes that emulate professional practices. Students also learn new techniques and technologies for art making in workshops conducted in their studio classes by exhibiting professional artists.
c. How many full- and part-time faculty are maintained for this discipline?)	As of 2019, the Art program staffed 19 full-time and 5 part-time faculty members. Full-time faculty taught 33% of the total credit hours for the year *(Source, IR Tableau Dashboards: Faculty Hiring Prioritization/Departments).*
2.2 What steps can be taken to offer curricula more cost-effectively?	Cost has been primarily discussed and addressed by faculty in terms of equity. The department has made significant efforts to minimize the financial burden (supplies, texts, etc.) associated with studio arts courses that would otherwise prevent participation by financially struggling students. For art appreciation/art history courses, copies of the text are available in the library for check out. Additionally, Art History I and II use the same text so students who enroll in both courses only have one text to purchase. The sculpture and glass courses utilize donated materials for projects. Students are offered the opportunity of a museum trip, alternating between The Art Institute of Chicago and The Milwaukee Museum of Art. The department covers the transportation and admission cost for students, asking only for a $5 fee to reserve a spot on the rented bus. Photography students can check-out a camera to use for a course, allowing them to use adequate equipment without additional costs.
	The program is interested in implementing an annual student show and sale where students can not only showcase their work created in courses, but also sell some of that to make a little money.
2.3 Is there a need for additional resources?	• As discussed throughout this report, a key element for student success and retention within the program is the gallery space which supports course content and reinforces student learning and program level

goals/outcomes. This is a fantastic resource for both faculty and students and also presents the greatest challenge. During a state-wide budget crisis, the full-time gallery director was reduced to a part-time position. While this part-time gallery director is doing a great job, there is only so much a person can do with limited hours. Because this position serves the entire program, as well as the community in whole, a reinstatement of this position to full time should be a departmental priority. As of this writing, the position was approved for conversion to full-time, effective in FY21. The position responsibilities also will be expanded to more explicitly provide support and leadership for visual arts programs. The position will foster interdisciplinary, collaboration, planning and program growth.

- Having support from IT is crucial for innovation to occur, and this is another large struggle The IT department has limited staff with functional proficiency with Mac machines and operating systems. Timely, knowledgeable classroom help/support is essential and often not available. Machine replacements cycles are longer than in the past, so consultation with faculty about specifications needed to stay current in specific fields is crucial – and these conversations don't always happen.

- Recommend that academic technology committee be revived with substantial faculty representation

- Grant differentiated administrator rights/technology privileges to faculty that teach technology

- Ask that decision-making related to technology starts with input by faculty who actually teach that technology. While consultation, communication, and follow through have improved a bit recently, recommend that these efforts continue to be priorities for colleagues in IT and visual arts faculty.

- The program is growing and needs more space, as well as current studio upgrade/renovation. Art History also needs an update to the storage room previously dedicated for slides.

- To be current with processes and opportunities for students, the program has been discussing the need to create a **"Maker Lab"**. This directly affects the curriculum and the program as a whole. Much of the necessary equipment for such a lab is already acquired, but there is not space to house such a studio. A

	collaborative, creative environment would allow this equipment to be used between multiple disciplines and draw students into the program. Makerspaces recognize that students see "innovation and learning as a single element driven by curiosity. As they create or make things, they are constantly thinking about how it can be done different the next time." Eric C. Sheninger, Uncommon Learning: Creating Schools That Work for Kids (Thousand Oaks, CA: Corwin, 2016), 77.
	• In direct response to the move to remote learning due to COVID-19, short-term expenses could be incurred by securing enough iPads and other technology for certain courses, such as drawing and digital photography.
	• Lastly, the program needs to raise awareness as a means to achieve enrollment goals. There is no doubt that enrollment would increase and student success would rise if the great things being accomplished by current faculty and staff were more well-known. The program has a plan to change this, which includes:
	    o Stronger digital presence on the website, as well as social media.
	    o Better correspondence and interaction with district 509 Art educators.
	    o Opportunities to bring students into the Arts Center facility, opportunities to visit (guest talks) at district 509 institutions on at least a yearly basis.

Indicator 3: Quality	**Response**
3.01 What are the program's strengths?	The Elgin Community College art program works closely with nearby institutions in an effort to build relationships for its students, and to help students find the best fit if planning to continue their education after Elgin Community College. Faculty work closely with many four-year schools in Illinois and surrounding states. The program is noted for having exceptional students that transfer to these institutions and is continuing to build a reputation that allows scholarship opportunities for these students. These institutions have never mentioned areas of need for improvement, rather, have congratulated the program on how prepared the students are. Congruent with the learning outcomes for ART-115: Art Appreciation, upwards of 90+ students each semester have

made studio visits to the various media spaces within the program, such as printmaking, photography, and 3D/sculpture. This collaborative effort introduces introductory, general education students to studio art practices, fosters a greater understanding of art-making, and showcases the vast art resources available at the college. We anticipate that these instructional experiences will also lead to increased awareness, interest and enrollment in the arts across the board.

The department is in great shape with technology and equipment, acquiring a laser cutter, 3D printers, large format photo Epson printers, as well as multiple colored t-shirt presses, a direct-to-garment inkjet printer, new ceramic tables, and a newer, larger computer lab for the Photo/digital area within the past five years.

The program strongly encourages students to be active in the various art organizations, including attending national and regional conferences. Each department accompanies students to the various conferences, such as Society for Photographic Education SGCI and SPE Society for Photographic Education. The Grady Memorial Fund supports student attendance at regional conferences and is heavily advertised and promoted within the program.

There are several aspects of the program that other institutions have adopted. The photo department has been using high quality sticky photo paper to print student works that can be repositioned or rehung in a gallery or hallway. This has also been used in collaboration with Elgin Community College's gallery and its show promotions, and is another way faculty and staff are finding new ways to draw people into the gallery itself.

In collaboration with the gallery, the program frequently brings in artists/educators from nearby institutions to show their work, make artwork, and critique with students. This allows students to create a connection with an educator for possible transfer. These workshops typically draw additional interest and excitement within the program, and frequently bring together students from the various disciplines.

As it relates to innovation and a shared core value of student success, there will always be failures as well. The program notes that it is great to have administrative support, whether it is new material or new technologies,

	you won't know what works best without the ability to experiment!
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	The program's largest general education course, Art Appreciation has been offered online for several years. These sections also are offered as 16, 12, and 8-week options. Acknowledging the need to provide additional varied delivery methods of instruction for students, the department has developed ART-151: History of Art I for online delivery, taking care to meet all ADA accommodations. ART-152: History of Art II was next in development for completion in 2020 prior to the COVID-19 disruption, which needed to move all courses to a distance learning format. Studio courses provided a different challenge, and are in the process of adapting to a hybrid approach to keep on-campus learning within the studios.

Expansion of modalities will create new opportunities to meet the needs of students with less flexible schedules, allowing them to engage with the arts. Additionally, being able to offer these courses online during summer session has the potential for further reach beyond traditional Elgin Community College students.

Prior to Spring 2020, department faculty have been working to leverage more distance tools, migrating course materials to google sites/google classroom as a means of providing a cleaner, more streamlined way for students to access slides, videos, assignments, examples, and rubrics and as a means for students to access course material after the course has ended. This served faculty and students well as the transition to remote instruction ensued. |
| 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? | Enrollment, success and retention data from Institutional Research is disaggregated by modality. Programs are also given college averages for face-to-face, hybrid, and online sections of transfer and career-technical courses for benchmarking. Generally, retention and success rates in online sections are somewhat lower than face-to-face, but this is not always the case. Instructional designers are available to assist faculty in the design, implementation and improvement of their offerings. Prior to COVID-19, instructional deans work at a strategic level to plan which courses are in need of online development to advance college goals.

As mentioned above, the Art History courses already had been taking strides to ensure availability in an online |

format. These online courses have been created to comply with all ADA requirements including closed captioning of all instructor-created videos and assignments and discussion posts that are designed to reach learners from different learning styles. The transition to remote instruction during Spring 2020 was seamless for these courses.

Creating a studio course for distance learning purposes has always seemed challenging. With such strong need for face to face interaction for the natural exchange of ideas and information, Art studio courses have remained mostly face to face. But with the most recent challenge of the COVID-19 pandemic, the faculty needed to investigate distance learning alternatives. While it is not the preferred method to deliver studio instruction, creative ways were found to continue courses with learning objectives and outcomes in mind. For example, in painting and drawing classes, students and faculty were able to continue using media commonly available at home, such as pigments derived from food.

As the COVID 19 crisis continued, the program responded with even more innovation. The art program has now developed nearly all of it courses for online or hybrid delivery. Over the summer, course developers reconceived how traditional art classes could be taught in these modalities to achieve essential learning outcomes. Drawing, painting, digital photography, sculpture, design classes; these are all being offered fully online – a real feat of creative problem-solving. Courses that require some access to specialized equipment will meet less than 50% of normally scheduled class minutes, with the balance of instruction delivered online. Students in hybrid and some online classes will be issued materials and tools kits to facilitate working at home. Students in select online art classes will be issued named student licenses to software. This allows students to work anywhere, including in the Building H Mac lab (by appointment) if they don't have sufficiently robust machines to run the software at home. Sculpture, drawing and painting students will submit artwork images to discussion forums for group critiques.

Classroom demonstrations have been filmed, additional online instructional resources leveraged, assignments reworked, kits prepared, safety protocols, lab schedules and sign-up processes developed, classrooms/labs reconfigured, new Mac/specialty lab created and staffed –

	and on and on. Thankfully, students followed; the program has solid enrollment for the fall semester, meeting the college's target average section fill rate of 75%.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	All classroom evaluation processes are guided by the college's contract with the faculty union (ECCFA) and the mutually negotiated Faculty Evaluation Handbook. Techniques include observation/feedback and self-assessment on various schedules depending on the employment type of the faculty member.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	There are various and plentiful professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects through the Center for Enhancement of Teaching and Learning (CETL). Even in light of recent travel restrictions and other financial constraints, many faculty utilize professional development funds to attend conferences in their discipline. Within the Art program, faculty are active in their craft. Each one of the full-time faculty attend annual conferences related to their respective fields. The information retained is then brought back and discussed in department meetings. They also communicate often with the gallery director, which is important in making sure we everyone is on the same page.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Currently two faculty have been involved with IAI panel review in the past five years. Art History and Photography are updating courses and have gone before the committee.
3.6 How does the discipline identify and support "at-risk" students?	It is extremely important for our faculty to be willing to listen to student needs and interests, and then also be willing to adapt course content accordingly. Faculty frequently use the technique "chunking" to break up sections of course material to help aid in student success. In studio courses, critiques are designed to improve student success and often differ in approach. Varying types of critical response creates and promotes altered perspectives to critical thinking. Whether it's smaller groups, a written dialog, or merely breaking classes into more digestible components, students are forced to think critically about personal and peer artwork. Program faculty are interested in establishing in the near future a mode for group advising within the

	department. This would help in creating a stronger sense of community but also increased student success and crossover. Elgin Community College does not have a "foundations program" like many four year schools, and this could replace something of this nature, a cohort of sorts.
3.7 To what extent is the discipline integrated with other instructional programs and services?	There are several examples of the Art program partnering across campus. For three years, a Foundation of Excellence in Teaching min-grant has supported The Big Print Show event and competition, where student photography is displayed in Spartan Terrace.
	The Art department and Gallery has also developed a strong relationship with Student Life through the collaboration and showing of "The Long Red Line." "The Long Red Line" is part of the One Billion Rising movement which is a global upsurge of women and their allies in resistance to rape and all forms of interpersonal violence. "The Long Red Line" is an effort to help create change through self-expression, surviving abuse, growing self-esteem, raising our children nonviolently, and developing and supporting community resources.
	As discussed elsewhere in this report, collaborations with Student Life have expanded spaces to showcase student work in high traffic areas across campus.
3.7.1 What partnerships or collaborations have the program established to increase quality?	In addition to those outlined in 3.7 above, the art program is working to strengthen the relationship and partnership with the local high schools. This will serve as a recruitment tool by showcasing the facilities and level of artwork students can create. Faculty work to participate within the secondary level as well, such as conducting workshops for high school students and judging an art show in district U-46.
3.8 What does the discipline or department review when developing or modifying curriculum?	Art faculty are continually in review of course structure with the idea of course level "scaffolding" being a major focus. Students must complete courses at program level one, to reach courses at program level two and so on. The program also offers multiple tracks, meaning students have several different options at the entry level.
	After some retirements, two new faculty joined the department in Art History and 3D. They will be examining the curriculum to make sure things are on par with other nearby institutions, as well as nationally. One course to develop based on this review is a Feminist Art History course. In addition, students have expressed

	interest in other course topics such as LBQGTQ/Queer Art, Art of the Graphic Novel, and The History of Street Art/Graffiti Art. Topics are being researched and narrowed for consideration.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	When a course has low retention and success rates, art faculty first look at the course content and ask themselves a series of questions. Is the course up to date with contemporary issues? Who is teaching these courses? Are the students engaged? Typically, a course with low retention rates will tell a story, and suggest reasons for the poor outcomes. But faculty offering up their own self-assessment is the best way to address low retention and success rates.
3.10 How does the college determine student success in this discipline? What assessment methods are used to ensure student success?	Programs consistently review disaggregated course success rates by modality to compare outcomes between face-to-face and online sections. Additionally, CTE programs have examined the demographics of program completers as compared to enrollees.
	Recently, the college has begun leveraging data dashboards with Tableau software created by Institutional Research to explore additional cuts from an equity lens. This data is something new to many academic disciplines. Findings will be discussed in the "Performance and Equity" section of this report.
	Within this discipline, the annual student art show is the pinnacle of student success, along with displaying artwork throughout campus gallery spaces. Having the students showcase their talents not only provides a sense of accomplishment for the students whose work is being displayed, but also provides future students an opportunity to see what is being created in Elgin Community College courses, a glimpse of future possibilities and perhaps an opportunity to be inspired to enroll.
	Art Appreciation and Art History courses define student success in several ways, but broadly speaking, successful students in these courses should be able to use the evidence found in a work of art to trace the story, politics or history of a time, place, or event. Faculty ensure students are successful through a combination of low stakes assessments (quizzes and short writing, discussion posts), high stakes assessments (tests, longer papers), and research based assessments (research paper, research-based curatorial project).

Visual vocabulary that is rooted in visual thinking strategies (using the elements, principles, and location of narrative based on evidence) is the cornerstone of much of the Art Appreciation and Art History coursework. This is practiced and emphasized in nearly daily partner looking exercises, a midterm paper, and a final exhibition project.

Student success in studio courses at Elgin Community College is defined by the degree to which students achieve the learning objectives and course outcomes, which are based on discipline norms, transfer concerns, and larger college general education outcomes.

Student success in photography is ensured through a cyclical assessment practice that identifies methodologies and reviews the degree to which those practices are uniformly producing the desired results across multiple sections and faculty. Outside of the assessment cycle, courses are designed in a manner in which students engage with the material in multiple ways to increase the likelihood of understanding, retention, and internalization. This includes but is not limited to: hands-on experience, traditional lecture, reading assignments, recall (written and verbal), new media, peer-to-peer activities, reflection, and critique.

Each full time faculty member is responsible for making sure each course taught under their guidance meets expected program level outcomes. Each individual faculty member measures and assesses their own courses as it relates to the program-level learning outcome and shares with each faculty member both full time and adjuncts. In cases where incongruence was discovered, collaboration followed between faculty to review practices and standards in relation to course learning outcomes to ensure a consistent experience for students regardless of instructor, particularly as they advance from one level to the next. Such work was recently undertaken within Photography and Ceramics.

Course assessment is completed, when possible, across multiple faculty and sections of the same course in the same term. Specific course outcomes are isolated and evaluated relative to submitted student work relating to the outcome in question. Faculty identify the degree to which the assignment/tool is achieving the outcome and how it could be improved. Art Appreciation/Art History keeps their own assessment chart every two years and has established their own separate system in place for

	maintaining acceptable levels of standardization across various sections.

Beyond formal assessment practices, faculty continually self-evaluate the strengths and limits of individual assignments and methodologies within a given class or term. |
| 3.11 Did the review of quality result in any actions or modifications? Please explain. | As noted above, faculty have begun to discuss standardization of learning outcomes across sections of courses and between levels of media.

The program's newest faculty will undertake a review of their course outlines for updates.

The program wants to pursue the development of a Maker Space to capitalize on current technology and student interest, which can increase engagement and enrollment.

Photography will be utilizing the newly established "Photo Greenbook" and associated list of institutional questions as a framework to investigate how improvement related to equity and diversity, from both a content as well as a student perspective.

Faculty will collaborate to learn from the remote pivot in Spring 2020 to incorporate best practices to ensure student success and strategize creative solutions to the challenges posed by studio courses, particularly those with specialized equipment and supplies. |

3.12 List any barriers encountered while implementing the discipline.

The program would love to offer more intermediate courses such as those available at four-year schools, but it is challenging to maintain the proper level of enrollment at the community college level.

A major area of weakness is the speed with which the program is able to incorporate innovation. This is often out of the program's control, but as it relates to other departments on campus, the red tape often creates huge delays detrimental to students and their capabilities. The program prides itself as a department to be on the cutting edge of technology and what is available for student use. While this is supported by administration, the lack of a common Maker Space is a place where the program is behind the times. The recent Arts Center renovation focused on public areas and did not address instructional needs.

The move to remote learning in Spring 2020 was a particular challenge for some of the studio courses due to the use of space and equipment physically on the college campus. For example, Screen Printing (ART-117), Sculpture (ART-103), Ceramics (ART-105), and Jewelry (ART-111) students need to use specific equipment related to the learning outcomes that only the institution can provide, making distance learning challenging. As described previously, a combination of methods will be employed for Fall 2020 to mitigate this circumstance.

The studio programs require a lot of purchasing and logistical support as they need specialized equipment, software and maintenance, and have a high volume of consumables (materials, papers, chemicals, inks, bottled gas, clay, metals, etc.). It would be appropriate to investigate how other community colleges and transfer institutions handle studio courses, to see if there are ways to render these programs more sustainable, should leaner times return.

Performance and Equity	
Academic Discipline Area	ART
PE1. Overall Comments Regarding Enrollment & Success Rates within the Program	Over the course of the past five years, the Art department as a whole saw an average success rate of 80% and retention rate of 92% across the board, both well above institutional averages. Additionally this pattern holds for the program's online courses, with success and retention higher than college averages for the modality. In general, the courses with the highest success rate are the advanced and intermediate courses. This is because students enrolling in these classes have talent, have invested their time and interest, and are motivated to pursue an AFA degree. Yet, not many students complete the AFA degree. Attainment peaked at 8 students in FY14 and has declined since then, averaging 3 awards each year. The program faculty will dig into this– to understand factors that may be contributing to the trend. While some foundations courses do not write each semester, an audit is conducted prior to a cancellation to ensure a student does not need it to graduate that term. Follow-up data from the National Student Clearinghouse does suggest that Elgin Community College art students transfer to continue their education in prestigious programs in the surrounding area, such as The School of the Art Institute, Columbia College, DePaul University, UIC and NIU, majoring in Art, Studio Art, Photography, Design, Illustration, and Arts Education, to name a few.
PE.2 Overall Comments Regarding Equity within the Program	Programs consistently review disaggregated course success rates by modality to compare outcomes between face-to-face and online sections. Additionally, CTE programs have examined the demographics of program completers as compared to enrollees. Recently, the college has begun leveraging data dashboards with Tableau software created by Institutional Research to explore additional cuts from an equity lens. This data is something new to many academic disciplines and opportunities will continue to be designed to help faculty understand their own patterns, investigate

	unique patterns, and strategize targeted improvement efforts. For this report cycle, disaggregated success data was provided for the program as whole compared to the division and the primary course type (CTE or transfer), and for the top enrolled course. To ensure sufficient n-sizes, results were compiled across a 5-year time period.
	Within the Art program specifically, equity is most commonly framed in economic terms as discussed above in the Cost section. The college provides analysis for students based on their Pell grant status, with those being Pell-eligible as a proxy for low-income. The general pattern in course success for the college's transfer courses is that Pell students have slightly lower success rates. While the differential still exists, Pell students have higher success in the LVPA division than for transfer courses as a whole, and even slightly higher within the Art program.
	Analysis of the newly provided data finds the program is not enrolling a representative distribution of students as compared to the college as a whole, particularly for African-American and Lantinx students, though its proportions match the division. The course success pattern is similar, too, with White and Asian students with higher rates, and Latinx and Black students with lower rates. While there could be many factors at play, it is an opportunity to investigate how the department could better reach out and attract a more diverse group of students and support their success. Wider partnerships within the district high schools may be key to advancing in this direction.
	In addition, the exhibition program has pivoted under the new gallery director, deliberately focusing on expanding perspectives, and leading public dialogue about art and the issues highlighted in the work. Exhibitions reflect the diversity of those within our district. Students should be able to see themselves and their experiences reflected in these programs and feel welcome.
	Gender: The Art program enrolls more female students, 56%, which is slightly higher than the division and the college. Female students demonstrate slightly higher success rates in Art courses.
	Age: The LVPA division enrolls approximately 75% "traditional age" students, 17 -22, and Art mirrors this proportion.
PE.3 Dual Credit Opportunities	ART-115: Art Appreciation is offered in the dual-credit program.
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Course Title	ART-101: Drawing I

Course Description	An introduction to the fundamental concepts and techniques of drawing using a variety of black and white media. Includes drawing from observation and invention leading to an interpretation and evaluative approach to drawing. Emphasis on descriptive drawing techniques from geometric and organic objects. Course includes vocabulary development critical analysis activities, and reference to historic models of drawing.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	115	123	103	100	124
Credit Hours Produced	345	369	309	300	372
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69%	69%	85%	77%	74%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20,SIUE 2/20/20, SIUC 3/5/20				

How does the data support the course goals? Elaborate.	ART-101 has the second highest enrollment in the program. It is a general offering with a wide draw, meeting many students' requirements. Both ART-101 and ART-102 are is required for the AFA – Visual Arts degree.
	Success has fluctuated, but his holding slightly higher than the lowest two years. Over the review period, the retention rate in ART-101 has increased somewhat, going from 86% in 2015 to 89% in 2019. Along with ART-115, this is a very basic course attracting a wide array of students, including those that may or may not be completely interested/invested.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course.
Were there identifiable gaps in the data? Please explain.	It may be warranted to ensure consistent outcomes across day and evening sections, and to examine any key differences in success during the COVID-19 disruption to understand how student success can be supported more broadly.
	It may be warranted to study the progression of students from level 1 to level 2, to ensure sufficient preparation at the start.
Course Title	ART-102: Drawing II
Course Description	This course builds on and refines the experiences of Drawing I focusing on a variety of color media. Emphasis is on invention and formal concerns. Exploration into abstraction, non-objection and fabricated image making are covered in this class. Course includes vocabulary development, critical analysis activities, and reference to historic models of drawing.
	FY15	**FY16**	**FY17**	**FY18**	**FY19**

Number of Students Enrolled	38	28	17	19	26
Credit Hours Produced	114	84	51	57	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	81%	94%	90%	89%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20,SIUE 2/20/20, SIUC 3/5/20				
How does the data support the course goals? Elaborate.	Enrollment drops as compared to ART-101, which is expected, as is the increased level of student success. Both ART-101 and ART-102 are is required for the AFA – Visual Arts degree.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	It may be warranted to study the progression of students from level 1 to level 2, to ensure sufficient preparation at the start.				
Course Title	ART-103: Sculpture I				
Course Description	Simple sculpture construction with a major emphasis in design, contour and mass. The materials to be incorporated into visual ideas are plastic, wood, metal, clay and found objects.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	11	21	22	22	32
Credit Hours Produced	33	63	66	66	96
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	81%	71%	82%	85%
Form 13 Status (list signature dates and institutions)	SIUC 3/20,EIU 3/3/20, NIU 4/13/20				
How does the data support the course goals? Elaborate.	ART-103 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines. All courses in the 3D art lab need to be reassessed since new leadership has taken place. Most of the courses follow the assessments that are currently in place, but are moving into a new direction with the technology and techniques that are changing the course outcomes.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work				

	in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	It may be warranted to study the progression of students from level 1 to level 2, to ensure sufficient preparation at the start.
Course Title	ART-104: Sculpture II
Course Description	Continuation of 103 Sculpture I with greater emphasis upon complex sculptural forms, such as contour and mass. Also you will work with different materials such as wood and bronze.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	3	7	3	5	5
Credit Hours Produced	9	21	9	15	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	57%	67%	100%	100%
Form 13 Status (list signature dates and institutions)	SIUE 2/20/20,EIU 3/3/20,NIU 4/13/20				

How does the data support the course goals? Elaborate.	Not many students progress to the second level of sculpture. Sections of level 1 and level 2 run concurrently in the same space, so cancellation is not a big concern.
	ART-104 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines.
	All courses in the 3D art lab need to be reassessed since new leadership has taken place. Most of the courses follow the assessments that are currently in place, but are moving into a new direction with the technology and techniques that are changing the course outcomes.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	It may be warranted to study the progression of students from level 1 to level 2, to ensure sufficient preparation at the start.
Course Title	ART-105: Ceramics I
Course Description	Studio work in the exploration of the uses of clay in pottery making. Techniques used in forming, decoration, glazing and firing of ceramics.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**

Number of Students Enrolled	68	74	70	62	60
Credit Hours Produced	204	222	210	186	180
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	89%	94%	88%	89%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/13/20				
How does the data support the course goals? Elaborate.	Ceramics continues to have higher enrollment than other studio courses. This interest supports both day and evening sections. ART-105 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines. All courses in the 3D art lab need to be reassessed since new leadership has taken place. Most of the courses follow the assessment that are currently in place, but are moving into a new direction with the technology and techniques that are changing the course outcomes.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course.				
Were there identifiable gaps in the data? Please explain.	It may be warranted to study the progression of students from level 1 to level 2, to ensure sufficient preparation at the start.				
Course Title	ART-106: Ceramics II				
Course Description	A continuation of Ceramics I with a more in-depth study of the uses of clay as an art form by producing pottery or ceramic sculpture. Illustration of techniques used in forming, decorating, glazing and firing of ceramics.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	24	20	21	20	18
Credit Hours Produced	72	60	63	60	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96%	95%	86%	95%	95%
Form 13 Status (list signature dates and institutions)	SIUE 2/20/20, EIU 3/3/20, NIU 4/13/20				
How does the data support the course goals? Elaborate.	Not many students progress to the second level of ceramics (but slightly more than sculpture). Sections of level 1 and level 2 run concurrently in the same space, so cancellation is not a big concern.				

	ART-106 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines.
	All courses in the 3D art lab need to be reassessed since new leadership has taken place. Most of the courses follow the assessment that are currently in place, but are moving into a new direction with the technology and techniques that are changing the course outcomes.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	It may be warranted to study the progression of students from level 1 to level 2, to ensure sufficient preparation at the start.

Course Title	ART-107: Painting I
Course Description	This course is an introduction to the basic painting techniques and color principles applied to the exploration of oil and/or acrylic painting media.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	67	89	69	77	70
Credit Hours Produced	201	267	207	231	210
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84%	92%	88%	81%	79%
Form 13 Status (list signature dates and institutions)	SIUE 2/20/20, EIU 3/3/20, SIUC 3/5/20				

How does the data support the course goals? Elaborate.	Painting continues to have higher enrollment than other studio courses. This interest supports both day and evening sections.
	ART-107 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course.
Were there identifiable gaps in the data? Please explain.	It may be warranted to study the progression of students from level 1 to level 2, to ensure sufficient preparation at the start.

Course Title	ART-108: Painting II
Course Description	This course involves intermediate problems in painting with an emphasis on individual expression based on historical as well as contemporary concerns and approaches in art.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	34	27	31	26	23
Credit Hours Produced	102	81	93	78	69
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	97%	100%	86%	96%	92%
Form 13 Status (list signature dates and institutions)	SIUE 2/20/20, EIU 3/3/20, SIUC 3/5/20				
How does the data support the course goals? Elaborate.	Not many students progress to the second level of painting. Sections of level 1 and level 2 run concurrently in the same space, so cancellation is not a big concern. ART-108 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	It may be warranted to study the progression of students from level 1 to level 2, to ensure sufficient preparation at the start.				
Course Title	ART-109: Design I				
Course Description	This course is a studio class exploring the fundamental of the formal systems and basic elements of visual organization through two-dimensional design principles and theories using a variety of media.				
	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	22	24	13	19	7
Credit Hours Produced	66	72	39	57	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	73%	85%	95%	100%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/2/20, EIU 3/3/20				
How does the data support the course goals? Elaborate.	After a key retirement, this course is being retooled to integrate new methods and technologies, changes that we expect will draw higher enrollment. Both CDN and ART offer an introductory 2D design course and the possibility of offering just one to serve both student populations will be explored. Both ART-109 and ART-110 are required for the AFA – Visual Arts degree.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work				

	in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	N/A
Course Title	ART-110: Design II
Course Description	Emphasis is on the structure of three-dimensional form and space. An introduction of basic three-dimensional design processes and how these relate to artist's concepts. Three-dimensional design ideas will be formulated and visualized through practice and utilization of various media and techniques. Slide presentations, lecture demonstrations, discussions and critiques are included. A continuation of basic design elements and principles, as they apply to three-dimensional form is stressed.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	13	11	2	13	7
Credit Hours Produced	39	33	6	39	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	92%	100%	93%	88%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/2/20, EIU 3/3/20				

How does the data support the course goals? Elaborate.	Like ART-109, after a key retirement, this course is being retooled to integrate new methods and technologies, changes that we expect will generate much interest and generate higher enrollment. There may be potential for collaborating with CDN on this course, which incorporates 3D digital fabrication – relevant skills for package design. Both ART-109 and ART-110 are required for the AFA – Visual Arts degree.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	N/A
Course Title	ART-111: Jewelry I
Course Description	Varied use of materials in making of jewelry; casting, building and soldering. Emphasis on design. Laboratory fee does not include cost of metal.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**

Number of Students Enrolled	17	21	27	11	8
Credit Hours Produced	51	63	81	33	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	87%	76%	100%	71%
Form 13 Status (list signature dates and institutions)	SIUE 2/20/20, EIU 3/3/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	We believe the enrollment drop decline is temporary and due to the retirement of a long-term professor. Pending innovative changes to 3D program will render it current, and are expected to generate excitement and enrollment. Jewelry class has been using rather current 3D resin printing technology to have a more refined design jewelry. This allows for students to have the opportunity to experiment with a high resolution print and cast an original design on their own. ART-111 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines. All courses in the 3D art lab need to be reassessed since new leadership has taken place. Most of the courses follow the assessment that are currently in place, but are moving into a new direction with the technology and techniques that are changing the course outcomes.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-112: Jewelry II				
Course Description	Continuation of 111 Jewelry I with greater exploration of conceptual and technical problems.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	7	8	10	2	3
Credit Hours Produced	21	24	30	6	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	78%	90%	100%	100%

Form 13 Status (list signature dates and institutions)	SIUE 2/20/20, EIU 3/3/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	Not many students progress to the second level of jewelry. Sections of level 1 and level 2 run concurrently in the same space, so cancellation is not a big concern. ART-112 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines. Jewelry class has been using rather current 3D resin printing technology to have a more refined design jewelry. This allows for students to have the opportunity to experiment with a high resolution print and cast an original design on their own. All courses in the 3D art lab need to be reassessed since new leadership has taken place. Most of the courses follow the assessment that are currently in place, but are moving into a new direction with the technology and techniques that are changing the course outcomes.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-113: Printmaking I				
Course Description	This studio course introduces basic printmaking processes and equipment, with equal emphasis on concept and technique. Students are introduced to a variety of print media and methods, such as intaglio, relief, and monotype. Students develop and understanding of the medium and learn good studio habits; the safe and responsive handling of tools and materials; and the knowledge required for basic manipulation of the processes used production of a printed image.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	28	23	25	16	16
Credit Hours Produced	84	69	75	48	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	83%	79%	81%	100%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	Declining enrollment appears congruent with college trends. Note that despite these numbers, there is much interest in				

	printmaking. Students preparing for portfolio review by transfer institutions often take multiple independent studies in printmaking (and other studio disciplines) – because they can't retake these courses. There are other skills-based courses (e.g. jazz ensemble) that are repeatable; the department will explore similar options. ART-113 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	ART-114: Printmaking II
Course Description	This course further explores intaglio and relief printmaking, with an emphasis on color work and strengthening printing skills. Students learn techniques for producing color prints using single and multiple plate processes. A balanced outcome between technical and conceptual development is stressed in discussion and critiques.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	10	10	9	10	9
Credit Hours Produced	30	30	27	30	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	90%	100%	90%	100%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/22/20				

How does the data support the course goals? Elaborate.	Though low in numbers, it appears a higher percentage of student's progress to the second level of printmaking than for other media. Sections of level 1 and level 2 run concurrently in the same space, so cancellation is not a big concern. ART-114 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	N/A

		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Course Title		ART-115: Art Appreciation				
Course Description		Introduction to the visual arts. Designed to instill in the student an understanding of art as an influential force in present-day living. Emphasis on contemporary painting, sculpture and architecture as well as environmental art.				
Number of Students Enrolled	*Face to face*	628	644	562	532	494
	Online	361	314	341	355	341
Credit Hours Produced		2,967	2,874	2,709	2,661	2,505
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*Face to face*	85%	84%	84%	83%	80%
	Online	66%	66%	64%	68%	63%
Form 13 Status (list signature dates and institutions)		F2 900				

How does the data support the course goals? Elaborate.	As a general education course, Art Appreciation (ART-115) is the highest enrolled course for the department, comprising just under 50% of the enrolled seats. It is the most accessible course at the base level and meets a general education degree requirement for many Elgin Community College students. Enrollment numbers have remained somewhat consistent in this course over the past five years with a small decrease starting in 2017, with a slight bounce back in 2019. Success rates have seen very slight declines over the past five years. Collaborative efforts between faculty have led to upwards of 90+ ART-115 students taking part in studio visits to printmaking, photography, and 3D/sculpture each semester. This visits introduce introductory, general education students to studio art practices, fosters a greater understanding of art-making, and showcases the vast art resources available at the college. We anticipate that these instructional experiences will also lead to increased awareness, interest and enrollment in the arts across the board.
What disaggregated data was reviewed?	Modality, Gender, Race/Ethnicity.
Were there identifiable gaps in the data? Please explain.	Modality: The course with the most drastic shift in success rate from online to face to face is ART-115 with online success 17% lower from the face-to-face sections in 2019. The online section of ART-115 continues to be the section in our department with the highest rate of withdrawal, with a rate of 15%. The department

	anticipates that the move to all online instruction for COVID-19 will yield insights and growth in means to engage and retain students in the distance modality. Race/Ethnicity: Success patterns for ART-115 mirror those for the department, division and transfer courses, with African-American students with the lowest success rates (though also the fewest numbers of students). The LVPA division overall has a higher success rate for these students than the comparison group of transfer courses, so the program is looking forward to discussing the outcomes with colleagues. Gender: Female students slightly outperform male students in terms of course success, but not by a large amount. This matches the pattern for the department, division, and transfer courses overall. Dual-Credit: As dual-credit and the Accelerate College programs continue to grow, it will be important to monitor the success rates of the high school students enrolled in ART-115. Anecdotally, they perform very well.

Course Title	ART-117: Screen Printing
Course Description	This course covers the fundamental techniques required to produce hand-pulled screen prints and the principles behind them. Students will learn a wide variety screen print methods with an emphasis on photographic emulsion techniques. Class will consist of lectures, demonstrations, critiques, and studio time. The course incorporates the history of screen print and its role as fine art, mass media, and commercial tool. Projects are designed to challenge students to consider their ideas within this specific medium and its context within printmaking and contemporary art.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	N/A (new course)	15	11	20	17
Credit Hours Produced		45	33	60	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		80%	92%	80%	89%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, EIU 3/3/20, SIUC 3/5/20				
How does the data support the course goals? Elaborate.	This is a newer course whose potential for enrollment could be increased with a Maker Space/Fab Lab showcasing the medium's potential for unique artistic expression.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work				

	in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-120: Darkroom Photography I				
Course Description	This course is an introduction to the art and mechanics of traditional black & white photography. Topics will include the use of a 35mm film SLR camera, the processing and printing of black & film, aesthetics, constructive critical discussion and the exploration of visual literacy. Over the course of the semester, the student will explore aesthetic and conceptual issues in the use of photography as a means of artistic production from both historical and contemporary models of thinking about the medium. Emphasis will be placed on using the photographic tools for personal expression, cultural observation and developing the student's individual artistic voice.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	66	75	84	52	38
Credit Hours Produced	198	225	252	156	114
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	84%	81%	87%	92%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	The enrollment shift was a planned redistribution. ART-120 was a prerequisite for digital photography, an unnecessary obstacle that has been removed. Digital photography is a more natural entry to the program, with students integrating analog historical processes into their work as they progress. Darkroom photography will be continued, but is expected to level off, with higher enrollment in digital. ART-120 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines. Course success has been increasing. Photography will be utilizing the newly established "Photo Greenbook" and associated list of institutional questions as a framework to investigate how improvement related to equity and diversity, from both a content as well as a student perspective.				
What disaggregated data was reviewed?	None at this time.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	ART-121: Color Photography
Course Description	This course is an intermediate-level photography course and is designed to increase the range and complexity of student's photographic vision. The course includes an introduction to traditional color photographic processes, experimental darkroom techniques, further aesthetic and conceptual considerations, as well as the continued development of visual literacy. Emphasis will be placed on using the photographic tools for personal expression, cultural observation and developing the student's artistic voice. Students must provide their own cameras.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	19	6	6	0	3
Credit Hours Produced	57	18	18	0	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	95%	83%	67%		100%
Form 13 Status (list signature dates and institutions)	SIUE 2/20/20, EIU 3/3/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	Color photography course is expected to be withdrawn. A new course that integrates analog and digital processes is in planning stages. Artists are increasingly leveraging the strengths of these different approaches to create exciting new work. ART-121 is an elective for the AFA – Visual Arts degree, where students must choose studio art courses from at least two disciplines. Photography will be utilizing the newly established "Photo Greenbook" and associated list of institutional questions as a framework to investigate how improvement related to equity and diversity, from both a content as well as a student perspective.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	ART-122: Digital Photography
Course Description	This course will serve as an introduction to digital image capture and editing. Students will learn the major functions of the digital camera, the flatbed scanner, and the Macintosh computer. The course will cover basic workflow management strategies with professional image management software. An emphasis is placed on the creative application of the tools and techniques covered. A digital SLR is preferred but not required.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	24	12	22	54	46
Credit Hours Produced	72	36	66	162	138
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	82%	83%	81%	84%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	As noted earlier, the prerequisite of ART-122, Darkroom Photography was removed to eliminate the obstacle to this natural entry point to the program.				
What disaggregated data was reviewed?	None at this time.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	ART-124: Darkroom Photography II
Course Description	This course concentrates on the further development of skills and techniques established in ART-120. Students will continue to work with film and wet chemistry while exploring larger film formats and pursuing more conceptual uses of the medium as it relates to contemporary practice in art photography. Topics will include the use of medium and large format cameras, advanced printing techniques, digital/analog integration, exposure control, and analog manipulations. Emphasis will be placed on using the photographic tools for personal expression, cultural observation and developing the student's individual artistic voice.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	N/A (new course)		16	19	18
Credit Hours Produced			48	57	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			65%	84%	80%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	Roughly half of the students from Dark Room I progress to Darkroom II. Establishing this new advanced level is allowing students to further explore the medium and deepen their skill. Photography will be utilizing the newly established "Photo Greenbook" and associated list of institutional questions as a				

	framework to investigate how improvement related to equity and diversity, from both a content as well as a student perspective.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	ART-130: Art of Film
Course Description	Film as an art form, this course surveys the cinematic traditions contained within narrative, documentary and experimental forms. Students will develop a vocabulary related to cinematic practices and structures. They will examine how meaning is influenced in films by the use of cameras, editing, lighting, sound and acting. The impact of technological developments on film production will be explored. Film analysis will be augmented with major contributions to film theory.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled		N/A (new course)		109	113
Credit Hours Produced				327	339
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				69%	81%
IAI Status (list code)	F2 908				

How does the data support the course goals? Elaborate.	This course is a required component of the Videography program. It also serves as a Fine Arts general education degree requirement, and differentiates itself from the more traditional "Film Appreciation" course offered in the Communication Studies (speech) program (CMS-106) by emphasizing the artistic nature of the media over the communicative structures. The program is pleased with its enrollment these first two years, running each fall and spring term.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	ART-151: History of Art I
Course Description	Historical analysis of painting, architecture, sculpture and other forms of the visual arts from prehistory to the Renaissance.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	60	59	55	59	55
Credit Hours Produced	180	177	165	177	165
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75%	67%	75%	67%	67%
IAI Status (list code)	F2 901				
How does the data support the course goals? Elaborate.	Both ART-151 and ART-152 are required for the AFA – Visual Arts degree. The new full-time art history faculty member has brought new ideas and engaging teaching strategies to the program. With her leadership the art history faculty will explore factors contributing to these lower success rates and address them.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	ART-152: History of Art II
Course Description	Historical analysis of art from the Renaissance to 1800 with major emphasis on architecture, painting and sculpture.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	25	29	9	19	13
Credit Hours Produced	75	87	27	57	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	84%	78%	36%	54%
IAI Status (list code)	F2 902				
How does the data support the course goals? Elaborate.	This course is less popular that its pair, ART-151. Both ART-151 and ART-152 are required for the AFA – Visual Arts degree. The new full-time art history faculty member has brought new ideas and engaging teaching strategies to the program. With her leadership the art history faculty will explore factors contributing to these lower success rates and address them.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				

Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-154: Survey of Non-Western Art				
Course Description	Survey of non-western art with emphasis on the historical cultures of Asia, Africa, Latin American and North America.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	26	27	25	24	15
Credit Hours Produced	78	81	75	72	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students *(Online)*	63%	59%	66%	81%	65%
IAI Status (list code)	F2 903N				
How does the data support the course goals? Elaborate.	The new full-time art history faculty member has brought new ideas and engaging teaching strategies to the program. With her leadership the art history faculty will explore factors contributing to these lower success rates and address them. The program also intends to diversify art history offerings, and expects to offer this non-western course more frequently.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-155: History of Photography				
Course Description	Historical survey of photography from 1839 to present, with major emphasis on the use of the medium as an art form. Examines the technical and aesthetic movement in the evolution of photography, while examining the impact of photography on culture and society.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	58	58	54	29	56
Credit Hours Produced	174	174	162	87	168
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82%	88%	72%	87%	88%
IAI Status (list code)	F2 904				

How does the data support the course goals? Elaborate.	It is notable that enrollment and success for this history course are higher than for the other history courses. This could be related to a more narrow focus, a less broad survey to cram in, and is taught with less lecture.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	N/A
Course Title	ART-200: Topics in Art
Course Description	This course offers an in-depth exploration and analysis of a specific artistic area. Selected area may be one of the studio arts or from the history of art.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	34	6	16	8	18
Credit Hours Produced	95	15	36	19	40
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	100%	100%	100%	94%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/22/20				

How does the data support the course goals? Elaborate.	Success rates are high.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course, nor is it exactly appropriate for a small Topics course.
Were there identifiable gaps in the data? Please explain.	N/A
Course Title	ART-201: Life Drawing
Course Description	This course is an introduction to drawing the human figure using a variety of media. Drawings are derived from direct observation emphasizing descriptive drawing techniques of the human figure. Drawing activities should include full figure, features, and anatomical differentiation encompassing individual physiognomy.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	20	9	25	17	15

Credit Hours Produced	60	27	75	51	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85%	89%	89%	100%	100%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	ART-201 is required for the AFA – Visual Arts degree.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	ART-216: Glass Fusing I				
Course Description	Studio work in the exploration of 3-dimensional art forms through kiln formed glass. Techniques can vary depending upon the individuals interests. This course will explore the processes of fused glass or kiln worked glass. Working with the processes, slumping, fusing, casting, sand blasting and lampworking.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	16	19	10	16	12
Credit Hours Produced	48	57	30	48	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	90%	73%	88%	100%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	All courses in the 3D art lab need to be reassessed since new leadership has taken place. Most of the courses follow the assessments that are currently in place, but are moving into a new direction with the technology and techniques that will inform changes to the course outcomes.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	ART-217: Glass Fusing II				
Course Description	A continuation of studio work in the exploration of 3-dimensional Art forms though Kiln Formed Glass. Techniques can vary depending upon the individual's interests. This course will continue to explore the processes of Fused Glass or Kiln worked Glass. Further exploration into the processes of slumping, fusing, casting, sand blasting and lampworking with an emphasis on conceptual ideas.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	N/A (new course)	1	4	5	3
Credit Hours Produced		3	12	15	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100%	75%	100%	100%
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/22/20				
How does the data support the course goals? Elaborate.	Not many students progress to the second level of glass fusing. Sections of level 1 and level 2 run concurrently in the same space, so cancellation is not a big concern. All courses in the 3D art lab need to be reassessed since new leadership has taken place. Most of the courses follow the assessments that are currently in place, but are moving into a new direction with the technology and techniques that will inform changes to the course outcomes.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-220: Digital Manipulation				
Course Description	This course is an introduction to the use of digital manipulation in the medium of photography and will consider the impact of technology on traditional methods of making photographic images as well as the effects on contemporary culture. Topics will include scanning of photographic film, digital capture, digital image management, and digital collage techniques as well as aesthetic and conceptual issues within this evolving medium. Emphasis will be placed on using the tools for personal expression, cultural observation and developing the student's individual artistic voice. Digital cameras are available for use by the course and students may additionally elect to purchase their own digital camera.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**

Number of Students Enrolled	0	5	0	5	7
Credit Hours Produced	0	15	0	15	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100%		100%	57%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, EIU 3/3/20, SIUC 3/5/20				
How does the data support the course goals? Elaborate.	Course prerequisite is digital photography, ART-122. Students may move into analog processes after their first course and then return to this higher-level digital class. The program changes that shifted students from darkroom to the more natural digital entry photography should result in higher enrollments in 220 over time as well. FY19 section was impacted by two highly disruptive students in a new adjunct's class.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-221: Studio & Location Lighting				
Course Description	This course is an intermediate-level college photography course designed to instruct the student in the fundamentals of controlling and modifying light. To do this, we will explore artificial lighting in a controlled studio environment as well as out on location in the world. Over the course of the semester, the student will explore aesthetic and conceptual issues in the use of artificial lighting in photography from both historical and contemporary models of thinking about the medium. Emphasis will be placed on using the photographic tools for personal expression, cultural observation and developing the student's individual artistic voice. Students must provide their own cameras.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	6	6	7	7	0
Credit Hours Produced	18	18	21	21	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	100%	100%	100%	
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, EIU 3/3/20, SIUC 3/5/20				
How does the data support the course goals? Elaborate.	This course is crucial for advanced photography students. Skillful manipulation of light significantly impacts image quality - and is required for success in studio photography. The program is				

	planning to develop a certificate in photography, this course will be included.
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	ART-231: Cinema History: Origins to WWII
Course Description	A survey of the development of cinema from its birth through the apex of the Hollywood studio system at the end of WWII. Major topics will include the international emergence of cinema, the ascent of film narratives, early movie stars, national cinemas in Germany, Russia and France, the introduction of sound and the classical period of Hollywood through WWII. Innovations in film practices and production that have significantly influenced cinema as an art form will be considered.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	N/A (new course)				23
Credit Hours Produced					69
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					65%
IAI Status (list code)	F2 909				

| How does the data support the course goals? Elaborate. | This course is also a required component of the Videography program with ART-130. It serves as a general education degree requirement. The program is pleased with enrollment its first year, and plans to offer it each fall, opposite ART-232 each spring.

Only the success rate of the first section taught is available. Instructional design is developed in a vacuum and revised by the instructor after it's taught (each time). This course is taught by the same instructor who teaches ART-130. ART-130 had a first year success rate of 69%, which increased to 81% the following year. We expect improvements along those lines as the course design is honed, informed by his experience in the classroom. |
|---|---|
| What disaggregated data was reviewed? | Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D. |

Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-232: Cinema History: Post WWII to Digital				
Course Description	A survey of the historical development of international cinema from Post WWII through the advent of digital production. Major topics will include the demise of the Hollywood Studio System, the emergence of Neo-Realism, New Wave auteur theories, Postwar cinema beyond the West, and the transformations of new media. Innovations in film practices that have significantly influenced cinema as an art form will be emphasized.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	N/A (new course)				10
Credit Hours Produced					30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					80%
IAI Status (list code)	F2 909				
How does the data support the course goals? Elaborate.	The program will monitor enrollment, and plans to offer it each spring, opposite ART-231 each Fall.				
What disaggregated data was reviewed?	Disaggregation has not been done specifically for this course. Sufficient n-sizes of various subgroups is a valid concern. Work in the future may pull ART courses into type for analysis, such as Appreciation/History, 2-D and 3-D.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-290: Professional Practices				
Course Description	This course will examine the preparation of a portfolio and supplementary material for the visual artist in preparation for transfer, gallery exhibitions and employment opportunities. Topics will include editing a portfolio, building a slide portfolio, creating a digital CD portfolio, resume preparation, writing an artist statement, self-promotion techniques and applying for exhibition or employment opportunities. The course will help the student best present themselves professionally, but students must come to class prepared with a significant body of coursework or visual art.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	EIU 3/3/20, SIUC 3/5/20, NIU 4/13/20				
How does the data support the course goals? Elaborate.	This course will be considered for possible revision/inclusion in art program certificates.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-296: Independent Study - 2D				
Course Description	This course is intended for students who have completed coursework in 2D ART and wish to pursue advanced direct work in two-dimensional art. The student is to identify a special project and request advice and direction from the art faculty. The program will be carried out under the direction of one or more faculty members who will modify the proposal in accordance with departmental requirements for the credit involved.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	N/A (New course)				0
Credit Hours Produced					0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
Form 13 Status (list signature dates and institutions)	EIU 1/28/19, NIU 12/21/18, UIC 2/4/19				
How does the data support the course goals? Elaborate.	N/A				
What disaggregated data was reviewed?	Disaggregation is generally not appropriate for Independent Study courses.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ART-297: Independent Study in Art				
Course Description	The student is to identify a special project and request advice and direction from the art faculty. The program will be carried out under the				

	FY15	FY16	FY17	FY18	FY19
	direction of one or more faculty members who will modify the proposal in accordance with departmental requirements for the credit involved.				
Number of Students Enrolled	112	171	119	122	135
Credit Hours Produced	336	509	354	366	392
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	94%	95%	99%	93%
Form 13 Status (list signature dates and institutions)	EIU 1/28/19, NIU 12/21/18, UIC 2/4/19				

How does the data support the course goals? Elaborate.	Independent study in studio disciplines is a means of increasing skills and developing a unique style in preparation for transfer and/or pursuing a career as a professional artist. Students in these courses have typically completed course sequences in their chosen studio disciplines. Starting in FY21, these enrollments will be spread across 3 new independent study courses developed for each studio discipline (2D, 3D and photography). Independent studies allow students to develop their own studio practice, personal aesthetic and highly individualized methods and body of work.
What disaggregated data was reviewed?	Disaggregation is generally not appropriate for Independent Study courses.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	ART-298: Independent Study - Photography
Course Description	This course is intended for students who have completed coursework in Photography and wish to pursue advanced direct work in Photography and new media. The student is to identify a special project and request advice and direction from the art faculty. The program will be carried out under the direction of one or more faculty members who will modify the proposal in accordance with departmental requirements for the credit involved.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	N/A (New course)				0
Credit Hours Produced					0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
Form 13 Status (list signature dates and institutions)	EIU 1/28/19, NIU 12/21/18, UIC 2/4/19				

How does the data support the course goals? Elaborate.	N/A
What disaggregated data was reviewed?	Disaggregation is generally not appropriate for Independent Study courses.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	ART-299: Independent Study - 3D
Course Description	This course is intended for students who have completed coursework in 3D ART and wish to pursue advanced direct work in three-dimensional art. The student is to identify a special project and request advice and direction from the art faculty. The program will be carried out under the direction of one or more faculty members who will modify the proposal in accordance with departmental requirements for the credit involved.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	N/A (New course)				0
Credit Hours Produced					0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
Form 13 Status (list signature dates and institutions)	EIU 1/28/19, NIU 12/21/18, UIC 2/4/19				

How does the data support the course goals? Elaborate.	N/A
What disaggregated data was reviewed?	Disaggregation is generally not appropriate for Independent Study courses.
Were there identifiable gaps in the data? Please explain.	N/A

Academic Course Review Results

| **Rationale** R.1 Provide a brief summary of the review findings and a rationale for any future modifications. | The art faculty have worked diligently to maintain a high level of excellence within the program and strive to achieve an experience for Elgin Community College students that matches any four-year institution. This is evidenced in the data, as results are exceeding campus-wide student success and retention rates. The program is eager to grow and seeks new, improved, and creative ways to deliver instruction.

Building the program's numbers will contribute to student success. Art students challenge each other, grow together, and inspire |
|---|---|

	incoming students. It's a cycle that, if nurtured properly, will flourish. And to do so, students need to not just enroll, but to progress into intermediate and advanced courses as well to build this ideal situation. Priorities for the department are community outreach, U-46 inclusion, gallery series support, internal and external marketing and recruitment to name a few. Student success to us is more centered on continued retention versus merely grades.
Intended Action Steps R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. Acquire and plan for more efficient use of classroom, studio, gallery/exhibit and student spaces. (FY21-25) 2. Research proposal for Maker Lab/Fab Lab within a collective accessible place to showcase current equipment and talent, and provide expanded learning opportunities to students. (FY21-22) 3. Expand opportunities to deepen student understanding of art in historical context. For example, offer thematic sections of ART-115: Art Appreciation, situated within political movements, pandemics, minority artists, as well as infuse studio courses with historical and contemporary context. (FY22) 4. Investigate obstacles to student success in general education art history courses, develop and implement strategies to address them. (FY22) 5. In response to COVID-19 in spring 2020, establish ongoing equipment checkout protocol/program. (FY21) 6. Research and possible propose short-term certificates such as digital photography or 3D fabrication. (FY23) 7. Research and possibly propose new course (either credit or non-credit) as a department-wide survey for AFA majors, to include topics such as artists' talks, professional practice skills and techniques, and discussion of contemporary issues. (FY23) • Within such a survey course, consider the addition of regular Zoom meeting time for "visiting" artist lectures to expose students to a wide array of artist styles and methods without having to bring people directly to campus. (FY23) 8. Consider the potential of merging Communication Design and Art programs. (FY24)
Resources Needed R.3	Many of the discussions held a as department in the context of program review were tied to having additional square footage to not just be innovative in courses, but to also continue to build a stronger sense of community between disciplines, both faculty and students alike. There is a need for a communal space that could be used by students for hanging work to critique, creating installations, and for experimentation. That same communal space could be shared by faculty as well, to share office hours and facilitate access between each faculty member and the students. Students have long

	been asking for a space where they could experiment, and show work, but one that they would control themselves (with faculty supervision of course.) This would truly bring the department together, where faculty could host program-wide events and foster an environment of continued collaboration and growth.
Responsibility R.4 Who is responsible for completing or implementing the modifications?	The entire faculty has accepted the charge to implement these goals/changes to their programs.

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Discipline Area:	History/Political Science

Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	

| **Program Objectives**
RS.1 What are the objectives/goals of the discipline? | At Elgin Community College, the disciplines of History and Political Science are combined into one department with a shared faculty. Students may take courses to fulfill the general education component of various degrees, for a particular interest, and/or to begin an academic path as a HIS or POS major at a four-year institution.

History and Political Sciences courses fill the need for liberal education within American degree programs in the humanities and social sciences. Program-level learning outcomes are differentiated for the subject matter:

HISTORY
1. Distinguish between primary and secondary sources as the foundation of historical scholarship
2. Interpret primary sources critically by analyzing their historical contexts
3. Formulate historical interpretations and defend them critically with reference to primary and secondary sources
4. Incorporate into historical interpretations an understanding of historical causation.

POLITICAL SCIENCE
1. Explain relationships between political life and broader American and world cultures
2. Describe formal governmental institutions and legal structures, political behavior and processes
3. Analyze and evaluate political phenomena. |
| RS.2 To what extent are these objectives being achieved? | Departmental and divisional meetings for the past few years have been focusing on assessment of student learning, and the department has made every effort to satisfy the requirements. It is felt that in the majority of |

	classes, students are adequately meeting course outcomes. The coursework prepares students with the general knowledge required to be informed citizens as well as general scholastic skill development. Using IAI guidelines, courses will transfer to four-year colleges and universities. The vast majority of credit hours generated by the History/Political Science Department are for transfer credit.
	The history courses also provide an opportunity to specialize individual curricula to serve unique needs and interests of the district's large Latino population. As well, the recently developed African American History courses contribute to the goal of multi-cultural literacy learning opportunities for Elgin Community College students.
RS.3 How does this discipline contribute to other fields and the mission of the college?	As mentioned, the programs' courses contribute to student degree attainment, a core component of the college's mission, "To improve people's lives through learning." Additionally, the coursework contributes significantly to Elgin Community College's general education outcomes of Communication, Critical Thinking and Diversity/Global Awareness. At a moderate level, students utilize and develop writing, information literacy and technology skills. Faculty continue to engage in interdisciplinary dialogues concerning critical reasoning and disciplinary literacy. The department supports these initiatives and will work to provide exposure to students about what it is like to "do history" through research, reading, writing and analysis as well as to draw conclusions about history and political science through research, reading, writing and analysis.
	Regarding early college credit opportunities and accelerated degree attainment, the programs' faculty contribute to the Alliance for College Readiness and the dual-credit initiative. Most notably, in the Spring of 2019 members of the history department participated in developing a dual-credit program to be offered in Fall 2020 at Dundee Crown High School. Dual-credit courses in History are currently offered in Jacobs High School. The department plans to expand dual-credit offerings for in-district high schools.

Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**Develop highest-enrolled courses online to serve a broader community.** Progress reported: • HIS-151, HIS-152, HIS-160, POS-150, POS-152 have been developed and all are currently offered for online delivery. • Time/workload and professional development needs for faculty who have not previously taught online are challenges. **Explore factors contributing to slightly lower success rates in American History courses.** Progress reported: • Deferred, due to program stability, changing coordinators **Offer new course, U.S. Latino History, Fall 2015.** Progress reported: • Complete. The new course, HIS-180 History of US Latinas/Latinos was first offered in 2015FA and has been taught each year. • In 2018 it was approved as an IAI general education history course. **Explore expansion of Elgin Community College participation in Model Illinois Government.** Progress reported: • In progress. Model Illinois Government is the culminating experience for an 8-week local and state govt. course (POS-151) offered each spring. Students participate in a multi-day state legislative simulation in Springfield. • The MIG program is transformational for students. So much so that students who have participated have created a club to raise money to support more student participation. Students come back from the government simulation excited and eager to get involved. The program has developed additional opportunities for these students to pursue their interest in government studies o Program participated in discussions with NIU to create a path for students to explore NGO careers and perhaps transfer into NIU's NGO center. The new course, POS-140: Community and Civic Engagement, aligns with and serves as NIU's gateway course to its NGO program.

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    o Discussions with the college's community liaison led to the development of legislative internships for students who have completed the Model Illinois Government simulation,

Explore integration of tablet system in class (i.e. Chromebooks) to model best research practices and facilitate student engagement in active classroom research via a access to digitized archives, historical primary resources and online videos.
<u>Progress reported:</u>
- Prior to COVID-19, the College had asked that departments utilize machines available from other units before purchasing others (e.g. Student Life). The challenge is in getting loaned machines to classes and back to the "owner" departments. Given the large inventory purchased for student use for online classes, it may be possible to provide dedicated Chromebooks to the HIS/POS program when on-campus classes resume.

Explore merging HIS-140/HIS-141 (History of Asian and the Pacific I & II) articulated courses with non-articulated HIS-240/241 (East-Asian History I & II).
<u>Progress reported:</u>
- Deferred. Changing coordinatorship/leadership.

Seek IAI articulation for HIS-170: History of Illinois, and HIS-201: Modern European History.
<u>Progress reported:</u>
- Deferred. Changing coordinatorship/leadership.

(POS) Continue to work with Alliance for College Readiness to align expectations.
<u>Progress reported:</u>
- Department collaborated with high school and senior institution partners to launch an Alliance History Team in 2016FA. The Alliance History team met monthly and discussed curriculum and alignment between Elgin Community College and the 'feeder' schools. With changes in leadership in both Elgin Community College and feeder schools; and a change in Alliance focus (to pathway development). these meetings were discontinued.
- Supported development of in-high school dual credit. Provided the feedback on the credentials and

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	teaching materials for Dual Credit Program to ensure that each high school faculty member has qualifications to teach each of the approved college bearing courses. • Observed inaugural dual-credit courses (HIS-151) taught by a District 300 high school instructor and provided constructive feedback. **(POS) Schedule and present an encore "Second Lecture" experience for high school students.** <u>Progress reported:</u> • Alliance for College Readiness First Lecture series continued, and Second lecture series were developed and presented in FY17.

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?	Institutionally, degree requirements are vetted through the faculty-led Curriculum Committee and approved proposals are forwarded to the Vice President. Within this proposal process, initiators are encouraged to review implications and discuss potential changed with the affected division's faculty and administration. Where relevant, data is provided by Institutional Research to inform discussion and decisions. Otherwise, program faculty assume ownership of course content which is maintained on the master course outline housed within CurricUNET and displayed within the college catalog. Changes follow and approval work-flow which includes the Curriculum and Assessment departments, the deans' office, Transfer Coordinator, Advising and the Curriculum Committee. Program faculty are encouraged to consult with others on specific details, such as for applicability of various basic skills pre-requisites in math and literacy, and for IAI or other transfer implications. Section syllabi are expected to reflect the current course description and learning outcomes.
1.2 How will students be informed or recruited for this discipline?	Most students enroll in History and Political Science classes because the courses fulfill General Education requirements (particularly so in the case of POS-251,

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<td>HIS-101 and 102, and HIS-151 and 152), program specific requirements, and IAI transfer credits. Courses are recommended by counselors in Academic Advising as well. During the last reporting period one of the full-time faculty printed up advertisements for some of his classes, which were posted in 3rd floor hallways of B building, and in the absence of any marketing department assistance. It is difficult to determine if these attempts brought any enrollment increases.

In FY17, the department established a Latino/a Research Fellows program with Northern Illinois University. Each year, up to 10 students may be accepted into this pathway, which serves as a great recruiting tool. Students receive $1,000 scholarships per year (2 years at Elgin Community College, 2 years at NIU). They are required to take select history courses, and participate in Latinx oral history research, which is then archived in NIU's Oral History Repository. Transferring students may earn over $3,000 with room and board provided while they conduct oral history research in the summer before they transfer. The real-life application of this research program has been very popular.   Ten students participated in FY18, and 13 students were participating in FY19 when NIU suspended the program due to budget constraints. The HIS/POS program hopes to reinstate the program, pending NIU participation and funding.

Additionally, opportunities for students seeking employment in history or political science are regularly presented by faculty, and in particular, internship opportunities at the local government level, as well as the federal level, are encouraged.</td>
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<td>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?</td>
<td>The HIS/POS program has been challenged by a lack of continuity in faculty leadership during this cycle. Due to retirements, a sudden death, and a Fellowship leave, the instructional coordinator position has had new leadership 4 of 5 years within this cycle. Nonetheless, the program has made significant strides in updating its curriculum. With the demographic increases in the Hispanic population within the College district, new emphasis on Latin American History has prompted the addition of an increased number of courses offered in that area. Similarly, the addition to the History Department of an African-American historian has resulted in the development of two new courses in African-American History. These courses have related IAI designations.</td>
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	• HIS-189: African-American History I • HIS-190: African-American History II • HIS-119: History & Politics of Gender • HIS-180: History of US Latinas & Latinos A comparison of Elgin Community College's History course offerings with those of other geographically adjacent community colleges indicates that there may be several opportunities to expand the History course curriculum. For example, College of DuPage, Waubonsee College and Harper College offer courses in History of Russia and History of China and the History of Chicago. Harper College offers courses in the History of the Middle East, Women in American Life, and separate courses in Histories of the Civil War, World War I and World War II. The program will consider developing additional courses such as these.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	As of the 2019/2020 catalog, the History program has 25 active courses. The highest enrolled include HIS-152: US History Since 1865 and HIS-160: American Civilization. As of the 2019/2020 catalog, the Political Science program has 10 active courses. The highest enrolled include POS-150: American Government – National: and POS-152: Principles of Political Science. Western Civilization (HIS-101/102), the American History survey courses (HIS-151/152) and American Government (POS-151) together comprise the majority of program enrollments. Since evening classes are only rarely being offered (demand for evening classes declined as online offerings grew), it might be considered advantageous to continue to schedule courses in the high demand early morning through early afternoon axis. Due to the increasing enrollment in online courses, scheduling and the availability of classrooms should become less complicated.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline?	
a. What are the primary costs associated with this discipline?	Revenue from tuition/fees is more than sufficient to cover the primary expense – faculty salary and benefits. The program operates with a surplus. For FY19, that surplus was $312,893.19.

	Aside from tuition, additional costs to students are very low. Individual programs like the Model Illinois Government (MIG) sponsored by the Political Science Department, have student travel expenses covered through annual budget allocation. However, to facilitate research, students are expected to have both computer and internet access for this program. During the recent pandemic lockdown, students were able to check out Chromebooks from the Elgin Community College library, and temporary internet access was offered free of charge by one of the internet carriers.
b. How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall?	This is comparable to similar transfer disciplines, such as Humanities.
c. How many full- and part-time faculty are maintained for this discipline?	As of FY18, the History/Political Science program staffed 4 full-time and 7 part-time faculty members. Full-time faculty taught 47% of the total credit hours for the year *(Source, IR Tableau Dashboards: Faculty Hiring Prioritization/ Departments)*.
2.2 What steps can be taken to offer curricula more cost-effectively?	The program is already very cost efficient. Expanding online offerings would be one way to conserve resources. More and more students are using e-books instead of hard copies. It would be cost-effective to allow for e-books rentals instead of purchasing.
2.3 Is there a need for additional resources?	As discussed previously, Chromebooks for classroom use in at least one of the dedicated history/political science classrooms would help faculty encourage students to use good research practices. The program plans to expand the Model Illinois Government (MIG) program, which will involve increased costs associated with the trip to Springfield. Program faculty have discussed the following specific needs: • Obtaining educators' subscriptions to the New York Times and the Digital Historical Database for the Chicago Tribune, the Daily Defender, and the Chicago Sun-Times. The division and the library collaborated to purchase institutional subscriptions to the Daily Defender and the

	Tribune. These were deemed critically needed resources to support the shift to remote instruction in 2020SP.
	• One-on-one tutoring on a departmental level;
	• Continue/expand development of internship opportunities with Illinois legislative offices for students who have completed POS-151: Local and State government and the Model Illinois Government simulation
	• Continue collaboration with NIU's Center for Nonprofit and NGO's Studies, explore formalizing transfer pathway and scholarship opportunities for Elgin Community College students of History and Political Science.
	• Provide opportunities for students to engage in the fields of philanthropy, public service or community engagement.
Indicator 3: Quality	**Response**
3.01 What are the program's strengths?	• Faculty are active within their disciplines and contribute to academic scholarship, refer to Appendix A.
	• Faculty have, in the last five years, put increased emphasis on demographic-related student populations. For example, both African-American History (HIS-189) and History of Latinas/Latinos (HIS-180) have been offered successfully in 2019 and 2020. This is a trend that is expected to continue rising.
	• Moreover, faculty have instituted interactive POS courses that involve student participation in political organizations and internship possibilities. Professor Ramirez in particular has received grants that have enabled him to offer advanced, relevant experiential learning opportunities for students.
	• For example, Professor Ramirez worked with various student organizations to hold a mock election prior to the presidential election of 2016. Moreover, Professor Ramirez is currently working on a grant that investigates the election process and its effect on underserved minorities.
	o The Model Illinois Government program likewise gives students experience in real-time political decision making in Springfield, IL in March of every year. A special 8 week

	section of POS-151 State and Local Government is scheduled in the spring to culminate in a four-day field trip to Springfield to participate in Model Illinois Government, the country's oldest continuous state government simulation. The POS-151 course fosters student understanding of how state and local governments work, and this section additionally encourages the development of students' speaking, debating, and critical thinking skills in preparation for the Model Illinois Government simulation.
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	A number of courses have been offered online during this cycle: • POS-150: American Government- National, • POS-151: American Government-State/Local; • POS-152: Principles of Political Science; • HIS-151: US History to 1870 • HIS-152: US History Since 1865, These courses serve serving as critical degree requirements for students pursuing online credentials or needing scheduling flexibility. The programs have increased the number of online options during the review period - prior to the COVID-19 pivot to remote learning - and anticipate continued growth in online options for the foreseeable future. The program will also continue to offer late start classes, and these may also be offered in a more flexible online modality.
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?	Enrollment, success and retention data from Institutional Research is disaggregated by modality. Programs are also given college averages for face-to-face, hybrid, and online sections of transfer and career-technical courses for benchmarking. Generally, retention and success rates in online sections are somewhat lower than face-to-face, but this is not always the case. Instructional designers are available to assist faculty in the design, implementation and improvement of their offerings. Prior to COVID-19, instructional deans work at a strategic level to plan which courses are in need of online development to advance college goals. Through Spring and Summer 2020, the college and faculty are going to

	great lengths to ensure that quality teaching and learning can thrive during the immediate uncertainty.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	All classroom evaluation processes are guided by the college's contract with the faculty union (ECCFA) and the mutually negotiated Faculty Evaluation Handbook. Techniques include observation/feedback and self-assessment on various schedules depending on the employment type of the faculty member.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	There are various and plentiful professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects through the Center for Enhancement of Teaching and Learning (CETL). Even in light of recent travel restrictions and other financial constraints, many faculty utilize professional development funds to attend conferences in their discipline. Within the HIS/POS program, instructors frequently discuss continuing education opportunities during faculty meetings, and encourage one another to take advantage of programs offered both within and outside of the college. History and Political Science faculty have participated in college-wide workshops on inclusion, cultural bias and implicit bias in their work to help recognize problems associated with equity.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Elgin Community College program faculty have not been part of an IAI panel during this review period. Two faculty have been asked to provide materials for IAI panel review for newly developed courses: • HIS-189: African-American History I • HIS-190: African-American History II • HIS-119: History & Politics of Gender • HIS-180: History of US Latinas & Latinos
3.6 How does the discipline identify and support "at-risk" students?	If the courses are showing low retention, instructors make an effort to identify those students who are struggling and offer alternative work more adaptable to their specific learning styles. Department members continually prioritize student success by extending time to completion and individual attention given to students who are struggling.

	Faculty also emphasize available college resources to encourage students to take charge of their own success in coursework. Tutoring, the Write Place, Spartan Alert and Academic Advising are consistently helpful to those students who take advantage of their programs. Faculty also provide students with library research guides (developed in collaboration with librarians), and strategies for note-taking and reading, and practice these skills in class.
3.7 To what extent is the discipline integrated with other instructional programs and services?	As discussed elsewhere in this report, the History and Political Science departments work together with Student Life, Student Government, the Honors and dual-credit programs. Courses are linked directly to library resources, where individual librarians act as research liaisons with students. Faculty also now incorporate resources from *Kanopy,* an online resource for documentary films and videos available through the Renner Library as of Spring 2020. The program also collaborates with the Global/International Studies Team (GIST) to develop events for the *Bill Pelz Global Speaker Series*. The series was established in dedication to the memory of the late William Pelz, PhD, who taught history and political science at Elgin Community College for over 19 years. The series furthers understanding about the world, and promotes critical thought through engaging discussion on current international events.
3.7.1 What partnerships or collaborations have the program established to increase quality?	The faculty of the department have collaborated with Humanities, Art, Communications Design, Sociology and Modern Language faculty to develop Elgin Community College's International Film Series and the LVPA division's Speaker series, as well as collaborating with campus groups like MAGIC and Student Life to bring speakers and films to campus. Faculty have also been active with the local Elgin Area Historical Society. Relationships have been built with district congressional offices.
3.8 What does the discipline or department review when developing or modifying curriculum?	Curriculum in History and Political Science, while unchanged for several decades, has shifted focus in the last 6 years; the department looks to relevancy and for means to engage students in significant active-learning opportunities. The new History courses focusing on specific populations were mentioned above. New and invigorated courses in Political Science include POS-140: Community and Civic Engagement, and legislative internships run through POS-141: Special Topics. These

	additions were possible due to the expertise of newly hired full-time faculty.
	Department faculty recognize the need to review all course outcomes to determine what revisions could make the courses more current and the outcomes more measurable.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Department faculty discuss student retention and success during departmental meetings throughout the semester. Specific challenges for history and political science have been in getting the students to read and then analyze historical sources and documents. Student motivation is certainly a factor preventing success: class attendance, arriving on time, utilizing technology instead of being distracted by it and actively participating in class discussion and team work assignments are consistently problematic. The program's efforts to actively engage students in "doing" the discipline – conduct oral history research, government simulation, civic engagement/debates, internships – these are intended to demonstrate the relevancy of academic content to students' lived experience.
3.10 How does the college determine student success in this discipline? What assessment methods are used to ensure student success?	The department measures and assesses student success by both formative and summative testing. This includes regular multiple choice quizzes, midterm and final exams that are composed of both multiple choice and essay questions, short reports by students in written or oral form, lengthier research reports and team projects resulting in written or presentation format, and participation in classroom discussions, whether face-to-face or online. Individual instructors frequently conduct surveys of their classes to assess whether students are comprehending course materials.
	As more online sections are offered, attention should also be paid to ensure that those students are learning at the same level as more traditional, face-to-face classes.
	The main obstacle to course/program assessment is the development of more comprehensive reflective assessment tools – but this project is underway.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The program needs to complete development assessment tools that can be used at regular intervals for evaluation of all History and Political Science courses - to foster dialogue and improvements to teaching and learning.

	This effort may need to be preceded by a review and revision of individual course learning outcomes.
	It may be beneficial to offer courses that other local community colleges have found to be successful, particularly regarding special interests, such as courses in the World Wars or regional histories.

List any barriers encountered while implementing the discipline.

- The single most important challenge to the department at this time is ensuring continued forward momentum - after multiple disruptions in faculty leadership during the preceding review period. The program has highly qualified, innovative faculty whose collaborative efforts are needed to understand and address impediments to student success.
- One of the challenges for history and political science is ensuring the students actually read then analyze historical sources and documents. Faculty across the division have engaged in discussions on Opening Day regarding strategies to improve student engagement in the process of learning, e.g. in reading and analyzing primary sources and texts and having class discussions. It is important for students to understand the necessity of participating in such discussions and in team work projects.
- Distance learning is used by the majority of instructors, with enhanced face-to-face classes utilizing D2L being the general rule. A few instructors retain a lecture format for their classes, but they are encouraged to adopt technological advances available to them in smart classrooms.
- While the use of distance learning, and specifically online, courses has shown dramatic growth, there is still resistance by some faculty members in making use of the opportunities offered. It is hoped that within the next few years there will be a department-wide utilization of distance learning applications. (This, of course, was written prior to March 2020 when all coursework was moved online).
- Since the onset of the COVID-19 shutdown, the department has had many discussions about providing students with online accessibility. These include finding ways to make course material available to those students who do not have computers and web access. Currently, these needs are being handled by the Elgin Community College Library, which has made Chromebooks available to students when alerted to their specific needs. The department has also developed flexible assessment requirements to accommodate specific inequities, such as flexible schedules for those with life demands to complete course requirements in timeframes that accommodate such demands, as well as allowing for written or video responses to assessment needs.
- The political science department had several activities planned in connection to the election during the fall 2020 term. It remains to be seen how well these can be executed in a distance format. One initiative was to utilize *TurboVote* – an electronic voter registration platform, but it has been held up in Elgin Community College's legal department for quite some time and is not yet approved. As well, an overnight trip to the DNC in Milwaukee became impossible given the current assembly restrictions.
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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	History/Political Science
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	Enrollment in History and Political Science programs grew by 10% in the last five year period, tracking well ahead of the college's trends, which was down by 12%. The introduction of an increasing number of online sections has spearheaded this growth. Between the two subjects, History enrolls more than two-thirds of the combined total. Considerable change has occurred within the department during the last five years, including the almost total lack of offerings for evening courses, which have been losing enrollment for years. Late start classes of shorter duration than 16 weeks have seen an enhanced response by students. Summer classes of 7-8 weeks have also held steady during this reporting period. Overall, success and retention rates are higher in History than Political Science, and are slightly above the college average for transfer courses. Rates in Political Science are slightly below college averages. Individual patterns by course will be discussed below.
PE.2 Overall Comments Regarding Equity within the Program	Programs consistently review disaggregated course success rates by modality to compare outcomes between face-to-face and online sections. Recently, the college has begun leveraging data dashboards with Tableau software created by Institutional Research to explore additional cuts from an equity lens. This data is something new to many academic disciplines and opportunities will continue to be designed to help faculty understand their own patterns, investigate unique patterns, and strategize targeted improvement efforts. For this report cycle, disaggregated success data was provided for the program as whole compared to the division and the primary course type (CTE or transfer), and for the top enrolled course. To ensure sufficient n-sizes, results were compiled across a 5-year time period. Overall, it is noted that both the History and the Political Science Departments enroll a higher proportion of white students than the college, though Political Science draws more Latinx students than other programs in the division (33%). History enrolls slightly more male students (55%) and Political Science enrolls slightly more female students (56%). Given participation in the dual enrollment program, it is not surprising that History has the largest proportion of students under the age of 23 for the division (82%).

Matching division and college patterns, female students have slightly higher success rates in History courses than males. Pell-eligible students (a proxy for low-income) have slightly lower success rates in the department, but the gap is very narrow, and more so than for the division or the college. In Political Science, females outperform males by a wider margin than in history, but both males and females have lower success rates in POS than for the division or all transfer courses. Pell students in Political Science have much lower success, particularly compared to the division.

For the past five years combined, History courses have higher success rates for each race/ethnicity group as compared to its division as well as transfer courses overall. Asian students slightly outperform each other group. White, Latino and "Other" have equal success. While Black students have the lowest success in History courses, they perform much better than their peers in the division and those in all other transfer courses.

Students in Political Science have slightly lower success rates than the division for all race/ethnicity groups. Asian, "Other" and Latinx students have higher success rates than white students in the department. Black students have a lower success rate, and while higher than transfer courses overall, it is lower than the rate for the division. This group, however, is the smallest.

Both the History and Political Science faculties have made it a priority to focus on topics related to equity in the areas of access and student success. Both areas have experienced renewed interest in marginalized and nontraditional voices within their respective areas of study. In particular, both faculty and students have shown increased interest in the theoretical underpinnings of national government in light of the challenges presented by the current presidential administration. Moreover, in American history courses, the concerns of minority and underprivileged students have gained attention that was negligible in the academic study of history until very recently. The program believes that student success becomes more likely by focusing on these underserved demographics and providing new challenges to faculty and students alike.

As the social unrest associated with the George Floyd murder and the resulting Black Lives Matter demonstrations has come onto the forefront of the local political stage, faculty members have participated in BLM Magic-sponsored seminars at the college and have also been involved in demonstrations, at least one of which was sponsored by a black student organization at Elgin Community College.

	During this period of the COVID-19 pandemic and the social unrest accompanying the Black Lives Matter movement, the program is especially conscious of how both of these events affect black and Hispanic students. In looking at the equity data provided by IR, there does exist a small gap between success rates for black and Hispanic students and other groups, but it smaller than for the division generally, and in Transfer courses as a whole.
PE.3 Dual Credit Opportunities	The department has begun to offer Dual Credit opportunities at several high schools in District 300 for the past year in HIS-151: U.S. History I, and will also begin to offer HIS-152:U.S. History II in spring 2021. Accelerate College (on Elgin Community College campus) dual credit sections are cross-listed with general student population sections to ensure a mix of students. Dual credit enrollment in these classes has been high, and the majority of students have been successful in them.

Curriculum Data

Course Title	HIS-100: Topics in History
Course Description	Designed to introduce the student to the complexities and challenges involved in a disciplined study of the past. Each topical section will concentrate on an intensive study and investigation of a particular topic in history.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	26	73	36	10	0
Credit Hours Produced	78	217	108	30	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76%	81%	79%	50%	
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, UIC 2/24/20, SIUC 3/5/20				

How does the data support the course goals? Elaborate.	This course was taught frequently by a late senior faculty member who passed away during the fall term of FY18. The course will be retained to offer the opportunity to offer contemporary, relevant topics of the moment, and to develop and test demand for future course offerings.
What disaggregated data was reviewed?	Due to the unique nature and specialized purpose of this course, disaggregation has not been warranted.
Were there identifiable gaps in the data? Please explain.	N/A
Course Title	HIS-101: History of Western Civilization I

Course Description	Study of the historical origins and development of western ideas, values and institutions from ancient times to the Renaissance. Examines selected ideas and aspects of cultural evolution which have most directly influenced the present.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	196	177	230	250	235
Credit Hours Produced	588	531	690	750	705
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	89%	90%	86%	87%
IAI Status (list code)	S2 902				
How does the data support the course goals? Elaborate.	This is a popular course to fulfill general education requirements and is offered each term and over the summer. Despite college-wide enrollment decline for the review period, this course has grown which could be attributed to hiring additional part-time faculty whose training and desire to teach this IAI transfer course facilitated increased enrollment. Success rates remain strong and above the college average for face-to-face transfer courses (75% in FY19).				
What disaggregated data was reviewed?	Disaggregated equity data analysis began with the highest enrolled course only. This course should have sufficient n-sizes to do so in the future.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIS-102: History of Western Civilization II				
Course Description	A history of Western Civilization from the Renaissance to the Contemporary Age. The course will concern itself with the political, social, economic, cultural and artistic developments of the period.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	95	104	76	58	30
Credit Hours Produced	285	312	228	174	90
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	86%	95%	84%	91%
IAI Status (list code)	S2 903				
How does the data support the course goals? Elaborate.	Contrary to its partner course, HIS-101, and enrollment has declined over the review period. While HIS-101 is not a prerequisite for HIS-102, perhaps this is one reason for its reduced				

	popularity. It too is listed as being offered all three terms. Success rates remain high and above the college transfer average.
What disaggregated data was reviewed?	None at this time.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	HIS-115: History of World Civilizations I
Course Description	This course examines the history of various civilizations throughout the globe from the earliest examples in Asia and Africa to the European Renaissance during the early 16th century.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	41	16	27	69	44
Credit Hours Produced	123	48	81	207	132
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72%	88%	96%	87%	76%
IAI Status (list code)	S2 912N				

How does the data support the course goals? Elaborate.	This course can be used to fulfill general education requirements and satisfy the Non-Western requirement. It is offered each fall. Success rates have fluctuated with enrollment though they generally remain above the college transfer average.
What disaggregated data was reviewed?	None at this time.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	HIS-116: History of World Civilizations II
Course Description	Starting with an assessment of the European Renaissance in the 15th century and increasing interaction among societies in various regions of the world, this course examines the ongoing development of major civilizations throughout the globe to modern times.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	0	2	26	14	10
Credit Hours Produced		6	78	42	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		88%	96%	87%	76%
IAI Status (list code)	S2 913N				

How does the data support the course goals? Elaborate.	This course fulfills general education degree requirements and will satisfy the Non-Western requirement. It is offered each Spring.
	Enrollment for this course is less robust than its counterpart, HIS-115. It is noted that 115 is not a prerequisite for 116, though students may not understand this.
	Success rates have varied with enrollment, but remain higher than the college transfer average.
What disaggregated data was reviewed?	No other disaggregation has been done, as lower n-sizes are a concern.
Were there identifiable gaps in the data? Please explain.	N/A.

Course Title	HIS-118: Foundations of Civilization
Course Description	The development of world civilization from the earliest peoples to modern global interdependence among peoples and nations. Emphasis is on the relationship between present and past and on the recurring themes that connect past, present, and future. Examines landmark documents and artifacts that have shaped human events and cultures.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	58	41	64	63	18
Credit Hours Produced	174	123	192	189	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	88%	84%	79%	79%
IAI Status (list code)	H2 900				

How does the data support the course goals? Elaborate.	This course can be used to fulfill general education requirements and is listed to be offered each fall and spring term.
	This course was regularly taught by a late senior faculty member. The college needs to find additional faculty qualified to teach this non-Western course.
What disaggregated data was reviewed?	No other disaggregation has been done, as lower n-sizes are a concern.
Were there identifiable gaps in the data? Please explain.	N/A.

Course Title	HIS-119: History & Politics of Gender
Course Description	This interdisciplinary course is a broad survey of the history and politics of gender. Using the disciplines of history and political science, students will examine foundational texts in both disciplines that consider gender as an organizing principle in societies across time and geographic

	FY15	FY16	FY17	FY18	FY19

location. Students will examine historical and contemporary questions of the construction and representation of gender and its relationship to political power and inequality in the United States and around the world. The course will allow students to use the concept of gender to explore each discipline in order to encourage further study.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled					
Credit Hours Produced			N/A (new course)		
Success Rate (% C or better					
IAI Status (list code)			S9 902D		
How does the data support the course goals? Elaborate.					
What disaggregated data was reviewed?			N/A (new course)		
Were there identifiable gaps in the data? Please explain.					

Course Title	HIS-120: History of the Non-Western World I
Course Description	This course examines the political, social, intellectual, cultural and economic history on non-western cultures in Asia, Africa and Latin America from the origins of civilization to the 16th century.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better)					
IAI Status (list code)			S2 904N		
How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement and will satisfy the Non-western requirement. It is difficult to find faculty qualified to teach this course. The program will review and revise or recommend for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	HIS-121: History of the Non-Western World II
Course Description	This course examines the political, social, intellectual, cultural and economic history of non-western cultures of Asia, Africa and Latin America. A particular focus is placed on the origins of contemporary

	non-western societies and the varied responses and adaptations to modernity and Western influences.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better)					
IAI Status (list code)	S2 905N				
How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement and will satisfy the Non-western requirement. It is difficult to find faculty qualified to teach this course. The program will review and revise or recommend for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIS-130: History of Latin America I				
Course Description	This course examines the political, economic, cultural, social, religious and intellectual history of the principle Latin American regions from pre-Columbian times and centuries of European hegemony through the early years of independence.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	15	25	14	0	0
Credit Hours Produced	45	75	42		
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	100%	93%		
IAI Status (list code)	S2 910N				
How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement and will satisfy the Non-western requirement. This course was taught by a late faculty member; the course was offered in FY20, taught by a new full-time instructor. Enrollment growth is anticipated for this course.				
What disaggregated data was reviewed?	No disaggregation has been done, as lower n-sizes are a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIS-131: History of Latin America II				

Course Description	This course examines the political, economic, cultural, social, religious and intellectual history of the principle Latin American states and their people from the early years of independence to modern times.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	16	11	12	0	10
Credit Hours Produced	48	33	36		30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	100%	92%		60%
IAI Status (list code)	S2 911N				
How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement and will satisfy the Non-western requirement. This course is scheduled to be offered each spring. HIS-130 is not a prerequisite. Success rates are more variable with smaller sections, though the FY19 figure is lower than average for the department, which usually exceeds the college average.				
What disaggregated data was reviewed?	No disaggregation has been done, as lower n-sizes are a concern.				
Were there identifiable gaps in the data? Please explain.	N/A.				
Course Title	HIS-140: History of Asia & Pacific I				
Course Description	This course explores some of the major historical issues which have molded Asian history from ancient times to the early modern period. Rather than dealing solely with names and dates, students are asked to consider such issues as why Indian and Chinese civilizations followed such seemingly different paths as well as how the relative geographic isolation of Japan shaped its society.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code	S2 908N				
How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement and will satisfy the Non-western requirement. The program plans to withdraw this course.				
What disaggregated data was reviewed?	N/A.				

Were there identifiable gaps in the data? Please explain.	N/A.

Course Title	HIS-141: History of Asia & Pacific II
Course Description	This course explores some of the major historical issues which have molded Asian history from early modern period to the present. Rather than dealing solely with names and dates, students are asked to consider such issues as why Chinese and Japanese civilizations took such seemingly different paths to modernization as well as how interaction with the West, industrialization and the global economy changed Asian societies.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code)	S2 909N				

How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement and will satisfy the Non-western requirement. The program plans to withdraw this course.
What disaggregated data was reviewed?	N/A.
Were there identifiable gaps in the data? Please explain.	N/A.

Course Title	HIS-151: U S History to 1870
Course Description	Development of the United States from the first explorations through the Civil War to the eve of its emergence as a world power. Emphasis upon the concepts and institutions which resulted.

		FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	Face-to-Face	244	179	147	209	175
	Online				24	48
Credit Hours Produced		732	537	441	699	669
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	Face-to-Face	86%	82%	82%	87%	93%
	Online				55%	71%
IAI Status (list code)		S2 900				

How does the data support the course goals? Elaborate.	This is one of the department's most popular courses, fulfilling general education degree requirements. Seats are growing online and the course will also be part of the in-high school dual enrollment program.
What disaggregated data was reviewed?	This course is also offered online, so modality can be studied easily. No other disaggregation has yet occurred. Dual-enrollment will be studied moving forward.
Were there identifiable gaps in the data? Please explain.	Success in face-to-face sections have been inching higher. Performance in the online setting was low to start, but in FY19 exceeded the college's online average for transfer courses. This will be monitored.

Course Title	HIS-152: US History Since 1865
Course Description	Development of the United States from the end of the Civil War to the present with special emphasis upon the factors which made it a world power together with the challenges arising therefrom.

		FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	Face-to-Face	281	357	374	378	368
	Online		27	54	42	51
Credit Hours Produced		843	1,152	1,284	1,260	1,257
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	Face-to-Face	82%	81%	85%	77%	85%
	Online		83%	85%	70%	69%
IAI Status (list code)		S2 901				

How does the data support the course goals? Elaborate.	This course represents approximately 30% of the history department's enrollment. It is a popular course to fulfill General Education requirements. It is offered each fall and spring, as well as in the summer. Enrollment has grown over the review period despite the college's general trend. Success rates generally exceed the college transfer course average.
What disaggregated data was reviewed?	This course is also offered online, so modality can be studied easily. Dual-enrollment will be studied moving forward. As the program's highest enrolled course, data was prepared to outline success rates by race/ethnicity, gender and Pell status, discussed below.
Were there identifiable gaps in the data? Please explain.	Online success rates started strong but have since slipped (though still exceeding the online average for the college's transfer courses). This will be monitored moving forward.

As described in item PE.2 above, this equity analysis is new to program faculty. It will become an additional means to study and strategize improvement efforts at the department and course level. The disaggregated results are similar to other programs in the division. There are narrow differences between the White, Asian, Other and Latino race/ethnicity groups, with a larger difference for Black students. In HIS-152, Black students do better than peers in the division and across the colleges transfer students. However, their success rate for the course is slightly lower than for the History department overall, meaning there are other courses in the department with better outcomes. Such differences can be studied to further understand the patterns and identify strategies for improvement. The gender analysis shows a slightly wider gap for males compared to females in the course and a very narrow one for Pell vs. non-Pell. As the data tools become more sophisticated, analysis at the intersection of such variables will also prove informative, so long as sufficient n-sizes are maintained. It will be particularly interesting to test the hypothesis that minority-group students will have better success outcomes in the new courses that are specifically designed to elevate previously marginalized voices.						

Course Title	HIS-160: American Civilization					
Course Description	This course is concerned with the history of major developments in the United States of America from the colonial period to the present. Students will be asked to assess the ways in which Americans have extended the Western tradition, and they also will be expected to analyze the distinctive cultural contributions of the United States.					
		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	Face-to-Face	189	277	244	237	146
	Online			20	130	140
Credit Hours Produced		567	831	792	1,101	858
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	Face-to-Face	87%	83%	85%	83%	79%
	Online			45%	67%	71%
IAI Status (list code)	H2 904					
How does the data support the course goals? Elaborate.	This is one of the department's most popular courses, fulfilling general education degree requirements. It is offered each fall and spring, as well as in the summer.					

	Enrollment has varied, but generally has grown over the review period. Newly developed online sections are strong and very popular, representing a large proportion of enrollment.
	Overall success rate is strong, exceeding the college's transfer average. Rates may be declining in face-to-face sections and will be monitored.
What disaggregated data was reviewed?	This course is also offered online, so modality can be studied easily.
Were there identifiable gaps in the data? Please explain.	Face-to-face success rates were strong for four of the five years with a slight drop in FY19, though this still exceeds the college average for transfer courses that year (75%). Success online has been more tenuous, but has been increasing, and for two of the three years, higher than the college online transfer average of 61% for the year.

Course Title	HIS-170: History of Illinois
Course Description	This course is designed to introduce the student to the historical development of the State of Illinois, the Chicagoland area and the city and environs of the Elgin, Illinois with special emphasis on the broader national concepts and institutions which contributed to and arose from the development.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	12	0	0	0	0
Credit Hours Produced	36				
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%				
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, UIC 2/24/20				
How does the data support the course goals? Elaborate.	The program has been intending to seek articulation for this course for quite some time. A goal has been set to complete this process for the 21/22 course catalog. This course was taught by a faculty member who retired; the course was offered in FY20, taught by a new full-time instructor.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	HIS-180: History of U.S. Latinas and Latinos
Course Description	This course examines the major political, cultural, and social aspects of the history of Latinas and Latinos in the United States from the nineteenth century to the present.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled				19	28
Credit Hours Produced	N/A (new course)			57	84
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				85%	96%
IAI Status (list code)	S2 923D				
How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement and will satisfy the Diversity requirement. This still-new course is gaining its footing, running one section per year with excellent success rates. The college is excited and proud to offer this course.				
What disaggregated data was reviewed?	No disaggregation has been done, low n-sizes are a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIS-189: African American History I				
Course Description	This course is will introduce students to the major themes, issues, and debates in African American history from Ancestral Africa through Emancipation. Topics covered include: Ancestral Africa, Africans in the Atlantic World, Slavery in Colonial North America, the American Revolution, Southern Slavery, Free Blacks, Abolitionism, the Civil War, and Reconstruction.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	N/A (new course)				
Credit Hours Produced					
Success Rate (% C or better)					
IAI Status (list code)	S2 923D				
How does the data support the course goals? Elaborate.	Through the hard work of Dr. LaTasha DeHaan, HIS-189/190 have been approved for articulation by the IAI were first offered in FY20. In an online college event in June, a student declared that this class "changed his life."				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIS-190: African American History II				
Course Description	This course is will introduce students to the major themes, issues, and debates in African American history from emancipation to the present. Topics covered include: slavery and abolitionism, the Civil War and				

Emancipation, Reconstruction, the Great Migration, Jim Crow segregation and African American resistance, Depression and WWII, the Long Civil Rights Movement, Black Power, Black feminism, contemporary Black politics, and contemporary Black culture.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled					
Credit Hours Produced		N/A (new course)			
Success Rate (% C or better)					
IAI Status (list code)		S2 923D			
How does the data support the course goals? Elaborate.		Through the hard work of Dr. LaTasha DeHaan, HIS-189/190 have been approved for articulation by the IAI were first offered in FY20.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	HIS-201: Modern European History
Course Description	This course of study analyzes developments in European and global history from the French Revolution to the contemporary age. Some of the themes which will be covered, therefore, include: the Industrial Revolution, Nationalism, Liberalism, Socialism, Anarchism, Communism, Imperialism, Fascism, the World Wars and the Cold War and its aftermath. Furthermore, close attention will be paid to the unification of Europe and the environmental movement as well as to issues of ethnicity, race, religion and gender.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	41	34	23	39	29
Credit Hours Produced	123	102	69	117	87
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84%	86%	79%	79%	90%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, UIC 2/24/20				
How does the data support the course goals? Elaborate.	This is not an IAI articulated general education course, which inhibits demand. Enrollment has generally fallen over the review period, matching the college trend towards lower enrollments.				
What disaggregated data was reviewed?	No disaggregation has been done, low n-sizes are a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	HIS-219: Honors Seminar in History
Course Description	A seminar which complements a particular history course designed to provide the opportunity for study of the course material in greater depth,

	more sophisticated inquiry or methodology and/or more penetrating research.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, UIC 2/24/20				
How does the data support the course goals? Elaborate.	The program has just hired two new full-time faculty who are deeply interested in working with the Honors program to develop focused seminars.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIS-240: East Asian History to 1600				
Course Description	An examination of the most important developments in the civilizations of China, Japan and Korea from pre-history until the end of the sixteenth century. The course will focus heavily on Chinese History as that is the largest and most influential of the East Asian nations.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, UIC 2/24/20, EIU 2/28/20				
How does the data support the course goals? Elaborate.	It is difficult to find faculty qualified to teach this course. The program will review and revise or recommend for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIS-241: East Asian History since 1600				
Course Description	An examination of the most important developments in the civilizations of China, Japan and Korea from pre-history until the end of the sixteenth century. The course will focus heavily on Chinese History as that is the largest and most influential of the East Asian nations.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better)					

Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, UIC 2/24/20				
How does the data support the course goals? Elaborate.	It is difficult to find faculty qualified to teach this course. The program will review and revise or recommend for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIS-297: Independent Study in History				
Course Description	The student is to have identified a special study project and request advice and direction from the history faculty. The program will be carried out under the direction of one or more faculty members who will modify the proposal in accordance with departmental requirements for the credit involved.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	1	0	0	0	1
Credit Hours Produced	3				1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%				100%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, UIC 2/24/20, SIUC 3/5/20				
How does the data support the course goals? Elaborate.	While not often utilized, the program will retain this independent study option for students who can benefit. It is variable credit, 1 to 3 hours.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Academic Discipline Area	Political Science				
Course Title	POS-140: Community and Civic Engagement				
Course Description	This course introduces students to concepts such as public service, community leadership, volunteering, activism, philanthropy, and charitable giving to provide contextual depth to their understanding of civic engagement, especially in the nonprofit sector. Students will gain insight about the roles nonprofit organizations play in contributing to a civil society while also learning some of the technical realities facing nonprofit organizations. Students will examine enduring societal challenges like hunger, poverty, homelessness, etc. that nonprofit organizations work to alleviate.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	N/A (new course)				

Credit Hours Produced		
Success Rate (% C or better)		
Form 13 Status (list signature dates and institutions)	EIU 1/28/19, NIU 5/10/19, UIC 12/18/18	
How does the data support the course goals? Elaborate.	N/A	
What disaggregated data was reviewed?	N/A	
Were there identifiable gaps in the data? Please explain.	N/A	

Course Title	POS-141: Topics in Government	
Course Description	Designed to introduce the student to the complexities and challenges involved in a disciplined study of government. Each topical section will concentrate on an intensive study and investigation of a particular topic in political science.	

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	1	11	0	3	9
Credit Hours Produced	3	33		9	26
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	80%		100%	100%

Form 13 Status (list signature dates and institutions)	UIC 2/10/20, NIU 2/14/20, EIU 2/28/20
How does the data support the course goals? Elaborate.	This course has been implemented to articulate to study abroad programs, and to prepare students for legislative internships.
What disaggregated data was reviewed?	None at this time.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	POS-150: Amer Government - National	
Course Description	Designed to introduce the beginning student to the problems of government with particular reference to the experience and practices of the United States. A study is made of the historical origin, the constitutional basis, the structure, powers and functions of the national government.	

		FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	Face-to-Face	272	218	261	298	301
	Online	25	21	40	42	45
Credit Hours Produced		891	711	897	1,014	1,038
Success Rate (% C or better) at the end of	Face-to-Face	76%	81%	81%	80%	80%

the course, excluding Withdrawals and Audit students	Online	64%	41%	57%	48%	58%
IAI Status (list code)				S5 900		

How does the data support the course goals? Elaborate.	This course represents approximately 70% of the POS department's enrollment. The course fulfills a general education degree requirement. Additionally, students pursuing the Paralegal degree must choose between POS-150 and POS-151 for their social science requirement. Enrollment has remained strong, growing slightly, despite general declines for the college overall during the review period.
What disaggregated data was reviewed?	This course is also offered online, so modality can be studied easily. As the program's highest enrolled course, data was prepared to outline success rates by race/ethnicity, gender and Pell status, discussed below.
Were there identifiable gaps in the data? Please explain.	Students in the online sections have lower success rates than standard face-to-face. While this matches the general pattern, online success for this course is slightly lower than the average for other online transfer courses (61% in FY19). Yet face-to-face students exceed the transfer average slightly (75% in FY19). The equity data shows that each disaggregated group has higher success rates in POS-150 than for their like group in the department overall. Black students have the lowest success of the race/ethnicity groups, but outperform peers in the department, the division and in transfer courses overall. By gender, males and females have higher success than the department overall, but each is just slightly lower than the division. In each instance, females have higher success than males, though the difference is small for the course. Pell students in the course have lower success than non-Pell, exceed success compared to the department which has a larger gap between them, and closely approximates the rate for each group compared to the division. As described in item PE.2 above, this equity analysis is new to program faculty. It will become an additional means to study and strategize improvement efforts at the department and course level.

Course Title		POS-151: Amer Govt State Local				
Course Description		Study of state, county and municipal government with emphasis on the structure and problems of government in Illinois.				
		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	Face-to-Face	12	11	12	10	16

	Online	49	36	44	43	36
Credit Hours Produced		183	141	168	159	156
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	Face-to-Face	100%	100%	100%	100%	100%
	Online	46%	35%	49%	45%	46%
IAI Status (list code)		S5 902				

IAI Status (list code)	S5 902

How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement. Enrollment for the current five-year period is lower than for the previous five years, which included the recession boon, but has increased slightly each year for the past four years. The online offering provides a flexible option to fulfill a general education degree requirement. Additionally, students pursuing the Paralegal degree must choose between POS-150 and POS-151 for their social science requirement.
What disaggregated data was reviewed?	This course is also offered online, so modality can be studied easily. Further disaggregation may shed light on the success rates, but low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	Students in the online sections have much lower success rates than standard face-to-face. While this matches the general pattern, online success for this course is much lower than the average for other online transfer courses (61% in FY19). The face-to-face students have been 100% successful each year. The disparity in these success rates will be investigated.

Course Title	POS-152: Principles of Political Science
Course Description	This course offers an introduction to the principles, theories and methods of political science, focusing on the nature and development of political science as a discipline, political processes, political institutions and the interrelationships between elements in varied political systems.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	31	36	46	49	56
Credit Hours Produced	93	108	138	147	168
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	73%	84%	56%	47%	61%
IAI Status (list code)	S5 903				

IAI Status (list code)	S5 903

How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement. Enrollment for this course has increased over the review period. Success fell in FY17 and FY18 though turned in the right direction

	for FY19. With the exception of FY16 these rates are now below the college average (75% in FY19) for face-to-face transfer courses. As noted previously, the program has been in transition. With the hire of a new full-time POS instructor the program expects to stabilize and improve success rates.
What disaggregated data was reviewed?	None at this time. Disaggregation may help understand the drop in success rates, but lower n-sizes are a concern.
Were there identifiable gaps in the data? Please explain.	N/A.

Course Title	POS-219: Honors Seminar in Government
Course Description	A seminar which complements a particular government course designed to provide the opportunity for study of the course material in greater depth, more sophisticated inquiry or methodology and/or more penetrating research.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	**0**	**0**	**0**	**0**	**0**
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
Form 13 Status (list signature dates and institutions)	UIC 2/10/20, NIU 2/14/20, EIU 2/28/20				
How does the data support the course goals? Elaborate.	The program has just hired 2 new full-time faculty who are deeply interested in working with the Honors program to develop focused seminars.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	POS-250: Comparative Political Systems
Course Description	Comparative study of European political systems with other countries in Asia, Africa and Latin America. Attention will be given to problems, institutions and political processes of the governments studied.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	1	4	13	0	0
Credit Hours Produced	3	12	39		
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	75%	92%		
IAI Status (list code)	S5 905				
How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement. It is slated to run each spring.				

	The full time senior professor who taught this course died suddenly in FY18. We have since hired a highly qualified instructor who will teach this course.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	POS-251: International Relations
Course Description	Examination of factors affecting international politics including imperialism, balance of power, sovereignty and international cooperation. Emphasis will be given to contemporary world problems and their historic development. Issues concerning gender, class, race and ethnicity will be analyzed with an international focus.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	46	21	22	20	26
Credit Hours Produced	138	63	66	60	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	100%	95%	86%	79%

IAI Status (list code)	S5 904N
How does the data support the course goals? Elaborate.	This course fulfills a general education requirement as well as the Non-western designation. This course is scheduled in the fall; there is typically sufficient demand for one section. Success rates are showing a decrease, but variability is to be expected with lower n-sizes. The rates still exceed the college average for transfer courses (75% in FY19)
What disaggregated data was reviewed?	None at this time. Disaggregation may help understand the slight drop in success rates, but lower n-sizes are a concern.
Were there identifiable gaps in the data? Please explain.	N/A.

Course Title	POS-253: Non-Western Comparative Government
Course Description	This course offers a comparative examination of the political culture and systems of selected non-western countries, including political ideologies, common governmental problems, and causes of political stability, instability and revolution and techniques of political analysis.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better)					

IAI Status (list code)	S5 906N				
How does the data support the course goals? Elaborate.	The course fulfills a general education degree requirement and will satisfy the Non-western requirement. This course will be withdrawn.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	POS-297: Independent Study in Government				
Course Description	The student is to have identified a special study project and request advice and direction from the political science faculty. The program will be carried out under the direction of one or more faculty members who will modify the proposal in accordance with departmental requirements for the credit involved.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced					
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	UIC 2/10/20, NIU 2/14/20, EIU 2/28/20				
How does the data support the course goals? Elaborate.	It is important to keep independent study options in each discipline available to students.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Rationale R.1 Provide a brief summary of the review findings and a rationale for any future modifications.	Department faculty are doing a fantastic job bringing the topics alive for students through real-world experiences, deepening student engagement and supporting their success. This work will continue and hopefully expand in areas such as Model Illinois Government, research fellows pathways, legislative internships. Newly developed courses connect the curriculum to students' lived experience and are providing interesting and relevant learning opportunities for students, elevating voices that need to be heard. The older and more "standard" courses in the curriculum need to be evaluated. Low enrolled courses will be considered for update or withdrawal. Where appropriate, IAI designations can be sought to enhance the transferability of credits for students. Course outlines and outcomes will be reviewed for potential updates.

	Though the pivot to remote learning due to COVID-19 pushed all courses online, the program will continue to strategize the best mix of online and face-to-face offerings to meet student need when the environment moves into the "new normal."
	The department has lagged in conducting systematic learning assessment and will be working towards improving in this area, engaging in this process more fully. Students appear to be adequately meeting course outcomes.
	Faculty are committed to the strategic vision of the LVPA division, helping students connect big ideas across disciplines, and fostering development of a teaching community/peer-to-peer sharing.
Intended Action Steps R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	**CURRICULUM** ☐ Evaluate current course offerings with low enrollment, and initiate withdrawals where warranted FY21-22. ☐ Seek IAI articulation for HIS 170 (History of Illinois) and HIS 201 (Modern European History) to expand transferable course options; begin process FA21 for codes to take effect 21/22 catalog ☐ Review/revise course outlines, submit changes for approval FY22-24 ☐ Develop online courses to facilitate offering high-enrollment courses (HIS-101/102) in alternative modalities to serve a broader community. (This has been largely accomplished as of Fall 2020) **TEACHING/LEARNING** ☐ Actively involve department faculty in the assessment process, and create and implement a course assessment plan. Begin SP21: • Review course outlines, consider revisions of learning outcomes to improve measurability • Develop assessment tools that can be used in both online and face-to-face environments ☐ Continue to develop research/study guides with reference librarians, specifically for the most in demand courses: HIS-101/102 and 151/152 • Explore integration of tablet system (Chromebooks) within the classroom to model best research practices and facilitate student engagement in active classroom research via access to digitized archives, primary sources and online videos. (Post-COVID-19 there may be sufficient inventory to dedicate a cart of Chromebooks to this program's use) **SUCCESS**

	• Evaluate factors leading to lower success rates in American History (HIS-151/152) and POS-215: International Relations (FY22)
	 • Monitor and implement strategies to ensure similar learning and success in online sections (FY21-23)
	 • Continue to support LVPA divisional strategic priorities by exploring issues of student success and fostering development of a community of teaching (FY21-25)
	
	 CO-CURRICULAR
	 • Expand departmental participation in initiatives designed to increase students' opportunities for civic engagement, research, and experiential learning (FA20, ongoing):
	      o Model Illinois Government
	      o Student-led political organizations
	      o Internships

Resources Needed R.3	Demographic assistance with assessment. Assistance from librarians MIG: • Recruit additional student participants • Secure funding to cover additional students travel expenses
Responsibility R.4 Who is responsible for completing or implementing the modifications?	Instructional Coordinators, faculty

Appendix A

Antonio Ramirez was the recipient of the ACLS/Mellon Community College Faculty Grant for 2019-2020.

He also received the Elgin Community College Faculty Research Community Grant to conduct studies titled:
- "Gender and Group Work in the Political Science Classroom," Spring 2019-Spring 2020
- "La Historia de Mi Pueblo: Examining the Effects of Culturally-Relevant Instruction on Student Self-Concept," Fall 2015-Spring 2016

He led the We the People student group which was recognized with:
- President's Choice Award, Assessment Diaries;
- Outstanding Programing Award for 2019 Candidate Forum;
- Elgin Community College Foundation Mini-Grant ($2500) for #ECCVotes Civic Engagement Campaign.

Antonio Ramirez Professional Conferences:
- "Liberatory Listening: Using Oral History in the Community College Classroom," presented as part of panel "Midwestern Migrants on the Border: Then and Now," Labor and Working-Class History Association Conference, June 2019, Durham, NC.
- "The Radical Potential of Latinx History: Transformative Assignments in the History Survey," presented as part of Northern Illinois University's day-long workshop "Teaching Latinx History in the General Education Survey," Waubonsee College, April 2019, Aurora, IL.
- "Rust Belt "Illegals": Mexican Immigrant Workers and Deindustrialization in 1970s Suburban Chicago," presented as part of panel "Contested Spaces: Latino/a Studies and the New Urban History," Oct. 2016, Chicago, IL.
- "Latina/o Struggles for Justice in the Midwestern United States," presented as part of panel "Acercamiento a los movimientos sociales/Social Movements Close Up," at the New Political Science Conference, Universidad de Havana, Cuba, November 19, 2015.
- Presentation of National Historic Landmark nomination for "Marjory Stoneman Douglas House" in Coconut Grove, Miami, Florida to the National Park System Advisory Board Landmarks Committee: May 28, 2014, Washington, DC.
- "Latinos Vagos: the origins of Latino Milwaukee," presented as part of panel "The Brown Freedom Struggle: Latino Activism and Multiracial Coalition-Building in the Long Civil Rights Movement," Latina/o Studies Conference, Chicago, IL, July 2014.

Antonio Ramirez on-campus presentations:
- "Latinxs: More Than a Stereotype," panel discussion, Elgin Community College, May 2019.
- "The Evolution of the term Latinx," public lecture, Elgin Community College, September, 2018.
- "Exploring Labor Movements," panel discussion for students, Elgin Community College, April 24, 2018. Video.

- "Why Confederate Monuments Must Come Down," campus-wide presentation, Elgin Community College, September 2017.
- "The Personal is Political: Exploring Feminism and Relationships," workshop for students, Elgin Community College, March 12, 2018.
- Invited presenter, "The History of Athletes and Protest: A Discussion," presentation and discussion with Elgin Community College women's and men's basketball teams, Elgin Community College, November 9, 2017.
- "Feminism 101," workshop for students. Elgin Community College, March, 2017.
- "Immigrant & Refugee Women and the Trump Administration," presented as part of annual Immigrant Women's Roundtable, Elgin Community College, March 9, 2017.
- Organized presentation on immigration reform and the presidential election by Chicago activist Jorge Mujica, Elgin Community College, April 28, 2016.
- Co-facilitated large discussion (150+ students) of "Light into Darkness," a film about racial intolerance, March 10, 2016.
- "Hero Storytelling," lecture on academic and personal growth to middle school participants in the Elgin Community College Transition Academy, Feb. 6, 2016
- "How to Make Connections and Ignite Passion for Learning," panel presentation at Elgin Community College Assessment Diaries mini-conference, February 5, 2016.
- "Strategies for Active Learning," presentation for all campus faculty, Elgin Community College, January 14, 2016.
- Invited panelist for community discussion of film "Waking in Oak Creek," Gail Borden Library, Elgin, IL, Sept. 27, 2015.

Antonio Ramirez is *Project Director for the Chicagolandia Oral History Project* ChicagolandiaOralHistory.org The Chicagolandia Oral History Project documents the history of the lives, work, and culture of Latinx suburban communities around Chicago including Elgin, Waukegan, Aurora, Joliet, and beyond. Project participants share and record stories of the triumphs and struggles of the past to create a more just and equitable future for all Latinx communities. The Project uses oral history to create community dialogue about the history and future of Latinx communities in Chicagoland.

Professor Ramirez also developed legislative internships course which partners with federal and state district offices and the Elgin Community College Legislative Affairs Dept.

Dr. LaTasha DeHaan presented research at the Midwest Political Science Association Conference on April 5, 2019 entitled "#Times Up: How Prevalent is Sexual Harassment across the Public, Private and Nonprofit Sectors?"
Additionally, Dr. DeHaan scores AP Government exams for Educational Testing Service in the summer, allowing her to stay current with what advanced students are learning in American Government courses at the high school level that are accepted for college-level credit.

Dr. Marisol Rivera assisted with the Dual Credit report for the U.S. History to 1865 class. She also assisted spreading the word about the Latino Film Festival in Elgin within the school and surrounding institutes of learning.

Robert Harmon attended the AHA National Convention in Washington D.C. in 2018, and also the AHA National Convention in Chicago in 2019.
He will present "A Tale of Two Towns: Ponte Buggianese, Italy and Cicero, Illinois in Comparison and Combination." at the Italian American Studies Association National Convention in Houston in 2019.

Adjunct Professor Nina Ulman was a panel presenter at the Illinois Political Science Association Annual Conference at the College of DuPage in 2018, and presented the topic of "Dance, Politics and History" at the College of DuPage in 2019.

Academic Disciplines

College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Discipline Area:	Humanities and International Studies

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 RS.1 What are the objectives/goals of the discipline?	The Humanities program has two pieces, the standard transfer discipline curriculum and the Humanities Center, a co-curricular program. Within the courses, learning outcomes are as follows: 1. Demonstrate familiarity with the major concepts, cultural and theoretical perspectives of the Humanities. 2. Demonstrate knowledge of skeptical inquiry and critical reasoning in the Humanities. 3. Understand basic academic research skills in the Humanities 4. Demonstrate awareness of and appreciation for diverse worldviews. The Elgin Community College Humanities Center was established in 2010 as a co-curricular program to engage students, faculty staff and the greater community in critical conversations outside the formal classroom. Humanities program faculty provide leadership for the Center's activities, which include: • Socrates Café, a bi-monthly, inclusive discussion forum; • Speaker Series, which brings in speakers of international, national and/or regional importance to speak on topics significant to the humanities, and • Film Series, which presents films that highlight significant issues in the humanities. The <u>mission</u> of the Humanities Center is to encourage and foster an understanding of the central importance of the humanities in all areas of academic and creative inquiry within a framework of diversity, global and international perspectives. It encourages discussion between scholars in the humanities and sciences to discover areas of common concern and interest while paying attention to the unique

perspectives of each. It seeks to engage scholars and community members in exploring the deepest questions of human concern across disciplinary boundaries with the goal of clarifying and pursuing some of the deepest questions of human concern across disciplinary boundaries with the goal of clarifying and pursuing some of life's most perplexing problems.

<u>Objectives</u> have been established for the Humanities Center:

1. Encourage research, teaching and public awareness of issues related to ethical, aesthetic and humanistic values
2. Consider the questions of ways in which the human being is interdependent with the environment, both social and natural
3. Explore questions of human rights
4. Encourage and present public forums and conferences on issues relevant to the humanities
5. Sponsor performances, lectures and the study of humanistic concerns as depicted in world cinema and dance
6. Sponsor research into and public forums on the relationship between the humanities, arts and religious understandings
7. Sponsor research, public forums and conferences on the relationship between the humanities and the natural and social sciences
8. Help students and scholars identify grant opportunities in the humanities
9. Provide information to students and the general public about career opportunities in the humanities
10. Provide a forum for the study of effective teaching methods in the humanities
11. Provide teaching internship opportunities for Ph.D. candidates in the humanities
12. Provide a venue for discussion of and research into questions of diversity, gender, racism, and sexism from individual, international and national perspectives.

And a list of <u>Goals</u> are in place:

1. To create a coherent and consistent forum for on-campus dialogues and presentations related to contemporary issues in the humanities
2. To foster a spirit of free intellectual inquiry within the Elgin Community College community and the larger community which it serves

	3. To serve as an intellectual bridge for humanistic concerns between the residents of District 509 and the college community 4. To broaden the scope of intellectual inquiry within the college and greater community by fostering international and diversity perspectives within the humanities 5. To successfully pursue outside funding sources for programs in the Humanities through grants, as well as working with the Elgin Community College Foundation to secure private donations to the Center. As all of these components were drafted in 2010, it may be time to revisit to ensure they are all relevant, applicable and measurable.
RS.2 To what extent are these objectives being achieved?	Due to the nature of the Humanities, each course deploys the first outcome above as a foundation for inquiry and organization and progresses through the second outcome to practice skeptical inquiry and critical reasoning. Most courses utilize student assessment methods regarding basic academic research skills in the Humanities. With rare exception, courses entail exploration of diverse worldviews. By design, HUM-101, 102, 112 and 113 are the only courses whose content focuses specifically on Western perspectives. However, even in those courses material is often compared with non-western approaches.
RS.3 How does this discipline contribute to other fields and the mission of the college?	The program's courses contribute to the General Education Core for students completing associates degrees. Most have been articulated to facilitate transfer. The coursework also significantly contributes to student learning across most of the college's General Education outcomes, particularly Critical Thinking and Global & Multi-cultural Literacy. Courses also contribute to students' development of fundamental employability skills, in today's global economy, understanding different cultures, being able to think through complex issues and effectively self-evaluating of preconceptions provide the core to effective employment.
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**Continue to argue strongly for an additional full-time faculty position for the program to balance growing enrollments.** <u>Progress reported</u> ● A new Instructor of Humanities position (Full time, Tenure track) position was approved and posted in

January 2016. The search process concluded later that semester with a recommendation to hire, at which point the committee was informed that the funding for the position had been pulled due to a newly instituted hiring freeze due to budget crisis.

- The search was reopened the spring of 2017, resulting in a hire for fall 2017. Dr. Han's talents fulfill the departmental needs to teach online and face-to-face courses in Ethics, Introduction to Philosophy, Comparative Religions and a variety of other courses.
- Dr. Han was hired to replace Dr. Burke when he retired. Demand for courses exceeded capacity to offer them, and the need for a fourth fulltime faculty member became palpable. A new full-time, tenure track Instructor of Philosophy position was approved for 2019. In the spring of 2020, Dr. Geoffry Pynn was hired. Dr. Pynn's skills fulfill the departmental needs to teach online (especially) and face-to-face courses in Ethics, Introduction to Philosophy, Critical Reasoning, and a variety of other courses.

Strongly encourage program faculty to have a more visible presence and participation in local (Assessment Diaries), regional and perhaps national conferences and consortia, particularly with assessment in higher education as the main topic.

Progress reported:

- During spring 2016, Dr. Zacker participated on a panel with fellow LVPA faculty to present: "Make Connections and Ignite Passion for Learning" at Elgin Community College's Sixth Annual Assessment Diaries (February 5, 2016). He discussed his work in this context and means of assessing Socrates Café.
- In addition to Dr. Zacker's presentation at Assessment Diaries, overall, LVPA was singled out at the Elgin Community College Assessment Diaries, Spring 2016, as having a significant involvement and, overall, presence in the event, which is a noteworthy accomplishment.
- Humanities faculty will continue to consider how they might have a more visible presence and involvement in Elgin Community College, local, regional, and national conferences and consortia.

Program faculty will work hard and expeditiously on formal assessment, yet recognize this is a process which

requires experimental thinking as regards adequate assessment modalities.
Progress reported:
● Early drafts of assessment tools for 101, 102, 107, 115, 117 and 170 were written and tested. Further evaluation and development is needed.
● Significant progress was made on the tools for 110, 112, 113, and 116 with several drafts, pretests and post-tests were piloted. Further refinement is planned. Assessments for other courses need development.
● Several pre/post tests were completed and preliminary analyses were performed for 2016. A formal report is forthcoming.

Continued participation in student-centered pedagogical development activities, such as CETL sessions, Alliance for College Readiness, Opening Day/Convocation activities, and LVPA faculty coffee gatherings.
Progress reported:
● Full time Humanities faculty regularly attend Opening Day/ College Convocation activities. Part-time faculty attend most of the sessions. Those in LVPA highlight pedagogical issues experienced by divisional faculty. Division meeting evaluations also include an opportunity for faculty to share whether they would like to become involved in the planning of activities for these meetings.
● Alliance for College Readiness: Drs. McTighe and Kondratowicz continue to attend and participate in the Fall and Spring semester Alliance for College Readiness meetings/programs. Specifically, they worked material for high school students to succeed in History classes at Elgin Community College.
● CETL Sessions: Faculty participate in such according to their interest and availability.

Continue to employ the expertise and available time of faculty to further the mission of the Elgin Community College Humanities Center.
Progress reported:
● The Steering Committee of the Elgin Community College Humanities Center (HD) revised its Outcomes and Mission.
● Speakers Series: Dr. Han became the chair of the Speakers Committee. Under his guidance the

committee has done an excellent job of bringing timely and relevant speakers to Elgin Community College.
- Socrates Café: The Socrates Café continues to engage significant numbers of students and the community in its bi-monthly activities. The founder of the Socrates Café movement visited as a feature speaker for the HC Speakers Series.
- Film Series: The film series name has changed to include a broader selection of cinematic offerings. It is now called the Humanities Center Film Series. Due to the changing student expectations and their access to technology, 2019 saw streaming films rather than live screenings.

Encourage and support formulating learning communities with faculty in other academic disciplines, such as anthropology and English.
Progress reported:
- Partnerships were formed, though the Learning Community sections were not developed due to various challenges, including varying attendance and grading policies between the two disciplines and faculty schedules, particularly adjuncts.
- Due to the difficulties in developing learning communities with other faculty, and the opportunities to develop interdepartmental exchange for students through the Honors in Action program through the honors program Dr. Zacker has done the following with his honors classes:
    o Assigned end of semester poster projects where students were encouraged to make posters connecting their work in HUM-110 or HUM-216 with other honors courses.
    o Honors in Action selected Creativity as its theme for the 2019-20 AY. That theme is used in many courses this semester across several disciplines. Dr. Zacker assigned papers and projects connecting the theme with HUM-110.

Share projects, research findings and scholarship with other Elgin Community College instructional personnel.
Progress reported:
- Program faculty served in various capacities through leadership and subcommittee membership in GIST

| | (Global and International Studies Taskforce), Assessment Diaries, and Sabbatical reports
● Program is involved in preliminary discussions about developing a Global Studies Certificate at Elgin Community College.
● International Study:
   ○ A program to Brazil was developed with the Elgin Community College International Studies Office for summer 2016. The trip was ultimately postponed a year due to concerns over the Zika outbreak.
   ○ Due to budgetary restrictions, even though the program needed only one more student to run, the decision was made to not proceed with the trip in summer 2017. Now the organization in Brazil through which the program was organized, has stopped offering such programs.
   ○ The partnership developed a study abroad program for summer 2020 to Urbania, Italy which was cancelled due to the COVID-19 outbreak.
   ○ The Urbania, Italy program is tentatively rescheduled for the summer of 2021.

Consider development of context-specific offerings of HUM-231: Contemporary Moral Issues for healthcare and business, and possibly for HUM-216: Ethics.
<u>Progress reported:</u>
● Initial contact was made with personnel in the Safety, Business and Career-Technologies division. Schedule coordination again proved difficult.
● Faculty met with the Curriculum office to clarify some HUM Course Outlines, Course Outcomes, Course Catalog matters and IAI implications.
● No further progress reported.

Consider developing additional online sections as dictated by student interest and need: HUM-116, HUM-216, HUM-208.
<u>Progress reported</u>
● Complete. The program strategically expanded online offerings and increased enrollment in its highest demand course, HUM-216 Ethics, and HUM-116, Logic. |

	• Enrollment in online HUM-216 increased by 13% from FY15 through FY17, and HUM-116 by 32% in that same period. • Growth is limited by availability of qualified faculty interested and skilled in teaching in this modality. Experience in the modality was prioritized during the most recent faculty hiring (Dr. Pynn). **Continue to employ expertise and available time of faculty within GIST to globalize curricular offerings across the college.** <u>Progress reported:</u> ● Global Studies Certificate: Discussion of establishing a Global Studies Certificate was underway via the work of the Curriculum Subcommittee of the Global and International Studies Taskforce (GIST), but has since halted due to a faculty retirement. ● Global Infusion Initiative / Mini Grant: Drs. McTighe and Kondratowicz are routinely actively involved in efforts to promote development by ECC of global infusion initiatives across the academic divisions and disciplines, which entails participating in the annual Global Infusion Open as well as in reviewing and working with fellow Subcommittee members, to select faculty projects for global infusion funding. **Revise course content outcomes as necessary. Begin with HUM-107, 117, 118, 203, 204, 205, 208 in FY15. HUM-124, 202, 217, 224, 231 require more extensive revision in FY17.** <u>Progress reported:</u> • Changes have not been implemented through Curriculum Committee through 2019. • Department reports that 117, 202, 203, 204 and 205 outcomes are being revised and that faculty are studying how to revise 231 to fit into an IAI designation. • 107, 118, 124, 208 and 224 are currently not being offered since there is no corresponding IAI designation. These will be considered for withdraw. **Meet with curriculum office to specify process to rewrite course descriptions for catalog.**

Progress reported:
- ☐ Faculty have consulted with curriculum office and begun to look at HUM-203.
- ☐ No formal changes have been brought to the Curriculum Committee

With assistance of the dean, faculty plan to meet formally at least once per semester for the purpose of more intense curriculum review for the program, utilizing student success data provided within the review process.
Progress reported
- ☐ This remains a challenge given schedules and availability, particularly with adjunct instructors.

Coordinate course assessment for students earning International Studies/INS credit as scheduled within home HUM program.
Progress reported:
- ☐ In progress.

Articulate additional INS courses. In particular, seek IAI articulation for INS-107 and INS-204 within Humanities program; consider withdrawing the INS courses and offer solely with Humanities.
Progress reported:
- ☐ Cancelled. Majority of INS courses were withdrawn and same courses were offered in their original (HUM, HIS/POS) disciplines. Challenge to staff & coordinate INS courses.

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?	Institutionally, degree requirements are vetted through the faculty-led Curriculum Committee and approved proposals are forwarded to the Vice President. Within this proposal process, initiators are encouraged to review implications and discuss potential changed with the affected division's faculty and administration. Where relevant, data is provided by Institutional Research to inform discussion and decisions.

	Otherwise, program faculty assume ownership of course content which is maintained on the master course outline housed within CurricUNET and displayed within the college catalog. Changes follow and approval work-flow which includes the Curriculum and Assessment departments, the deans' office, Transfer Coordinator, Advising and the Curriculum Committee. Program faculty are encouraged to consult with others on specific details, such as for applicability of various basic skills pre-requisites in math and literacy, and for IAI or other transfer implications. Section syllabi are expected to reflect the current course description and learning outcomes.
	HUM courses contribute to Elgin Community College's degrees and 4-year transfer programs in key ways: fulfilling general education requirements; transferring within IAI guidelines; and providing critical global and multicultural learning components, providing a link between different ways in which various groups place and express value in the world. Many courses strongly align to the college's Global and Multi-cultural Literacy outcome and satisfy the "Non-Western" (N) or "Diversity" (D) requirements of the general education core. Additionally, HUM-216: Ethics is frequently designated as the required option to fulfill the Humanities/Liberal Education component of an AAS degree.
1.2 How will students be informed or recruited for this discipline?	Most students enroll in Humanities course because the courses fulfill: General Education degree requirements in Humanities/Fine Arts and program specific degree requirements (often HUM-216: Ethics). Many courses are approved by IAI for transfer credits, as well. The Academic Advisors also recommend courses to many students, and they are a steady offering within the Honors and Middle-College programs. The two most popular courses (HUM-116 and HUM-216) are also offered online, and several sections each semester are offered in a 12-week format, allowing for additional scheduling flexibility. To a lesser degree, the Humanities Center provides publicity for program courses at its events. Finally, some courses have displayed posters to advertise for courses, which has met with limited success.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during	By and large, curriculum in the Humanities has been set for decades, if not centuries. The program has not undertaken any curriculum work during the review period, being occupied with other activities and projects. Course outlines will be systematically reviewed within the next

the last review period? What determined this action?	few years as they have not been updated in many years. There are emerging major trends to address, including an emphasis on global philosophical views and global humanities.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	As of the 2019/2020 catalog, the Humanities/INS program has 27 listed courses. The highest enrolled include HUM-216: Ethics and HUM-116: Logic. In particular, HUM-216 is listed within many CTE curricula as the required Humanities/Liberal Arts core.
	The program will evaluate student need for additional scheduling options, such as more afternoon and evening sections and more late start opportunities. A plan was in place prior to COVID-19 to bring more courses in an online format. Time may also be devoted to reintroduce several courses that had not been offered in a long time, such as 113 and 217.
	Due to low need, the program will consider the withdrawal of several courses: 104, 107, 118, 124, 208 and 224.

Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline?	
a. What are the primary costs associated with this discipline?	Revenue from tuition/fees is more than sufficient to cover the primary expense – faculty salary and benefits. The Program operates with a surplus. For FY19, that surplus was $341,772.46.
	Aside from tuition, additional costs to students are very low.
b. How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall?	This is comparable to similar transfer disciplines, like History and Political Science.
c. How many full- and part-time faculty are maintained for this discipline?)	As of 2019, the Humanities program staffed 3 full-time and 8 part-time faculty members. Full-time faculty taught 45% of the total credit hours for the year *(Source, IR Tableau Dashboards: Faculty Hiring Prioritization/ Departments).* As of FY20, the department has added another full-time faculty, for a total of four.

2.2 What steps can be taken to offer curricula more cost-effectively?	The program is already very cost efficient. Expanding online offerings would be one way to conserve resources. Often, textbooks are available for free online due to the nature of the subject matter. Or, to reduce the costs of textbooks, the program has worked with publishers to develop Elgin Community College custom textbooks for HUM-115 and 116. This reduces the costs to students by about $20 per textbook.
2.3 Is there a need for additional resources?	• The Humanities Center is considering offering custom editing of movie clips for in class use. That may take hardware and monetary resources for the Humanities Center. • Currently, not all full-time faculty have private office space which has caused problems when working with voice transcription software. New office space would be helpful. • Post COVID-19 expansion of online offerings may require new equipment. Faculty are evaluating options and will compile a list. This likely will be informed by remote experiences in spring and fall 2020. • Chromebooks for check-out and subsidizing access to high speed Internet connection might help those students who have limited means.
Indicator 3: Quality	**Response**
3.01 What are the program's strengths?	• Full-time faculty are experts in their fields and are actively engaged in pedagogical experimentation and student-centered learning. • New full-time hires in the last 3 years have improved the energy in this department, leading to innovations for all faculty, which in turn, will hopefully energize students to take more courses. • Instructional delivery of core courses through a variety of modalities, including the expansion of evening, late start, hybrid and online offerings to meet enrollment demand and provide flexibility for students. • The Humanities department has grown enrollment despite decreasing headcount college-wide. • In addition to those standard general education courses, the Humanities department also offers a wide range of course seldom offered at other community colleges.

3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Prior to the Spring 2020 remote pivot, the two courses offered online were HUM-216: Ethics and HUM-116: Logic. Analysis for need indicated that offerings should be expanded in this modality for these popular courses. The latest departmental faculty full-time hire has both technical and subject-matter expertise to fulfill this need, as well as develop HUM-110: Introduction to Philosophy, as a new online option.
	Humanities is a steady partner with the Honors program, with participation by Dr. Zacker and Dr. Han. HUM-110 has been offered every fall for the last five years; 216 runs in the spring. Enrollment was not sufficient to run HUM-202 in Fall 2019, but this will be offered again in the future. HUM-102: Introduction to Western Humanities II was offered for Fall 2020, but due to COVID's effects on enrollment, the course was under enrolled and was thus cancelled. It should be offered again in 2021.
	HUM-216: Ethics has served as the Honors capstone course for the last decade. However, in 2019, Dr. Zacker approved the change from the capstone to a portfolio system, which better meets the needs of the graduating Honors students. Ethics will continue to be offered as a course within the program, but will not serve the capstone function.
	HUM 216: Ethics has been offered as a late-start 12-week option for students. Offering HUM 216: Ethics in online and traditional modalities as well as in different scheduling configurations affords students multiple options for taking this course, which is required by a number of career programs (e.g. accounting, business, health professions). The program would like to pursue opportunities to block-teach some courses in the hopefully not too distant future. Prior arrangements had limited success. As an alternative, the program can more easily exchange mutual guest-speaking duties with some non-Humanities instructors. In one such arrangement, Dr. Han plans on having Juan Fernandez (Arts) speak to his Intro to Philosophy class on aesthetic theory. He has also received verbal interest from instructors in Criminal Justice and English to do the same.
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?	Enrollment, success and retention data from Institutional Research is disaggregated by modality. Programs are also given college averages for face-to-face, hybrid, and online sections of transfer and career-technical courses for benchmarking. Generally, retention and success rates in online sections are somewhat lower than face-to-face, but

	this is not always the case. Instructional designers are available to assist faculty in the design, implementation and improvement of their offerings. Prior to COVID-19, instructional deans work at a strategic level to plan which courses are in need of online development to advance college goals.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	All classroom evaluation processes are guided by the college's contract with the faculty union (ECCFA) and the mutually negotiated Faculty Evaluation Handbook. Techniques include observation/feedback and self-assessment on various schedules depending on the employment type of the faculty member.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	There are various and plentiful professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects through the Center for Enhancement of Teaching and Learning (CETL). Even in light of recent travel restrictions and other financial constraints, many faculty utilize professional development funds to attend conferences in their discipline.
	Within the Humanities program, faculty are quick to avail themselves of the significant support provided by CETL and the distance learning staff to increase the quality of course content delivery online, for both face-to-face and online courses, particularly for the highest enrolled courses, HUM-116 and 216. Even prior to COVID-19, program faculty were working with Distance Learning staff to develop new online content using cutting-edge technology such as light boards.
	Department members have attended and participated in several professional development and training opportunities. Some of note include: - Culturally Responsive Teaching (2018) - Understanding By Design (2019) - Faculty Observation training - Cultural Competence training - Assessment Diaries - One on one sessions with distance learning staff - New faculty training Faculty have partaken in a number of external programs as well, such as the League for Innovation conference.
3.5 How many faculty have been actively involved in IAI	For the current review period, no Humanities Department faculty have been actively involved in the IAI panel

panel review for courses in this discipline over the last review period?	review. However, these faculty work closely with a faculty from Communication Design who is on the panel and is a member of the Humanities Center. While the program was interested in submitting HUM 118: Philosophy of Science as an IAI approved course, the panel was not receptive. Additionally, Humanities faculty often communicate with peers from transfer schools in order to review the success of Elgin Community College students in similar courses at their respective institutions.

3.6 How does the discipline identify and support "at-risk" students?	While gearing up for COVID-19 related class changes, the HUM department has held many discussions about making its online presence accessible to as many students as possible. For example:
	• Finding ways to caption recorded lectures to provide access to the hearing impaired.
	• Choosing platforms and programs which are compatible with braille generators for the visually impaired.
	• Finding ways to make course material available to those who do not have the computing resources or web access adequate to course requirements.
	• Developing flexible assessment requirements to accommodate inequities:
	   • Allowing for written and/or video responses to assessments.
	   • Flexible schedules for those with life demands to complete course requirements in timeframes that accommodate those demands.
	
	These approaches were considered by individual HUM faculty before COVID-19. However, post-COVID-19 discussions have brought these ideas to many more faculty as we have shared similar obstacles during this time.

3.7 To what extent is the discipline integrated with other instructional programs and services?	By its nature, the Humanities Center serves to connect across disciplines with co-curricular programming, such as Socrates Café and the film and speaker series. For Fall 2020, the center is developing plans for student discussions of the elections (a *Democracy Café*). As discussed earlier, the program is a key participant in the Honors program and significantly contributes to the General Education learning outcomes. From a curricular standpoint, "globalization" of Area courses was made a departmental priority (a requirement for Ethics and Intro to Philosophy). Moreover, to take advantage of the learning opportunities afforded by current events, the Humanities Center is

	programming cross-modal discussion based on its collection of films, including Spike Lee's *Do the Right Thing*, and three versions of *Imitation of Life's* use of racial and gender stereotypes.
3.7.1What partnerships or collaborations have the program established to increase quality?	Dr. Han started a working relationship with Student Services' annual Asian Pacific Month, held each April. He was a member of the planning committee, and program faculty led 3 sessions of the two-week program. This relationship was successful in 2019, and though events were disrupted by the campus closure in 2020, the collaboration will continue. The APM events are a natural fit for the Asian Philosophy course (HUM-170), which served as a point of cross-promotion and embedded class assignments.
3.8 What does the discipline or department review when developing or modifying curriculum?	The Humanities Department uses several considerations when developing or modifying curriculum: 1. Student demand for a course/course sequence is the first consideration. 2. Need by other programs of study. For example, as HUM-216: Ethics is a requirement for many programs. 3. Virtually all Humanities courses fulfill gen ed requirements. Since most students at Elgin Community College earn their Associates, those courses are in high demand. 4. IAI course compatibility. If a course is not IAI compatible it is unlikely to be developed or likely to be withdrawn. If a course is IAI compatible, then it is likely to be developed and/or expanded. 5. Specialty of Elgin Community College Humanities Faculty. Humanities Faculty have a wide range of specialties. As a result, we are able to offer courses that some other smaller or less diverse departments are able to offer.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Faculty employ the Pivot Tables data tool from the Institutional Research department to track and flag trends in student success rates, so that they can develop plans to address those trends.
3.10 How does the college determine student success in this discipline? What assessment methods are used to ensure student success?	The meeting of learning objectives is measured through regular, course level student learning assessments and is reflected in student success rates per the grades they receive. The department defines student success as 70% or more students meeting the course level objectives for individual courses.

	To better identify issues with specific course level outcomes, the program continues to develop standardized course assessment tests, mostly administered in a pre/post method. This work was started with the highest enrolled courses (HUM-116/216), as well as 110, 112, and 113. The tool for 216 is established, but needs to be finalized and distributed for use by all faculty teaching the course. The tool for 110 will be revised over the coming year. Assessments for other courses will be developed according to an annual schedule wherein faculty will address and reassess efforts three courses per year.
	Still, the program has some findings resulting in fruitful discussions and strategies: • HUM-112: Improvement suggested is a more full coverage of Medieval philosophy, especially Arabic and Muslim Medieval Philosophy. • HUM-116: The only significant improvement suggested is in the area of distinguishing arguments from non-arguments. As a result, the instructor has added content to the discussion of this particular learning outcome.
	Moving forward, there are two major areas the department is interested in assessing: 1. Are students getting adequate exposure to Non-western approaches? 2. Are students not just learning and memorizing terms and concepts, but are they also learning to *apply* those concepts to novel material?
	The department will work together to create reflective assessment tools and opportunities to discuss results and strategies. Such department-wide work will be a significant improvement towards more holistic assessment of student learning across the offerings and will improve the steady participation within the college's formal course assessment process as opposed to data being kept by the individual instructors for their own use.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The review process provided a great opportunity to prioritize new goals, particularly with the addition of two new full-time faculty members since the last report. Specific goals will be outlined at the conclusion of this report. Themes include fostering more adjunct involvement, strengthening and expanding online delivery (a goal before COVID-19, and now even more critical in the midst of the current delivery challenges), incorporating

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more technology tools into pedagogy regardless of modality, thoroughly reviewing and refreshing course outlines and outcomes, and developing/deploying standardized assessment tools to measure, analyze and improve student learning and course success rates.

During the transition to remote teaching in spring, Humanities faculty discovered and gained familiarity with a great many approaches and resources which proved quite helpful. Plans are underway to continue their use in the future for any modality: online, hybrid or face-to-face. This includes, but is not limited to:

- The use of Zoom and Google Meet to conduct virtual class meetings and virtual office hours
- The importance of regular online contact between students and faculty; whether by email, discussion boards in D2L or synchronous meetings within a in virtual space
- The use of online video resources including:
  - *WiPhi:* a video library of explanations of key philosophical concepts, arguments, etc. developed by Professor Pynn
  - *Crash Course Philosophy*: a video library of explanations of key philosophical concepts, arguments, etc. developed by PBS.
  - FaceBook's "Teaching Philosophy" group, which provides a forum for educators to exchange ideas related to teaching and learning philosophy.

In short, the changes brought on by COVID-19 have given the program new tools and quickened the development and adoption of new approaches to student engagement which will still prove useful upon return to face-to-face settings in the future.

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List any barriers encountered while implementing the discipline.

- Most low-enrolled and dormant courses do not have a current IAI designation. Revisions will be investigated and proposed as a means to make the courses more attractive and valuable to students.
- However, some of these do not fit within a current IAI designation category and will be considered for withdrawal.
- HUM-217: Aesthetics could be revised in order to seek the IAI designation
- To best plan updates and changes to curriculum, pedagogy and assessment, the program intends to add regular fulltime and adjunct faculty meetings at least once a semester and regular fulltime faculty meetings monthly. This should begin by the fall of 2020, pending the impact of COVID-19.

- Online success rates often lag behind the success rates of traditional classes. As the program expands online offerings (110 & 115, for example), availing ourselves of best practices will be crucial to their success.

Performance and Equity	
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Humanities/International Studies
Overall Comments Regarding Enrollment & Success Rates within the Program	Despite a general college-wide decline in enrollment for the past few years of the review period, the Humanities department has sustained, led by HUM-216: Ethics, which accounts for 48% of total credit hours annually. The program had a 5% decrease in seats from 2015 to 2019 compared to a 12% decrease for Elgin Community College overall.
	The department has experimented with varying scheduling options, culminating in a number of changes have taken place over the last five years. For a long time evening class enrollments had been dropping. New full time faculty, however, have found demand in the evening growing again. The Humanities Department has shown great flexibility in opening late start/12-week sections, which have proven to be an effective way to serve the students' course needs.
	Overall success rates for HUM courses have increased for 3 straight years in the face-to-face modality. Most HUM courses carry minimum competency prerequisites, meaning all students must demonstrate college-readiness in reading and writing.
Overall Comments Regarding Equity within the Program	Programs consistently review disaggregated course success rates by modality to compare outcomes between face-to-face and online sections. Additionally, CTE programs have examined the demographics of program completers as compared to enrollees.
	Recently, the college has begun leveraging data dashboards with Tableau software created by Institutional Research to explore additional cuts from an equity lens. This data is something new to many academic disciplines and opportunities will continue to be designed to help faculty understand their own patterns, investigate unique patterns, and strategize targeted improvement efforts. For this report cycle, disaggregated success data was provided for the program as whole compared to the division and the primary course type (CTE or transfer), and for the top enrolled course. To ensure sufficient n-sizes, results were compiled across a 5-year time period.

Within Humanities, faculty are actively participating in the work of equity with development opportunities that have included the Culturally Responsive Teaching Conference, Understanding By Design, student activities through OLAS and USAC, and Elgin Community College's own initiative, Teaching for Inclusion, Diversity and Equity (TIDE). Professor Pynn, the program's newest full-time faculty member, has recent experience working on issues related to equity and inclusion at NIU, his previous institution, where he participated in a multicultural curriculum transformation initiative, prioritized the support and recruitment of students from underrepresented groups in his role as his department's graduate adviser, and served on an *ad hoc* departmental committee on climate and equity that resulted in a variety of policy changes, including the creation of a permanent climate committee and a departmental climate officer. The entire division looks forward to his leadership at Elgin Community College in this area.

During this time of social unrest related to the George Floyd murder and the Black Lives Matter Protests, all faculty members have participated in some way to the BLM cause. Examples of activity:

- Participation in BLM Protests
- Participation in Magic BLM Seminars
- Use of course concepts in social media

From a curricular standpoint, the Humanities Department has a long history of considering course topics related to equity in the areas of access and student success. Philosophy is a subject wherein the issues of equity are often discussed. Virtually all classes have units that include non-traditional voices and employs critical thinking around issues of equity, generally. While that is not specifically focused on student access and success, these goals are enabled through the use of nontraditional voices to elevate the concerns of minority and underprivileged students. Additionally, by addressing these issues directly in class, faculty open their ears to different voices and the challenges faced by those voices.

The nature of the course content and the focus on multicultural and global issues also encourage recruitment, retention and completion of key student populations. Moreover, activities sponsored by the program and Humanities Center specifically seek to feature key populations via speakers, discussion topics, and films focused on relevant issues, respectively.

Yet with all of these considerations, student success rates in Humanities courses still vary by race, ethnicity and gender, mirroring college-wide trends. Specific insights will be discussed in the course-level analysis below from the IR dashboards for

	HUM-216. The departmental protocol for course assessment includes student demographic data, so where sufficient n-sizes will allow, disaggregation can be done.				
Dual Credit Opportunities	Courses with Dual-Credit available: HUM-101: Intro to Western Humanities I, HUM-102: Intro to Western Humanities II, HUM-103: Into to Non-Western Humanities, HUM-110: Introduction to Philosophy, HUM-116: Logic, HUM-203: Comparative Religions, HUM-205: Mythology and HUM-216: Ethics. The program notes that its courses are very demanding and thus require exceptionally mature students to be successful.				

Curriculum Data					
Course Title	HUM-100: Topics in Humanities				
Course Description	A multi-disciplined course designed to give students the opportunity to better understand a topic or an artistic, cultural or historical period or movement through a detailed analysis of the arts and ideas of that period or movement.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	5	9	6	7	5
Credit Hours Produced	15	27	18	21	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUC 3/2/20				
How does the data support the course goals? Elaborate.	This variable credit course is mainly used to award credit for independent study students, hence the 100% success rate. When programs are able to be successfully run again, it can also be used for Study Abroad credit.				
What disaggregated data was reviewed?	Due to the unique nature and specialized purpose of this course, disaggregation has not been warranted.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HUM-101: Introduction to Western Humanities I				
Course Description	A survey of selected examples of musical, artistic and literary contributions European culture has made to world civilization from pre-history to the Renaissance. This multi-disciplined study is designed to assist students in the recognition and fundamental understanding of the				

	continuity of elements of the European past with their own contemporary culture.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	116	146	148	107	124
Credit Hours Produced	248	438	444	321	372
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	89%	89%	92%	86%
IAI Status (list code)	HF 902				
How does the data support the course goals? Elaborate.	Higher than average success and retention rates for 101 & 102 are due in large part to consistency with the instructor; this may change as additional faculty begin to teach the course. This is a popular course to fulfill general education requirements and is offered as dual credit. Prior to the remote shift for COVID-19, plans to create an online offering were being discussed. This course will be offered in Fall 2020 online.				
What disaggregated data was reviewed?	Dual-credit high school students tend to do very well in this course. Modality outcomes will be monitored as sections go online. No other disaggregation has been done as of yet.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HUM-102: Introduction to Western Humanities II				
Course Description	A survey of selected examples of musical, artistic and literary contributions European culture has made to world civilization from the Renaissance to modern times. This multi-disciplined study is designed to assist students in the recognition and fundamental understanding of the continuity of elements of the European past with their own contemporary culture.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	69	71	28	29	17
Credit Hours Produced	207	213	84	87	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	94%	90%	97%	89%
IAI Status (list code)	HF 903				

How does the data support the course goals? Elaborate.	Higher than average success and retention rates for 101 & 102 are due in large part to consistency with the instructor; this may change as additional faculty begin to teach the course.
	This course has gone from being taught by two tenured faculty to an adjunct faculty member, and fewer sections are offered, resulting in the enrollment decline. To combat this drop, the course was to be offered in the Honors program Fall 2020 (pre-COVID) but now an online section is in development for Spring 2021 (post-COVID).
What disaggregated data was reviewed?	Anecdotally, dual-credit high school students tend to do very well in this course. Modality outcomes will be monitored as sections go online. No other disaggregation has been done, as lower n-sizes are a concern.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	HUM-103: Intro to Non-Western Humanities
Course Description	Introduction to the artistic, religious and philosophic expressions of cultures in areas other than Europe and the Europeanized cultures in the Americas showing the interrelations of music, art, literature and ideas in these cultures.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	74	55	55	43	56
Credit Hours Produced	222	165	165	129	168
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	86%	88%	76%	79%
IAI Status (list code	HF 904N				

How does the data support the course goals? Elaborate.	This is a popular general education course that is not always found at other community colleges. The reduction in seats over the review period can be attributed to the retirement of a primary full-time faculty member. Plans to address enrollment and success in the course moving forward are in discussion.
What disaggregated data was reviewed?	Anecdotally, dual-credit high school students tend to do very well in this course. No other disaggregation has been done.
Were there identifiable gaps in the data? Please explain.	N/A

		FY15	FY16	FY17	FY18	FY19
Course Title		HUM-104: Classic Theatre-The Humanities in Drama				
Course Description		A study of drama and literature by European authors of the 17th, 18th, and 19th centuries to be developed around a selection of 13 television plays augmented by text materials and readings. Filmed segments will be integrated with anthology, book of critical readings, and workbook-study guide. Basic intent of the course is to aid in understanding historical-social backgrounds of the periods represented, to aid in analyzing form, and literature importance as an enhancement to enjoying the plays, and to develop learning techniques of interpretation and criticism.				
		FY15	**FY16**	**FY17**	**FY18**	**FY19**
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						
Form 13 Status (list signature dates and institutions)		NIU 2/14/20, SIUC 3/5/20, SIUE 4/21/20				
How does the data support the course goals? Elaborate.		While this is a unique course not often seen at other community colleges, it is under consideration for withdrawal. It has not been offered within the current review period.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		HUM-107: Global Perspectives on World Civ.				
Course Description		The course will present worldwide problems and opportunities inherent in conditions and relationships found in the 20th century and anticipated in the 21st century. It will examine political views, world resources and needs, economic interdependence, emerging and traditional cultural forces and forces for historic change. The major emphasis of course content will be on aspects of the non-western world. This course is offered concurrently as INS-107.				
		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	HUM	12	0	16	0	0
	INS	1	0	2	0	0
Credit Hours Produced (combined)		39	0	54	0	0

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	HUM	29%	0	47%	0	0
	INS	50%		100%		
Form 13 Status (list signature dates and institutions)		UIS 2/4/20, NIU 2/14/20, SIUC 3/5/20				
How does the data support the course goals? Elaborate.		While this is a unique course not often seen at other community colleges, it is under consideration for withdrawal. When offered, the success rates are consistently below the departmental average. This will be addressed if the course is offered again.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				

Course Title	HUM-110: Introduction to Philosophy				
Course Description	Survey course in the area of philosophic thought, intended to acquaint the student with basic philosophical questions and major world views which propose answers to these questions. The areas of epistemology metaphysics and ontology, ethics, aesthetics and social and political philosophy will be among the topics explored from the standpoint of important western and non-western traditions.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	121	144	112	137	169
Credit Hours Produced	363	432	336	411	507
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	46%	38%	39%	79%	87%
IAI Status (list code)	H4 900				
How does the data support the course goals? Elaborate.	This is the third highest enrolled course for the program, fulfilling general education degree requirements and being an appealing introductory course to the subject matter. Improvements over time in success rates are due in large part to staffing changes. Faculty are identifying and addressing other causes impacting student success. Prior to COVID-19 pushing all courses to remote, the development of an online section of the course was formally planned for the spring of 2021. Post-COVID-19, however, this course will be offered for Fall 2020 online.				

What disaggregated data was reviewed?	Modality outcomes will be monitored as sections go online. No other disaggregation has been done, but may be helpful in analyzing success. Rates for dually-enrolled high school students will also be monitored.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	HUM-112: Western Philosophy I
Course Description	Presents the chronological development of major western philosophical traditions from 600 BCE to 1600 CE. Writings of the Pre-Socratics, Greek Idealists, Hellenistic, Medieval, and Renaissance philosophers will be studied.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	29	26	29	28	24
Credit Hours Produced	87	78	87	84	72
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	70%	73%	53%	62%
IAI Status (list code)	H4 901				

How does the data support the course goals? Elaborate.	This is a unique offering not often found at other community colleges. Along with HUM-113, a name change is warranted. The Current I and II labels imply a sequence, and no such prerequisite is required. Lower than average success rates, and the drop over the last two years are due in large part to experimental assessments. Faculty hope to have better results with new experimental assessments.
What disaggregated data was reviewed?	No other disaggregation has been done, as lower n-sizes are a concern.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	HUM-113: Western Philosophy II
Course Description	A continuation of HUM 112 emphasizing the chronological developments of major philosophic traditions in the modern western world from 1600 to the present. Similarities to and differences from non-western philosophies will be considered.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	16	8	0	19	0

Credit Hours Produced	48	24	0	57	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75%	63%	0	58%	0
IAI Status (list code)	H4 902				
How does the data support the course goals? Elaborate.	This is a unique offering not often found at other community colleges. Along with HUM-112, a name change is warranted. The Current I and II labels imply a sequence, and no such prerequisite is required; 113 may be taken prior to or without 112, though the catalog description does recommend 112. Success rates have fluctuated and are below departmental average, due in large part to experimental assessments. Faculty hope to have better results with new experimental assessments.				
What disaggregated data was reviewed?	No other disaggregation has been done, as lower n-sizes are a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HUM-115: Critical Reasoning				
Course Description	An introduction to critical reasoning skills as a first step in enhancing one's ability to read and evaluate material for logical consistency and appropriate techniques of elementary argumentation. Effective critical reasoning is essential to one's collegiate success in the humanities, natural and social sciences, and subsequently, in the professions, vocations, business careers, and everyday life. This course will help the student understand, evaluate, and create effective claims and arguments.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	56	57	56	51	53
Credit Hours Produced	168	171	168	153	159
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	82%	81%	68%	85%
IAI Status (list code)	H4 906				
How does the data support the course goals? Elaborate.	Prior to the COVID-19 move to remote, the formal development of an online section of HUM-115 was planned for the spring of 2022. Post-COVID-19, however, the course has been developed and will be offered for Fall 2020 online.				

	Enrollment and success data suggest this is a solid course offering a general education option to degree seeking students.				
What disaggregated data was reviewed?	No other disaggregation has been done.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HUM-116: Logic				
Course Description	Basic introductory course concerning the fundamental principles of logic. The emphasis will be on deductive forms of reasoning from Aristotle's syllogism to modern techniques. The students will gain skills in analyzing and creating arguments and in seeing the applicability of the techniques of logic both to formal intellectual analysis and to the issues encountered in everyday life.				

		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	TOTAL	172	178	233	177	193
	Face to face	102	107	129	103	106
	Online	70	71	104	74	87
Credit Hours Produced		516	534	699	531	579
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	Face to face	68%	60%	59%	55%	63%
	Online	44%	41%	33%	38%	25%
IAI Status (list code)		H4 906				

How does the data support the course goals? Elaborate.	This is the second highest enrolled course in the program and has consistently also been offered online. It fulfills a general education degree requirement. It also is consistently taught by a sole full-time faculty member.

Some courses are inherently more difficult and this course is no exception due in part to the abstract nature of the material. The lower than average rates are also related to experimental assessments. Different techniques are currently being evaluated, such as Cengage's *MindTap* assessment tools.

Some recent changes include:
- Additional exercise sets which more accurately mirror exams; though this has yet to yield positive results |

	• Guidance pages have been added on D2L as a recommended best practice. One contributor to poor success is that students miss assignments, fall behind, and then find it difficult to catch up.
	• Another idea to consider is substituting exercise sets with discussion boards.
What disaggregated data was reviewed?	This is one of the first two courses offered online by the program. Additional disaggregation beyond modality has not been performed, but may provide additional insights regarding strategies for improvement. As a course for dual-enrollment students, that is a population to be monitored as well.
Were there identifiable gaps in the data? Please explain.	While lower success is generally expected in comparison to face-to-face, this differential is quite stark. Logic is an inherently abstract subject matter, and abstract material is especially difficult online. For 2020FA, the college and faculty union negotiated a new option for online delivery, the online *synchronous* course. This course will be offered with both asynchronous and synchronous options for students in the fall 2020 semester. Students may be more successful in a synchronous course, in which there is regular (albeit virtual) face-to-face contact with the instructor. Whether synchronous options will be available post-COVID will have to be negotiated. The program is hopeful this modality can assist online student success.

Course Title	HUM-117: Social & Political Philosophy
Course Description	A philosophical examination of man in society, the foundations of social and political institutions, and the nature of political obligations.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	14	2	0	0	0
Credit Hours Produced	42	6	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69%	67%			
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUC 3/5/20				

How does the data support the course goals? Elaborate.	This is a unique offering not often found at other community colleges, but its low need suggests the program consider withdrawal, a common theme in this report for non-IAI courses. While it has not been offered in recent years, the Humanities Department intends to revitalize the course over the next five years. The department will examine past enrollment trends,

	analyze transfer possibilities through IAI, and critically evaluate possible ways to increase enrollment in this course.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	HUM-118: Philosophy of Science
Course Description	General features of desirable properties of scientific method and theories, historical development of scientific knowledge, logic of basic scientific concepts.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, SIUC 3/5/20, NIU 3/9/20				
How does the data support the course goals? Elaborate.	This is a unique offering not often found at other community colleges. If changes can be implemented to secure articulation under IAI code H-906, it might not be withdrawn. Interest would increase if the course fulfilled a general education requirement.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	HUM-124: Culture and Science in the West
Course Description	Interdisciplinary study tracing the interrelation between culture and science and the impact of scientific advancement on philosophy, art, architecture, mathematics and technology from ancient to modern times.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUC 3/5/20				
How does the data support the course goals? Elaborate.	This course is under discussion for withdrawal during 20/21 academic year.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	HUM-170: Introduction to Asian Philosophies				
Course Description	An introduction to major schools of philosophy and ideas of major philosophers in Eastern and Southern Asia with comparisons to common, established Euro-American ideas and world views.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	42	45	17	30	62
Credit Hours Produced	126	135	51	90	186
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	19%	31%	26%	90%	65%
IAI Status (list code)	H4 903N				
How does the data support the course goals? Elaborate.	A unique offering not often found at other community colleges. Prior to COVID-19 pushing all classes to remote, it was anticipated than an online version would increase enrollment. Retention rates for this course are at the department average, yet the success rate has been significantly lower, with better results the past two years, due in part to staffing changes.				
What disaggregated data was reviewed?	Disaggregation has not been done for this course, but will help shed light on success patterns.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HUM-202: Philosophy of Religion				

Course Description	Philosophical analysis of selected religious concepts and beliefs including God's existence, evil, miracles, religious experience, faith and morality.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
IAI Status (list code)	H4 905				
How does the data support the course goals? Elaborate.	A unique offering not often found at other community colleges, but it has not been offered in many years. It was offered in the Fall of 2019 in the Honors program and failed to write. We believe this was due to poor marketing and low honors demand in the fall of 2019. We plan to offer it in the Fall of 2021 outside of the honors program and improve marketing.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HUM-203: Comparative Religions				
Course Description	Basic principles of the world's great religious traditions will be compared and contrasted with a view to gaining an understanding of the primary beliefs and ritual activities of the human family. Religions studied will be selected from among the following: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity and Islam.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	129	130	112	100	117
Credit Hours Produced	387	390	336	300	351
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	65%	64%	70%	80%	85%
IAI Status (list code)	H5 904N				
How does the data support the course goals? Elaborate.	This is a robust offering, consistently running several sections per year. It fulfills a general education degree requirement as well as counting towards the Non-Western designation. Prior to COVID-19 pushing all courses to remote, an online offering was being planned and expected to increase enrollment.				

| | | Post COVID-19 this course was offered online in the summer 2020 (2 sections) and will be offered online in Fall 2020.

The increase in success rate seen over the past few years can be attributed to a retirement and the resulting staffing changes. |

| What disaggregated data was reviewed? | No other disaggregation has been done. |
| Were there identifiable gaps in the data? Please explain. | N/A |

| **Course Title** | HUM-204: Introduction to Religious Studies |
| **Course Description** | An introduction to a variety of religious teachings, rituals and customs found in past history and the present world. Examples for study will be drawn from both traditional and modern societies with an emphasis on discovering the nature of religion and the role it has played in cultural history worldwide. (1.1) Fulfills the ECC/IAI General Education/Humanities requirement. This course is offered concurrently as INS-204. The student must decide whether to earn credits in Humanities (HUM) or International Studies (INS) prior to enrolling. |

		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	HUM	28	7	15	6	0
	INS	1		1	1	0
Credit Hours Produced (combined)		87	21	48	21	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	HUM	89%	67%	94%	56%	0
	INS	100%		100%	0%	
IAI Status (list code)		H5 900				
How does the data support the course goals? Elaborate.		We see two reasons this class has low enrollment for an IAI course: We believe that this course suffers from insufficient clarity regarding course scope and sequence This course is best thought of as an introductory course, logically prior to HUM-102: Philosophy of Religion and HUM-203: Comparative Religions, and should be numbered as such.				
What disaggregated data was reviewed?		No other disaggregation has been done, as lower n-sizes are a concern.				
Were there identifiable gaps in the data? Please explain.		N/A				

Course Title	HUM-205: Introduction to Mythology
Course Description	An introduction to mythic literature covering literary forms and philosophic themes found in examples drawn from various cultures. Discussions will include such topics as archetypal motifs, matriarchal and patriarch models, images of divinity, and problems of human relationships in myths.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	29	29	56	107	102
Credit Hours Produced	87	87	168	321	306
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	83%	80%	80%	82%
IAI Status (list code)	H9 901				

How does the data support the course goals? Elaborate.	It has been difficult to find adjuncts to teach this course. However, the number of sections has tripled in recent years because of the addition of a fulltime faculty member who can teach this course. Growth will be further supported as the course moved into an online option for Summer 2020 & Fall 2020 (FY20).
What disaggregated data was reviewed?	Modality will be monitored moving forward; no other disaggregation has been done.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	HUM-208: Life & Work in the 21st Century
Course Description	Provides an introduction to the theory as well as the practical applications of a reasoned approach to planning for the future. These approaches are practiced in industry and government and by individuals throughout the world as they seek to cope with the technological and social changes currently in progress. This course is offered concurrently as INS 208. The student must decide whether to earn credits in Humanities (HUM) or International Studies (INS) prior to enrolling.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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,	0	0	0	0	0

excluding Withdrawals and Audit students						
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUC 3/5/20					
How does the data support the course goals? Elaborate.	A unique course, but not offered in many years after a faculty retirement. Consideration for withdrawal.					
What disaggregated data was reviewed?	N/A					
Were there identifiable gaps in the data? Please explain.	N/A					

Course Title	HUM-216: Ethics				
Course Description	This course studies the principal ethical theories and concepts of human conduct and character and critically evaluates these concepts and their practical implications.				
		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	TOTAL	854	972	952	1,006	866
	Face to face	578	660	636	693	580
	Online	276	312	316	313	286
Credit Hours Produced		2,562	2,916	2,856	3,018	2,598
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	Face to face	73%	79%	75%	76%	79%
	Online	61%	64%	66%	69%	66%
IAI Status (list code)	H4 904				
How does the data support the course goals? Elaborate.	Course represents 48% (FY19) of total program enrollment, serving both general education/transfer students and those fulfilling AAS degree requirements. Late-start/12-week and online offerings help meet student need and have supported enrollment. Some faculty teaching the course use McGraw Hill's Learn Smart tutorials and smart quizzes.				
What disaggregated data was reviewed?	This is one of the two courses currently offered online, and success rates by modality is presented. As a course for dual-enrollment students, that is a population to be monitored as well. Additionally, being the highest enrolled course of the department, HUM-216 was part of the pilot data provided for equity analysis as described in the introduction to this section. Rates of success by				

	race/ethnicity groups were reviewed. Faculty have expressed interested in how gender also plays a role in the success rates of each R/E group.
Were there identifiable gaps in the data? Please explain.	It is typical of the college pattern to have online success rates be lower than face-to-face. This course has a relatively small differential. For HUM-216 specifically, each race/ethnicity student group generally had higher rates than for the program overall, but slightly lower than the division. The largest differential was seen for Black students, though they also represented the smallest group; however, their success rates in the course and the program overall were somewhat higher than the average of all transfer courses.

Course Title	HUM-217: Aesthetics
Course Description	A critical and philosophical examination of aesthetic experience and fine arts, artistic creativity, the work of art, and criteria of judgment.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, SIUC 3/5/20, NIU 3/9/20				
How does the data support the course goals? Elaborate.	A unique upper-level course not seen at many other community colleges, though it has not been offered in many years. HUM-217 is being considered for further development and IAI designation.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	HUM-219: Honors Seminar in Humanities
Course Description	A seminar which complements a particular humanities course designed to provide the opportunity for study of the course material in greater depth, more sophisticated inquiry or methodology and/or more penetrating research. The student must qualify for honors status.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUC 3/5/20				
How does the data support the course goals? Elaborate.	This course has not been enrolled in recent years because Humanities has been working with the Honors program to develop other Honors courses. Humanities faculty are exploring possibilities for collaborating with the Honors program with this course. In 2020-21 the Humanities Department, in cooperation with the Honors program, will consider offering this course or withdrawing it.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HUM-224: Cultural History of Pacific Asia				
Course Description	Presents the cultural history of Pacific Asia with primary emphasis on Japan, Korea, and China. The art, literature, ideas and religious heritages and contemporary life of the area will be studied. The course is intended to be particularly useful to those who intend to live or conduct business in the region.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, SIUC 3/5/20, SIUE 4/21/20				
How does the data support the course goals? Elaborate.	This unique upper-level course was developed under a Title VI grant, and the founding faculty member has since retired. The program will consider the course for withdrawal.				

What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	HUM-231: Contemporary Moral Issues				
Course Description	A critical examination of western and non-western theories and concepts from the middle of the 20th century up to the present, which are useful in the analysis of understanding of the contemporary moral problems in personal, organizational and professional settings. Codes of conduct in the business and health care fields get specific attention.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, SIUC 3/5/20, SIUE 4/21/20				
How does the data support the course goals? Elaborate.	Rather than be withdrawn, the course might be reworked to meet IAI requirements. In addition, the course provides an applied ethics option for career programs, such as business and healthcare. The Humanities program will work with career program faculty to gauge and answer need.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	HUM-297: Independent Study in Humanities				
Course Description	The student is to have identified a special study project and request advice and direction from the humanities faculty. The program will be carried out under the direction of one or more faculty members who will modify the proposal in accordance with departmental requirements for the credit involved.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUC 3/2/20				
How does the data support the course goals? Elaborate.	There have not been students needing to utilize this course over the past five years. It will remain in the catalog.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
The following INS/International Studies courses are housed within Humanities and often cross-listed with an HUM counterpart.					
Course Title	INS-100: Topics In International Studies				
Course Description	A multi-disciplined course designed to make students aware of Western Culture and its international heritage and the traditions that make up that heritage and to help them transcend their own cultural limits and participate in the experiences of other cultures. Western Culture will be a constant in the subject matter and will serve as the touchstone against which other cultures will be compared. The non-Western Culture may vary from semester to semester as will the elements of the culture being investigated.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 2/28/20, SIUE 4/21/20				
How does the data support the course goals? Elaborate.	The Humanities Department will assess this course, its purposes, and whether it should be withdrawn by the Spring of 2022.				
What disaggregated data was reviewed?	N/A				

Were there identifiable gaps in the data? Please explain.	N/A

	Academic Course Review Results
Rationale R.1 Provide a brief summary of the review findings and a rationale for any future modifications.	The program has begun work to develop and evaluate common tools for course assessment. This work will continue, with data to be collected throughout the upcoming review period. While the program has always prided itself on being sensitive to issues of equity, the faculty of the Humanities department feels compelled to review action based on the following: • The reigniting of the Black Lives Matter movement, the resulting developments in racial relations awareness in the U.S., and the impetus imposed by those developments; • Student success rates by race as given in the Equity graphs for this review Strategies will be developed for the upcoming review period. Given the prior success in offering online and hybrid, and given the necessity for the near future caused by COVID-19, there is a continued imperative to develop hybrid and online offerings. The department's curriculum needs work to be revitalized. Additional courses and instructors will be brought to the Honors program; course descriptions, outlines and outcomes will be reviewed/updated, and low enrolled or not offered courses will be prepared for withdrawal. Lastly, professional development goals from the prior report will continue forward as the Humanities program faculty desire to be engaged in learning discourse throughout the college and the academy.
Intended Action Steps R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	**1. COURSE ASSESSMENT** a. Courses for which an assessment tool is ready need only be adapted for online use and distributed: 112, 113, 116 and 216 • To be used Fall 2020 • Tool will be sent by Zacker to those using the course along with directions. b. Review current assessment tool for 110 • By 12/2020: Tool to be reviewed by faculty who teach 110. • Zacker will initiate c. Develop tools for remaining courses • FA20 - FA21: 101 OR 102 (McTighe and Zacker), 115 (McTighe and Pynn) • Three more will be picked for 2021-2022 Academic year

2. EQUITY: Narrow the gap in the student success rates between black students and students of other races and ethnicities, beginning Fall 2020

a. Review of student success by gender and race, if available.
b. Utilize department meetings to consider best practices.
c. Bring best practices to HUM courses and student assessments.

3. CURRICULUM DEVELOPMENT

a. Develop new modality offerings: 203 online, Han, summer 2020; 101/Zacker, 110/Han, 115/Pynn, 170/Han, 205/McTighe Fall 2020; HUM-102/Zacker FY21 and beyond.

b. After COVID-19, continue to evaluate need for evening face-to-face sections in the schedule.

c. Develop more honors course and professor options:
   - 102 is a new offering for Fall of 2020--Zacker
   - Han offered 110 for the spring of 2020, but it did not write. Han will be encouraged to offer the course in the future.
   - Other courses to be developed will be discussed in department meetings.

d. Develop and revitalize HUM 117: Social and Political Philosophy and HUM 202: Philosophy of Religion

e. Change course number for HUM 204 to HUM 201: Introduction to Religious Studies.

f. Revise HUM 231: Contemporary Moral Issues to meet IAI requirements if possible, and work with career program faculty to gauge/answer need for an applied ethics course.

g. Withdraw course not regularly offered. Courses to be considered for withdrawal by Spring of 2022: 104; 107; 118; 124; 208; 219; 224

h. Review and update course outlines, descriptions, etc. in a systematic way, scheduled as follows:
   - 2019-2020: 110, 112, 113 and 216. These have already begun.
   - Moving forward we will plan to update 3-4 per year, selected at the end of each academic year.

4.PROFESSIONAL DEVELOPMENT/COLLEGE SERVICE

Continue success from goals from previous Program Review. Program has selected a few from the previous report they especially want to emphasize to support new goals outlined above:
   - Strongly encourage program faculty to have a more visible presence and participation in local (Assessment Diaries),

	regional and perhaps national conferences and consortia, particularly with assessment in higher education as the main topic. • Continued participation in student-centered pedagogical development activities, such as CETL sessions, Alliance for College Readiness, Opening Day/Convocation activities, and LVPA faculty coffee gatherings. • Continue to employ the expertise and available time of faculty to further the mission of the Elgin Community College Humanities Center.
Resources Needed R.3	To pursue the new line of equity analysis, the program will seek access to data on student success rates by gender and race together, not just one or the other. Online course development and D2L training and support for faculty. There may be various hardware and software needs associated with such development. The Department is working with Instructional Improvement and Distance Learning to purchase a "Revolution Light Board," a new piece of technology that may help in online student learning.
Responsibility R.4 Who is responsible for completing or implementing the modifications?	Coordinators and all Humanities faculty.

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Discipline Area:	Modern Languages

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**
RS.1What are the objectives/goals of the discipline? | The Elgin Community College Modern Languages program stresses the importance of developing competence in all five language-learning skills: listening, speaking, reading, writing and cultural understanding. It promotes linguistic and cultural diversity and emphasizes that language learning is a key aspect of being a global citizen.

The Modern Languages program supports the American Council of the Teaching of Foreign Languages (ACTFL) standards. Regardless of language, students completing coursework will be able to:
1. Demonstrate proficiency in listening, speaking reading and writing:
 • Listening: demonstrate comprehension of sentence-length utterances on a variety of topics
 • Speaking: demonstrate comprehension of text dealing with a variety of content, including short, straightforward descriptions
 • Writing: writing short, simple paragraphs in order to satisfy practical writing needs
2. Demonstrate cross-cultural and meta-linguistic awareness
3. Develop an understanding of differences in grammar and syntax and to identify examples of contrasting linguistic meaning between cultures

Languages which require the introductions of new graphemes (alphabet & numerals) such as Chinese and Japanese will have an additional outcome related to that aspect.

Additionally, the program sponsors one six-credit BVS certificate, Basic Spanish for Medical Personnel, which is designed to provide healthcare workers with the necessary skills to communicate more effectively in Spanish with |

	their patients. In the courses, student learn the basic Spanish communication skills and grammar necessary to provide care and attention to Spanish-speaking patients in a variety of medical settings. In addition to workplace language, discussions over cultural issues pertinent to the relationships between healthcare providers and Hispanic patients, parents, relatives and community members.
	Elgin Community College has been designated as a Hispanic Serving Institution (HIS). A large portion (43%) of the student population is Latinx, and this segment is growing within Elgin and the District 509 boundaries. The Spanish curriculum is differentiated to serve this student body, particularly with SPN-251/252: Spanish for Spanish Speakers. The proficiency process is robust to grant various levels of credit to heritage speakers. New curriculum development is creating additional course options for this advanced population.
RS.2To what extent are these objectives being achieved?	Program outcomes are introduced in the first semester in the courses where students have no previous knowledge of the language. Students practice each outcome through the sequence. Mastery is expected after the completion of the fourth semester. The content provided by modern language courses help students to cement their knowledge of their native language by comparison and contrast. Assessment reports show that courses are taught in an effective manner since course goals were met after the completion of the assessment.
	Students in Elgin Community College's Modern Languages program are well prepared to succeed if they decide to transfer to a 4-year institution or to use their acquired language skills in the workplace. Full time faculty in the department met 2 Spanish Professors from the World Languages and Cultures department at Northern Illinois University. During the meeting, we asked them about the level of the students coming from Elgin Community College. Northern Illinois University is the 4-year-institution that receives more transfer students from Elgin Community College. Spanish Professor Dr. Saborio, Director of Undergraduate Students at Northern Illinois University specifically said in a follow up email: *"I hope you continue to send Spanish students in our direction because we love them! Whatever you are doing to prepare them is definitely working."*

RS.3How does this discipline contribute to other fields and the mission of the college?	The program's courses contribute to student degree attainment, a core component of the college's mission, "To improve people's lives through learning." The "Intermediate II" course in French, German and Spanish fulfill a Humanities requirement for the AA/AS/AFA/AES degrees. For those who intend to transfer to a four-year program, these courses will satisfy language requirements for many destination schools.
	SPN-101: Elementary Spanish I is a requirement for the AAS degrees and some certificates in the Culinary program. The BVS certificate in Spanish for Medical Personnel supports and compliments the Health Professions and Emergency Services programs, providing the opportunity to gain an additional skill to better serve patients in a highly populated Hispanic community. Such basic communicative skills in Spanish may also enhance students' employability in some settings.
	The Modern Language program has been working closely with the Assistant Dean of School Partnerships. Students from the Dual Credit program have been populating Spanish, German and Japanese classes. Modern languages expects to include other languages as needed. Dual-language programming in area high schools will be discussed in item 3.7.1 below.
	Lastly, Modern Language courses support the college's General Education student learning outcomes. Students develop their communication and critical thinking skills as well as global and multi-cultural literacy. Students learn to recognize and interpret cultural behaviors, attitudes and values as well as compare and contrast cultural products and practices. Learning another language is an important aspect of being a global citizen.
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**Integrate 2DL into all language courses, regardless of modality.** Progress reported: • D2L now used to enhance courses in all languages. • Italian, Japanese, Russian and French have online workbooks that work well with D2L in enhanced classes. **Incorporate the use of modules and Google+ in all online courses.** Progress reported:

- Google+ is used to support all online courses (prior to SP20, this was only SPN)
- Japanese hybrid sections also use the platform

Create a Modern Language Club to motivate students and promote programs within the college.
<u>Progress reported:</u>
- Goal was cancelled as of 2018, though the new French instructor has shown interest in the creation of a French Club at Elgin Community College in fall 2019.

Explore improvement opportunities in placement processes for Spanish.
<u>Progress reported:</u>
- Complete; Program faculty worked with student services/admission staff to develop new placement processes and communication tool now in use.

Create a proficiency test for Russian (RUS-101).
<u>Progress reported:</u>
- Complete and expanded.
- Tests for RUS-102, CHN-101/ 102/201/202 were created and implemented as well.

Seek articulation for CHN-202 and JPN-202.
<u>Progress reported:</u>
- Deferred. Instructors will be approached to analyze if these courses meet IAI requirements.

Offer language-specific and general workshop to Modern Languages instructors.
<u>Progress reported:</u>
- Cancelled. All Modern Language instructors have the chance to benefit from professional development opportunities on campus and outside campus. There is no need to offer additional workshops.

Continue to engage in learning outcomes assessment to identify areas and strategies for improvement, especially concerning issues related to validity and reliability in the articulation of courses.
<u>Progress reported:</u>
- Assessment plans and reports are regularly completed.
- Assessment is an ongoing requirement of the job, not a strategic goal.

	Consider modifying pre-requisites in the language sequence courses to specify "C or better" in prior course. Progress reported: • Complete. All sequenced courses revised and approved through curriculum processes as of 2018SP. **Develop language immersion programs, such as study abroad, in conjunction with other offices in the college.** Progress reported: ● In progress. Lauren Nehlsen, Director of International Education and Programs, is regularly invited to Spanish classes to present student opportunities for study abroad. Several Spanish students have completed part of their coursework in Costa Rica and Spain. ● Instructor of Japanese Miho Nakagawa collaborated with the International Office regarding a Japan/US exchange program. ● Sabine Woerner, the German instructor, has collaborated with the Culinary Arts Department with their Austrian exchange program. ● Lastly, there was an Italian Language and Culture program in Urbana, Italy under development for summer 2020, but this was cancelled due to COVID-19. **Explore development & creation of a Language Lab to promote learner independence and a language-rich culture within the college, to be competitive with other institutions of higher education.** Progress reported: • Running as of 2019. • Developed a "right size" low-cost funding request, identified location, and met with business services, IT and other staff prior to instructional equipment allocation decisions. • Program faculty consulted with ESL director to identify potential synergies. • Lab is planned to be open to all ESL and modern language students, fostering a community of learners that could benefit from each other's strengths. • 2 student workers are supervising the installations and assisting students. **Explore the possibility to offer *Spanish for Educators* in consultation and communication with the Continuing**

Education division and with the Education and Early Childhood Education programs at the college.

Progress reported:

- An MOU was approved with District 300 to offer Spanish for Educators at a satellite location for summer 2018, but was cancelled due to low enrollment.
- Challenge to offer workshops at dates and times that are convenient for foreign language instructors from area schools.

Consider expanding French courses to the online format.

Progress reported:

- Cancelled. Not feasible at this time; revisit in next program review cycle. Challenge in training instructors and preparing D2L to be online-ready.
- As of fall 2019, the new French instructor has adopted D2L and uses an online platform to complete homework assignments; additional development would be needed to bring the work online.
- German and Chinese instructors would consider teaching in the hybrid format.
- As of Spring 2020/COVID-19 remote all language courses that were offered moved to a distance teaching format. Modern Languages faculty used Spring break as a time to rethink their classes. German uploaded course materials in Google Classroom. Other faculty used D2L. Modern Language faculty used D2L Virtual Classroom, others used Google Meet or Zoom to deliver instruction. Everyone was able to complete the semester with positive results. In the summer, 1st level language courses in Chinese, German, French, and Japanese were developed as online classes in preparation for a largely remote fall 2020 (and they were offered with regularly scheduled synchronous meeting times). Spanish 202 was developed as an online class, too – also offered with synchronous meetings.

Explore potential to expand dual-credit opportunities for high school students in other languages, for example, German.

Progress reported:

	- Complete. Dual credit enrollments are increasing in Japanese and Spanish courses, largely attributable to Accelerate College program. - Scheduling is very challenging for courses taught only by adjuncts. Difficult to find qualified adjuncts who are available at the needed times. - German instructor changed her teaching schedule and she currently has students enrolled in German that are part of the Dual Credit Program. Chinese instructor is interested too in changing her schedule to increase enrollment - Rodrigo Lopez, Assistant Dean of School Partnerships, has been informed of the interest of Modern Languages to be part of the Dual Credit Program. Dual credit offerings for AY2020-21 are under revision and will consider additional Modern Languages like Chinese and intermediate Japanese. - The program has been working with Dr. Mary Perkins, Dean of College Transitions and Secondary Partnerships to develop a pathway for School District U-46 Dual Language program students to earn college credit while attending high school. There are over 11,000 students in the district's dual languages program, which was recently expanded to include high school students. The district seeks to provide relevant college courses in Spanish that would position these students to minor in Spanish when they earn their bachelor degrees. **Explore the development of a relationship with a university in Russia for exchanges (based on expressed interest).** Progress reported: - Deferred. MOU with Ural Federal University signed, but due to a challenging political climate and fiscal challenges in both countries, the process is on "pause" right now. **Explore strategies for increasing enrollment in critical languages (e.g. Hindi, Chinese).** Progress reported: - Deferred. There is a new instructor of Chinese and opportunities with the Dual Credit program and/or teaching in the hybrid format are being explored.

Explore development of learning communities with other subject areas within the division, such as History or Political Science, for higher-level Spanish Courses. This would provide opportunities for Heritage Speakers to take more courses at Elgin Community College.

<u>Progress reported:</u>

- Deferred, though the Modern Language Department works closely with the History and Political Science Department. For instance, advanced Heritage Speaker students have been recommended to translate for an Oral History Project within the History Department.
- There have been conversations about teaching bilingual classes as well, but for the moment there are no short-term collaborations planned.

Identify opportunities for program faculty to present at national conferences.

<u>Progress reported:</u>

- Full time faculty and most adjuncts regularly attend national conferences on the teaching of foreign languages as part of their professional development. Presenting a proposal and preparing a paper would suppose a burden more than a learning opportunity.

Expand workshops for language instructors to include K-12 level.

<u>Progress reported:</u>

- Cancelled.

Offer language-specific and general workshop to Modern Languages instructors.

<u>Progress reported:</u>

- Cancelled. All Modern Languages instructors have the chance to benefit from professional development opportunities on campus and outside campus. Most Modern Languages faculty regularly attend language-specific workshop and events.

Develop a certificate in Spanish for Medical Personnel.

<u>Progress reported:</u>

- Complete. Program worked with Health Professions to gauge interest/need and packaged two existing courses to create a 6-hour certificate that can be completed online in one semester. Effective 2018FA.

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?	Institutionally, degree requirements are vetted through the faculty-led Curriculum Committee and approved proposals are forwarded to the Vice President. Within this proposal process, initiators are encouraged to review implications and discuss potential changed with the affected division's faculty and administration. Where relevant, data is provided by Institutional Research to inform discussion and decisions. Otherwise, program faculty assume ownership of course content which is maintained on the master course outline housed within CurricUNET and displayed within the college catalog. Changes follow and approval work-flow which includes the Curriculum and Assessment departments, the deans' office, Transfer Coordinator, Advising and the Curriculum Committee. Program faculty are encouraged to consult with others on specific details, such as for applicability of various basic skills pre-requisites in math and literacy, and for IAI or other transfer implications. Section syllabi are expected to reflect the current course description and learning outcomes.
1.2 How will students be informed or recruited for this discipline?	Modern languages has experienced a decline in enrollment, following college-wide patterns. To respond to this situation, the program has increased self-promotion of its courses and certificates through flyers and posters. The program is always present during Open House events, gives presentations at local high schools and works with the Assistant Dean of Partnerships to attract new students. The Director of Transfer Serviced is invited to SPN-202 to talk about transfer opportunities. Students at the intermediate level are strongly encouraged to complete a minor in a foreign language. The number of credits to complete a minor in a foreign language varies depending on the 4-year institution, but it is usually between 4 to 6 courses beyond SPN-202. The college also informs students of the potential to earn credits via proficiency testing. Those with robust levels of fluency in an additional language can earn college credits

	towards a degree. The recent addition of RUS-102 Elementary Russian II was done more so to articulate the credit than to offer a second level of classroom instruction.
	Program faculty take unique opportunities to discuss the benefits of learning additional languages as a way to promote the courses. In February of 2020, ML faculty were invited to organize a round table as part of Elgin Community Colleges Bill Pelz' Global Speaker series to discuss the state of modern language education in the U.S.
	Professors in the department also attended a faculty roundtable offered at DePaul University to facilitate community colleges students that want to transfer to DePaul. The coordinator then invited DePaul Modern Languages Academic Advisor Corban Sanchez to visit Elgin Community College and present the Spanish minor requirements to our students.

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?	New courses include:
	• SPN-271: Latin American Civilization, Summer 2020
	• SPN-275: Intro to Spanish Literature, Summer 2020
	    o These advanced courses will broaden opportunity for advanced language students in the district, and mirror what is available at 4-year schools.
	• RUS-102: Elementary Russian II, Summer 2018
	    o This addition allows additional opportunities for proficiency credit.
	The courses that currently have IAI status are SPN-202, FRN-202, and GRM-202. Additionally, SPN-251, 271 and 275 have been submitted for consideration.
	
	The new certificate of Basic Spanish for Medical Personnel gives the opportunity to those students that want to work in the medical field an additional skill to serve better the patients in a highly populated Hispanic community. Other courses related to Spanish in the professions such as Law Enforcement and Teaching have been considered.
	
	There is a Proficiency Test for many languages: Chinese, French, Italian, German, Japanese, Russian and Spanish. Students that take the proficiency test tend to be heritage speakers. Students can take the proficiency exam for one or more of the four courses that form the beginner and intermediate level sequence: 101, 102, 201 and 202. Students can earn up to 16 credits if they pass 202, the fourth semester level. Earning credits in this fashion can

	help students complete their college requirements and receive their associate degree in a timely manner. Full time faculty is working with Aurora University to accept transfer credit from students who have earned Spanish proficiency.
	Although there is an important Hindi community in the Northwestern suburbs, and this language makes Elgin Community College's language program different than other schools, it will be withdrawn from the course offerings due to low enrollment. The program will also consider the withdrawal of the upper-level French and German courses beyond the 202 level.
	The department mirrors modern and world languages programs in similar institutions in Illinois which tend to focus on beginner and intermediate courses as transfer students continue with upper-level courses at the destination school. Some changes are starting to occur opposite this pattern. Local school district U-46 is collaborating with the College to develop a pathway for its Dual Language program students. This program is very large, and growing – with 11,000 students in the U-46 K-12 pipeline by FY21. By high school and certainly by college, many students will be ready for advanced courses beyond the intermediate 201/202 sequence. The newly designed literature and culture courses will provide students with opportunities for deepening their studies in Spanish through humanities and fine arts. The program intends for these courses to satisfy general education degree requirements, and currently is seeking articulation.
	Also related to arrangements for high school students, the U-46 district is going to adopt a new Assessment of Performance toward Proficiency in Languages (AAPPL) exam. This test should be evaluated to see if it meets the program criteria for Elgin Community College.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	As of the 2019/2020 catalog, the Modern Languages program has 47 active courses. The highest enrolled include SPN-101: Elementary Spanish I and SPN-102: Elementary Spanish II.
	Sections are scheduled keeping in mind students' interests first. For instance, German classes moved from the evening to the morning/early afternoon. Japanese classes and a Spanish class are now offered in a hybrid format.

Indicator 2: Cost Effectiveness	Response
	A special section of SPN-101 for culinary students is coordinated at a time when students have finished with their classes in that discipline. The review of the program reinforces the expected need. There is stability in Spanish and first semester courses in other languages. There is a decrease in the enrollment in some of the intermediate and upper level classes, a reflection of what is happening in the rest of the programs in the country. Further patterns will be discussed in the Performance and Equity section later in this report.
2.1 What are the costs associated with this discipline?	
a. What are the primary costs associated with this discipline?	Revenue from tuition/fees is more than sufficient to cover the primary expense – faculty salary and benefits. The program operates with a surplus. For FY19, that surplus was $76,678.41.
b. How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall?	This is similar to other transfer programs in the division, though the surplus is smaller for Modern Languages.
c. How many full- and part-time faculty are maintained for this discipline?	As of FY18, the Modern Languages program staffed 2 full-time and 6 part-time faculty members. Full-time faculty taught 67% of the total credit hours for the year *(Source, IR Tableau Dashboards: Faculty Hiring Prioritization/Departments)*.
2.2 What steps can be taken to offer curricula more cost-effectively?	The program is already very lean. The cost of printing has been reduced over the review period. The core elementary and intermediate level courses are four credit hours, so already they are more expensive for students. Faculty strive to find ways for students to save money with textbooks and eLearning platforms: • The department has negotiated with the publishers a grace/trial period of two to three weeks when students can use the electronic textbook and online platform so they don't miss any homework at the start of the term. • When the new textbook for Elementary Spanish was adopted, Spanish faculty negotiated with the publisher a donation to the Elgin Community College Foundation to help students interested in languages.

	• Curriculum is arranged so that students can use the same textbook in different semesters of the elementary to intermediate sequence. • If the student only takes the class for a semester, he/she can purchase only the portion of the book that is needed or the e-book at a lower price. • Some languages (French, Japanese, and Spanish) require students to purchase an access code to complete homework through an online language learning platform. Students can purchase access to the code for just one semester, or for three or four semesters at a lower cost. • Students need a computer and headphones to complete online assignments. If they do not have this hardware, they can use the computers that are in the Language Lab or in the library.
2.3 Is there a need for additional resources?	The program operates in a cost-efficient manner, and currently needs few resources beyond smart classrooms, teachers and student workers running the language lab. The language lab has only been opened for a short period of time. Once we regular classes resume after COVID-19, it may be expanded if proven successful.
Indicator 3: Quality	**Response**
3.01 What are the program's strengths?	The program strives to serve the students and to help them to succeed. It strives to fulfill expanding needs for coursework in the community as Elgin Community College is a recognized Hispanic Serving Institution. This is exemplified by the certificate for medical personnel, the contextualized section of SPN-101 for culinary students, the course for heritage speakers, the new literature and culture courses, and the establishment of the Language Lab. The language lab opened in Fall 2019 and was showing success in helping students. Approximately 90% of the students in SPN-101 and 102 visited the language lab at least once last fall semester. Approximately 80% of these students visited the language lab at least three times during the last fall semester. The lab is run by bilingual student workers, which provides them a unique work experience as well. Students visited the lab to 1) complete homework, 2) create study groups, 3) perfect their pronunciation skills with student workers and 4) prepare oral presentations. Students tended to visit the lab before an upcoming course

	deadline, such as an oral presentation or chapter test. The lab space is limited to six students who need to sign up to use the facility. An innovative means to further support language practice was introduced recently and will be discussed further in item 3.6 below. Last May, the instructor of German received an outstanding German Educator Award sponsored by Klett Publisher from the American Association of Teachers of German.
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	There are online sections for the beginner and intermediate Spanish sequence (101/102) and the two Spanish for Medical Personnel courses (171/172). SPN-251 and JPN-101/102 are offered in a hybrid format. The majority of the program's courses are in the standard 16-week format with the exception of the Spanish for Medical Personnel certificate courses. These are online and run in an 8-week back-to-back format so students can earn the certificate in one semester. Due to the COVID-19 remote pivot, Chinese, German and French-101, as well as Spanish-202, are being developed as online courses to meet students' needs. One of the full-time faculty in the program is part of the Honors Committee and it is exploring the possibility of teaching Spanish as an honors class, but there is nothing definitive as of yet.
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?	Enrollment, success and retention data from Institutional Research is disaggregated by modality. Programs are also given college averages for face-to-face, hybrid, and online sections of transfer and career-technical courses for benchmarking. Generally, retention and success rates in online sections are somewhat lower than face-to-face, but this is not always the case. Instructional designers are available to assist faculty in the design, implementation and improvement of their offerings. Prior to COVID-19, instructional deans work at a strategic level to plan which courses are in need of online development to advance college goals. Through Spring and Summer 2020, the college and faculty are going to great lengths to ensure that quality teaching and learning can thrive during the immediate uncertainty.
3.3 What assessments does the discipline use to measure full-time	All classroom evaluation processes are guided by the college's contract with the faculty union (ECCFA) and the mutually negotiated Faculty Evaluation Handbook.

and adjunct instructor performance in the classroom?	Techniques include observation/feedback and self-assessment on various schedules depending on the employment type of the faculty member.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	There are various and plentiful professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects through the Center for Enhancement of Teaching and Learning (CETL). Even in light of recent travel restrictions and other financial constraints, many faculty utilize professional development funds to attend conferences in their discipline.
	Within the Modern Languages program, full-time faculty and several instructors are members of the American Council of Teachers of a Foreign Language (ACTFL). Spanish and French faculty attended the last ACTFL convention in Washington DC in November of 2019. Chinese, German, Japanese and French adjuncts are members of regional and local organizations in the teaching of their respective languages and attend their conferences, presentations and workshops regularly. These events give faculty the chance to network and participate in training sessions, focus groups or workshops. ACTFL offers presentations targeted to community colleges faculty specifically.
	The Instructional Coordinator is in contact with the adjuncts. He completes class observations for new adjunct faculty and provides feedback. He assists them and gives advice. For instance, when the adjuncts want to change their textbook, he puts them in contact with the publishers and suggests new textbooks. He also invites them to get involved in program initiatives that can enhance student learning, like the use of the language lab. He also supports their initiatives. For instance, the idea of the French adjunct to create a French Club.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No faculty from the Modern Languages program has been involved in IAI panel review.
3.6 How does the discipline identify and support "at-risk" students?	Modern language courses are student centered and promote the creation of study groups. The new Language lab discussed above in item 3.01 fosters that learning-centered environment outside of the classroom where the learner

	can feel comfortable and without fear of judgment, and where the use of text, video and audio help the student focus. Language labs can also improve individual skills because students focus on the rhythm and stress patterns of the language. Students are learning without fearing disturbing other students, which could occur in a computer lab or library. Also, reading and writing skills can benefit of this environment because the attention of the learner is focused on the task and the learners are making use of their own time, allowing for more concentration and using interactive lessons. When normal operations resume after the COVID-19 disruption, the program will compile and analyze usage data from the Language Lab to optimize the use of the lab and assess its effectiveness. Online classes have the lowest success and retention rates. There is a direct conversation between faculty and the program coordinator to help those students succeed. Some of the strategies implemented have been 1) to implement a new learning platform *Vista Higher Learning* (VHL) 2) to include D2L and VHL tutorials and 3) to implement self-regulated learning strategies. One unique challenge in online language courses is practicing oral skills. Doing so synchronously in a standard online course is challenging and complicated to orchestrate. The new VHL platform includes a voice recognition so the system can guide the students on how to pronounce a word correctly and presents a series of activities where students can have a conversation with an avatar. Faculty of course also participate in standard student support systems such as Spartan Alert, tutoring, and Wellness Services.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Success in language courses is predicated on accurate placement. The program has a close relationship with the Testing Center and Advising to assist students who need to choose the correct course level, as well as to seek proficiency credit when warranted. Placement and proficiency exams run smoothly and efficiently due to this close collaboration. The specialized opportunities for culinary and health professions students also speaks to the cross-divisional integration of the program, as well as the inclusion of ESL students within the Language Lab. The instructional coordinator works closely with the Assistant Dean of School Partnerships to align

	expectations, develop and communicate dual credit opportunities, and promote the advanced opportunities through Elgin Community College, as well as what is possible at a four-year institution.
3.7.1 What partnerships or collaborations have the program established to increase quality?	The recent collaboration between Modern Languages and the growing dual language program at schools within the U-46 school district has improved the quality of both programs. U-46 has developed a new curriculum for 11,000 students across 42 schools, and nearly 11,000 students are enrolled in that program. They approached the department at Elgin Community College to provide curricular articulation that can meet the needs of these bilingual, bi-literate and multicultural students. The recently created upper-level courses in literature and culture (SPN-271 and SPN-275) aim to serve dual-language students in U-46, but Elgin Community College is exploring to also offer the courses on its campus as well.
3.8 What does the discipline or department review when developing or modifying curriculum?	Modern languages is a small department. There is good communication between faculty and its administrators. If there is a finding that identifies a need to make a change in the curriculum it is discussed and implemented. Several prerequisites and placement recommendations have been updated to support student success over the review period. Sample syllabi are being created for two of the new courses, SPN-271/275 to submit them for IAI articulation.

Spanish is the only discipline in the program taught by more than one faculty. To standardize different sections, the program has decided that all faculty will use the same textbook and cover the same number of chapters. Syllabi for Spanish courses are very similar, as well as course content and grading policies and procedures.

The program is open to contextualizing course content for students. While the Spanish for Medical Personnel were unique courses, the coordinator has worked with the Culinary Arts program to design and offer a special section of SPN-101 (a degree requirement) to meet the needs of Culinary Arts students, who previously have had lower success and retention rates in the course. The Instructional Coordinator is piloting a section of SPN-101 which in addition to basic vocabulary and grammar, students learn vocabulary related to their field such as food, ingredients, kitchen utensils, etc., and explore Hispanic gastronomy in the community and in the Hispanic world by completing a series of activities. For example, students will demonstrate their verbal skills by making a presentation on a traditional |

	dish in Hispanic cuisine and will develop written skills by researching and writing on the biography of a famous Hispanic chef.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Pre-requisites for current courses across the language courses were added last year; students must earn a C or better to progress to the next in-sequence course. Correct placement precedes success. The program implemented a Placement Test for Chinese, French, Italian, German, Russian and Spanish. The test is not required although students are encouraged to take it before they sign up for a class or before they take the Proficiency Test. Matching college-wide patterns, online sections have the lowest success and retention rates. There is a direct conversation between faculty and the program coordinator to help those students succeed. Some of the strategies implemented have been 1) to implement *Vista Higher Learning* (VHL), a new learning platform 2) to include D2L and VHL tutorials and 3) to implement self-regulated learning strategies.
3.10 How does the college determine student success in this discipline? What assessment methods are used to ensure student success?	The Modern Language program follows the national standards set by the American Council of Foreign Languages, that are the same standards followed in the K-12 system and higher education institutions. All faculty in the program attends ACTFL or regional modern language conferences and are up to date in the research of the teaching in the field. Courses follow the communicative approach. A successful Modern Languages student must demonstrate that they have met the course outcomes stated in the syllabus. Student success indicates some level of acquired linguistic competence as well as exposure to and reflection on other cultures. Student success is measured by the final grade and is assessed through the use of rubrics to evaluate the level of competence achieved in reading, writing or speaking in the target language. Classroom activities and assignments and activities based on the National Standards and Proficiency Guidelines developed by the ACTFL. These standards propose that foreign language programs should strive to promote student achievement in five core areas of foreign language study. These standards, commonly known as the "five Cs" are: Communication, Cultures, Connections, Comparisons and Communities. Modern Languages course outcomes

	are based on ACTFL guidelines. Although there is some variation depending on languages and level, the outcomes are common. While the department shares some commonality, we value academic freedom and encourage instructors to develop their own materials in order to improve the quality of their teaching.
	There are many ways to measure students' language abilities. There are direct (oral presentations or written compositions) and indirect (multiple choice/fill-in-the-blank) methods. While the latter focus on language recognition or controlled production, direct assessment allows the instructor to see how students are using the language in context and require performance of the language. A combination of all these forms of assessment are used in the classes through the use of diverse assessment methods, such as quizzes, exams, oral presentations and short essays.
	Additionally, Spanish classes include self-assessment and self-reflection tools as part of the coursework. Students complete different self-advocacy tasks where they reflect on their learning. There are daily reflection contributions and weekly self-assessment exercises. Self-regulated learning strategies have been implemented in some online courses.
	All regularly offered language courses complete course plans and assessments on a regular basis within the college's formal process. During the second part of this five-year cycle, following the recommendation of the Manager of Outcomes Assessment, faculty focused on the specific goals of the courses that were assessed. For instance, they focused on reading comprehension, listening and speaking. That permitted faculty to take a closer look at our direct and indirect assessment methods, the feedback the students receive, and make changes. For instance, 1) making sure students understand the directions of the assignment, 2) asking them to explain the rubric that is going to be used and 3) changing the rubric when needed.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The program identified that student success and retention rates are lower in online classes. As a result, the program has decided that only full time faculty should teach those classes. COVID-19, however, is presenting a different challenge going into Fall 2020. The college is organizing training for all faculty over the summer.

	Other measures that full time faculty have discussed and implemented are: 1. Students that take foreign language classes online have to watch the D2L tutorials during the first week of the semester. Students enrolled in SPN-101, 102 and 201 have to watch a video that explains how *Vista Higher Learning* (VHL), the online platform used in those classes, works. 2. Full time faculty identified one of the problems in online classes has to do with the students' time management and lack of motivation. Our program has started implementing self-regulated learning strategies, helping students to set short-term, manageable goals and to establish a personal connection with those goals. Additionally, faculty give the students different learning strategies (speaking, reading, and listening) throughout the modules of the course. To promote student retention, the Instructional Coordinator negotiated a package with the textbook publisher. The same textbook is used in the first 3 semesters of Spanish (101, 102, and 201) and the access code for VHL is valid for 3 consecutive semesters. This way, students that take SPN-101 don't have to purchase any textbook in the next semesters. The program looks forward to studying the effects of other initiatives, such as the Language Lab, Culinary section of SPN-101, and development of dual-credit coursework with U-46.

List any barriers encountered while implementing the discipline.

- The two full-time faculty meet regularly and discuss different ideas to promote student success. They would like to have more involvement with the adjunct faculty as a whole department, but it is harder since most of them teach at other institutions and are only on campus once or twice a week.
- We live in a global economy. According to the Council of the Foreign Relations "The global economy is shifting away from the English-speaking world" and this should be an advantage for the languages program. However, keeping enrollment numbers up can be a challenge. NBC News published in 2018 that "in the last five years, the demand for employees in the United States who know more than one language has more than doubled." Students need to understand the importance of foreign languages in an economy where more and more employers demand bilingual skills in their employees.
- As discussed, the program knows that the online environment presents unique challenges for language learning. Fall 2020 will be a critical period to pull together strategies and supports to ensure continued student success.

- Scheduling sections to meet student need and match instructor availability has been a challenge.
  - Face-to-face Spanish sections are only offered during the day. One section used to run in the evenings but would be cancelled due to low enrollment. Most traditional students prefer daytime classes, so the department tries to offer section during the day.
  - Some language courses are only offered in the evening due to instructor availability, including Japanese, Italian and French.
- Enrollment is shrinking in the upper-level courses, particularly for the non-Spanish languages.
  - In languages other than Spanish, it may be necessary to offer the Intermediate courses as independent study.
  - Within the beginner sequence, it also may become necessary to limit the 101 course to the fall and 102 to the spring, which may slow some student progress.

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

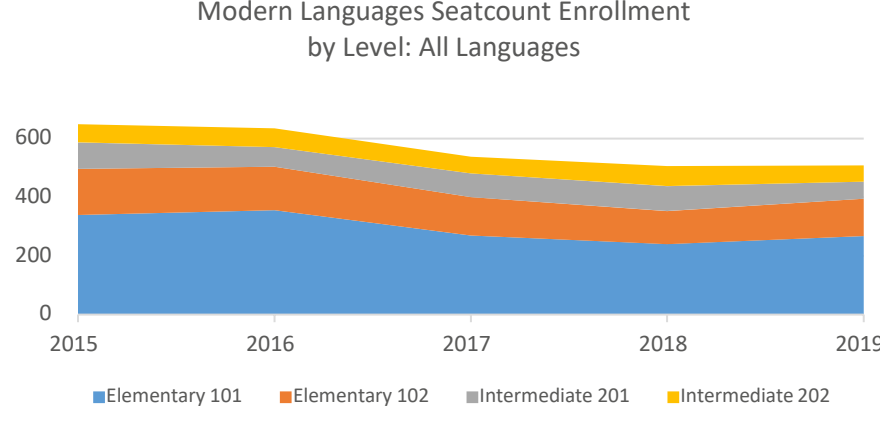| Academic Discipline Area	Modern Languages
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	**ENROLLMENT** The program has experienced a slight decline in the last five years matching the general pattern for the college, each down 16% in credit hours since 2015. Enrollment vary by language and Spanish accounts for approximately three-quarters of the program's total seat count enrollment: Enrollment is most stable in the beginner Elementary sequence (101/102), but then declines after the first two semesters as students' progress to the Intermediate courses (201/202). Many transfer students may only need two semesters to fulfill requirements for a bachelor's degree. In languages other than Spanish, it may be necessary to offer the Intermediate courses as independent study.
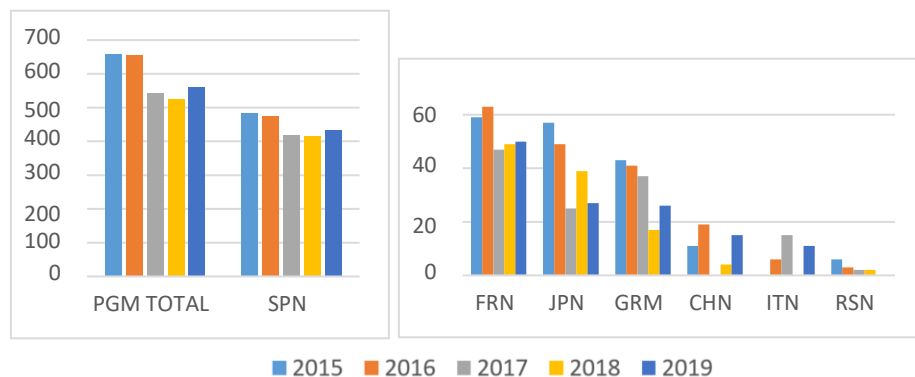
Modern Languages Seatcount Enrollment by Level: All Languages

Legend: Elementary 101, Elementary 102, Intermediate 201, Intermediate 202

SUCCESS & RETENTION

In the last 5 years, the Modern Language Program average regardless of instructional modality in student success is close to 70%. Retention rate is over 80%.

By languages, the lowest success rates are in Spanish, which as mentioned accounts for approximately 75% of program enrollment. This lower rate is not unexpected as Spanish is also the only language in the program that has online classes (prior to COVID-19), where the success rate is lower. Success rates in Chinese, French, German and Russian are above the school average. Success rates tend to be higher in intermediate/upper level classes. Spanish face-to-face sections are on par with the school's average for the modality.

Student success and retention have improved in the last couple of years. The program is analyzing the effects of the use of the language lab in Spanish classes. So far numbers are positive.

Course-level results will be discussed below.

PE.2 Overall Comments Regarding Equity within the Program	Programs consistently review disaggregated course success rates by modality to compare outcomes between face-to-face and online sections. Additionally, CTE programs have examined the demographics of program completers as compared to enrollees.
	Recently, the college has begun leveraging data dashboards with Tableau software created by Institutional Research to explore additional cuts from an equity lens. This data is something new to many academic disciplines and opportunities will continue to be designed to help faculty understand their own patterns, investigate unique patterns, and strategize targeted improvement efforts. For this report cycle, disaggregated success data was provided for the program as whole compared to the division and the primary course type (CTE or transfer), and for the top enrolled course, showing side-by-side rates for race/ethnicity groups, gender, and Pell-status (a proxy for low income). To ensure sufficient n-sizes, results were compiled across a 5-year time period.

	Within the Modern Languages program, the issue of equity has been discussed in the last few years when the creation of a language lab was proposed. Modern language faculty agreed that a language lab is key to promote student success in all Elgin Community College students, especially those who may not have easy access to technology and/or lack technical know-how. They also agreed that the language lab can increase the possibility of integrating Service Learning in language courses by encouraging ESL students to use the Modern Language Lab and also by using student workers employees who are heritage speakers or native speakers of the languages taught at Elgin Community College.
	Enrollment in terms of race/ethnicity, gender and economic situation are similar for the program as compared to the school and the division, with just slightly more white students and slightly less Latinx students than the division and college.
	As mentioned above in PE.1, Spanish has lower success rates than the other languages. For SPN courses, White, Asian and Latinx students score higher than African-American students, matching the division and college patterns. It is noted this group of students also is the smallest percentage of enrollment, averaging 5%. The differential between genders matches other patterns, with female students doing slightly better. For Pell-eligible students (the proxy for low-income), the differential is wider in Spanish and SPN-101 than for the division and other transfer courses. The program faculty would like to see a similar analysis based on student age, as there seem to be a good number of students who are returning adults.
PE.3 Dual Credit Opportunities	The following districts and private schools allow students to partake in Spanish, Japanese and German: District 300, District 301, District 303, U-46, Cambridge Lakes Charter School and The Einstein Academy. Instructors in other languages are also interested in being part of this program with Elgin Community College. Highest enrollment is in Spanish, followed by Japanese and German. Students tend to do very well in this setting, which is expected since the access to the Dual Credit program is competitive.

Curriculum Data

Course Title	CHN-101: Elementary Chinese I
Course Description	Elementary Chinese is a beginning Chinese language course designed for students with no or minimal knowledge of Chinese. The course is built on a framework established by National Standards' 5C goal areas: Communication, Cultures, Connections, Comparisons, and Communities. The class uses a communicative approach to engage students in the learning process Students will engage in functional and communicative activities to practice listening, speaking, reading and writing skills. The focus is to improve students overall ability to understand and use the language accurately and appropriately, and demonstrate understanding of contemporary Chinese life and culture.

	FY15	FY16	FY17	FY18	FY19

Number of Students Enrolled	11	8	0	2	10
Credit Hours Produced	44	32	0	8	40
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	64%	67%		100%	90%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, EIU 3/17/20, SIUC 3/16/20				
How does the data support the course goals? Elaborate.	Some of the changes in enrollment were somewhat expected. For instance, after the former Chinese instructor left in 2016, the department needed some time to find a qualified instructor of Chinese. Numbers in Chinese were low the year the instructor started teaching at Elgin Community College. That is normal, since Chinese wasn't offered for a year. Last year numbers went up and they are similar to 2016. Success in the past two years has been excellent.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	CHN-102: Elementary Chinese II
Course Description	Elementary Chinese II is the second level of our sequence designed for students with no or minimal knowledge of Chinese. The course is built on a framework established by National Standards. The class uses a communicative approach to engage students in the learning process. The focus is to improve students overall ability to understand and use the language accurately and appropriately, and demonstrate understanding of contemporary Chinese life and culture.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	11	0	0	5
Credit Hours Produced	0	44	0	0	20
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		70%			83%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, EIU 3/17/20, SIUC 3/16/20				
How does the data support the course goals? Elaborate.	It is expected that enrollment for the subsequent courses in a sequence would follow and be lower than that for the prior course. Success rates are in a comfortable range.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	CHN-201: Intermediate Chinese I				
Course Description	Intermediate Chinese I is the third level of our sequence designed for students with elementary knowledge of Chinese. The course is built on a framework established of National Standards. The class uses a communicative approach to engage students in the learning process. The focus is to keep improving students overall ability to understand and use the language accurately and appropriately, and demonstrate understanding of contemporary Chinese life and culture.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	1	0
Credit Hours Produced	0	0	0	4	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100%	
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, EIU 3/17/20, SIUC 3/16/20				
How does the data support the course goals? Elaborate.	It is expected that enrollment for the subsequent courses in a sequence would follow and be lower than that for the prior course. The one enrolled student successfully completed the course.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	CHN-202: Intermediate Chinese II				
Course Description	Intermediate Chinese II is the fourth level of our sequence designed for students with elementary and some intermediate knowledge of Chinese. The course is built on a framework established by National Standards. The class uses a communicative approach to engage students in the learning process. The focus is to keep improving students overall ability to understand and use the language accurately and appropriately, and demonstrate understanding of contemporary Chinese life and culture.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	1	0
Credit Hours Produced	0	0	0	4	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100%	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU 2/14/20, EIU 3/17/20, SIUC 3/13/20				
How does the data support the course goals? Elaborate.	It is expected that enrollment for the subsequent courses in a sequence would follow and be lower than that for the prior course. The one enrolled student successfully completed the course.				

What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	FRN-101: Elementary French I				
Course Description	Designed for students who have no previous background in French. Includes essentials of grammar, pronunciation, and practice in sentence structure, elementary composition and conversation. Emphasis is placed on the acquisition of the following skills: listening, speaking, reading and writing.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	23	20	16	16	20
Credit Hours Produced	92	80	64	24	80
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76%	62%	88%	83%	80%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/16/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Language courses have their highest enrollment in the first semester (101) classes. Success rates have been higher than the transfer average with one exception in FY16.				
What disaggregated data was reviewed?	None at this time.				
Were there identifiable gaps in the data? Please explain.	N/A.				
Course Title	FRN-102: Elementary French II				
Course Description	Continuation of FRN-101: Elementary French. Four hours of presentation, discussion and practice.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	12	15	11	9	7
Credit Hours Produced	48	60	44	36	28
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	69%	73%	90%	100%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/16/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	It is expected that enrollment for the subsequent courses in a sequence would follow and be lower than that for the prior course. Success rates are in a comfortable range, showing an increase over the past few years.				

What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	FRN-201: Intermediate French I				
Course Description	Builds on FRN 101 and FRN 102 grammar aspects and vocabulary review. Specifically focuses on more complex grammar concepts, composition, vocabulary building and conversation.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	11	13	10	12	12
Credit Hours Produced	44	52	40	48	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	83%	78%	91%	100%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/16/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	It is expected that enrollment for the subsequent courses in a sequence would follow and be lower than that for the prior course. Success rates are in a comfortable range, and very high for three of the past five years.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	FRN-202: Intermediate French II				
Course Description	Includes general grammar review of structure and most verb tenses. Presents additional tenses to complete the French verb system. Expands vocabulary and integrates composition exercises. Oral presentations and written assignments will be based on language and cultural audio and video tapes. The reading of short stories, novels, plays and/or poetry by French authors may also be assigned in preparation for class discussion.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	13	15	10	10	11
Credit Hours Produced	52	60	40	40	44
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	79%	82%	89%	90%
IAI Status (list code)	H1 900				

How does the data support the course goals? Elaborate.	Enrollment has been predictably stable. Success rates have also been higher than average, a good finding as this course meets a general education degree requirement.
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	FRN-211: Conversational French I
Course Description	This conversation course allows students to use basic language skills learned in elementary French classes. Students develop confidence in speaking as they interact with each other and with instructor in French. Guidance is provided for discussion topics, vocabulary use and grammatical structure, but, explanations are kept at a minimum.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	2	0
Credit Hours Produced	0	0	0	6	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				*	
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/16/20, EIU 3/17/20				

How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal. * Success data not available; Likely an early drop or incomplete.
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	FRN-212: Conversational French II
Course Description	Students aim at becoming more fluent speakers, as all conversations in class will be in French. Specifically assigned discussion topics focus on expanding vocabulary use and gaining confidence in the application of grammatical principles.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					

Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/16/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	FRN-261: French Conversation Composition				
Course Description	Intensive work aimed at developing speaking and writing skills. Considerable attention paid to spontaneous conversation styles and precise composition work. The increase of comprehension skills will be supported by the use of audio and video tapes and films.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/16/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	FRN-262: Advanced French Composition Conv				
Course Description	Continuation of FRN 261, French Conversation and Composition, with emphasis on compositions based on literary works of major authors, current newspapers and periodicals.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					

Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/16/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	GRM-101: Elementary German I				
Course Description	Designed for students who have no previous background in German. Includes essentials of grammar, pronunciation, and practice in sentence structure, elementary composition and conversation. Emphasis is placed on the acquisition of the following skills: listening, speaking, reading and writing.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	16	16	9	3	12
Credit Hours Produced	64	64	36	12	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78%	94%	58%	100%	92%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 4/3/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	German experienced a decline in the beginners' courses in 2017 and 2018. These courses were offered only one day a week in the evenings, probably not very convenient for our students' schedules. Since German started being offered during the day twice a week numbers are going up again. With the exception of one year, success rates have been above average.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	GRM:102 Elementary German II				
Course Description	Continuation of GRM 101, Elementary German.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	13	10	8	2	10
Credit Hours Produced	52	40	32	8	40
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%

Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/16/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	It is expected that enrollment for the subsequent courses in a sequence would follow and be lower than that for the prior course. Success rates are stellar.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	GRM-201: Intermediate German I				
Course Description	Includes grammar review from GRM-101 and 102. Specifically focuses on more complex grammatical concepts, composition, vocabulary building and practice in conversation. Supplementary intermediate level material may be read in class or as outside assignments.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	6	6	10	8	2
Credit Hours Produced	24	24	40	32	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	80%	100%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/16/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	It is expected that enrollment for the subsequent courses in a sequence would follow and be lower than that for the prior course. Success rates are stellar.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	GRM-202: Intermediate German II				
Course Description	Course begins with brief GRM-201 grammar review. Additional activities focus on studying and applying increasingly complex grammatical concepts and vocabulary. Supplementary intermediate level material may be read, listened to or watched in class or as outside assignments.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	6	9	10	4	2
Credit Hours Produced	24	36	40	16	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	80%	100%

IAI Status (list code)	H1 900				
How does the data support the course goals? Elaborate.	It is expected that enrollment for the subsequent courses in a sequence would follow and be lower than that for the prior course. Success rates are stellar, a good finding as this course meets a general education degree requirement.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	GRM-211: Conversational German I				
Course Description	Conversational course allowing students to apply basic language skills learned in elementary German classes. Students develop confidence in speaking as they interact with each other and with instructor in German. Guidance is provided for discussion topics, vocabulary use and grammatical structure.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	1	0	0	0	0
Credit Hours Produced	3	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*				
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20,EIU 3/17/20				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal. * Success data not available; Likely an early drop or incomplete.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	GRM-212: Conversational German II				
Course Description	Students aim at becoming more fluent speakers, as all conversations in class will be in German. Specifically assigned discussion topics focus on expanding vocabulary use and gaining confidence in the application of grammatical principles.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**

Number of Students Enrolled	1	0	0	0	0
Credit Hours Produced	3	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%				
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 4/3/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	GRM-261: German Conversation Composition				
Course Description	Intensive work aimed at developing and improving speaking and writing skills. Considerable attention paid to spontaneous conversation styles and precise composition work. The increase of comprehension skills will be supported by the use of audio and video tapes and films.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	GRM-262: Advanced German Composition Conversation				
Course Description	Continuation of GRM-261, German Composition and Conversation, with emphasis on compositions based on literary works of major authors, current newspapers and periodicals.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**

Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIN-101: Elementary Hindi I				
Course Description	Designed for students with no previous knowledge of Hindi. Students will learn the basics of this major national language of India, as well as its historical cultural underpinnings. Essentials of grammar, pronunciation, sentence structure, and elementary composition will be introduced. Beginning level conversational ability will be developed, along with the abilities to read and write Hindi at an elementary level both in its traditional devanagari script and in romanization.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Hindi courses have not run in several years. The series will likely be withdrawn.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	HIN-102: Elementary Hindi II				
Course Description	Continuation of HIN-101. Further development of grammar, pronunciation, sentence structure, and composition. Elementary-Intermediate conversational ability will be developed, along with the abilities to read and write Hindi at the elementary-intermediate level in the devanagari script.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**

Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Hindi courses have not run in several years. The series will likely be withdrawn.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	ITN-101: Elementary Italian I
Course Description	Designed for students who have had no previous background in Italian. Includes essentials of grammar, pronunciation, and practice in sentence structure, elementary composition and conversation. Emphasis placed on the acquisition of the listening, speaking, reading, writing and cultural skills.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	5	15	0	11
Credit Hours Produced	0	20	60	0	44
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		33%	87%		77%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Russian and Italian have experienced low enrollment, first due to difficulty finding and keeping instructors, and then interest and availability of students. Enrollment will always be higher in the first course (101). Additional faculty are being sought, the courses may remain for proficiency credit and independent study.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	ITN-102: Elementary Italian II
Course Description	Designed for continuing students of Italian. Includes essentials of grammar, pronunciation, practice in sentence structure, and continuing elementary composition and conversation. Emphasis is placed on the acquisition of the listening, speaking, reading, writing, and cultural skills.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	1	0	0	0
Credit Hours Produced	0	4	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100%			
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Russian and Italian have experienced low enrollment, first due to difficulty finding and keeping instructors, and then interest and availability of students. Enrollment will always be higher in the first course (101). Additional faculty are being sought, the courses may remain for proficiency credit and independent study.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ITN-201: Intermediate Italian I				
Course Description	This course builds upon your first two semesters of beginning Italian. You will deepen your understanding and further your Italian grammar practice. You will be involved in a broad variety of assignments and activities that aim to improve your proficiency in listening, speaking, reading and writing; and your understanding of Italian culture.				

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Russian and Italian have experienced low enrollment, first due to difficulty finding and keeping instructors, and then interest and availability of students. Enrollment will always be higher in the first course (101). Additional faculty are being sought, the courses may remain for proficiency credit and independent study.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	ITN-202: Intermediate Italian II				

Course Description	This course builds upon your first three semesters of beginning and intermediate Italian. You will deepen your understanding and continue your practice of fundamental concepts and structures in Italian language and culture. You will be involved in a broad variety of assignments and activities that aim to strengthen your proficiency in listening, speaking, reading and writing; and your ability to understand, evaluate, compare, and appreciate many aspects of Italian culture.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				

How does the data support the course goals? Elaborate.	Russian and Italian have experienced low enrollment, first due to difficulty finding and keeping instructors, and then interest and availability of students. Enrollment will always be higher in the first course (101). Additional faculty are being sought, the courses may remain for proficiency credit and independent study.
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	JPN-101: Elementary Japanese I
Course Description	Elementary Japanese I is a course built on a framework established by National Standards five goal areas: communication, cultures, connections, comparisons, and communities. The entire course is taught basically in Japanese except for occasional explanation in English. The classes consist of thematic units, and authentic supplemental materials including web-based contents designed for language and culture learnings. The course teaches students to develop both communication and language learning strategies. The instructor plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of students. The course provides students with frequent opportunities to conduct Web searches, word process, and e-mail in Japanese.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	25	32	16	22	17
Credit Hours Produced	100	128	64	88	68
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	58%	85%	46%	78%	46%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				

How does the data support the course goals? Elaborate.	There has been a general decline in enrollment for his course, particularly when its format moved to hybrid in FY17. There are opportunities for growth in Japanese by targeting dual credit students, since that language is not taught in the district and is a language that interests high school students.
	Success rates have been variable, not unexpected given lower n-sizes which will have more fluctuation. The lower rate in FY17 can be attributed to the change in modality. The program has identified some issues to address that may improve student success: costly publisher learning platform, which impedes access to learning resources, rigid platform restrictions (e.g. test timeframes impede completion). Many students interested in the language also may not have a clear understanding of the demands of language acquisition; assertively implementing early alerts is warranted.
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	N/A
Course Title	JPN-102: Elementary Japanese II
Course Description	Elementary Japanese II is a course built on a framework established by National Standards five goal areas: communication, cultures, connections, comparisons, and communities. The entire course is taught basically in Japanese except for occasional explanation in English. The classes consist of thematic units, and authentic supplemental materials including web-based contents designed for language and culture learnings. The course teaches students to develop both communication and language learning strategies. The instructor plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of students. The course provides students with frequent opportunities to conduct Web searches, word process, and e-mail in Japanese.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	17	11	9	8	7
Credit Hours Produced	68	44	36	32	28
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	92%	89%	67%	100%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	It is expected that fewer students continue into the second course in the sequence. However, it is encouraging to see stronger success rates in the more advanced course.				

What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	JPN-201: Intermediate Japanese I
Course Description	Intermediate Japanese I is the third level of our sequence designed for students with elementary knowledge of Japanese. The course is built on a framework established of National Standards. The class uses a communicative approach to engage students in the learning process. The focus is to keep improving students overall ability to understand and use the language accurately and appropriately, and demonstrate understanding of contemporary Japanese life and culture.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	9	3	0	5	2
Credit Hours Produced	36	12	0	20	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%		100%	100%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				

How does the data support the course goals? Elaborate.	Again, enrollment is lower, but success is now very high.
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	JPN-202: Intermediate Japanese II
Course Description	Intermediate Japanese II is the fourth level of our sequence designed for students with elementary and some intermediate knowledge of Japanese. The course is built on a framework established by National Standards. The class uses a communicative approach to engage students in the learning process. The focus is to keep improving students overall ability to understand and use the language accurately and appropriately, and demonstrate understanding of contemporary Japanese life and culture.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	6	3	0	4	1
Credit Hours Produced	24	12	0	16	4

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%		100%	100%
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, SIUC 3/5/20, EIU 3/17/20				
How does the data support the course goals? Elaborate.	Again, enrollment is lower, but success is now very high.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	RSN-101: Elementary Russian				
Course Description	Designed to give the student a foundation in the grammatical structure of the language with special emphasis on the alphabet, pronunciation, listening practice and reading of simple phrases.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	6	3	2	2	0
Credit Hours Produced	24	12	8	8	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	100%	100%	50%	
Form 13 Status (list signature dates and institutions)	*Articulation pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	Russian and Italian have experienced low enrollment, first due to difficulty finding and keeping instructors, and then interest and availability of students. Enrollment will always be higher in the first course (101). Additional faculty are being sought, the courses may remain for proficiency credit and independent study.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	RSN-102: Elementary Russian II				
Course Description	Designed to give the student a foundation in the grammatical structure of the language with special emphasis on the alphabet, pronunciation, listening practice and reading of simple phrases.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**

Number of Students Enrolled	N/A (new course)
Credit Hours Produced	
Success Rate (% C or better)	
Form 13 Status (list signature dates and institutions)	ISU 3/14/18, NIU 12/19/17, UIC 12/19/17
How does the data support the course goals? Elaborate.	As with other languages, enrollment in subsequent higher level language courses is expected to be lower. This second course, however, allows the college to grant proficiency credit in Russian.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	SPN-101: Elementary Spanish I
Course Description	Designed for students who have had no previous background in Spanish. Includes essentials of grammar, pronunciation, and practice in sentence structure, elementary composition and conversation. Emphasis placed on the acquisition of the following skills: listening, speaking, reading and writing.

		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	Face-to-face	145	174	154	115	131
	Online	114	98	58	80	66
Credit Hours Produced		1,036	1,088	848	780	788
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	Face-to-face	62%	66%	62%	65%	66%
	Online	44%	51%	49%	57%	51%
Form 13 Status (list signature dates and institutions)		SIUC 3/5/20 *Additional articulations pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.		Spanish is the largest language within the college's program and is also the most commonly taught language across the country. Enrollment has fallen, but follows the overall college trend. More students take face-to-face sections than online. Success rates are lower than the program and division average, even when accounting for modality (college average face-to-face is 75%; online average for transfer courses is 61% in FY19).				
What disaggregated data was reviewed?		A section of SPN-101 for the Culinary Arts students is being piloted and their success will be monitored.				

	Modality disaggregation is displayed above. Equity data also supplied course success stats by race/ethnicity, gender, and Pell status for SPN-101.					
Were there identifiable gaps in the data? Please explain.	As described, online success is lower, below the college average for online courses. It is hoped the newly adopted online platforms will assist distance learning, particularly with developing verbal skills. Success by demographics generally follow college patterns – males and Pell-eligible students with slightly lower success. The differential, however, based on Pell status for the course is wider than for the comparison groups. This may have to do with the technology barriers discussed earlier. African-American students have the lowest success in SPN-101, though they also are the smallest group proportionately. Latinx and white students perform at the course average, and Asian students slightly above. The program would like to study patterns by age group.					

Course Title	SPN-102: Elementary Spanish II				
Course Description	Continuation of SPN 101 Elementary Spanish.				
		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	Face-to-face	67	49	52	45	61
	Online	48	51	51	49	38
Credit Hours Produced		460	400	412	376	396
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	Face-to-face	76%	84%	80%	82%	82%
	Online	57%	65%	58%	57%	54%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	SIUC 3/5/20 *Additional articulations pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	Enrollment falls slightly when advancing to the 2nd level, but still is strong for the program. Success rates are also higher.				
What disaggregated data was reviewed?	Data is displayed above by modality.				
Were there identifiable gaps in the data? Please explain.	It is noted that face-to-face sections have higher success than those in SPN-101. The online sections are still particularly low.				

Course Title	SPN-171: Basic Spanish: Medical Personnel I
Course Description	Teaches the basic Spanish communication skills and grammar necessary to provide care and attention to Spanish-speaking patients in a variety of medical settings such as the medical office, the hospital, and others. In addition to

	workplace Spanish language, discussions cover cultural issues pertinent to the relationships between health care providers and Hispanic patients, parents or relatives, and community members.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	5	7	1	11	24
Credit Hours Produced	15	21	3	33	72
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students *(Online)*	50%	10%	50%	53%	46%
Form 13 Status (list signature dates and institutions)	ISU 12/6/17, NIU 11/3/17, UIC 11/28/17				
How does the data support the course goals? Elaborate.	As discussed earlier, SPN-171/172 were packaged into a certificate in 2019, leading to the jump in enrollment. They are offered exclusively online and in a back-to-back 8 week format. Success rates are low and will be monitored. The new online learning platform may have a positive impact. Success rates are around 50%, similar to online SPN-101 and 102. These courses used to be offered on a semester basis (16 weeks each course). The feedback the department received from the administration was to convert them into 8 weeks courses so the certificate could be completed in one semester. When the proposal for the certificate was discussed in the Curriculum Committee, a couple of committee members expressed their concern about that time reduction and suggested to go back to the initial length if success rates weren't so good. We will monitor the effects of the new learning platform and explore if it is needed to offer them during the original 16 weeks instead of the 8 weeks period.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern. The catalog course descriptions mentions that students could concurrently enroll in SPN-101 for additional grammar instruction. It may be instructive to study such patterns.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	SPN-172: Basic Spanish: Medical Personnel II				
Course Description	Continuation of Spanish for Medical Personnel I, with emphasis on more advanced speaking and writing communication skills.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	3	0	0	21
Credit Hours Produced	0	9	0	0	63
Success Rate (% C or better) at the end of the course, excluding		100%			67%

Withdrawals and Audit students *(Online)*						

BVS Certificate: Basic Spanish for Medical Personnel	(N/A, new offering)	11

Form 13 Status (list signature dates and institutions)	ISU 12/6/17, NIU 11/3/17, UIC 11/28/17

How does the data support the course goals? Elaborate.	Just under 90% of students from 171 advanced to 172 in FY19. Success has been higher in this second course, exceeding the online average for the college.

What disaggregated data was reviewed?	Institutional Research provides demographics of students earning degrees and certificates. Of the 11 students earning the BVS in 2019, 9 were Latinx, 10 were female, and a majority (n=6, 55%) were age 22 or younger. The catalog indicates a prerequisite of C or better in SPN-101 or SPN-171 and suggests that students could concurrently enroll in SPN-102 for additional grammar instruction. It may be instructive to study such patterns based on entry to 172 (via either 101 or 171) and who co-enrolls in SPN-102. Since this medical sequence is run back-to-back, a student concurrently enrolling in SPN-101 while in SPN-171 could not advance to SPN-102 the same semester.

Were there identifiable gaps in the data? Please explain.	N/A

Course Title	SPN-201: Intermediate Spanish I

Course Description	Includes grammar review from SPN 101 and 102. Specifically focuses on more complex grammatical concepts, composition, vocabulary building and practice in conversation. Supplementary intermediate level material may be read in class or as outside assignments.

		FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	Face-to-face	35	30	33	32	21
	Online	29	25	27	27	21
Credit Hours Produced		256	180	240	236	168
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	Face-to-face	81%	77%	88%	84%	63%
	Online	63%	67%	59%	67%	67%

Form 13 Status (list signature dates and institutions)	SIUC 3/5/20- *Awaiting additional articulation pending approval from reciprocal institutions.*

How does the data support the course goals? Elaborate.	Enrollment is falling slightly and relatively balanced between the online and face-to face offerings.
What disaggregated data was reviewed?	Modality data is provided above.
Were there identifiable gaps in the data? Please explain.	Online success is lower than face-to-face, but is higher in this course than other SPN courses and higher than the online average for transfer courses.

Course Title	SPN-202: Intermediate Spanish II
Course Description	Course begins with brief SPN-201 grammar review. Additional activities focus on studying and applying increasingly complex grammatical concepts and vocabulary. Supplementary intermediate level material may be read, listened to or watched in class or as outside assignments.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	37	37	37	50	42
Credit Hours Produced	148	148	148	200	168
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	60%	72%	82%	60%
IAI Status (list code)	H1 900				

| How does the data support the course goals? Elaborate. | Enrollment in 202 is not much different than in 201, though this course is offered face-to-face only. Students can utilize this course to fulfill a general education degree requirement. Success rates have been variable, both above and below the college average.

The program expects growth potential for this course as the local district implements its Dual Language program. These students will be able to enroll in SPN-202, 261 and the newly developed 271 and 275 starting in 2020/2021. |
|---|---|
| What disaggregated data was reviewed? | None at this time. In the future, enrollment and success will be monitored specifically for the high school population. |
| Were there identifiable gaps in the data? Please explain. | N/A. |

Course Title	SPN-211: Conversational Spanish I
Course Description	Strictly a conversational course that allows students to apply principles learned in SPN-101 and 102. Students develop confidence in speaking as they interact with each other and with instructor in Spanish. Guidance is provided for topics of discussion, appropriate vocabulary and structure, but explanations, when necessary, are kept to a minimum. This course is a booster for the basic language skills.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**

Number of Students Enrolled	0	5	2	1	0
Credit Hours Produced	0	15	6	3	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		83%	*	0%	
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20 *Additional articulations pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal. * Success data not available; Likely an early drop or incomplete.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	SPN-212: Conversational Spanish II				
Course Description	Students aim at becoming more fluent speakers, as all conversations in class will be in Spanish. Specifically assigned discussion topics focus on expanding vocabulary use and gaining confidence in the application of grammatical principles.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	2	0	1	0	0
Credit Hours Produced	6	0	3	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%		*		
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20- *Awaiting additional articulation pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. These will be considered for withdrawal. * Success data not available; Likely an early drop or incomplete.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	SPN-241: Spanish for Teachers I				

Course Description	Teaches the basic Spanish communication skills and grammar necessary to provide instruction to monolingual and bilingual Hispanic students and to carry out other protocols in a variety of educational settings. Discussions cover cultural issues pertinent to the relationships between non-Hispanic teachers, administrators and other school personnel and Hispanic students, parents and community members.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20 *Additional articulations pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	Program will explore partnering with continuing education dept. to offer to district educators rather than withdrawing the course altogether.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	SPN-242: Spanish for Teachers II				
Course Description	Continuation of Spanish for Teachers I, with emphasis on more advanced speaking and writing communication skills.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20 *Additional articulations pending approval from reciprocal institutions.*				
	Program will explore partnering with continuing education dept. to offer to district educators rather than withdrawing the course altogether.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	SPN-251: Spanish for Spanish Speakers I				
Course Description	This class is designed for students who speak Spanish at home but have not had any or little formal education in the Spanish language. The goal of the course is to enhance the student's knowledge of his/her native language and culture by				

exploring the nuances of the Spanish language in a variety of contexts, with emphasis on speaking, reading, writing, vocabulary, and correct spelling and accentuation. The course will be taught mostly in Spanish and will replace SPN-101 for native and near native speakers.					
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	1	6	0	1	6
Credit Hours Produced	4	24	0	4	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	71%		100%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	(submitted for IAI) SIUC 3/5/20- *Awaiting additional articulation pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	Enrollment in SPN-251 has been slowly growing. This class should receive more students since it is designed for Spanish heritage speakers. Elgin Community College is a Hispanic Serving Institution and more than 40% of the student body is Latinx. Many of them could benefit from a class like this. The department has applied to consider this course as IAI, which could also increase enrollment.				
What disaggregated data was reviewed?	SPN-251 has been offered as a hybrid format since FY18 years and success rates are satisfactory. This probably has to do with the level of fluency of the students (it is a class for heritage speakers).				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	SPN-252: Spanish for Spanish Speakers II				
Course Description	Continuation of Spanish for Spanish Speakers I, with emphasis on more advanced writing communication skills.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20 *Additional articulations pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	The course should stay in the catalog. Numbers in SPN-251 are slightly growing. We went from 7 (Fall 18) to 8 (Fall 19) to 13 students currently enrolled for Fall 2020. Most institutions offer a sequence of 2 or 3 semesters of heritage Spanish. The class hasn't been offered in the last cycle because we are trying to build a consistent enrollment in SPN-251. Once this happens, we will offer the continuation, SPN-252.				

What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	SPN-261: Spanish Conversation Composition				
Course Description	Intensive work aimed at developing speaking and writing skills. Considerable attention paid to spontaneous conversation styles and precise composition work. The enhancement of comprehension skills is supported through the use of audio and video tapes and films.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	1	3	2
Credit Hours Produced	0	0	3	9	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			100%	100%	100%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20- *Awaiting additional articulation pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to take such courses at their transfer institution. While those in the other languages may be considered for withdrawal, this course may enroll high school students from the Dual Language program in u46 in the near future.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern. Success of high school students will be monitored as relevant in the future.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	SPN-262: Advanced Spanish Composition Conv				
Course Description	Continuation of SPN-201, Spanish Conversation and Composition, with emphasis on compositions based on literary works of Latin American authors, current newspapers and periodicals.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20 *Additional articulations pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	Enrollment in such specialized upper level courses (Conversation, Composition) are very low. Advanced language students are more likely to				

	take such courses at their transfer institution. These will be considered for withdrawal.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	SPN-281: Topics in Spanish				
Course Description	This course will focus on a topic of interest from the Spanish and Latin American culture and civilization in Spain, Latin America and the United States, or on a specific field of study within the confines of the language (e.g. public safety, law enforcement, business, etc.) The goal is to increase the student's understanding and appreciation of the particular topic.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20 *Additional articulations pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	Despite no usage during the current review period, this course will remain in the catalog for special circumstances that may arise in the future.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	INS-280: Non-Traditional Language				
Course Description	These courses are tutorial conversational languages for students with little or no knowledge of the language. While they emphasize vocabulary, linguistic structure and conversation, written language skills will also be introduced.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					

Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 2/28/20, SIUE 4/21/20				
How does the data support the course goals? Elaborate.	Despite no enrollment for the current review period, INS-280/281 will remain in the catalog as placeholders for any future developing languages, and to award proficiency credit in other languages not already offered if needed.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	INS-281: Non-Traditional Language II				
Course Description	Levels II and III are beginning courses which emphasize conversational abilities but more stress is placed upon developing writing and composition skills than in Level I classes.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better)					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 2/28/20, SIUE 4/21/20				
How does the data support the course goals? Elaborate.	Despite no enrollment for the current review period, INS-280/281 will remain in the catalog as placeholders for any future developing languages, and to award proficiency credit in other languages not already offered if needed.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Academic Course Review Results					
Rationale R.1 Provide a brief summary of the review findings and a	The review of the program reinforces what was expected. There is stability in Spanish and first semester classes in other languages. There is a decrease in the enrollment in some of the intermediate and upper level				

rationale for any future modifications.	classes, a reflection of what is happening in the rest of the programs in the country. The decline was more pronounced in languages other than Spanish. The program looks forward to a continued partnership with district u46 to articulate and develop additional coursework for students in the Dual Language program. Elgin Community College is a Hispanic serving institution and the department aims to serve these students, particularly in courses designed for them such as Spanish for Spanish Speakers. Elgin Community College has a Modern Languages program formed of a group of competent and prepared faculty. Faculty has been quick and nimble to react to the COVID-19 pandemic. While Spanish had been the only language offered online, this experience will help the other instructors during the terms we must continue remotely. The Language Lab and the adoption of new online language tools have been implemented and will have a positive impact on student success.

Intended Action Steps
R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.
	• Seek IAI articulation for SPN-271/275. Offer on Elgin Community College campus when viable. SPN-271 petition for IAI articulation was denied last spring and will be resubmitted in September. SPN-275 petition for articulation will be sent next spring.
	• Continue leveraging and strengthening use of the Language Lab when instruction moves back to campus.
	   o Collect and analyze data for usage patterns and effect on success. Data collection of the use of the lab and effect on student success will restart once that the school starts offering regular face to face classes. The department will need at least 2 semesters of data since campus reopens to analyze the impact of the lab in the students' work.
	   o Expand the lab as a resource to other languages. Faculty in other languages have already been invited to use the lab. Textbooks in all the languages offered at Elgin Community College are part of the language lab library and can be consulted by the students. The coordinator will continue inviting modern language faculty to use these facilities, but it is a decision of the instructors to use them or not.
	• Monitor success rates in SPN-171/172 and the awarding of the Basic Spanish for Medical Personnel certificate. The program coordinator will work with the faculty that teaches those classes to analyze data.
	• Monitor success rates in SPN, JPN, CHN, FRN and GRM, as all Modern Languages programs transition online. The program coordinator will work with the faculty that teaches those classes to analyze data. The faculty that teach those classes will develop appropriate strategies to improve success and retention rates where warranted FY 22-24.
	• Study success in the Culinary section of SPN-101; consider need to expand to other specific fields such as business. Student success for

	the culinary section of SPN-101 in the spring of 2020 was 87%. However, the enrollment for the fall of 2020 has gone down. The program coordinator is seeking the help of the Culinary Arts coordinator to promote enrollment. Success and enrollment rates will be monitored for the next 2 years (fall 2022/spring 2023, depending on when the campus reopens). If numbers are positive, then the department will consider the expansion to other fields.
	• Evaluate specific courses for withdrawal.
	  o Itemize intentions by language, or type of course (ie. Composition, Conversation)
	  o Timeline(s) the department will start withdrawing Hindi from the catalog next year and then move on to the rest of the upper level courses. The department hopes to have this completed before the next program review (fall 2024).

Resources Needed R.3	Funds will be needed to support the Language Lab. It employs 2-3 students per semester.
Responsibility R.4 Who is responsible for completing or implementing the modifications?	The program coordinator, assisted by the faculty that works in the program will work on implementing these changes.

Academic Disciplines
College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Discipline Area:	Music

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
RS.1 What are the objectives/goals of the discipline?
	The music courses at Elgin Community College provide three main functions:
	1. Students take music classes for lifelong enrichment. Students both young and young-at-heart explore personal musicianship through the study and performance of music.
	2. Students take music classes to satisfy general education fine arts, non-western, and elective credit towards associate's degrees.
	3. Students take music classes to complete a music centered program:
	   a. An associate's degree in fine arts (AFA) in music, a transfer degree, allowing students to enter a 4-year school as a junior as they prepare for a career in music performance or music education; or,
	   b. A certificate in music production (reviewed in this report under a separate template)
	
	Learning outcomes are separated into three separate categories, depending on the type of course: Theoretical, Performance, and History/Literature. They remain unchanged from the FY15 report.
	
	THEORETICAL
	1. Apply the knowledge of appropriate notational systems to notate music and interpret scores.
	2. Apply the knowledge of scales (e.g. chromatic, whole tone, blues, modes), intervals and chords to write and transpose music. This also implies aural training of these elements.
	3. Provide a chord basis for melodies.

4. Critically evaluate representative samples of notated, recorded and performed music with specific focus on: Genre, form/structure, instrumentation, compositional techniques.
5. Compare different styles of music within varied social, historical and cultural contexts.

PERFORMANCE
1. Perform a variety of repertoire on one or more chosen instruments.
2. Demonstrate musical response including awareness of style, tone quality, rhythmic precision, articulation and phrasing.
3. Demonstrate a sense of stylistic and imaginative interpretation of pieces.

HISTORY AND LITERATURE
1. Identify musical terms, concepts, composers and major historical periods.
2. Write papers demonstrating the ability to locate, evaluate, summarize, analyze and synthesize various resources.

The music program is housed in the Elgin Community College Arts Center. The Arts Center opened in the fall of 1993, and is a 156,000 square-foot instructional, performance and visual art exhibition facility located on the main campus. The Arts Center provides rehearsal, event and classroom space for instruction in Art, Communication Design, Music, Music Production and Theatre. The Music program occupies the north east wing of the building, with dedicated space to support performing ensembles, music theory, class piano, general education music classes, and studios for music production/recording classes.

The music program also enjoys access to a small recital hall and two theatres for performance, a 164 seat black box (Second Space Theatre), and a 664 seat proscenium house (the Blizzard Theatre). The Arts Center also houses 2 art galleries, The John R. Grady Gallery of Photographic Art, the Safety Kleen Art Gallery, and the exhibition program's storage and preparation space. The Arts Center operates as an auxiliary unit that provides performing arts space to local organization, and it presents a range of professional artist programing via the Center Stage Series. Notably, Center Stage artists are often engaged for performance and residency programs (e.g. to conduct a music clinic with Elgin Community

	College's music students). Students showcases the college's vibrant arts programs to the community and provides a rich environment for emerging performing artists. The college also partners with local not-for-profit arts organizations to jointly offer credit and non-credit classes. There are 6 of these In Residence Ensembles (IREs): Elgin Master Chorale, Elgin Youth Symphony Orchestra, Elgin Youth Choir, Children's Theatre of Elgin/Fox Valley Youth Theatre, BFH (aka Ballet Folklorico Huehuecoytl), and Hamilton Wings (aka SCORE, students creating Opera to Reinforce Education). These IREs extend the college's impact into the community, increase awareness of our high-quality arts programs, and allow the college to offer programming that it could not otherwise sustain.
RS.2 To what extent are these objectives being achieved?	The curriculum is properly sequenced and allows sufficient opportunity for students to practice skills and then demonstrate mastery. Throughout the department there are a variety of assessments used for a wide array of student performance/work. Faculty use homework associated with textbooks, original assignments, writing assignments, papers, journals, quizzes, and tests. Music lesson juries are conducted each semester; students are required to perform for a panel of music faculty. Additionally, performing ensembles use rehearsals and concerts to evaluate student readiness and growth. These programs are exceptionally valuable to the college. Aside from providing transfer students access to excellent fine arts curriculum and preparing emerging musicians for future careers, they provide a consistent level of publicity for the college, and draw thousands of people – including potential students and their families – to the college annually to enjoy high-quality music performances**.**
RS.3 How does this discipline contribute to other fields and the mission of the college?	The music program serves various fields of study within the college. Courses can be taken for general education degree requirements, to explore new interests, to develop skill, or to prepare for further study in music at the collegiate level, whether through the AFA or AA degrees. The program also significantly supports the college's mission, "To improve people's lives through learning." Very young students are introduced to Elgin Community

	College through non-credit lesson and ensemble course sections. Adult students within the district also enroll for an enriching experience. The performance groups provide entertainment and arts experiences for the whole community.
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**Hire replacement for retiring faculty to teach theory, instrumental (performance, band, jazz) and/or history courses.** Progress reported: • Complete. Hired in FY16, tenure approved, effective 2018FA. • A SP2020 new-hire (third full-time tenured position, a replacement) will work on additional curricular updates, discussed elsewhere in this report. **Hire student workers to monitor Music Lab, facilitating increased student access.** Progress reported: • Music department support staff and student workers monitor lab H231.03. • As An additional lab is available to students whenever the college is open. The new single station lab, H305, utilizes a key safe for student access; code access is granted and monitored by the instructor. **Development of contemporary popular music ensemble(s). Explore nature of ensemble; determine what instruments/technology are required to get program running; find instructors.** Progress reported: • Deferred; Additional faculty required to advance this initiative. New adjunct instructor hired in 2018FA sparked interest in students seeking private lessons in guitar instruction. • Additionally, Class Guitar I, Class Guitar II, have been added to the course catalogue as a result of this student excitement and involvement. A new Guitar Ensemble has been offered, too – utilizing the existing String Ensemble course, MUS-123. • No additional ensembles have been added to date, but the recent search for a new full-time tenured faculty member aimed at a broad range of skills and knowledge, including the capacity to develop contemporary and diverse performance ensembles.

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Infuse technology into theory program to revitalize program and boost enrollment.

<u>Progress reported:</u>
- In progress. In FY18, the theory classroom was equipped with a smartboard and iMacs for students to facilitate hands on application and group work. Additional Macbooks have been purchased to bring the classroom total to 30 machines for student use.
- Courses are taught in a hybrid format to reduce seat time and utilize robust online resources and tutorials.
- The department has also purchased 20 MIDI keyboards in 2018FA and several sets of high quality headphones and USB microphones for students to compose and complete online cloud-based training in fall 2019.
- In addition to the hardware purchased, the Music Theory program is using *Musition & Auralia* which provide cloud-based training for both written and aural training in this course sequence.
- A purchase of 24 Macbook Pros is pending; these robust machines will be used by advanced students in select music, music production and music theory courses.

Develop relationship with an outside music venue for regular student performances.

<u>Progress reported:</u>
- Deferred. There is currently no standing music venue outside of Elgin Community College for student performance. However, each semester several requests are made of the department for student performances.
- The Jazz Ensemble course has regularly provided a student ensemble when both the students and instrumentation are available. Recent engagements have included:
  - Over the past two summers the Elgin Community College Jazz Ensemble has performed for the Fox Valley Christian Association which is a non-profit that assists under-resourced students in the Fox Valley area.
  - A number of Elgin Community College events including Founders' Day Celebration and the Annual Holiday Breakfast and Retiree Recognition.

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	o Last Fall (2019) members of the jazz ensemble began performing in the foyer of Building H providing pre-show entertainment for the college's high-profile Center Stage professional artist series. **Additional accomplishments since FY15 (not related to FY15 goals):** **Develop hybrid and online offerings to reduce obstacles to enrolling in high contact hour courses.** <u>Progress reported:</u> • Complete. The Music theory courses are foundational, indeed critical to fostering mastery. Yet the high contact hours required for these classes presented scheduling obstacles for students balancing work, school and family obligations. • As of FY18, all of these high contact courses (MUS-128, 129 228, 229) are offered in hybrid, flipped format. Class sessions focus on engaging students in application, complementing the work done online. Enrollment increased 32% from 2016 to 2017, when just 2 courses were developed and offered in hybrid format. • In addition to offering the Hybrid portion of the course through D2L, Google tools (Docs, Slides, Sheets, etc.) are now being introduced to create a more interactive atmosphere. The implementation will begin 2020SP starting with MUS-100.

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?	Institutionally, degree requirements are vetted through the faculty-led Curriculum Committee and approved proposals are forwarded to the Vice President. Within this proposal process, initiators are encouraged to review implications and discuss potential changed with the affected division's faculty and administration. Where relevant, data is provided by Institutional Research to inform discussion and decisions. Otherwise, program faculty assume ownership of course content which is maintained on the master course outline

	housed within CurricUNET and displayed within the college catalog. Changes follow and approval work-flow which includes the Curriculum and Assessment departments, the deans' office, Transfer Coordinator, Advising and the Curriculum Committee. Program faculty are encouraged to consult with others on specific details, such as for applicability of various basic skills pre-requisites in math and literacy, and for IAI or other transfer implications. Section syllabi are expected to reflect the current course description and learning outcomes.
	Within the Music program, MUS-104 and MUS-105 each fulfill the Humanities General Education requirement, and are fully articulated as IAI courses. MUS-104 also serves the Non-Western general education degree requirement. Most of the music courses are available as a general elective credit, and support the AFA-Music associate's degree; six support the music production certificate.
1.2 How will students be informed or recruited for this discipline?	Students are drawn to the general education courses to fulfill degree requirements based on their interest. Within the performance realm, the private lesson program, community partnerships, dual credit and other strong relationships with local area high schools expose district residents to what the program has to offer. The Arts Center has its own marketing staff, which regularly promotes instructional music performance events via social media, its website, promotional print materials and purchased ad buys (newspaper, radio, Facebook, etc.) Also, as noted earlier, Center Stage series performers work with student musicians, who often perform briefly with these professionals or prior to their events. Audiences regularly see our students perform – at an exceptionally high caliber - in these settings.
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?	Most recently, a new full-time faculty hire was added and the program can now expand offerings to be more competitive with neighboring schools. Upon completion of these steps, the music faculty will either create a new associates degree or revise the standing AFA-Music degree to better serve students, whether they move on to a four year institution or enter the workforce. Topics include musicianship courses (such as beat-making), songwriting courses, and several new ensembles: • Hip Hop Ensemble - currently the most popular music genre in the world, but with few opportunities

	for students to learn traditionally, musicians learn in the streets or in their homes. Elgin Community College has an opportunity to be a leader in offering this type of performance ensemble. Additional equipment (mics, cables, turntables, PA system, mixers, headphones, and storage) will be needed to allow students the ability to create the unique style of Hip Hop. • American Roots Ensemble - an ensemble that speaks to the non-traditional music student, but rather the "garage band" guitar player and students interested in the beginnings of Blues and Rock n' Roll. This will necessitate additional instruments, amplifiers, cables, microphones, and storage. • The program will also explore development of an ensemble that provides performance opportunities related to Latinx heritage, a large segment of the local community.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	As of the 2019/2020 catalog, the Music program has 41 active courses, though six have had no enrollment for the current review period. The highest enrolled course by far is the general education offerings of MUS-105: Music Appreciation, accounting for 43% of total seats within the program.

Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline?	
a. What are the primary costs associated with this discipline?	Primary expenses include salaries and benefits for faculty and staff. Total expenses for the music programs in FY19 (without In-Residence Ensembles) were significant, at $781,517, but with an almost equal amount of associated FY19 revenue, $778,816. The cost for the music programs include rental fees paid to the college's Arts Center – a budget transfer from college departments to a college department. When these internal transfers are removed, the programs realize a surplus of $117,070 for FY19. See the table below for a FY19 financial summary, both with and without the In-Residence Ensembles (IRE) included. As described previously, the IREs are separate not-for-profit arts organizations with whom the college jointly offers credit and non-credit classes.

FY19 Program Costs	**All Music, no IRE**	**With IRE**

Expenses	$781,517	$978,022
Revenue	($809,444)	($882,876)
Facility fee portion of expense	$89,142	$129,538
(Surplus) Loss with Facility Fees	($27,927)	($21,923)
(Surplus) Loss without Facility Fees	($117, 070)	($62,319)

Students incur standard tuition and textbook costs, and in certain classes, such as music theory, they pay a course fee that applies to specific software. Being a music student can have a variable cost in general, considering personal instrument ownership, etc, but this is not a factor in non-performance courses.

| b. How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? | The music program encompasses multiple departments that generate credit hours and revenue – and incur expenses in doing so. This may be the most complex budget program in the Liberal, Visual & Performing Arts division, with separate budget lines for music lessons (Performing Arts), each performing ensemble, and each In-Residence Ensembles (the not-for-profit organizations with whom the program partners to offer both credit and non-credit classes). The budget ledgers for Musical Drama, Music Production and Music are also segregated. The Music department encompasses general education, composition and theory classes, and of course, Musical Drama is the line for musical theatre productions. Not only do the In-Residence Ensembles, Elgin Community College Performing Ensembles and Musical Drama generate revenue – they produce events that draw audiences from the district and far beyond, raising the public profile of the college.

The cost of the music programs are high, but these costs are recovered. The surplus generated by these programs is less than departments comprised of general education courses alone (e.g. History). Performing ensemble courses pay faculty on the contact hour, but generate income by the credit hour (e.g. 1 credit, 3 contact) and some of the theory and music production courses also have higher contact hours than credit hours. It costs a lot to produce a musical. |
| c. How many full- and part-time faculty are maintained for this discipline? | As of FY19, the Music program staffed two full-time and 28 part-time faculty members. Full-time faculty taught 31% of the total credit hours for the year *(Source, IR Tableau Dashboards: Faculty Hiring Prioritization/* |

	Departments). A third full-time faculty started in Spring 2020, not yet reflected in the credit hours outlined here.
2.2 What steps can be taken to offer curricula more cost-effectively?	The budgets aren't particularly difficult to manage. But it's very complex and difficult to explain the interplay between the instructional programs, the Arts Center, and the IREs to others. The facility fees pass-through in particular is not well understood. Charging for performance facilities (including associated labor) is a mechanism to manage faculty/ensemble demands on two desirable performances spaces. Without a budget to limit these, expectations and artistic demands would almost certainly spiral. Doing this emulates the parameters that constrain live performance in the contemporary market. And the Board of Trustees deliberately set it up this way when the Arts Center was constructed. They did so to support the Arts Center's maintenance and future as a vital instructional performance space.
	Administration has considered it would be appropriate to collapse the music production and music budgets together (as they very nearly are already). At one time it seemed like a good idea to separate them, but the programs are really intertwined.
	Regarding affordability for students, there are a variety of grants, student loans, scholarships, federal financial aid, and student employment opportunities within the college. Faculty and administrators work to identify students that are in need and/or good candidates for these opportunities. There are also options to pay over time. Efforts have begun to create an open source text for MUS-105: Music Appreciation.
2.3 Is there a need for additional resources?	The budgets have been fairly consistent, with the exception of salaries. There was a drop in salary expenses from FY15 due to retirements of two high-salaried, long-term professors. The replacement hires have since moved the program in a new, more current direction, requiring the investment of over $50K in technology and equipment to 1) support the growing music production program, and to 2) incorporate new software and tools to support student learning in foundational music theory courses.
	Student access to technology is an urgent issue. The college must be ready to support students in a more timely matter with equipment & materials should another shelter-in-place order be announced. This is particularly

Indicator 3: Quality	Response
	critical for certain courses, such as music theory and electronic music. There are current requests to upgrade audio/video in all music classrooms, including playback systems and teacher displays.
	Music and Music Production students are in desperate need of a larger, permanent Mac computer music lab. Currently Music Production has a small 4 station lab on the second floor but this lab is already overused by the students of the Music Production program prohibiting further student access. This space also needs to be open/available to students during the entire day, and as more classes become more technology-dependent, we need a non-productions-specific lab for all music students. The division has been approved to purchase additional Macbooks to support student work for select production and music classes.
	Should the COVID-19 pandemic continue, the college also may need to retrofit classrooms and common spaces with appropriate social distancing guidelines and implement and monitor regular cleaning and sterilization. This may require creative scheduling to allow various student/staff common spaces to be cleaned regularly. It is also noted that the current desks and chairs in many of the program's classrooms prohibit seamless multi-function use of the space.
Indicator 3: Quality	**Response**
3.01 What are the program's strengths?	The music faculty is the strongest component; they actively work with students to better their lives. They are student-centered and work constantly to improve student learning and access. All parties share a common goal and bring widely different perspectives to the planning and implementation of every decision.
	Over the past four years, with the revival of the Elgin Community College Jazz Program, several students have received "Outstanding Soloist" or "Honorable Mention" while attending the Skyway Jazz Festivals. The jazz ensemble has broken from the traditional approach of chart reading to allow student creation and input on the music performed.
	Other select Elgin Community College student & awards & honors include:
	• Miguel Rodriguez, a dual-credit Junior at Larkin High School was selected as the flute soloist with the

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Elgin Symphony Orchestra, to perform the Reinecke Flute Concerto (March 2020).
- Recent Elgin Community College graduate Zoe Wojciechowski is currently completing her bachelor's degree in music performance at Northern IL University, and was a recent finalist for their concerto competition.
- Elgin Community College grad Gianna Capobianco completed her bachelor degree from Elmhurst College and is the Membership Chairperson of the Chicago Flute Club.
- In December, 2018, Elgin Community College's flute teacher Scott Metlika was the piccolo soloist with the John Philip Sousa Band at the Midwest Band and Orchestra Clinic.
- Marc Beth, 2020 NISOD Award for Teaching Excellence

Recent curricular updates are expanding the breadth of opportunity available within the program:
- Music Theory courses modernized with a full MIDI Keyboard & CPU laptop cart available for instruction in a smart classroom with a Smart Board.
- These courses have also been developed for Hybrid modality.
- Most recently, a new full-time faculty hire was added to expand the college's offerings with contemporary music courses, including an Electronic Music Ensemble, Beat Making, Hip Hop Ensemble and more.

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3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?

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Aside from MUS-100, the music theory courses have all been revamped into a hybrid format. They carry high contact hours, and the new flexibility will better accommodate each student's time, making the course more accessible to all while providing several modes of learning. Due to COVID-19, a massive push was launched to revamp many other courses into online, hybrid, and synchronous online modalities. It is essential that all faculty receive adequate training and ongoing support for this transition.

Throughout the department, courses are offered both as 16- week, 12week and 8-week options. Most of the courses historically have been traditional classes, with a few online/hybrid options, including the highest enrolled course, MUS-105: Music Appreciation.

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	Enrollment, success and retention data from Institutional Research is disaggregated by modality. Programs are also given college averages for face-to-face, hybrid, and online sections of transfer and career-technical courses for benchmarking. Generally, retention and success rates in online sections are somewhat lower than face-to-face, but this is not always the case. Instructional designers are available to assist faculty in the design, implementation and improvement of their offerings. Prior to COVID-19, instructional deans worked at a strategic level to plan which courses are in need of online development to advance college goals.
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?	Most courses are taught by one specialized faculty. MUS-104: Musics of the World and MUS 105: Music Appreciation are the exceptions. MUS-105 is a very high-enrolled general education course, it is important to ensure a consistent learning experience across the various sections. To date, a common text book has been utilized. There have been both formal and informal meetings with some of the teachers of the course as well as formal evaluations that have been used to discuss these matters. The department is currently developing both a common hybrid and online shell with a common text book for all teachers of this course to utilize. Development of these course shells will incorporate input from these faculty members.
	In addition to the ways in which the college has prepared faculty to provide robust instruction during Fall 2020, the program hopes there will also be better preparation for students as well. Prior to Spring, student training and familiarity with distance learning has not been optimal.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	All classroom evaluation processes are guided by the college's contract with the faculty union (ECCFA) and the mutually negotiated Faculty Evaluation Handbook. Techniques include observation/feedback and self-assessment on various schedules depending on the employment type of the faculty member.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	There are various and plentiful professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects through the Center for Enhancement of Teaching and Learning (CETL). Many

	faculty utilize professional development funds to attend conferences in their discipline.
	Within the Music program, faculty pursue outside development opportunities within the discipline and their area of expertise. Supporting college efforts, music program faculty have also participated in efforts to improve equity and student success such as the National Conference on Race and Ethnicity (NCORE) as well as events regarding Culturally Responsive Teaching (CRT). Internally, the program is represented within organizations such as MAGIC (Multicultural and Global Initiatives Committee) and TIDE (Teaching Inclusion Diversity and Equity), and participating in Elgin Community College sponsored cultural competency training.
	Faculty will be looking for new ways to support successful teaching and learning during the pivot to the remote environment.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Marc Beth (faculty, Music/Music Production instructional coordinator, and Curriculum Committee chair) participated in a required review of MUS-105 in 2017.
3.6 How does the discipline identify and support "at-risk" students?	Student-centered teaching is at the core of the full-time faculty's priorities. Success for each student is often a very different thing. Each student has different needs, goals, and obstacles. The focus is to bring equity to the classroom and work with the student to understand their needs within the course objectives/learning outcomes.
	Communication with the students in one of the most straightforward methods to get right at any issue. Additionally, student surveys (whether the formal student evaluation of instruction, or an instructor-generated course feedback form) have been regularly used to assess the needs of the students and to determine where to meet them on their educational journey.
3.7 To what extent is the discipline integrated with other instructional programs and services?	One prong of the discipline is to support the general education degree requirements and provide learning opportunities across the college's general education outcomes. Music courses contribute most heavily to the communication and critical thinking outcomes.
	MUS-104 and MUS-105 have sections designated for the Honors program. Each course runs just once per year and enrollment is strong.

	The Music program is integrated with the Arts Center and within the division to coordinate programming, support and other opportunities for students and the community. Artists booked by the Arts Center for its professional performing arts series, Center Stage often conduct extended instructional residencies. Faculty have collaborated with Arts Center staff to make the most of these opportunities, which also often include the chance for students to perform live on stage with renowned musicians after working with them in class. Students have worked and performed with Grammy Award winning artists as bassist Victor Wooten and multi-instrumentalist Howard Levy, and Chicago Blues Hall of Fame inductee, blues harmonica player and pianist, Corky Siegal.
3.7.1 What partnerships or collaborations have the program established to increase quality?	In 2016, Elgin Community College piloted an applied music dual-credit program with the performing arts academy of local school district U-46, where students enroll in (free) private lessons at Larkin High school in Elgin. The program began with a grant, and given its success, now enjoys operational funding from the high school. At the start, students took non-credit lessons and if desired, took a proficiency examination at the end of the academic year to apply for college credit. A new agreement was signed in August 2019 that now allows students to earn college credit at Elgin Community College by enrolling directly in Elgin Community College's MUS-140: Applied Music course (lessons) each semester. This change is significant because it improves a student's chance to receive college credit and strengthens the ability of those credits to transfer to other institutions. The dual credit process not only allows students to get a head start and save significant money on their education costs when they enroll at Elgin Community College, but it also increases the success rate of these credits transferring to other colleges.
	When this program was launched three years ago, faculty felt this would inspire students and improve their skill levels and these outcomes have been realized. Recently, five Larkin students from this program were honored at the Illinois Music Educators Association State Festival. Now, as the program is taken to the next level, it will give students a leg up on any future educational success in college.

	Discussions are both formal and informal throughout each semester. Informally, faculty and administration discuss various topics in passing and for quick check-ins. Formally, there are often several individuals brought together from various areas in LVPA through set meetings to discuss and delegate assignments/objectives. Meetings are often scheduled as needed (as objectives progress/complete) or to meet a larger timeline/deadline. As of late, google docs has been a helpful tool to allow members of the discussion to collaborate outside of an official meeting.
	The music classes need revision, and this will be a focus during the next two years. Current prerequisites are appropriate, and have created broad access for beginner students when appropriate, and provided advanced classes to require limited remediation. Proficiency credit is available for students who can demonstrate skills and knowledge achieved beyond traditional educational settings.
3.8 What does the discipline or department review when developing or modifying curriculum?	The program is not immediately withdrawing any courses. With the new faculty in place, there may be additions and changes to the degree, bringing back courses not offered for several years such as MUS-115: Sight Singing and Ear Training and MUS-109: Keyboard Harmony, though many of these concepts have been absorbed into the other established music theory courses.
	Several new courses are currently in various stages of development including a revision to MUS-105: Music Appreciation. A new IAI code for popular music appreciation has been approved by the state, and the program plans to develop this course, which we anticipate will be in high demand. Lastly, the program will leverage the skillset of its newest full-time faculty (joined in the spring of 2020) to expand and diversify the ensemble and music creation classes.
	A useful curriculum tactic was utilized as the theory courses were developed for a hybrid delivery format. The instructor used the traditional sections to gauge the amount of out-of-class time required to complete various assignments, tasks, and projects. Data from each course, and course appropriate topics and level of difficulty were then used to balance activity vs. topic vs. time spent. The conversion of these courses to hybrid modality has been successful. Enrollment and retention in the theory sequence has increased, which has been attributed to both

	the increased quality and enhanced flexibility of these courses.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	No course with a sufficient n-size demonstrated a notable low retention or success rate over the 5 year trend.
3.10 How does the college determine student success in this discipline? What assessment methods are used to ensure student success?	Each instructor outlines course requirements and expectations of students at the beginning of every semester. Along with the syllabus, text/work books, supplemental materials, grading guidelines are provided for the students. Faculty prepare and use selected assessment materials as outlined in the syllabus and provide timely feedback/evaluation to the students. Keeping a student-centered approach allows the faculty to customize the educational experience for the students' needs.
	In the classroom, traditional assessments (workbook, papers, quizzes, tests) are still used. Faculty use homework associated with textbooks, original assignments, writing assignments, papers, journals, quizzes, and tests. Ensembles and method classes continue the traditional demonstration through performance approach. For example, music lesson juries are conducted each semester; students are required to perform for a panel of music faculty, who provide written feedback to students.
	Some classes use playing tests, scales, rhythms, etc. to further evaluate and improve student skill. Formative assessment is conducted through rehearsals and summative assessments are then used at performances or other capstone experiences.
	The Music program has not consistently participated in the college's formal course assessment process, which seeks to document the assessment happening in the classroom. Faculty note biggest challenge is prioritizing assessment collection and reporting over other departmental tasks.
3.11 Did the review of quality result in any actions or modifications? Please explain.	The department is reflecting on the success of the dual-credit program and the positive impact on students and staff. In the future, this program may be introduced to more in-district high schools.
	Concerns are shared that program is in need of a general update. Significant planned changes are in the form of

	course revisions, new courses development, and examination of courses that may be withdrawn.
	The music program is heading towards a structural overhaul, as we are in the process of revising both our certificate program in music production and our Associates of Fine Arts in Music Performance to focus more on what students are seeking at Elgin Community College. We will be encompassing the career technical element of music production into the associates, as well as including new performance ensembles (Hip Hop, Electronic Music Ensemble, American Roots) to be developed once the COVID-19 pandemic has passed.

3.12 List any barriers encountered while implementing the discipline.

- The average student at Elgin Community College enrolled for Music is often already behind their same-aged peers in ways more than just musical talent and understanding. We know this because the program faculty work for multiple institutions, and has significant experience in assessing student progress in music. Reasons could be speculated (perhaps students attending Elgin Community College don't have the resources that their peers at universities have - and that resource deficit did not start when they turned 18 (e.g. perhaps lacking means to take private lessons through K-12 Elgin Community College). It would be interesting to conduct a study on the knowledge and experience gap between music students enrolled in 4-year schools compared with 2-year schools. What is offered through Elgin Community College helps them gain ground, and in some cases, catch-up to their peers when transferring. Largely, the average performance student is usually still behind when they transfer from Elgin Community College. Musical skills simply take time and practice to develop.
- Access to the same technology/property/space that Elgin Community College physically offers is a challenge for our students. Lab access options need to be transparent and easy for students.
- The pivot to remove learning due to COVID-19 has presented the biggest departmental challenge for the ensembles, as distance learning defies the core essence of any ensemble. Hybrid courses have been developed to support remote learning and practice as well as on-campus sessions.
- It is difficult for adjunct faculty to take on a big-picture role within the department, helping the program work towards a common goal. Students and how they are served is a regular topic among the full-time faculty, who would like the adjuncts to have a larger voice. Unfortunately, it is getting smaller. There used to be participation at a regular annual meeting but participation has dwindled. Most adjunct input is communicated one-on-one in person or via email. Use of Google docs has proven useful in eliciting input for committee work, and the Google suite as well as virtual meeting software may be effective tools for encouraging broader faculty engagement.
- Even prior to COVID-19, faculty needed awareness of student equity and access issues, but now so more than ever. We have to encourage best practices in online teaching, remote technology, and hybrid instruction.

- With current social distancing guidelines, enrollment caps have been reduced for some courses to minimize potential transmission of COVID-19, particularly in instructional areas with smaller spaces. Some courses have been moved to much larger spaces (e.g. Second Space Theatre)

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	Music
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	While the overall enrollment for the college declined about 13% over the past five years, the music department only declined 7%. A handful of courses have not been offered or run for the current review period, and will be evaluated for revisions or withdrawal: • MUS-108: Elgin Area Honors Choir • MUS-109: Keyboard Harmony • MUS-113: Chamber Vocal Ensemble • MUS-114: Show Choir • MUS-115: Sight Singing & Ear Training I • MUS-121: Woodwind Ensemble (sometimes offered in collaboration with the In-Residence-Ensemble Elgin Youth Symphony Orchestra). Enrollment overall is highest in the general education courses, which fill sections each semester. These are attractive to all types of students fulfilling degree requirements. Retention and success within the sectors of the program are highest within the ensembles. These performance-based experiences are creative and hands-on, with significant dedication from interested students. Other 200-level courses may suffer slightly more than the program average due to student transfer prior to those levels. Somewhat similar to the Art program, not many students complete the AFA-Music degree. Attainment peaked at 4 students in FY15 and has all but ceased since then, with only one more degree granted in 2017 for the span of the review period. Enrollment analysis shows that students taking the upper-level sequence of MUS-228/229 are more likely to have the AFA as their declared program of study, but only a slightly smaller number instead declare the Associate in Arts *(Source: Tableau Dashboard – Seat Count/Course Level Enrollment/Attempts by Course)*. The current offering is performance-based. Most students are looking to either transfer for additional study, specialization in music production, or

	move directly into the professional world. The current degree structure does not support these distinct student goals. Follow-up data from the National Student Clearinghouse does suggest that Elgin Community College music students continue their education in prestigious programs in the surrounding area, such as NIU, Columbia College of Chicago, Northeastern Illinois University, UIC and Elmhurst College *(Source: IR Pivot Table #8, Transfer Institutions and Major by Course Successfully Completed at Elgin Community College).*
PE.2 Overall Comments Regarding Equity within the Program	Programs consistently review disaggregated course success rates by modality to compare outcomes between face-to-face and online sections. Additionally, CTE programs have examined the demographics of program completers as compared to enrollees.
	Recently, the college has begun leveraging data dashboards with Tableau software created by Institutional Research to explore additional cuts from an equity lens. This data is something new to many academic disciplines and opportunities will continue to be designed to help faculty understand their own patterns, investigate unique patterns, and strategize targeted improvement efforts. For this report cycle, disaggregated success data was provided for the program as whole compared to the division and for the top enrolled course, showing side-by-side rates for race/ethnicity groups, gender, and Pell-status (a proxy for low income). To ensure sufficient n-sizes, results were compiled across a 5-year time period.
	Within the Music program, equity has taken on a more pronounced meaning during the COVID-19 era. Faculty recognize the need to be more flexible and understand and implement differentiation to better support students who face a range of obstacles beyond the classroom. When a transition back to campus happens, faculty and staff need to reflect on what lessons they can bring back to enhance learning for all students.
	Data analysis from the IR provided dashboards shows promising patterns for the Music program. For all race/ethnicity groups, while there are differences between them, each group performs higher than their like peers in other division and transfer courses. Latinx and Black students have the lowest success rates for the program. The same is true for Gender – success rates within Music follow division and transfer patterns (females slightly outperforming males), but each group is higher than their peers within MUS courses. Again, this is seen for Pell status (proxy for low-income), but the disparity between Pell-eligible and non-Pell students is somewhat wider for MUS students, even though both groups perform higher. The analysis was also done for the

	program's highest enrolled course, MUS-105, which will be discussed in the course tables below.	
PE.3 Dual Credit Opportunities	Dual-credit is available for Larkin High School students (the district's fine arts academy) in private music lessons. Refer to item 3.7.1 above for more detail.

MUS-104 and MUS-105 have had seats reserved for on-campus high school students, and those seats are regularly filled.

Several courses offer performance opportunities for younger students within the district who satisfy an audition. Younger students enroll in non-credit ensemble sections, and they may also take music lessons through a non-credit course, CSX-140, which emulates MUS-140. | |

Curriculum Data						
Course Title		MUS-100: Introduction to Music Theory				
Course Description		Study of notation of melody, rhythm, meter as well as musical terminology. Writing, playing and singing of scales, intervals and triads.				
		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	*(Face to face)*	27	30	34	35	46
	(Online)	10				
Credit Hours Produced		74	60	68	70	92
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*(Face to face)*	33%	84%	86%	79%	75%
	(Online)	67%				
Form 13 Status (list signature dates and institutions)		SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.		This course went to an early form of online, which had a unique outcome – the face-to-face section had lower performance, very much the opposite of what was expected, though n-sizes for both groups were small. These numbers are not very relevant for the five-year trend, as there was both the removal of the online offering and a new faculty hire for this course. Considering the traditional modality only, the success rates have been mixed, though the lowest year since the new faculty hire, at 75%, still meets the college average for face-to-face transfer courses.

The cluster of Music Theory courses can be considered a mini-program (100/128/129/228/229). It has been modernized with a full MIDI Keyboard & CPU laptop cart available for instruction in a smart classroom with a Smart Board and the courses have been |||||

	developed for the Hybrid modality. MUS-100 is a pre-requisite for the sequence.
	MUS-100, while not required for the AFA, is listed as prerequisite for MUS-128. This is akin to the goal of courses such as MTH-098 or ENG-97, where students can be brought up to the required level. Enrollment would certainly be improved in MUS-128, were there not this prerequisite. However, success in MUS-128 would undoubtedly decrease. It would be a worthy endeavor to explore the success of students who take MUS-100 and then MUS-128, compared to those that are allowed entrance to MUS-128 without MUS-100.
	Also, students who take MUS-100 aren't all intending to continue on to MUS-100. Some students simply want to learn to read music, which is accomplished in MUS-100. The theory sequence proper (MUS-128, 129, 228, 229) are intended to provide a full music theory sequence.
What disaggregated data was reviewed?	As shown above, modality disaggregation has been reviewed; no other disaggregation has been done for this course.
Were there identifiable gaps in the data? Please explain.	As discussed above, performance between modalities was unexpected.

Course Title	MUS-101: Band
Course Description	A community concert band open to all qualified adults as well as college and high school students. A wide variety of the finest literature for concert band is studied, from classics to contemporary works. The band performs several times per semester.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	65	49	38	26	55
Credit Hours Produced	65	49	38	26	55
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	97%	98%	97%	89%	100%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				

How does the data support the course goals? Elaborate.	As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	MUS-102: Jazz Lab Band				
Course Description	Participation in the stage band will offer the opportunity for development of knowledge and performance skills of music in the modern idiom: swing, blues, jazz and rock. The band presents at least one annual concert in addition to performing for school functions and civic organizations.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	N/A (new course)	12	18	19	19
Credit Hours Produced		12	1	19	19
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		92%	100%	100%	90%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	MUS-102, the jazz ensemble started from scratch five years ago after a several year hiatus (due to a sudden key retirement). Through emails to former students, neighboring high schools, printed advertisement, and other means this program has once again begun to thrive. As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	MUS-104: Musics of the World				
Course Description	An introduction to music in various parts of the world with emphasis on the way in which music functions within society.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	155	155	148	146	161
Credit Hours Produced	465	465	444	438	483
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	90%	90%	91%	87%
IAI Status (list code)	F1 903N				
How does the data support the course goals? Elaborate.	Enrollment is very stable for this general education course. It fulfills the Non-Western degree requirement, so it is an attractive option for students. This course also is a major means by which the program can contribute to the college's Global and Multi-				

		cultural Literacy learning outcome. Success is very high, consistently exceeding the college average.				
What disaggregated data was reviewed?		Disaggregation has not been done for this course as of yet.				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		MUS-105: Music Appreciation				
Course Description		Survey of main developments in music history beginning with the Renaissance Period and extending into the 20th century. Listening to recordings and tapes as well as outside reading is required.				
		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	*Face-to-face*	483	472	446	400	419
	Online	216	234	276	302	310
Credit Hours Produced		2,097	2,118	2,166	2,106	2,187
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*Face to Face*	82%	82%	76%	75%	81%
	Online	77%	73%	78%	74%	74%
IAI Status (list code)		F1 900				
How does the data support the course goals? Elaborate.		Most courses in the program are taught by a single specialized faculty, though MUS-105 is the one big exception. To assist consistency between sections, a common text book has been utilized. The department is currently developing common shells in both Hybrid and Online formats with the common text book for every instructor to utilize. Development of this will include input from those faculty members. This is the program's highest enrolled course by far, accounting for 43% of all seats in FY19. Success rates are strong for each modality, exceeding college averages.				
What disaggregated data was reviewed?		Modality and populations of interest (R/E, gender, Pell status) from the IR dashboards.				
Were there identifiable gaps in the data? Please explain.		As mentioned above, success rates by modality exceed college averages. While online success is lower than face-to-face, it is not drastically lower. Race/ethnicity patterns of success for this course mirror that of the department and division, though each group has slightly lower success rates than the comparison groups. Females are slightly higher than males, but not to a large degree. The gap between Pell-eligible and non-Pell is much narrower than for the department or the division.				

Course Title	MUS-106: Music Literature From 1400 to 1750				
Course Description	Includes extensive listening to recordings from the Middle Ages through Bach and Handel.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	14	0	1	11	0
Credit Hours Produced	42	0	3	33	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%		0%	69%	
IAI Status (list code)	F1 901				
How does the data support the course goals? Elaborate.	There are two music literature courses, 106 and 107, which cover different time periods. Demand is typically sufficient to run a section of one or the other each year. MUS-106 is the earlier music history, from the Middle Ages to the Baroque Period. The course introduces master works from the development of vocal-only music through the first "modern" orchestra instrumentation (J.S. Bach).				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	MUS-107: Music Liter. From 1750 to Present				
Course Description	Continuation of 106 Music Literature from 1400 to 1750, covering the years from the Pre-Classical Period to the present.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	3	8	13	0	17
Credit Hours Produced	9	24	39	0	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	67%	93%		74%
IAI Status (list code)	F1 902				
How does the data support the course goals? Elaborate.	There are two music literature courses, 106 and 107, which cover different time periods. Demand is typically sufficient to run a section of one or the other each year. MUS-107 takes students from the beginning of the Classical Era (Haydn) all the way through modern art music, as harmony is evolved past the aesthetic of movie score-type construction.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				

Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-108: Elgin Area Honors Choir				
Course Description	Repertoire of outstanding choral works. At least two concerts presented annually. Possibility of a small tour locally.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	We will be looking at the potential withdrawal of this course as we revamp our associate's degree. It has not been taught recently, but we are not at the decision-making point yet.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-109: Keyboard Harmony				
Course Description	A study of the basic principles of keyboard harmonization. The student will learn basic diatonic chords as well as receiving an introduction to altered chords.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	We attempted to teach this course in FY19, but students were not enthused, and did not enroll. It is a very interesting course, and we hope to offer it in the near future.				
What disaggregated data was reviewed?	N/A				

Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-110: Choir I				
Course Description	Repertoire of outstanding choral works. Three to four concerts presented annually. Rehearsals held every week.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	48	122	154	161	149
Credit Hours Produced	48	122	154	161	149
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	96%	97%	95%	95%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	MUS-110 has displayed growth over the five year span. At the beginning of the timeframe, the full time faculty responsible for this course had just retired and was replaced with an adjunct instructor. This local teacher has since done a great job re-establishing the course. As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-111: Choral Ensemble				
Course Description	Repertoire includes standard choral works as well as modern compositions. Rehearsals held every week.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	4	0	0	0
Credit Hours Produced	0	4	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		80%			
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	When our previous full-time professor retired, his position was not replaced. We have hopes of scheduling this course in the future,				

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	once numbers rise post COVID-19, but it will likely be taught by an adjunct specialist.
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	MUS-112: Elgin Master Chorale
Course Description	The class will be a small chamber choir chosen from the membership of the Elgin Master Chorale. It will perform music from the literature for small choral groups, primarily but not exclusively from the Renaissance period. This is primarily a performance group, emphasis will be on musicianship and careful group performance. The group performs periodically throughout the year in concert or for local community groups.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	91	1	0	0	0
Credit Hours Produced	91	1	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	99%	100%			

Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20
How does the data support the course goals? Elaborate.	Following FY16, the direction of the Elgin Master Chorale ceased their previous organizational structure, and began enrolling their students in MUS-110. We will be considering withdrawing this course, but we are not at a decision-making point.
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	MUS-113: Chamber Vocal Ensemble
Course Description	Repertoire of outstanding choral works for small ensemble. Three to four concerts annually. Rehearses two times each week.

	FY15	FY16	FY17	FY18	FY19
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					

Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	When our previous full-time professor retired, his position was not replaced. We have hopes of scheduling this course in the future, once numbers rise post COVID-19, but it will likely be taught by an adjunct specialist.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-114: Show Choir				
Course Description	Repertoire of popular and Broadway show tunes. Several mini-concerts and at least one major concert per semester. Rehearsals held three times per week.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	This is an ensemble that we have not scheduled recently. However, if student interest warrants running it again, we prefer to have it available for credit.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-115: Sight Singing & Ear Training I				
Course Description	The student learns to develop aural skills (pitch and rhythm) in order to read, hear, and sight-sing music. Class time is spent in singing melodies, practicing rhythms, and taking melodic and rhythmic dictation.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					

Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	We are considering withdrawing this class, but we are not yet a decision-making point. As a transfer class, we want to follow the needs of the students. They have mostly opted to take MUS-128 instead of MUS-115, but that may change in the future. When this course was developed, there was perhaps intention to create a level II, if successful.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-116: Musical Theater				
Course Description	Presentation of a musical play during the semester, with multiple performances. Approximately six to eight weeks of rehearsals with performances over several weekends.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	43	41	54	45	51
Credit Hours Produced	43	41	54	45	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-120: Brass Ensemble				
Course Description	Development of greater playing skills and sight reading.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	62	86	79	22	0
Credit Hours Produced	62	86	79	22	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	99%	100%	tbd	

Form13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20
How does the data support the course goals? Elaborate.	The EYSO has used this course, but enrollment has shifted to non-credit sections. The organization enrolls students from elementary school through college, and students' progress through a series of ensembles. Their leadership recently changed, their credit section enrollments overall decreased but their non-credit enrollment has seen a corresponding increase. It is possible they may employ this course again when their high school and college student participant numbers increase. Note that the numbers above for FY18 had to be revised per SROS data reports instead of the standard IR source. The discrepancy may be due to timing of batch enrollments and data capture, which then affects the ability to report performance, though generally all enrolled students successfully complete. As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	MUS-121: Woodwind Ensemble
Course Description	Development of greater playing skills and sight reading.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	The EYSO has used this course. Their leadership recently change. It is possible they may employ this course again.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	MUS-122: Percussion Ensemble				
Course Description	Development of greater playing skills and sight reading.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	45	39	21	14	31
Credit Hours Produced	45	39	21	14	31
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	98%	100%	93%	97%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	MUS-123: String Ensemble				
Course Description	Development of greater playing skills and sight reading.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	2	0	16	12
Credit Hours Produced	0	2	0	16	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100%		88%	100%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	The guitar ensemble uses this course, as well as the string ensemble from the EYSO (although re: EYSO, not recently). The guitar ensemble and methods course (MUS-135: Class Guitar) were also developing over the past year with great excitement, but due to an instructor change and loss of continuity between the two courses, enrollment has dropped into FY20. As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				

Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-124: Symphony Orchestra				
Course Description	Open to all students and adults in the area who qualify. At least five concerts presented each season.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	226	179	212	127	16
Credit Hours Produced	226	179	212	127	16
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	99%	100%	99%	tbd	tbd
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	The EYSO has used this course, but enrollment has shifted to to non-credit sections. The organization enrolls students from elementary school through college, and students' progress through a series of ensembles. Their leadership recently changed, their credit section enrollments overall decreased but their non-credit enrollment has seen a corresponding increase. It is possible they may employ this course again when their high school and college student participant numbers increase. Note that the numbers above for FY18 and FY19 had to be revised per SROS data reports instead of the standard IR source. The discrepancy may be due to timing of batch enrollments and data capture, which then affects the ability to report performance, though generally all enrolled students successfully complete. As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-125: Intermediate Symphony Orchestra				
Course Description	Open to all intermediate instrumental students who qualify. At least three concerts presented each season.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	38	31	45	30	2

Credit Hours Produced	38	31	45	30	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	97%	100%	100%	93%	100%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	EYSO has used this course, but enrollment has shifted to to non-credit sections. The organization enrolls students from elementary school through college, and students' progress through a series of ensembles. Their leadership recently changed, their credit section enrollments overall decreased but their non-credit enrollment has seen a corresponding increase. It is possible they may employ this course again when their high school and college student participant numbers increase. As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-126: Class Piano I				
Course Description	Designed for beginning students with little or no experience on the piano. Fundamentals, scales, key signatures, rhythms, chord structure and playing of easy melodies. Transposition encouraged.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	44	61	60	49	49
Credit Hours Produced	88	122	120	98	98
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82%	87%	89%	81%	88%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	While fluctuating over the review period, enrollment remains strong for the course. Success is consistently above average.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-127: Class Piano II				

Course Description	More advanced work of chordal structures, modulation, transposition and ability to perform works from classical and semi-classical literature.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	20	21	25	27	19
Credit Hours Produced	40	42	50	54	38
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90%	95%	92%	89%	77%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/13/20				
How does the data support the course goals? Elaborate.	Both piano courses are required for the AFA degree. Those taking Piano I for interest are less likely to persist into the second level. Though it appears success has taken a slight dip, n-sizes are small. This will be monitored.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	MUS-128: Theory & Ear Training I				
Course Description	The study of music fundamentals (scales, intervals, triads, rhythm and meter), basic principles of melody and harmony, melodic composition, and four-part harmony. Approximately one-third of classroom time is used for ear training and keyboard sessions.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	9	20	17	23	20
Credit Hours Produced	36	80	68	92	80
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	81%	72%	88%	86%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	MUS-128 and MUS-129 have shown a marked growth from the start of the review period. Enrollment and success have responded favorably to the conversion to the hybrid modality and the introduction of the new full-time faculty.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	MUS-129: Theory & Ear Training II				
Course Description	A continuation of MUS-128, this course expands harmonic vocabulary to include diatonic 7th chords modulation, secondary dominants and principles of form. Four-part writing is emphasized, and ear training and keyboard exercises are continued.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	3	7	11	13	9
Credit Hours Produced	12	28	44	52	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	86%	91%	85%	100%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	MUS-128 and MUS-129 have shown a marked growth from the start of the review period. Enrollment and success have responded favorably to the conversion to the hybrid modality and the introduction of the new full-time faculty.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	MUS-130:Advanced Symphony Orchestra				
Course Description	Open to all advanced instrumental students who qualify. At least three concerts presented each season.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	107	136	131	82	19
Credit Hours Produced	107	136	131	82	19
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	99%	99%	99%	100%	100%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				
How does the data support the course goals? Elaborate.	EYSO has used this course, but enrollment has shifted to non-credit sections. The organization enrolls students from elementary school through college, and students' progress through a series of ensembles. Their leadership recently changed, their credit section enrollments overall decreased but their non-credit enrollment has seen a corresponding increase. It is possible they may employ this course again when their high school and college student participant numbers increase.				

	As noted in the summary above, ensembles demonstrate the program's highest level of success. Students enroll for personal enjoyment and specific goal attainment.
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.
Were there identifiable gaps in the data? Please explain.	N/A
Course Title	MUS-135: Class Guitar I
Course Description	Designed for beginning students with little or no experience on the guitar. Hand position, scales, chords, basic improvisation, tablature and notation are covered in this introductory class.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	N/A (new course)				20
Credit Hours Produced					40
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					90%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				

How does the data support the course goals? Elaborate.	New course, high success rate for first year taught.
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.
Were there identifiable gaps in the data? Please explain.	N/A
Course Title	MUS-140: Applied Music
Course Description	Private study in music performance. Lessons are offered every semester in piano, voice, brass, woodwinds, strings, and percussion.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	171	127	112	115	143
Credit Hours Produced	171	127	112	115	143
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96%	98%	96%	98%	98%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/12/20				

How does the data support the course goals? Elaborate.	The success rate of this course is very high. Students are working 1-on-1 with faculty, and as such, are working in a tailor-made learning environment. Faculty should be applauded for being so

	flexible so as to achieve such high success rates while meeting course outcomes.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-205: Topics in Music				
Course Description	Study of selected topics with discussion of representative areas in music (opera, gospel, improvisation, keyboard, literature, performance, practice, arranging). Certain topics require advanced knowledge or skills; students should review the course outline or consult the instructor before enrolling.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	1	0	1
Credit Hours Produced	0	0	3	0	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			100%		100%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/31/20				
How does the data support the course goals? Elaborate.	The course goals are purposely vague, allowing for instructor flexibility as they opt to teach a topics course. We often use this course as a pilot for future classes. For example, in Spring 2020, we used MUS-205 to pilot a new music production class (Beat-Making), with plans for future development as full class.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course, and may not be a relevant exercise given unique goals of each section.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-228: Theory & Ear Training III				
Course Description	A continuation of MUS-129, this course continues the harmonic vocabulary employed in the period of common practice, adds studies of historically important forms, and continues ear training and keyboard exercises.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	6	2	10	7	4
Credit Hours Produced	24	8	40	28	16

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	100%	70%	57%	100%
Form 13 Status (list signature dates and institutions)	EIU 3/10/20, SIUC 4/3/20, NIU 3/31/20				
How does the data support the course goals? Elaborate.	Enrollment in the upper level of the theory sequence (228/229) is smaller than for the first set (128/129). These courses also moved to the hybrid format. Given the low n-sizes, it is not surprising (nor very alarming) that success rates have shown great variation over the review period.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-229: Theory & Ear Training IV				
Course Description	A continuation of MUS 228, this course completes the harmonic vocabulary of the common practice period. Compositional techniques of the Post Romantic and Contemporary periods are also studied.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	6	2	7	6	1
Credit Hours Produced	24	8	28	24	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	100%	86%	67%	100%
Form 13 Status (list signature dates and institutions)	EIU 3/10/20, NIU 3/30/20, SIUC 3/16/20				
How does the data support the course goals? Elaborate.	Enrollment in the upper level of the theory sequence (228/229) is smaller than for the first set (128/129). These courses also moved to the hybrid format. Given the low n-sizes, it is not surprising (nor very alarming) that success rates have shown great variation over the review period.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	MUS-240: Applied Music				
Course Description	Private study in music performance. Lessons are offered every semester in piano, voice, brass, woodwinds, strings, and percussion.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	30	24	19	23	25

Credit Hours Produced	30	24	19	23	25
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/30/20				
How does the data support the course goals? Elaborate.	The success rate of this course is very high. Students are working one-on-one with faculty, and as such, are working in a tailor-made learning environment. Faculty should be applauded for being so flexible so as to achieve such high success rates while meeting course outcomes.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	MUS-297: Independent Study in Music				
Course Description	This will be an independent study in music, with varying topics. It is designed to provide students with additional study in a content area they would like to explore.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	2	2	3	6
Credit Hours Produced	0	3	3	4	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100%	100%	100%	86%
Form 13 Status (list signature dates and institutions)	SIUC 3/5/20, EIU 3/10/20, NIU 3/31/20				
How does the data support the course goals? Elaborate.	This course is used for independent study in a variety of topics, and as such, has no unilateral course goals. FY19 had a slight drop in student success, but overall, this course is seeing great student success.				
What disaggregated data was reviewed?	Disaggregation has not been performed for this course, and may not be a relevant exercise given unique goals of each enrolled student.				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

R.1 Rationale Provide a brief summary of the review findings and	The Music program has made significant progress from the 2015 report. The most successful achievement has been the investment of technology and faculty into the music theory program. Following

a rationale for any future modifications.	the hire of Shawn Maxwell (2015) and incorporation of the technology that the program needed, enrollment and success is on a continued uptrend. There also has been progress in ensemble development with the Spring 2020 new hire. Adam Schlipmann (2020) will teach the newly created Electronic Music Ensemble and finish development of another, Hip Hop Ensemble., Technology will continue to be a strong focus of the program moving forward. To support students during the COVID-19 crisis, the division has provided staffing for a general Mac lab on the 3rd floor for Art, Communication Design and Music students. We hope to keep these resources available to students during all campus hour post-COVID
	The program will begin revisions to the Associate of Fine Arts in Music degree. It currently serves few students, but with modification, could serve many more, particularly through the creation of a music production pathway.
	Current priorities also include the COVID-19 response and social distancing requiring the college at large to readdress classroom usage, address the modality of which courses are offered, and address the technological offerings, quality, and capabilities of the current course catalogue.
R.2 Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	PERSONNEL Hire additional full-time faculty to support anticipated enrollment increase and to support improvements made to AFA degree, including musicianship and ensemble courses. • Replace soon-to-be-retiring Piano adjunct instructor • These functions could be performed by a single FT hire • A new faculty was hired January 2020, and we expect our enrollment to increase accordingly (post COVID-19). CURRICULUM Creation of new courses to support revisions/improvements to AFA degree, including • Formally launch creation of the Electronic Music Ensemble (ran as a successful Topics course spring 2020), 20/21. • Other planned ensemble expansions include Hip-Hop (Sp2021), American Roots (Fall2021), and one to serve Latinx expression. (timeframe unknown) • Development of Composition (FY21), Songwriting (FY21), American Roots Appreciation (FY21), Hip Hop/R&B Appreciation (FY21), and Musicianship Courses (FY21) Appreciation courses differ from ensemble courses as they are meant to be general education courses for transfer. Revise current Associates of Fine Arts in Music.

	• We seek to modify the Associates to move away from performance (it is underutilized), and look towards a more practical approach. (FY21) • Include a pathway for Music Production, currently run as a parallel CTE program with a Basic Vocational Certificate; Students would benefit from a broader curriculum. Determine a process and schedule for regular Course Assessment, beginning with MUS-105. (FY21) SPACE & RESOURCES Creation of a General music/Music production lab, with full student access during school hours. (FY 22) • This would be in contrast to the full Music Production lab (used by upper level BVS students), have only limited production software, and would instead be used by students in theory, beat-making, and introductory music production classes. • Space will be needed to implement a lab for 20-30 students with computers, electronic keyboards, software, cables/accessories, headphones, desks, chairs, and sound dampening/isolation. Particularly in response to COVID-19, increase student access/use for off-campus technology. (FY21) • Establish a check-out policy for specific courses requiring specific hardware/software to complete course objectives • Purchase additional laptops and music creation hardware/software.
R.3 Resources Needed	The expansion of the program outlined above will require new equipment (instruments, amplifiers, microphones, speakers) and an appropriate storage location (not faculty offices). Additional funding and location is needed for a Mac-based music lab, which will also require staffing to ensure that the lab is available during all campus hours. Capital outlay and/or RAMP funding approval may be required for some spaces.
R.4 Responsibility Who is responsible for completing or implementing the modifications?	Marc Beth is responsible for the coordinator duties, including curriculum proposals. However, implementation of many of these goals will be shared by the full-time faculty, with hopeful expansion to an additional full-time hire within the next review period.

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Discipline Area:	Theatre

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
 	
RS.1 What are the objectives/goals of the discipline?
	Theatre is a hands-on, active discipline that by its very nature is driven from a student-centered model. The objectives of the theatre courses include both performance and production expertise as well as literature comprehension and analysis. Courses within the program also satisfy general education degree Fine Arts requirements. To adequately address this diversity, program outcomes are separated into three strands: Performance, Reading/Writing, and General Education.
	
	Performance
	    P1. Develop the fundamental skills of actor preparation including text analysis, imaginative articulation of given circumstances, and psycho/physical pursuit of objectives through class, rehearsal and performance.
	
	    P2. Strengthen voice and speech skills including improved resonance, relaxation, pitch, power, pace, vocal health and articulation through class, rehearsal and performance.
	
	    P3. Expand movement skills including improved alignment relaxation, strength, and focus as well as specific physical skills such as dance, combat, mime, mask and characterization through class, rehearsal and performance.
	
	Reading & Writing
	    R1. Read, analyze and interpret a variety of primary and secondary texts in dramatic literature, history, theory and criticism with perception and clarity.
	
	    R2. Develop proficiency in writing about literary analysis and clearly identify thematic, symbolic,

stylistic and imagistic elements of dramatic literature.

R3. Develop proficiency in writing about performance analysis and perceptively evaluate voice, movement, and character delineation through the artist's internal and external representation.

R4. Write clear, cohesive essays, using correct grammar and mechanics, which articulate their critical thinking on both literary and performance elements.

General Education

G1. Improve cultural literacy.

G2. Develop increased awareness of interdisciplinary, collaborative theatre practices.

G3. Develop increased awareness of diversity and self-expression.

G4. Develop increased awareness of the arts in educational, socio-political, and cultural contexts.

The theatre program is housed in the Elgin Community College Arts Center. The Arts Center opened in the fall of 1993, and is a 156,000 square-foot instructional, performance and visual art exhibition facility located on the main campus. The Arts Center provides rehearsal, event and classroom space for instruction in Art, Communication Design, Music, Music Production and Theatre. The Theatre program resides in the South wing of the building, with shared access to rehearsal rooms and general classrooms.

The theatre program also enjoys access to a small recital hall and two theatres for performance, a 164-seat black box (Second Space Theatre), and a 664-seat proscenium house (the Blizzard Theatre). The Arts Center also houses 2 art galleries, The John R. Grady Gallery of Photographic Art, the Safety Kleen Art Gallery, and the exhibition program's storage and preparation space. The Arts Center operates as an auxiliary unit that provides performing arts space to local organization, and it presents a range of professional artist programing via the Center Stage Series. Notably, Center Stage artists are often engaged for performance and residency programs (e.g. to conduct acting or music workshops with Elgin Community College's students). In addition to presenting

	a professional artist series, the Arts Center supports the college's vibrant instructional arts programs and showcases them to the community, and provides a rich environment for emerging performing artists. The college also partners with local not-for-profit arts organizations to jointly offer credit and non-credit classes. There are 6 of these *In Residence Ensembles (IREs)*: Elgin Master Chorale, Elgin Youth Symphony Orchestra, Elgin Youth Choir, Children's Theatre of Elgin/Fox Valley Youth Theatre, BFH (aka Ballet Folklorico Huehuecoytl), and Hamilton Wings (aka SCORE, Students Creating Opera to Reinforce Education). These IREs extend the college's impact into the community, increase awareness of our high-quality arts programs, and allow the college to offer programming that it could not otherwise sustain.
RS.2 To what extent are these objectives being achieved?	Generally, students are sufficiently meeting program and course outcomes, though faculty acknowledge opportunities for improvement in each course. For example, in THE 100, students generally met or exceeded the expectations for oral speaking skills, collaborative and interdisciplinary awareness, but upon review, faculty believe that more students could be successful if more "low-stakes" graded activities incorporating these learning outcomes were conducted all throughout the semester. More importantly, adding more of these "hands-on" assessment activities can increase the participation of students who might be at risk of low-attendance or low-participation and who may drop-out or fail the course. Collaborative and participatory activities will be more challenging to execute online but faculty look forward to addressing solutions over the next five years.
RS.3 How does this discipline contribute to other fields and the mission of the college?	From a humanities perspective, the theatre program contributes to the college's mission of *Improving people's lives through learning.* Students need not be majors to take away valuable skills from the program. Theatre courses provide many real life skills that are required in most work environments, including writing and communication skills, analysis, public speaking, collaboration, problem solving, creative solutions for limited resources, and empathy.

In the Tech Theatre courses students learn event management and event planning, stage management, lighting basics, and scenic basics including carpentry, |

	rigging, painting, and design. In Performance courses students learn the basics of acting, entrepreneurship, dancing, improvisation, juggling, and producing. Each course contributes to one or more of the general education outcomes, particularly Critical Thinking, Communication, Information Literacy and Global and Multi-cultural Literacy.
	Theatre students have participated in Fall and Spring plays that address complex social issues such as gun violence, immigration, institutional racism and equity among other topics. For each of these productions they also participate in community talkbacks after each performance as well as community events including panel discussions and community forums. And because live performances involve an audience, the program provides the opportunity for others to learn as well.
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**Improve scheduling mix to include additional online and evening sections.** Progress reported: ● Online THE-100: Theatre Appreciation has been offered every semester and has proven popular, enrolling 15-20 students each semester, including summer. As this course remains popular, additional online offerings will be explored. **Investigate and implement strategies to improve retention/success rates in the online section of THE-100, Theatre Appreciation.** Progress reported: ● Progress has been made in raising the online retention and success rates under Jeff LaRocque's leadership. ● Online courses present unique challenges for student retention in theatre. A goal for future sections of this course is to increase the use of Elgin Community College early alert tools to help retain students and increase pass rates further. **Explore development of a hybrid section of THE-100.** Progress reported: ● Deferred. Experience within the division suggests that hybrid courses can be a good option for high

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contact-hour courses, but less so for lower contact hour courses.

- Within the division, online students have reported taking the course because of the freedom it allows them in terms of their personal schedules, and a hybrid format would only marginally help here.
- Still, hybrid could be a solution for students wanting the course on days/times it is not offered. More study is needed.

Create community of practice by engaging program adjuncts in planning discussions and activities.
<u>Progress reported:</u>
- Complete. Adjunct meetings, engagement in program activities, emails and request for input has proven successful in forming community in the Theatre Department.
- One of our adjunct instructors has directed two productions for the Elgin Leadership Academy (working with student actors and technicians); led field trips off-campus; attended Performing Arts Club meetings; and participated in course performance opportunities for Improv and Theatre Dance all in addition to teaching multiple classes.
- As a pair, the full-time and part-time faculty co-coordinators continue to work alongside each other in making decisions concerning curriculum and instruction.

Cultivate a sense of community among students and faculty by recruiting and promoting with program with events and opportunities such as pizza parties and the Performing Arts Club.
<u>Progress reported:</u>
- The program enjoys a very active performing arts club (15-20 members) which sponsors recruitment pizza parties and produces events such Improv Resort, Spartan Mic Nights, student directed one-acts and joint productions with community organizations (e.g. Community Crisis Center Sexual Assault Awareness month.)

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- Program partners with other entities to raise awareness of social justice issues (e.g. production of *Just Like Us*, Immigration Stories during Latinx Heritage month).
- Community and awareness fostered through field trips and regular post-show talk backs. Activities are ongoing and well-established.
- The club provides leadership and growth opportunities for its members. The club now has six Executive Board members who are organizing fundraisers, dances, Spartan Mic Night as well as participating in other Student Life activities.

Invite more professional guest artists to campus for workshops and lectures; coordinate cross-curricular involvement.
Progress reported:
- The theatre program regularly offers students opportunities to work with professional artists via workshops or multi-day residencies. FY18 guests included professional juggler, Dharmesh Bhagat and actors with the renowned American Place Theatre (a collaboration with the Arts Center *CenterStage* series).
- The theatre program has developed a deeply engaged student body with high participation in these extended learning opportunities. This kind of activity is ongoing and firmly established.
- Guest artists have included Dharmesh Bhagat (juggler) Mierka Girten (professional Chicago actor), 8 other professional actors that were interviewed remotely by the Acting 2 class, Stage Management students shadowed a professional SM at The Paramount Theatre.

Join and participate in professional and student organizations such as Association for Theatre in Higher Education (ATHE) and American College Theatre Festival (ACTF).
Progress reported:
- No progress on joining Theatrical associations, although the adjuncts do belong and participate in professional organizations such as ATHE and SAFD.

	It will continue to be a goal moving forward to participate more fully with these organizations. **Revive H245 as a space for teaching/learning and performances.** <u>Progress reported:</u> ● Complete. H245 has become a performance and teaching space with the addition of block furniture, black curtains, focused lighting instruments and permanent ballet bars and an updated sound system. ● H245 continues to be used as a performance space (mid-term, end of the semester performances and Spartan Mic Nights) but it has its challenges, there needs to be more work done on the sound system, the projector, and the ability to hook up a light board in a timely and efficient manner. **Develop plan/schedule for curriculum review and course assessment; begin implementation.** <u>Progress reported:</u> ● A plan has been developed for curriculum review and course assessment. THE-100 has been completed and plans are on the calendar for four more courses this semester. Data has been collected and tabulated for Theatre Appreciation, Theatre Dance, Theatre History, and American Drama. Final reports for Theatre History and American Drama are forthcoming this semester (2019) **Investigate/implement high school partnership options, such as dual and/or articulated credit.** <u>Progress reported:</u> ● In progress. Some investigation has happened in implementing high school partnership with dual credit/and articulated credit but no specific progress has been made. A high school workshop was planned but had to be re-scheduled due to the busy lives of HS students in spring semester. Another attempt will be made soon. ● More recently, dual credit students have been taking theatre classes for the past couple of semesters and joining THE-110: Drama Performance. They have

proved to be a positive and hard- working addition to the program.
● Area high schools have been contacted about each of the Theatre Department's productions. More needs to be done in person to involve the high schools.
● Collaboration continues with BSA, the Community Crisis Center, and Music Department.

Explore the development of high school workshop events for education and recruiting.
Progress reported:
● As stated above, some collaborations have begun. A high school workshop has yet to be implemented, but remains a goal the program would like to attain.
● Area high schools are invited to each theatre performance at a discounted rate.

Continue and expand collaborations with other college departments, community organizations, professional theatres and area high schools to provide opportunities for student learning.
Progress reported:
● Limited progress on dual credit, although the theatre program accommodates new Accelerate College program requests for seats.
● As noted in goals above, the program is very engaged with community partners to produce special events and shows. Challenges include limited resources, especially time; the program has just one full-time faculty member.
● Program has continued to work with other Elgin Community College departments for its theatre productions including using them as experts and guest for talkback sessions. Community organizations such as Community Crisis Center are utilized whenever possible.
● Program students interview, shadow and go to see professional theatre (free tickets to Rivendell once a semester, class trip to iO for Improv class) several times a semester.
● Fall 2019 held two community events for *columbinus* which will include Elgin Community College Police,

| | Faculty, Assistant State's Attorney, the Sheriff's department.

Explore feasibility of touring instructional theatrical productions out into the community.
Progress reported:
● In progress. THE-200: Literature Performance Ensemble has been reviewed and will be offered in the spring 2022 semester to begin a touring instructional theatre production to go out into the community.
● Program continues to work towards taking theatre into the community, and is in talks with district U-46 high schools to bring Elgin Community College's Latinx Heritage Month staged reading to them. The resources and time needed for touring have been prohibitive in the past.

Consider investigating additional opportunities for professional evaluation, possibly from the American College Theatre Festival.
Progress reported:
● No progress, though this remains a future goal for the program. Although cost could be prohibitive.
● Ideally, the program would like to have an adjudicator attend and critique one production each year in addition to encouraging any students selected for the Irene Ryan acting competition to attend the Midwest ACTF festival.

Collaborate with Arts Center staff to assess and mitigate storage/equipment issues that may impede program growth (e.g. lack of costume shop/storage; insufficient scene shop space, etc.).
Progress reported:
● Great progress was made over summer 2019. The costume stock has been moved to a former office on the second floor complete with double racks, a washer and dryer, a space for fittings and space to work on costumes. They are organized and accessible for the first time in many years with an inventory and a plan to keep them organized. This |

will make things so much easier for production costume designers and will save the productions money. Students will also benefit when a costume is needed for a class performance.

Research need and initiate creation of a Technical Theatre certificate if warranted.
Progress reported:
- No progress on the Technical Theatre Certificate as program struggles to get enough student interest to run the Intro to Theatre Tech class.
- Students still inquire about technical theatre courses at Elgin Community College and there are new opportunities. The Arts Center's production manager Alexander Desimone has now taught our technical theatre course, opening up opportunities for students to work on the technical aspects of shows.
- Because Elgin Community College employs a professional technicians for the Arts Center, integrating technical theatre students into the production seasons remains a sensitive challenge.
- A future goal is to get a basic Technical Theatre course offered and running within the next program review period.

Explore the creation of AAS degrees in Performance and Technical Theatre.
Progress reported:
- Cancelled. See the above commentary.

Infuse curriculum with additional content from the college's Global Awareness general education outcome.
Progress reported:
- Since the last review, program has offered courses such as theatre history which include a global perspective on theatre practice. Non-western topics include Japanese theatre and African theatre practices, among others.

Consider topics for new course development, such as Costume, History of Musical Theatre.

	Progress reported:
	- No progress on new theatre classes. Since the last program, Theatre History has run once with a small group of students. While American Drama, Theatre Appreciation, and Theatre History include significant coverage of musical theatre, the viability of a stand-alone course has not been studied. - Future goals include creating a syllabus and possibly running a trial section under either Theatre History, American Drama, or a special topics course number. **Investigate course articulations and development of a theatre emphasis within the AFA degree.** Progress reported: - No progress on course articulations or theatre emphasis within the AFA. This remains a future goal. **Additional accomplishments since FY15:** - In a desire to make sure students have the information needed before they transfer, the program has instituted a Homecoming event. In the Spring of 2019, five theatre students and graduates from Elgin Community College came back to talk about their experience with the Theatre Departments they transferred to, which included DePaul, UIC, AMDA, NIU and Columbia. About 12 current theatre students were in attendance. The program hopes to expand this event in the future.

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?	Institutionally, degree requirements are vetted through the faculty-led Curriculum Committee and approved proposals are forwarded to the Vice President. Within this proposal process, initiators are encouraged to review implications and discuss potential changed with the affected division's faculty and administration. Where relevant, data is provided by Institutional Research to inform discussion and decisions.

college's offerings during the last review period? What determined this action?	more easily hire a Stage Combat instructor. Due to the increased popularity of musical theatre, there have been discussions in offering a musical theatre course, either under the Special Topics course or as a themed version of American Drama. Faculty have been in conversations with the Elgin Community College Arts Center staff regarding technical theatre courses. The program has secured Mr. Alex Desimone, the professional hired for college productions, to teach the introductory course – once as Independent Study and once as a full class. He is preparing a list of recommended changes to the course outcomes. Co-coordinator Jeff LaRocque is working on a topics course for diversity in American theatre in addition to musical theatre.
	The program wants to expand course offerings to meet emerging student needs and will continue to evaluate opportunities for students to work with professional theatre artists. The program has been able to leverage its relationship with the Paramount Theatre in Aurora to have students shadow professional technicians during performances. Upon review of sister colleges, it is noted that Elgin Community College does offer courses beyond what others provide, such as Improvisation, Stage Management, and multiple theatre literature courses (American Drama and Theatre History).
	The program serves at least two distinct types of students – one taking courses for general education or elective credit, and those who want to pursue a theatre major. The program has increased opportunities for students to discuss their professional and academic careers through the rehearsal process for the mainstage productions and the Performing Arts Club. While informal, on-request advising sessions occur for the development of audition skills, faculty are exploring opportunities for more regular audition workshops.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	As of the 2019/2020 catalog, the Theatre program has 32 active courses. The highest enrolled is THE-100: Theatre Appreciation which accounted for 45% of total enrolled seats for FY19.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline?	

<table>
<tr><td rowspan="7">a. What are the primary costs associated with this discipline?</td><td colspan="2">Costs for the program include those associated with Theatre department classes (general education courses, courses in technical theatre, acting, dance, improvisation, dance, etc.) and Theatre Production (shows that provide opportunities for students to apply what they learn in performance classes). These department budgets are segregated to facilitate oversight and cost containment. The table below reflects the FY19 cost of both budgets, as well as their combined costs.</td></tr>
</table>

	Theatre	**Theatre Production**	**TOTAL**
Expenses	$127,017	$76,318	$203, 336
Revenue	($110,526)	($9,083)	($119, 609)
Facility Fee portion of Expense	$0	$48,667	$48,667
(Surplus) Loss with **Facility Fees**	$0	$67,235	$83,727
(Surplus) Loss without **Facility Fees**	$16,492	$18,568	$35,059

The costs for the Theatre Production program include materials, production personnel (e.g. designers, scenic supplies, etc.), and rental fees paid to the college's Arts Center – a budget transfer from a college department to another college department. When these internal transfers are removed, the Theatre Production program has a much lower loss.

The Theatre department budget supports instructional salaries, supplies and transportation for field trips to professional shows in the Chicagoland area (Rivendell Theatre Ensemble) as well as trips to iO (Improv Olympics) for the Improvisation class, guest speakers and workshops.

b. How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall?

While the theatre program does not generate a profit as purely general education departments typically do, its small loss represents an investment in a vitally important, community-engaging, high-profile program that opens eyes and hearts to new perspectives on the human experience.

It can be difficult to explain the interplay between the instructional performing arts programs and the Arts Center to others. The facility fees pass-through in particular is not well understood. Charging for performance facilities (including associated labor) is a mechanism to manage production and ensemble demands on two desirable performances spaces. Without a budget to limit these, expectations and artistic demands would

	almost certainly spiral. Doing this emulates the parameters that constrain live performance in the contemporary market. And the Board of Trustees deliberately set it up this way when the Arts Center was constructed. They did so to support the Arts Center's maintenance and future as a vital instructional performance space.
c. How many full- and part-time faculty are maintained for this discipline?	As of FY18, the Theatre program staffed 1 full-time and 2 part-time faculty members. Full-time faculty taught 69% of the total credit hours for the year *(Source, IR Tableau Dashboards: Faculty Hiring Prioritization/ Departments).* The program continues to build relationships with Arts Center staff, and has recently recruited Alex Desimone to teach the introductory course in technical theatre.
2.2 What steps can be taken to offer curricula more cost-effectively?	With one full time faculty member and several adjuncts, the department operates in a very cost-efficient and cost-effective manner. Arts Center staff work with theatre faculty to manage resources required to produce theatrical productions. Show and design choices have a direct impact on material, labor and costs, so every decision made (even those in the frenzy of tech week/dress rehearsals) has to be evaluated against budget impact.

There is a potential for revenue generation for the program that has not yet been significantly explored. Currently, only one course is offered during the summer session, Theatre Appreciation. Given the current slate of faculty and staff, a non-credit summer camp or theatre-intensive for high school or college students could be offered. New playwright contests have been offered by other colleges in the Chicago area and it may be worth exploring the costs and revenue-generating potential of such events.

The program is sensitive to the costs to students. The schedule has been streamlined to eliminate scheduling conflicts, allowing students to register in a fashion that does not hinder time-to-completion. The courses generally do not carry high textbook cost, but this is always under review. For example, in Theatre Appreciation faculty are examining a replacement textbook that would cost $20 new instead of the current text which can cost up to $150. Free copies are also on reserve in the library. In Acting I, traditional textbooks have been completely eliminated in favor of free and |

	open-source resources, such as online monologue databases. Students who are part of Elgin Community College Theatre productions must register for a course and pay required tuition and fees. Some general education courses require students to see live theatrical performances and carry a material fee of approximately $60. Faculty are diligent to ensure the field trips can be offered to professional theatre companies without raising this fee. The program has established a good working relationship with the Paramount Theatre in Aurora and they have been very generous in keeping tickets affordable. The Elgin Community College Arts Center has also generously offered blocks of free tickets for students. Note that during the pandemic, these experiences have shifted online. The college is in the process of purchasing a live stream theatre subscription for students to access - and recommended a reduction in the fees for this year.
2.3 Is there a need for additional resources?	**SPACE** There will be ongoing expense related to updating performance spaces, costume storage and a formal costume shop. As the program looks to the future, additional resources may be needed to create new rehearsal spaces as scheduling conflicts increase between Elgin Community College theatre, the Arts Center, and other arts organizations utilizing the space. The closer the facilities are to professional facilities, the more students will learn about their craft. H245 is being converted to a performance space for Spartan Mic Nights, dance performances, final course performances, guest artists and student work. Improvements will include: updated and wired light board, new speakers with sound mixer with safeguards for student use, new projector, and speaker stands. It is also desired to finish the stage curtain project and include light design. The rehearsal room (H247) has ordered a mounted white board for space and more cabinets. The main classroom (H142) was recently refurbished but still needs furniture (chairs, table, and podium) and technology (a new white board, speakers and step lights). Other technology needs are currently being evaluated for the classroom and performance spaces. **CURRICULUM & FACULTY** The program continues to hear from students a desire for a more diverse selection of theatre courses, particularly

	in terms of playwriting and technical theatre. Additional faculty would then be anticipated to teach these courses.
	LEARNING EXPERIENCES To enhance learning opportunities, a dedicated budget for professional guest artists is requested. The more students interact with professionals in the field, the better their preparation and employability. The program enjoys close proximity to a major Theatre center in Chicago and opportunity abounds.
	To allow theatre students to become leaders in their field, the college needs to provide them with more student-led projects and experiences, such as Thespians for the Cause and other partnership productions (see item 3.7 to follow). These skill-building opportunities will require additional dedicated funds. On a related topic, additional funding for scholarships can allow more students to participate in college productions who may otherwise not be able to afford the course enrollment.
	Urgent needs have surfaced as the program continues to adjust within the uncharted waters of the pandemic. To ensure continued learning experiences, the program will need different technology to secure the ability to record and stream productions and ticket virtual shows for online classes. More access to resources such as online master classes, archives, academic performance subscriptions (*Broadway HD*, etc.), and the NY Times Historical Index will continue to be valuable once classes can resume in traditional physical spaces.
Indicator 3: Quality	**Response**
3.01 What are the program's strengths?	The theatre program strengths include excellent, committed faculty, a wide variety of courses, a plethora of performance opportunities for students, and a strong social justice component to the classes and the productions. Through performances and post-show "talk-backs," the program fosters crucial learning conversations about critical contemporary issues across the college and the greater Elgin community. Indeed, the program's commitment to promoting social justice is palpable, and is manifested in additional performances created for Latinx Heritage Month (also performed in Spanish), Black History Month, MAGIC, the Community Crisis Center, and the Elgin Area Leadership Academy.

	The program provides hands-on experiences within curricular and co-curricular settings which allow students to challenge themselves, practice their craft, develop leadership skills and build connections with leaders in the field. Final design projects from the Theatre Appreciation classes are displayed in the hallway at the end of the semester. The Performing Arts Club and the student-led group Thespians for the Cause, are wonderful expansions of the classroom. They have written and performed short plays for MAGIC, the LVPA division opening day, and for various professors in the classroom.
	Full-time faculty Susan A. Robinson has won Advisor of the Year for 2018-1019, and she has been recently been awarded a Partners in Peace award from the Community Crisis Center.
	The Elgin Community College Arts Center houses excellent and accessible theatre facilities with an extremely supportive administration. World class guest artists come to perform in the Arts Center and are then invited stay for workshops for the students, which also occasionally are opened to staff as well.
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	The program consistently offers an online version of THE-100: Theatre Appreciation to meet the needs of students with scheduling needs that go beyond the traditional classroom schedule. Even before COVID-19, the program had plans to explore the feasibility of additional courses which may work well in hybrid and online formats, such as the literature courses (THE-122 & THE-124).
	The program offers a few courses in the late-start, 12-week schedule, which can also provide flexibility to students: THE-150: Theatre Dance, THE-134: Improvisation, THE-136: Acting 2. It is noted that the program generally does not offer sections in the evening, but this creates conflicts with the production schedules, as rehearsals for all shows are currently in the evening, four to five days a week.
	The remainder of the courses still utilize the D2L platform for grades, supplementary material and to collect assignments digitally. The spring 2020 term was completed as best as could be done, and everyone will need to be flexible as the 20/21 academic year starts with physical limitations. Theatre faculty are exploring more interactive lecture software, such as *Panopto Video*, to

	provide more engaging and device-flexible lectures beyond existing mp4 video recordings.
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?	Enrollment, success and retention data from Institutional Research is disaggregated by modality. Programs are also given college averages for face-to-face, hybrid, and online sections of transfer and career-technical courses for benchmarking. Generally, retention and success rates in online sections are somewhat lower than face-to-face, but this is not always the case. Instructional designers are available to assist faculty in the design, implementation and improvement of their offerings. Prior to COVID-19, instructional deans work at a strategic level to plan which courses are in need of online development to advance college goals.
	Online enrollment in THE-100 has seen steady growth. Faculty have continued to revise the course to meet universal design standards for students with disabilities and to make the course more accessible for students using screen reading software. However, the challenge remains that despite being delivered online, students are still expected to attend live theatrical performances, a key outcome of the course. For the future (and as a COVID-19 mitigation tool), the program evaluated subscription services such as to see if live-streamed theatrical performances would be appropriate for online students, both in terms of cost and teaching/learning effectiveness. The program has chosen a service and is currently piloting this in online classes.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	All classroom evaluation processes are guided by the college's contract with the faculty union (ECCFA) and the mutually negotiated Faculty Evaluation Handbook. Techniques include observation/feedback and self-assessment on various schedules depending on the employment type of the faculty member.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	There are various and plentiful professional development opportunities for faculty at the college. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects through the Center for Enhancement of Teaching and Learning (CETL). Even in light of recent travel restrictions and other financial constraints, many faculty utilize professional development funds to attend conferences in their discipline.

The Theatre program only has one full-time faculty member, but the adjuncts are closely involved with department and division activities. Adjunct instructors regularly attend department meetings and the department is co-coordinated with an adjunct faculty member. Furthermore, adjunct faculty are included in the course assessment and program review process. They are encouraged to seek out professional development opportunities provided by the college. These faculty contribute to the theatre program through directing and choreographing on-campus theatre productions, which only makes them more valuable to the classroom.

As the program works to diversify the main stage productions as well as the students who enroll in THE courses, the equity and diversity programming offered by CETL and Elgin Community College's Professional Development department are very valuable. Externally, faculty continue to increase the quality of the program by attending professional development opportunities at regional and national academic conferences such as the Mid-America Theatre Conference and the Association for Theatre in Higher Education. Finally, efforts continue to invite guest-artists to campus to train students, enrich the faculty, and enliven the theatre program with new performance practices and techniques. The Mid-America Theatre Conference offers opportunities for student academic scholars (students presenting research papers). Faculty may pursue the possibility of aligning this opportunity with the assignments done in the American Drama and Theatre History courses.

Faculty would benefit from additional training opportunities for working with underserved students and those with mental health challenges. Individualized coaching by John Long from Academic Advising which provided program faculty with helpful guidance on ways to engage these types of students.

Externally, the program would like to pursue opportunities to see more professional theatrical productions in Chicago and New York in order to stay current on trends in American theatre (that is, when they re-open!). Funding to attend theatre and performance workshops in the Chicagoland area with a specific focus on acting, directing, and youth theatre would also be beneficial.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Susan Robinson (full-time faculty) was on the IAI Committee for about a year and half during the last review period. Unfortunately the time commitment conflicted with her classes.
3.6 How does the discipline identify and support "at-risk" students?	The Theatre department takes special care to discuss and share ideas for student retention and success, and strives to make the courses student-centered with active-learning techniques wherever possible. The production courses are particularly conducive to this as the students are constantly taking part and rehearsing, performing or presenting. Such energy definitely increases student retention as most of the work is collaborative and group oriented, and students support each other.

Being a small department, the faculty meet and frequently discuss ideas for retention and success. Challenges often have to do with circumstances beyond faculty control including students' home and work obligations. Earlier detection for students that are challenged by their circumstances is a place to begin in terms of supporting their success with appropriate referrals. Monetary resources also can support student participation in trips and conferences they might otherwise not be able to afford.

For the online sections of THE-100, faculty have continued to make revisions to meet universal design standards for students with disabilities and to make the course more accessible for students using screen reading software. |
| 3.7 To what extent is the discipline integrated with other instructional programs and services? | Theatre is easily integrated with other programs and services at Elgin Community College, due in large part to the strong theme of social justice that is part of the theatre program and that connects to other goals across the college. The program's most recent production (held in November 2019), *columbinus*, illustrates these connections. From the event's marketing materials:
Paparelli, who conceived the script, said, "'columbinus' is not a play; it is a theatrical discussion." By creating a dialogue around a devastating and defining threshold moment in our history, ECC Theatre's production aims to foster a community conversation about the issues surrounding gun violence in order to inspire positive change. Each performance will include a post-show discussion with the audience led by knowledgeable |

professionals, including counselors, law enforcement members, and school administrators.

This production and the talk-backs that followed were a successful combination of time and talent across the college including Wellness, Human Resources, the Elgin Community College Police, and students and faculty from Sociology and Psychology.

The program coordinates productions and staged readings with established celebrations such as Black History Month and Latinx Heritage Month, and recently has staged *Caught Between Two Worlds, To Be Young, Gifted and Black, and Blood at the Root.*

Faculty have worked with Elgin Community College librarians to create research guides for the American Drama and Theatre History courses. They look forward to increasing the collaboration in the future through opportunities for research and dramaturgy presentations related to the theatre productions. For example, in recent years the program created dramaturgical displays in the Arts Center lobby for *The Diary of Anne Frank* and *To be Young, Gifted, and Black*. Further collaboration with the Elgin Community College library could enrich these public displays.

As mentioned elsewhere, students have created a group called Thespians for a Cause, and respond in an ad hoc fashion with skits, scenes and testimony to support college events, division meetings and classroom instruction. Most recently, this group connected with MAGIC (Multi-cultural and Global Initiatives Committee) to allow students of color to voice their response the murder of George Floyd and subsequent protests across the world.

Student Life is also a strong partner. The Performing Arts Club won a programming award for Spartan Mic Nights and faculty Susan Robinson was awarded Advisor of the Year for 2018-2019. Through student life, the program can market shows and recruit students to the club and to the courses. Free preview tickets are provided to student leaders as well as local mentees in Elgin Community College's Transition Academy program.

As a means of creativity and expression, theatre is naturally connected to other subjects across the college. The spring 2019 production of a more modern telling of *Antigone* connected Greek mythology to the French

	Resistance during World War II, with implications of speaking truth to power in our modern day. Through his professional ties and activities, faculty Jeff LaRocque demonstrates this to his students with presentations including Working Class Culture in American Musical Theatre, panels on social justice and political theatre, and roundtables on storytelling.
3.7.1 What partnerships or collaborations have the program established to increase quality?	Partnerships and collaborations are throughout the greater Elgin community. Productions receive support from partners such as Gail Borden Library and the Elgin Area Leadership Academy. The production of *Diary of Anne Frank* collaborated with Kneseth Israel Synagogue. Each spring for Sexual Assault Awareness Month, activities are supported by Elgin's Community Crisis Center, including the event The Long Red Line One Billion Rising. The quality of the program is also enhanced by partnerships with Northern Illinois University and Rivendell Theatre Ensemble. NIU generously lends furniture and props and is a source for designers and technical directors for Elgin Community College productions. Rivendell provides 10 free tickets for students each semester and also suggests designers and stage managers to hire. Elgin Community College students are able to shadow professional stage managers at The Paramount Theatre in Aurora, IL for the Stage Management course. In Acting 2, students enjoy workshops with professionals from The American Place Theatre and the Writers Dojo of NYC, and complete an assignment interviewing professional actors.
3.8 What does the discipline or department review when developing or modifying curriculum?	As a small department, the faculty are able to regularly meet before, during, and after each semester to discuss curricular changes. They also ensure alignment between multiple sections of the same course taught by various faculty. THE-100 and THE-134 are currently the courses taught by multiple faculty within the department. Faculty take care to compare syllabi, textbook selection, and review assignment descriptions and outlines on an annual basis. Additionally, they have revisited the course outline and course description for THE-100 and have discussed how all faculty are meeting the requirements of the course. Within the past review period, updates are centered on accurately reflecting the content and skills needed in the courses today. For example, objectives in the Acting

	course had become outdated, and were reflective of the style of the previous program lead, who has since retired. The course will be redesigned to align with the national Acting I Objectives. Another example is the update to Theatre Appreciation to include a focus on "Chicago Theatre" within the learning outcomes.
	The program continues to offer a variety of performance-based courses that give students the opportunity to practice hands-on, real-world theatre skills. Beyond the courses currently offered, the program is planning to develop performance-based courses in musical theatre and devised theatre for social justice.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Re-examining the syllabus in terms of the type and frequency of assessment activities is a common strategy employed to ensure that students are offered multiple ways to engage in the course (via their preferred learning style). Additionally, there have been many fruitful discussions with student success and judicial affairs on how to retain and assist students with emotional, social, and cognitive impairments.
3.10 How does the college determine student success in this discipline? What assessment methods are used to ensure student success?	The Elgin Community College's Theatre Department defines student success by students' ability to: 1. Demonstrate competency in practical theatrical skills such as acting, directing, and design. 2. Exercise critical thinking and artistic judgement in viewing and writing about theatrical performances. 3. Create unique and compelling theatrical performances for the campus community. These skills are measured and assessed in all courses. For example, in performance-based courses students create solo and group performances to demonstrate their practical theatre skills. All students are required to attend and critique live theatrical performances. Finally, all students are given the opportunity to practice and hone their disciplinary skills via the program's season of theatrical performances and demonstrate mastery in a culminating project or performance. In the general education courses, typical measures include quizzes, exams, papers and presentations. Faculty also review student feedback and enrollment patterns to determine what changes can be made to improve student success.

	The program is also confident it is preparing students for additional education in the craft, as may students have successfully transferred to competitive BA and BFA programs in the area, such as DePaul, UIC, Columbia and NIU. In another example an Elgin Community College transfer student received a $2,000 scholarship specifically for her Production Book – a portfolio from her Stage Management class at Elgin Community College.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Review of program quality has resulted in a closer look at rehearsal and classroom spaces. Requests for necessary equipment and space modifications to enhance program quality continue to be made. Program review has refocused efforts on recruiting, particularly among area and district high school students. Faculty are also paying more attention to which courses are experiencing enrollment growth (THE-100 online, THE-132) and which courses need changes to increase enrollment (THE- 122). Of course, the COVID-19 pandemic will have a significant impact on enrollment, retention, and program quality. While faculty will work diligently to maintain enrollment and program quality, there is no doubt that the program will function in entirely new and different ways during the pandemic.

List any barriers encountered while implementing the discipline.

- Some of the weaknesses of the Theatre Program include the lack of full-time faculty. With only one full-time professor and two adjuncts it is difficult to offer as many classes and opportunities to the students as they would like.
- The department is challenged by the two-year program transient population. Faculty invest in a student who may only be here for a short time, and they often don't get to see the progress if he/she stayed longer.
- There are enrollment struggles for specific courses. Theatre faculty often feel as if the rest of the campus is unaware that the program is here and they would like to increase its visibility. There is a definite need to recruit at the high school level, which would solve some of the issues.
- Like many performing arts programs, at Elgin Community College the Theatre and Musical Theatre programs are not integrated. Closer collaboration and alignment is warranted.
- Enrollment is expected to decrease because of COVID-19. Theatre is by its very nature a hands-on, close-proximity, live art form. Productions all over the world have shuttered, which impacts the learning opportunities.
- While existing arrangements such as having Arts Center staff teach technical theatre courses is working for now, this arrangement severely impairs the program's ability to offer courses

when students want to take them. For example, the technical theatre course has to be offered after 5 p.m. It's difficult to find qualified teach theatre instructors – but the Arts Center's production manager is exceedingly qualified, and his non-traditional work schedule would allow him to teach during the day, but restrictions on staff teaching assignments (prior to 5pm) prohibit this.

● Course assessment continues to be a challenge as the program is limited by the number of faculty available to perform assessment activities. Still, faculty continue to work to ensure that this responsibility is shared among all available faculty.

● The upcoming academic years will pose some very difficult challenges to equity and diversity in the department. This past spring, faculty worked with students who were severely financially impacted by the COVID-19 crisis. Looking forward, students of color are expected to disproportionately face significant barriers to enrolling and succeeding in courses at Elgin Community College.

    o   This is compounded by the fact that the program has had to find new ways to execute face-to-face performance activities online. In the past, theatre faculty were proud of the fact that the department offered a range of courses that fit the needs of students with different learning styles from diverse backgrounds. However, the online-only model of higher education not only diminishes the variety of courses and curricular approaches, but this method of instruction also exacerbates the economic disadvantages of the students.

    o   In terms of diversity and equity, the COVID-19 crises did not just blunt the strengths of the program, faculty also expect it to pull back the gains they have made.

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	Theatre
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	**ENROLLMENT** Generally, the decline in enrollment is not surprising, mirroring the five-year trend for the college, with the seat-count declining 18% in Theatre courses versus 16% for ECC overall. As discussed earlier in the report, the program is making plans to boost enrollment, including recruitment and outreach within ECC and to the local high schools. **SUCCESS & RETENTION RATES** Our average success rate increased 5 percent over the period 2015-2019 to an average of 80%. These increases were driven by major gains in student success in THE-134, THE-170 and minor gains THE-132. The highest success rate courses are typically in the performance-based courses (THE-134: Improv, THE-110: Drama Production). These courses are unique in that they are student-centered where students are consistently engaged in the learning

	activities and there are many opportunities to practice performance skills. Classes are a supportive environment where faculty can directly assist students, and they also support each other. Retention rates meet or exceed the college average, and also are highest in the performance-based courses, as it is rare for a student to withdraw from a production. These courses are built around ensemble performance activities which students find challenging, enjoyable, and rewarding. For these courses, students are heavily invested in completing the performance activities. Program faculty have lengthy discussions with any student who intends to major in theatre arts or a related discipline. These students are goal-focused and typically matriculate to an Illinois four-year institution within two-to-three years. Student Success and Retention in the Theatre Department are directly tied to the degree to which the students are actively involved in the class, evidenced in the high rates for THE-110: Drama Performance (Fall and Spring Play), Improvisation, Acting, Theatre Dance and Intro to Tech Theatre. Faculty will continue to prioritize this model and create an environment for the students where they are actively involved and have a responsibility for the classes they are taking. Outlining expectations and helping the students to achieve them is also important.
PE.2 Overall Comments Regarding Equity within the Program	Programs consistently review disaggregated course success rates by modality to compare outcomes between face-to-face and online sections. Additionally, CTE programs have examined the demographics of program completers as compared to enrollees. Recently, the college has begun leveraging data dashboards with Tableau software created by Institutional Research to explore additional cuts from an equity lens. This data is something new to many academic disciplines and opportunities will continue to be designed to help faculty understand their own patterns, investigate unique patterns, and strategize targeted improvement efforts. For this report cycle, disaggregated success data was provided for the program as whole compared to the division and the primary course type (CTE or transfer), and for the top enrolled course. To ensure sufficient n-sizes, results were compiled across a 5-year time period. In terms of student enrollment, the program's population mirrors the college (In FY19: 31% Latinx, 47% White, 9% Black, and 8% Asian). Success rates among all ethnicities in Theatre are higher than for the division and the college. African-American students are generally more successful in theatre courses than the division as a whole (80% THE vs approximately 65% for LVPA), and this pattern holds in the highest enrolled (general education) course,

	THE-100, with African-American students having a success rate slightly higher than all other groups. The program has worked hard to diversify the curriculum and make its classrooms more welcoming for students of color. These success rates appear to show that these efforts are having an effect.
	Looking at this breakdown, however, some questions arise: are the efforts to diversify the curriculum helping to recruit/welcome students of color? What do students of color expect when enrolling in THE courses? How are they feeling about the courses, a production season and the program *after* their experience has concluded? What additional information tools can faculty use to collect this information (exit surveys from students or equity questions on classroom evaluations)? The program will seek ongoing access to and additional training with the Tableau data dashboards to further study differing outcomes and inform the implementation of strategies to improve them. Other disaggregation shows a smaller gap between Pell-eligible and non-Pell students (a proxy for low income), which is a positive finding. The gap is wider in THE-100, but not as large as for the division. Also mirroring division and college patterns, female students overall have higher success in theatre courses.
	Within the Theatre program, faculty consistently discuss equity with regards to the courses and productions. Elgin Community College offers excellent support for students and faculty and Theatre has definitely used the services of John Long, Dr. Greg Robinson and the Wellness professionals for help in supporting Theatre students. Faculty talk representation in the courses, the required material, and the productions selected to attend, and the guest artists that invited into the classroom. The Production program is grounded in Social Justice and strives to provide a platform for underrepresented voices, and give students a chance to participate as well as hear their own stories on stage.
	For the next five-year cycle, the priority continues to be to create more equitable and accessible courses for students at Elgin Community College. To that end, faculty want to know how students from different backgrounds are progressing through the courses. Additionally, they want to continue to assess learning outcomes tied to experiential learning activities believing the hands-on learning is a core strength of the courses and the program. It is therefore important to document the impact these activities have on student learning and success.
PE.3 Dual Credit Opportunities	High school students may enroll in dual-credit for Theatre Appreciation and Acting I. These courses transfer easily from Elgin Community College to other colleges and universities and allow in-district high school students to get a head start on either a

		Theatre-related degree or general education requirements for the degree of their choice. These students tend to be very successful. The program looks forward to increasing their enrollment in its courses; currently, enrollment is 3-4 students per semester.

CURRICULUM DATA

Course Title	THE-100:Theatre Appreciation
Course Description	An introduction to theatre as a performing art. Students study the audience, actor, critic, director, designer, and playwright through critical, social, and historical perspectives as they read plays and view both video and live performances. (Note special topics sections may focus on Chicago theatre or offer short-term travel courses to New York, Canada, Greece, London, and other international theatre centers.)

		FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	*Face to face*	126	81	75	85	65
	Online	22	40	60	43	44
Credit Hours Produced		444	363	405	384	327
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*Face to face*	85%	78%	86%	87%	82%
	Online	67%	54%	62%	62%	61%
IAI Status (list code)		F1 907				

How does the data support the course goals? Elaborate.	This is a popular general education course, which fulfills degree requirements and accounted for 45% of the program's total seats in FY19. It is offered each semester, including the summer session. Rather than bringing in new students, it may be that growth in the online sections is at the expense of face-to-face. One online section is steadily offered each term. Success rates for the face-to-face section exceed the college average for transfer courses. While lower, the success in online sections meets the college average for that modality.
What disaggregated data was reviewed?	Enrollment and success rates are provided by section modality. Observations have also been made regarding dual-enrollment high school students. As mentioned, the pilot equity data was also prepared for each program's highest enrolled course,
Were there identifiable gaps in the data? Please explain.	As discussed earlier in item 3.2, the course requirement of seeing a live performance may contribute to lower success in online sections. Faculty will also continue to adjust the online sections to be more engaging, approachable, and accessible to students.

	Anecdotal data suggests the high school students are doing very well.
	Equity data shows some interesting patterns for this course. Latinx and Asian students have lower success (72% for the past five years) while African-American students have the highest (78%). It would be interesting to see if the proportion of these student groups enrolling in the online sections are the same or different.
	While female students generally have higher success, and this is the case for the division and the theatre program, they score slightly lower than their male counter-parts, 74% to 77%. Again, it would be interesting to see if they are more likely to enroll in an online section.
	Lastly, the Pell-eligible students have a slightly wider gap in success than the program overall.

Course Title	THE-110: Drama Performance Ensemble
Course Description	This course is open to all who audition and are cast in Elgin Community College's fall or spring production. Students learn such skills as script analysis, acting, voice, and movement technique, as required.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	28	19	14	26	21
Credit Hours Produced	45	29	20	42	37
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	100%	100%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 3/10/20, SIUE 4/15/20				

How does the data support the course goals? Elaborate.	Enrollment is small, but consistent and students successfully complete. THE-110: Drama Performance (Fall and Spring Play) have a very high success and retention rate since the students are in a production where the expectations are clearly outlined and the degree of collaboration is so great that there is no dropping out.
What disaggregated data was reviewed?	None at this time.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	THE-122: Intro-Theatre History & Literature
Course Description	An introduction to the history, literature and collaborative art of theatre from ritual beginnings to contemporary dramatic literature. Students

survey the history of Western and non-Western theatre, read and analyze representative plays from major periods of drama, and view video and live performances.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	0	0	9
Credit Hours Produced	0	0	0	0	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					90%
IAI Status (list code)	F1 908				
How does the data support the course goals? Elaborate.	The course is scheduled to run each spring. A minimum competency prerequisite in English/writing helps ensure students are successful.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	Equity and Accessibility may affect success in THE-122 and THE-124, both literature survey courses. It has been observed that students who purchase physical copies of the required textbook appear to be more successful than students who do not buy it (i.e. students who rent online versions or students who are able to find copies of plays on their own). Faculty continue to explore affordable textbooks and limit the requirement that students purchase extraneous course materials as much as possible.				

Course Title	THE-124: American Drama				
Course Description	Examines the history and diversity of theatre literature in the United States. Plays studied include American classics as well as neglected voices from African, Asian, and Hispanic American, feminist, political, gay, and lesbian theatre.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	18	23	0
Credit Hours Produced	0	0	54	69	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			95%	71%	
IAI Status (list code)	F1 909D				
How does the data support the course goals? Elaborate.	The course is scheduled to run each fall. A minimum competency prerequisite in English/writing helps ensure students are successful. Enrollment could be stronger as an IAI course fulfilling the additional "Diversity" requirement.				

What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	Equity and Accessibility may affect success in THE-122 and THE-124, both literature survey courses. It has been observed that students who purchase physical copies of the required textbook appear to be more successful than students who do not buy it (i.e. students who rent online versions or students who are able to find copies of plays on their own). Faculty continue to explore affordable textbooks and limit the requirement that students purchase extraneous course materials as much as possible.

Course Title	THE-132: Acting I
Course Description	Basic principles of the actor's craft are explored, including skills in acting, movement, voice, improvisation, character analysis, and monologue study.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	31	34	27	20	30
Credit Hours Produced	93	102	81	60	90
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71%	70%	76%	77%	71%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				

How does the data support the course goals? Elaborate.	Enrollment in Acting 1 remains steady and is the highest of the performance/craft courses, scheduled to run each semester. The course provides hands-on experiential learning that students crave and are crucial for a theatre program. Success rates are slightly lower than the rest of the department, but in-line with other face-to-face transfer courses. The reason for lower success rates seems to be some students dropping out before the end of the term. Most performances happen at the end of the semester as well as the paperwork that goes along with it and sometimes students fail. Those who finish usually do better. High school students in the dual enrollment program do well. Students may earn proficiency credit for Acting I and may proceed to Acting II.
What disaggregated data was reviewed?	None at this time.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	THE-134: Improvisation for the Theatre				
Course Description	Improvisation technique helps actors think on their feet and improves communication, concentration, timing, and teamwork.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	27	26	12	23	16
Credit Hours Produced	81	78	26	69	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	78%	100%	96%	84%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	This course scheduled to run each fall and spring. Success rates have fluctuated but still average higher than other face-to-face transfer courses. As noted, this type of hands-on course provides a high degree of support and collaboration for students, increasing their success.				
What disaggregated data was reviewed?	None at this time.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-136: Acting II				
Course Description	This course strengthens the actor's craft by emphasizing text analysis, character development, psychophysical actions, and powerful objectives through rehearsal and performance of selected scenes. Requires strong memorization skills and outside rehearsal time.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	11	0	8	11	16
Credit Hours Produced	33	0	24	33	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69%		67%	91%	81%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	This course scheduled to run each spring. Enrollment has steadily supported one small section. The varying success rates are not unexpected with small numbers of students. There is enrollment growth potential. Acting I is not a pre-requisite for Acting II, and this course is repeatable to 12 credits to allow students the ability to continue developing their skill.				

What disaggregated data was reviewed?	None at this time.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-142: Movement for the Stage				
Course Description	Explores a variety of movement skills including neutral and character mask, mime, Laban technique, yoga as well as centering and energy practices from the martial arts of aikido and t'ai chi. These skills are then applied to acting and character study.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	This is planned to be withdrawn from the course schedule. Currently, students currently receive some limited movement training in Acting 1, Acting 2, and Theatre Dance.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-144: Voice and Speech for the Stage				
Course Description	Voice and speech skills for the stage actor include vocal warm-ups, vocal health, breath support, relaxation and resonance, projection, articulation, and dialects.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	0	2	0	1
Credit Hours Produced	0	0	6	0	3
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			100%		33%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				

How does the data support the course goals? Elaborate.	THE-144 is an important course for new actors, it has been offered several times in conjunction with Acting 2 and has been successful in that way.
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	THE-150: Theatre Dance
Course Description	Training and practice in theatre dance technique used in the American musical theatre. Dance styles include basic ballet, jazz, tap, and ballroom.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	29	25	24	18	18
Credit Hours Produced	87	75	72	54	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82%	88%	88%	85%	85%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				

How does the data support the course goals? Elaborate.	Enrollment has been declining (matching Elgin Community College pattern overall), but still is a steady performance/craft course, providing the hands-on experiential learning that students crave and are crucial for a theatre program. Success rates exceed the college average and can be attributed to clear expectations, motivated students, and a supportive environment.
What disaggregated data was reviewed?	None at this time.
Were there identifiable gaps in the data? Please explain.	N/A.

Course Title	THE-160: Introduction to Theatre Technology
Course Description	This course takes a hands-on approach to the fundamentals of technical theatre including stagecraft, set construction, stage lighting and production methods. Students quickly gain practical experience by applying classroom learning to work on theatre projects.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	3	1	5	0	0

Credit Hours Produced	9	3	15	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%		
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	As mentioned within this report, securing faculty to teach the course is a challenge. The program hopes it can grow with Arts Center Production Manager Alex Desimone, as the program is aware of students who are interested in the technical courses. The impact of COVID-19 on live productions, however, will be significant.				
What disaggregated data was reviewed?	None at this time. Low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	THE-161: Scenic Design and Technology				
Course Description	Course teaches methods of approaching, developing, and completing set designs through the detailed study of scenic history, styles research, scenic techniques and script analysis. By designing several simple theoretical projects, students develop and expand their critical and creative thinking skills while increasing their knowledge of the artistic and technical demands of scenic design.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	As we continue to revitalize THE 160, this course would be an obvious next step for our technical theatre students. Could also be taught by Alex Desimone. At this time, we do not wish to remove this course from our catalog as we continue to invest in our technical theatre courses.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-162: Technical Theatre Practicum				
Course Description	Focused on practical work experience, students perform vital technical roles on theatrical productions under faculty and staff supervision.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	EIU 3/10/20, SIUE 4/15/20- *Awaiting additional articulation pending approval from reciprocal institutions.*				
How does the data support the course goals? Elaborate.	When the pandemic is over would like to use this as a way to get more students involved in the tech process for full scale productions.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-164: Lighting Design and Technology				
Course Description	Learn the art and science of stage lighting while developing your creative skills. This project-based class teaches you how to analyze a script, create and execute a theatrical light plot as well as how to work with state-of-the-art lighting equipment including robotics.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	Could be taught with Scenic Design. Also taught by Alex Desimone or professional designer, need to get the tech students engaged first beyond THE-160.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-166: Theatrical Sound Design & Technology
Course Description	This course is an introduction to sound design and technology for the theatre. Students will explore acoustic phenomena and perception, the relationship of sound to dramatic text, image, and movement and the integration of sound design and technology in performance.

	FY15	FY16	FY17	FY18	FY19
Number of Students Enrolled	6	0	0	0	0
Credit Hours Produced	18	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71%				
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	This was a popular course but only offered up through 2015 because of overload for the Music Professor. Program hopes to add it back in the future.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-168: Stage Makeup
Course Description	This course will give you hands-on experience in make-up design and application, from character analysis through the realization of design ideas on the human face. Students will understand how make-up design communicates vital information about character and how it plays an essential role in the stylistic concept of a production.

	FY15	FY16	FY17	FY18	FY19
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	Have not found an adjunct with the qualifications to teach this – is often requested by students.				
What disaggregated data was reviewed?	N/A				

Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	THE-170: Stage Management				
Course Description	Concentrates on skills needed by today's stage managers-organizational skills, leadership, time management, and professionalism in the theatrical world.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	3	3	0	3
Credit Hours Produced	0	9	9	0	9
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		50%	100%		67%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	One of the only Tech classes we offer, students create a professional Production Book and shadow professional stage managers. Hope to grow this class with growth of Tech program i.e. Intro to Tech Theatre.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	THE-210: Literature Performance Ensemble				
Course Description	Students will study, adapt and perform literature, such as essays, letters, novels, poetry, and short stories, with an emphasis on the use of voice and movement to interpret and communicate the work to an audience.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	Possibly plan to revise and/or cross list with Oral Interpretation. Hope to offer in 2022 when pandemic is over.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-231: Internship in Theatre
Course Description	Offers credit for work experience with professional theatre organizations in technical theatre, administration, design, or performance.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	We will consider consolidating these Internship courses into one with variable credit.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-232: Internship in Theatre
Course Description	Offers credit for work experience with professional theatre organizations in technical theatre, administration, design, or performance.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	We will consider consolidating these Internship courses into one with variable credit,				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-233: Internship in Theatre

Course Description	Offers credit for work experience with professional theatre organizations in technical theatre, administration, design, or performance.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	We will consider consolidating these Internship courses into one with variable credit,				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	THE-234: Special Topics: Theatre				
Course Description	Offers an opportunity to study specialized topics in theatre history, literature, production or performance. Can be focused on a particular research subject, author, genre, style, technique or historical period.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	9	16	22	19	22
Credit Hours Produced	9	16	22	19	22
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	94%	96%	90%	100%
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	We will consider consolidating these Special Topics courses into one with variable credit. Typically Ballet Folklorico is listed under THE-234 and Directing has been listed under THE-236. Both of these need to be developed into their own course.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	THE-235: Special Topics: Theatre				

Course Description	Offers an opportunity to study specialized topics in theatre history, literature, production or performance. Can be focused on a particular research subject, author, genre, style, technique or historical period.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	We will consider consolidating these Special Topics courses into one with variable credit.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-236: Special Topics: Theatre				
Course Description	Offers an opportunity to study specialized topics in theatre history, literature, production, or performance. Can be focused on a particular research subject, author, genre, style, technique, or historical period.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	3	0	0	0	0
Credit Hours Produced	9	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%				
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	We will consider consolidating these Special Topics courses into one with variable credit. Typically Ballet Folklorico is listed under THE-234 and Directing has been listed under THE-236. Both of these need to be developed into their own course.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-241: Stage Combat I				
Course Description	Focuses on unarmed combat including falls, throws, and sparring techniques from judo, karate, Aikido, wrestling, boxing, and barroom brawling. Taken in sequence with THE 242-Stage Combat II, students will have the opportunity to take the Society of American Fight Directors Actor/Combatant exam.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	5	6	0	0	0
Credit Hours Produced	15	18	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	57%	83%			
Form 13 Status (list signature dates and institutions)	NIU 2/14/20, EIU 3/10/20, SIUE 4/15/20				
How does the data support the course goals? Elaborate.	The program is challenged by having qualified, certified faculty for the combat courses. The faculty member needs to be a certified teacher with SAFD. Very few in our region are able to teach this course. We could take away the test at the end and hire a certified combatant not a certified teacher with SAFD. Combat I and Combat II courses will be kept as core offerings, and the others likely withdrawn.				
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	THE-242: Stage Combat II				
Course Description	Focuses on Medieval and Renaissance weapons such as quarterstaff, broadsword and rapier and dagger used in Shakespeare and other period plays. Taken in sequence with THE-241: Stage Combat I, students will have the opportunity to take the Society of American Fight Directors Actor/Combatant exam.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
Number of Students Enrolled	0	9	0	0	0
Credit Hours Produced	0	27	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100%			
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, EIU 3/10/20				

How does the data support the course goals? Elaborate.	The program is challenged by having qualified, certified faculty for the combat courses. This course will likely be kept with THE-241 as a core offering.
What disaggregated data was reviewed?	None at this time, low n-sizes would be a concern.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	THE-243: Stage Combat: Single Sword
Course Description	This course focuses on single sword combat for theatre and film with swashbuckling fencing techniques used in Hollywood films like The Mark of Zorro and Captain Blood. Students may have the opportunity to take the Society of American Fight Directors skills proficiency test at the end of class.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, EIU 3/10/20				

How does the data support the course goals? Elaborate.	We plan on withdrawing this course to focus on offering our core Stage Combat I and Stage Combat II courses. The program is challenged by having qualified, certified faculty for the combat courses.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	THE-244: Stage Combat: Small Sword
Course Description	This course focuses on small sword combat for theatre and film using fencing techniques developed in the 17th century French court and performed in the works of Moliere and other restoration playwrights. Students may have the opportunity to take the Society of American Fight Directors skills proficiency test at the end of class.

	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, EIU 3/10/20				
How does the data support the course goals? Elaborate.	We plan on withdrawing this course to focus on offering our core Stage Combat I and Stage Combat II courses. The program is challenged by having qualified, certified faculty for the combat courses.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	THE-245: Stage Combat: Knife				
Course Description	This course focuses on knife combat for theatre and film using street fighting styles found in contemporary plays and musicals like West Side Story and Carousel. Students may have the opportunity to take the Society of American Fight Directors skills proficiency test at the end of class.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, EIU 3/10/20				
How does the data support the course goals? Elaborate.	We plan on withdrawing this course to focus on offering our core Stage Combat I and Stage Combat II courses. The program is challenged by having qualified, certified faculty for the combat courses.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	THE-246: Stage Combat: Quarterstaff				
Course Description	This course focuses on quarterstaff combat for theatre and film using staff techniques performed in Medieval, Renaissance and Asian				

	drama. Students may have the opportunity to take the Society of American Fight Directors skills proficiency test at the end of class.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, EIU 3/10/20				
How does the data support the course goals? Elaborate.	We plan on withdrawing this course to focus on offering our core Stage Combat I and Stage Combat II courses. The program is challenged by having qualified, certified faculty for the combat courses.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	THE-247: Stage Combat: Broadsword				
Course Description	This course focuses on broadsword combat for theatre and film used in Medieval and Renaissance drama. Students may have the opportunity to take the Society of American Fight Directors skills proficiency test at the end of class.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, EIU 3/10/20				
How does the data support the course goals? Elaborate.	We plan on withdrawing this course to focus on offering our core Stage Combat I and Stage Combat II courses. The program is challenged by having qualified, certified faculty for the combat courses.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	THE-248: Stage Combat: Sword and Shield				
Course Description	This course focuses on sword and shield combat for theatre and film as used in Greek, Roman and Medieval drama. Students may have the opportunity to take the Society of American Fight Directors skills proficiency test at the end of class.				
	FY15	**FY16**	**FY17**	**FY18**	**FY19**
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					
Form 13 Status (list signature dates and institutions)	UIS 2/4/20, NIU 2/14/20, EIU 3/10/20				
How does the data support the course goals? Elaborate.	We plan on withdrawing this course to focus on offering our core Stage Combat I and Stage Combat II courses. The program is challenged by having qualified, certified faculty for the combat courses.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Academic Course Review Results

Rationale R.1 Provide a brief summary of the review findings and a rationale for any future modifications.	The program needs to increase enrollment through recruitment by reaching out to new students in area district high schools. Online courses are showing success, and there is a need to consider additional modalities for other courses. Work will continue on course objectives and outcomes, aligned throughout the program, and reflective of current practice. The program will build upon its strength of contributing to equity through diverse casting practices, show selection, community partnerships and hiring artists of color. Finishing the Spring 2020 term and entering the Fall 2020 term, the theatre faculty have responded quite creatively to the COVID-19 crisis and the program is well-positioned to leverage the opportunity to increase reach and enrollment in previously unprecedented ways.
Intended Action Steps R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	**Enrollment, Recruitment and Reach** • Schedule high school visits with potential students. • Work with Elgin Community College's dual credit/partnership office to explore potential dual-credit partnerships with district high schools.

	- Due to COVID-19, virtual efforts may need to be made. Review and assess by fall 2020. - Increase existing outreach efforts; create more opportunities for student performance internally as well as with community organizations. (Ongoing). - Suggestion based on Equity narrative: Explore opportunities to better understand the program's equity data, and consider additional means to gather feedback on efforts to diversify the experience and provide a welcoming environment for all students. **Curriculum** - Continue curriculum review to explore new modalities for existing courses. - Align course objectives with course curriculum. Review and assess by spring 2021. - Develop and offer new courses: Musical theatre, Diversity in American Theatre, playwriting and Devised Theatre for Social Justice. - In the fall of 2020, develop at least one course for proposal to relevant college committees with a goal of offering said course by fall 2021 (most likely candidate: musical theatre). - Increase level of course assessment and work towards a regular schedule of course assessment. - Explore collaboration and alignment with the Musical Theatre program **Space and Resources** - Continue to refurbish and expand existing performance spaces/equipment/storage. Summer 2020 and reassess yearly. - As enrollment returns post COVID-19, pursue opportunities: - Expand faculty to support offering more individual courses - Secure staffing for movement and voice - Hire another full-time instructor - Review and assess by fall 2021.
Resources Needed R.3	COVID-19 will most likely delay implementation of these goals. Funding will also be required for the expansion of space and equipment. The "new-normal" post pandemic will likely require better and more technology for remote learning – WiFi, cameras, mics, private performance space. Technology will be needed for recording and streaming, and these may also require additional support personnel or perhaps retraining/reassignment of current Arts Center staff. In order to continue to deliver excellent programming for Theatre students, the program is need of a larger budget for guest artists and

	designers for productions and classes – the more real-world experience they have the better for their employability later. Funds are also required for a second full-time faculty member.
Responsibility R.4 Who is responsible for completing or implementing the modifications?	The co-instructional coordinators (one full-time and one part-time faculty) will share the duties. They will rely on the technical adjunct for recommendations on updating performance spaces.

Student and Academic Support Services

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

College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Review Area:	Advising

Program Summary 1. Please provide a brief overview of the program or service being evaluated.	The mission of Academic Advising at Elgin Community College is to foster collaborative student-advisor relationships which promote learning and student success throughout all levels of the educational experience. Elgin Community College Academic Advisors improve students' lives by guiding and empowering them to make well-informed, strategic educational decisions that encourage student development and meaningful, timely pathways toward goal achievement. Upon meeting with an academic advisor, students will: ☐ know how to contact their academic advisor and understand the respective roles in the advisor-advisee relationship as well as the advising process. ☐ understand program requirements necessary to achieve their degree and career goals. ☐ develop an academic plan for achieving their goals and select courses each semester based on those goals. ☐ know the resources and services on campus that will assist them in achieving their academic, personal, and career goals. ☐ understand and navigate the processes that lead to successful transfer or job search. Staff within the department fulfill the following core/primary functions: ☐ Assist students in clarifying their educational and career goals. ☐ Assist students in establishing a clear educational pathway for successful completion of identified coursework, certificate, or degree requirements. ☐ Provide timely student communications and outreach using modalities such as meetings, phone calls, Skype, e-mails and text messages.

	- Respond and provide support for any reports or concerns through Spartan Alert; provide appropriate interventions. - Provide success strategies and interventions in response to *Standards of Academic Performance* (SOAP). - Interpret and explain Elgin Community College policies and procedures. - Utilize available technology to monitor academic progress of students toward degree and/or certificate completion; identify current and potential academic needs. - Document all pertinent student information and update changes to student's status in systems utilized by college.
Prior Review Update 2. Describe any improvements or modifications made since the last review.	Listed below are the two goals from the previous full program review report in FY15 and a summary of subsequent progress. **1. Develop collaborative working relationships with faculty to ensure student academic advising is accurate and up-to-date.** Progress reported: - Twenty-four meetings were held between an advisor and faculty member or instructional coordinator to gather information regarding their respective programs. - Ten faculty/instructional coordinators presented on their programs during advising staff meetings. - Program Profiles, a resource for advisors, was created highlighting program information garnered from program meetings and/or presentations. The information is stored on the advising shared drive, as well as, on a cloud based document for easy access. - Advising team tours of Massage Therapy, Dental Assisting, Culinary Arts, Physical Therapist Assistant, Clinical Lab Technology, Computer-Aided Design, Welding, Truck Driving and Automotive followed by a Q & A session. **2. Establish a baseline of student satisfaction.** Progress reported: - A survey was created to measure student satisfaction of their advising experience. The 9-question survey was given to students after they met with an advisor for a scheduled appointment or for a drop-in. The

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survey items were asked on a Likert scale with a section for additional comments. The survey was offered on a paper version as well as online. A follow-up reminder email for completion was also sent.

- The initial deployment of the survey (January to April 2016) collected 926 responses for a 39% response rate. The majority of the results fell between 90 - 99% strongly agree or agree (satisfied) with the service(s) provided.
- In addition to the survey, in an effort to qualitatively understand the data being gleaned from the survey, a student focus group was conducted (modeled on the student survey questions). Nine (9) students participated in this focus group and the results indicated an overwhelming satisfaction with the academic advisors and the services they provide at Elgin Community College.
  - Focus group participants were particularly happy with the highly tailored and individualized support they received from their academic advisor.
  - Most participants also indicated a strong sense of rapport with their academic advisor, citing this as an essential feature in the advisor-advisee relationship.
- The division significantly reorganized Advising in 2014 and moved to a case-management model of Academic Advising, which will be discussed further in item 3 below. An updated report was submitted with the college's FY17 Program Review. While new goals were not specifically articulated within this update, the following items are recent accomplishments for the service area, which also will be discussed later in this report.

1. **Target Population Advisor Assignments:**
   a. Two (2)-year Dual Credit
   b. ABE/ESL Transition
   c. NIU Elementary Education Partnership
   d. Health Professions

2. **Advising implemented several New Initiatives projects over the past few years, including:**
   a. Smart Start
   b. Pit-Stop Advising
   c. Spartan Alert Case Management
   d. Mandatory Advising Program (MAP)

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	e. Near-Completers Campaign

	3. New technology has been launched, including:
	    a. eSARS
	    b. SARS Texting
	    c. CRM Advise, the newly purchased Early Alert software solution, scheduled for fall 2020.

3. What are the program/service strengths?	The evolution from a faculty Counselor model to the new Academic Advisor case management model is the most significant strength of Academic Advising at Elgin Community College, which research has shown facilitates more effective advising practices that fosters increased student success. This proactive and holistic model deploys more effective academic advising practices, communication, outreach and success interventions/referrals to assist students in identifying and overcoming barriers. By design, this supportive model builds relationships with students immediately following New Student Orientation through intentional interactions that are personal instead of transactional. Students are assigned a specific advisor who remains with them for their full educational journey at the college. Where warranted, various populations of students (i.e., dual-credit, Adult Education/ESL transitions, etc.) are assigned a single advisor to provide expertise related to their unique needs. Because a student remains connected to one academic advisor in the case management model, the student/advisor relationship becomes a vital and durable one, wherein the advisor often becomes the "face" of the college to the student, the one staff connection that is reliable and consistent throughout the student's time at Elgin Community College. As a program, Academic Advising has developed a complement of tools and interventions used systematically and purposefully to support and advance student success. These come from a developmental approach, rather than a prescriptive one, and include holistic and proactive measures such as: Smart Start, MAP, SOAP and Spartan Alert. Each of these will be highlighted further in item 5c to follow. As with most endeavors, the case management model will only be successful when staffed by qualified personnel, so it is important to stress that *the people* are another strength to the program. In addition to being highly educated in

	their field, academic advisors are extremely knowledgeable about the college in general. Because academic advising is often the primary source of Elgin Community College information for many students, the advisors need to know all academic and student affairs information at the college that impacts students. To this end, the department has built working partnerships across the college with all service and academic areas, regularly inviting representatives to weekly advisor staff meetings to provide updates on policy and procedure changes as well as programmatic matters. The physical location of the Advising offices is within the college's Student Success Center. This proximity aids in students developing an awareness of and familiarity with the variety of services available to them, such as Wellness Services, Transfer Services, and Career Development Services.
4. Based on the review, what are the identified challenges of the program or service?	At the writing of this report, staffing and related caseload present the largest challenge to the Advising program. Based on ECC's total population, the ratio of students to advisors is considerably higher than other institutions of comparable size and exceeds the recommended ratios from the National Academic Advising Association (NACADA). The large caseload at times limits the advisors' availability to provide services to students in a timely and proactive fashion. An increase in the number of advisors would decrease the caseload per advisor and allow for increased personal connections with students, more targeted outreach, and the creation of a dedicated advisor who could provide more intrusive advising and coaching to underprepared and vulnerable students. The current staffing arrangements for Advising are as follows: ▪ Associate Dean of Student Success (which includes Advising, Transfer & Career Development Services) ▪ Assistant Dean of Student Success and Judicial Affairs ▪ Ten (10) full-time Academic Advisors ▪ Three (3) part-time Academic Advisors Ideal advisee caseloads are set by the NACADA for college type and enrollment size. Based on their thresholds, the average caseload per full-time professional

	academic advisors at a community college is 441. Elgin Community College's current average advisee caseload per full-time academic advisor 1,385, and the part-time academic advisor case-load is 676, considerably over the recommendations of NACADA.
	Based on available funding in 2014 when the new model was implemented, nine (9) full-time and three (3) part-time advisor positions were established. In FY20, an additional layer of management was added to supervise day-to-day operations (the Assistant Dean). ECC students are still at a disadvantage however especially compared to other community college students. ECC academic advisors have less time and energy to devote to individual students than advisors at other more resourced institutions. While they do an excellent job at connecting and engaging with their caseloads, it is unrealistic for them to develop meaningful and lasting connections with all of their students, and it is precisely these meaningful and lasting connections which research has consistently shown to be highly correlated with student persistence, retention, and success. Please see <u>here</u> for research and discussion on the importance of the individualized advisor/student relationship.
	Academic advising could have an even greater positive impact on these vital student success indicators if advisors had more manageable caseloads that enabled them to spend more time forging lasting connections with more students.
	a. NEED
Rationale 5. Detail all major findings resulting from the current review.	**Needs of Students** The program's purpose is to meet the needs of students. The department continually creates and enhances advising practices to provide more effective and efficient services.. For example, designated advisors work with specific student populations. When the new model was founded in 2014, these populations included: veterans, international students, and student-athletes. Since that time, the list has expanded, as mentioned earlier, to include adult education/ESL, dual-credit and health professions. In addition, to ensure seamless transfer into specialized baccalaureate programs with 2+2 articulation agreements, designated advisors work with ECC-to-NIU elementary education students and ECC-to-UIUC engineering students.

A student's first interaction at Elgin Community College after the Online New Student Orientation is often with an academic advisor. Therefore, it is vital that advisors create a safe, welcoming environment for students. Advisors commit to:

- Understanding that they serve a diverse population of students with diverse identities.
- Being aware of the multitude of resources available to students and make referrals when appropriate
- Serving as advocates for their students
- Promoting equality
- Attending training offered through the college on cultural competency, personal biases, social justice and equity.
- Encouraging each other to participate in groups and committees that focus on diverse issues and the promotion of social justice.

With the implementation of a new online New Student Orientation, an enhanced 30-minute new student advising session was established that would provide a more effective advising experience for new students. To effectively serve students unable to come to campus, webcams were purchased, and services became available virtually. This proved essential during spring 2020 when academic advising as well as instruction moved to the remote environment.

In person contacts are just one way students access academic advising services. Academic advisors also engage with students through regular communications which consists of targeted and highly relevant messages sent to their student caseloads. In these communications students are made aware of important policies, procedures, deadlines, resources and methods for engaging with those resources.

Usage
Student usage of academic advising is highly cyclical, tracking positively with the open enrollment and class registration periods. The move to the case management model led to a direct increase in student engagement with the program, and this engagement has remained relatively steady since 2014. The graph in Appendix A demonstrates the number of student meetings made by academic advisors each month from January 2018 through June 2020. Peak months of August and January coincide

with open enrollment for fall and spring classes. During these peak periods, an advisor can meet with upwards of 220 students each month. These numbers have remained level, despite overall decreases in enrollment.

Students have the option of scheduling 30-minute appointments with their advisor or getting quick answers to minor questions from any advisor through the office's Drop-In Advising sessions. Advisors frequently use email as well as telephone to answer questions from students and provide guidance to students.

With the November 2020 implementation of *CRM Advise*, the new Early Alert software, advisor contacts with students will likely increase, as the platform will make it easier to identify students who are academically vulnerable earlier in their educational experience. Advisors ability to proactively reach out and connect with these students, and work with them to overcome any obstacles they may be facing will be enhanced. *CRM Advise* will also make it easier and more intuitive for faculty to make a student referral to the Early Alert program, meaning more students will be referred to advisors for assistance. At this point it is not possible to reliably predict how much of an increase in student contacts this will bring, but the potential is for significant growth in the next two years.

Emerging Needs
The Academic Advising Department is highly assessment- and data-driven, constantly monitoring student contact numbers and gauging student satisfaction in multiple ways. This results in a department that is in tune with student need and agile enough to adjust practices and availability to meet that student need. Many staff members use their professional development funds for membership in the National Academic Advising Association (NACADA), which provides a forum for the discussion and exchange of ideas related to advising. With this and other networks, the advisors are aware of emerging trends for college students and their profession.

Advising staff meetings are held each Friday afternoon. During this time advising services are shut down so advisors can focus on current issues and needs as well as professional development which includes discussions and planning for: assessment of current programs and services; identification of gaps; enhancement of current programs and services; new initiatives based on emerging

trends in student success and implementation of best practices, employment trends; new academic programs and changes to existing academic programs.

In the coming year, several activities are being planned by advising leadership. These include unconscious bias training for academic advisors, the formation of an advisor-led group to research the topic of inequities in the profession of academic advising, and develop initiatives to address any relevant findings. Moreover, advising plans to collaborate more with the College's Institutional Research department to look at access and usage of advising services across various relevant metrics and address any areas of concern.

Additional data on student engagement with services by various relevant metrics could prove useful and actionable. This could include the rate of student engagement by income, first-generation status, race, ethnicity, gender, and other data points. Most of the data needed should be readily available within the College's Institutional Research office. A goal within the 20/21 academic year will be to partner with that office on these efforts, and then develop actionable goals to address any concerning findings.

b. COST

Costs to The College

Academic Advising is very cost-efficient. The department is operating in a fiscally responsible manner, prioritizing the human capital which research indicates is the primary driver of student success. The primary cost of the program comes in the form of payroll, mainly that of the professional academic advisors. General operating materials, materials printing, and supplies make up the majority of the remainder of the budget. Technology implementation, i.e. SARS, CRM Advise) is typically budgeted elsewhere within the TLSD division rather than the department. Growth in the budget is mainly attributed to the inflationary nature of human resource expenses in an attempt to keep these in line with larger economic growth and cost of living expenses. Academic advisors are devoted nearly entirely to their work with students, and their schedules are monitored closely and adjusted consistently to best meet student contact needs.

Challenges for the budget are minimal. Planning occurs year-round, and management exercises tremendous fiscal

responsibility as a steward of college and community dollars. Efficiencies have been gained when the program's support staff identified means by which to provide additional services to students, such as appointment scheduling, allowing the advisors to be more productive.

As discussed above in #4, current staffing does not meet recommended ratios. There would be significant expense to add to the program's professional staff to bring the figures in better alignment.

Costs to Students

There is no financial cost to students to utilize the services of Academic Advising. The program's goals and outcomes actually serve to make college *less* expensive to students in two key ways – reducing time-to-completion by ensuring appropriate enrollment and successful outcomes, and referring students in need to appropriate financial support resources. The core work of academic advising is to help students identify a program of study early and select classes in an effective and efficient manner, lessening the time to graduation, and reducing educational costs for students along the way by avoiding unnecessary classes and other costly mistakes. The tool *SMART START* was piloted in 2017 and 2018 within New Student Orientation (NSO) to ensure that students understand the importance of choosing a major early and the importance of enrolling in courses that will prepare them for a seamless transfer in a timely and cost-efficient manner, even if they have yet to solidify their career goals. Phase 1 includes students completing an interest inventory that is aligned to career pathways prior to meeting with an advisor at NSO. The completed worksheet is discussed during the initial student/advisor meeting and the appropriate courses are planned based on the identified career pathway. The second phase includes the identification of additional foundational courses (up to 18 credit hours or 2 semesters) that will ensure a student has a Smart Start. Advisors are also well-positioned due to the nature of their work with students and the relationship they have built to quickly recognize, discuss and strategize around barriers that can impact student progress. When students face such barriers, they can be referred to the appropriate resources, i.e., Financial Aid, Wellness Services, the Elgin Community College Foundation, and the Emergency Fund within the Dean's office. These conversations often arise with students in the

process of discussing degree path/timeline and planning classes in a given semester. In their work with the College's Spartan Alert program, in which faculty identify and refer academically or personally vulnerable students to their assigned academic advisor, barriers are identified and appropriate referrals are made This became particularly critical during Spring 2020 as students faced many challenges with the start of the COVID-19 shutdown and pivot to remote learning.

c. QUALITY

Mandatory Advising Program

In an effort to promote and foster an environment of academic success, the Elgin Community College Academic Advising Team instituted a Mandatory Advising Program (MAP) Pilot in February 2019. The MAP Pilot targeted all current, full-time, transfer degree (AA, AS) students who were on track to complete 24 – 36 credit hours by the end of the spring 2019 semester. Seven hundred twenty-five (725) students were identified to participate in the Pilot. As of June 30, 2019, 601 students had completed their MAP appointment. Students who completed their MAP appointment prior to March 22, 2019 were given a 1st Day Priority Registration Permit. During the 30-minute appointment, students and their advisor:

- Discuss academic/career goals and update, if necessary
- Refer to career development services if still undecided
- Ensure student is taking the appropriate classes for transfer; plan classes
- Set realistic goals; graduation date
- Discuss action steps to completion
- Discuss factors that may be impacting completion
- Run a degree audit; demonstrate so student can self-monitor progress
- Discuss Time Management and refer to other success strategies/resources

The MAP integrates an advising process that embraces the holistic development of a student, ensuring that a student is on track to graduate – academically and personally. Studies have shown that students who meet with an advisor either "sometimes" or "often" had significantly higher persistence rates than those who did not (Klepfer & Hull, 2012).

Spartan Alert Case Management
Starting in February 2019, students who received a Spartan Alert were required to receive academic success interventions from their assigned advisor. This allowed for an opportunity to strengthen the advisor-advisee relationship by providing continued, consistent, holistic support. This system leveraged the relationships with faculty. In partnership, Spartan Alert provides early support to students who are showing signs of struggle within a course in time to remediate the barriers and revert back to a successful path before the challenges become insurmountable.

Standards of Academic Progress (SOAP)
Standards of Academic Progress are outlined in college procedure 1.102 and define the requirements and conditions students must achieve and maintain to make satisfactory progress toward achieving their educational goals. Each semester, a GPA is calculated to determine a student's academic standing. Academic standings include: Good Standing, Caution, Warning, Probation, Suspension, Appeal and Reinstatement.

The SOAP procedure was amended in 2018 to provide greater transparency and to award students for being successful on a semester basis rather than solely on a cumulative basis. Students are now able to remain in Probation standing until their cumulative GPA is a 2.0 or higher as long as their semester GPA is a 2.0 or higher. SOAP now focuses on positive reinforcement as opposed to being seen as simply punitive, which is a more effective intervention. Over the review period there also has been a change to the appeals process for SOAP to assist students getting back on track.

Continuous Improvement
As mentioned earlier, the Academic Advising department is assessment driven, and has implemented various other initiatives throughout the review period to streamline services and enhance student success.

- For several years, the program has hosted an "Advising Week", consisting of various high-profile activities designed to engage students and inform them of advising services. Frequent hallway tabling has occurred as well, with quick answers to minor questions and opportunities for students to schedule longer appointments with their academic advisor. To

	disseminate key information and encourage students to meet with their advisor, the advising team developed Pit Stop Advising. Over consecutive weeks in September and October, advisors staff an informational table for two hours in building F during a high traffic time. In 2017, approximately 161 students were seen during all the three sessions. In addition to the dissemination of key information, students learned about the importance of meeting with their advisor and had the opportunity to schedule an appointment with their advisor. Sixty-one students scheduled follow-up appointments during Pit Stop Advising. • To speed up advising services during peak times an advisor is available during the day to triage walk-in visits, assess needs and answer quick questions. • In 2018, the department launched the Near Completers campaign – outreach and advising for students who have reached 45+ credits, ensuring they are on track to graduate Emails were sent to a target population of students who had reached at least 75% of their educational goal and had not yet registered for the upcoming semester in July and December. These students were at-risk for not persisting and completing their credential. The message included a *Keep Going – You Must Complete to Compete* video message from Dr. David Sam, college President, as well as a personalized message from their assigned academic advisor. The email invited students to make a completion appointment with their advisor. • The *e-SARS* platform was implemented in February 2019 to give students the ease of scheduling an appointment with an academic advisor. Feedback from students has been very positive with many stating they would not have previously scheduled an appointment in person. Over the first year of its implementation, 44% of appointments were made through e-SARS. This metric will be monitored. • *SARS* Texting was implemented (February 2019) to promote efficiency. Previously, the receptionist would have to make all Student Success Center appointment reminder calls the day or night before. *SARS* Texting automatically generates a reminder to the student 24-hours prior to their appointment, significantly freeing up the receptionist's time to effectively serve students in other ways.

Intended Action Steps 6. Please identify strategies or actions steps based on the challenges listed and resources required.	Program Review was a great opportunity to take a look at the advising department's growth from inception to present. Assessing the value and impact of its work from both a department and institutional level allowed the program to make judgements about its services and future development. As academic advising is one of the most important levers to positively impact student success, continuous growth and enhancements is necessary to make sure the program is being responsive to the changing needs of ECC students. The evaluation of effectiveness and progress will guide the future direction, needs and priorities. Some action items were already in progress as this report was being written and were documented earlier in this report, including: • Created a Mandatory Advising Program (MAP) to make sure students who reach a certain credit hour milestone are on track toward goal completion (ongoing) • Developed an Online Orientation Advising Session (OLO Advising), which altered the format of the advising session considering some topics previously covered in the initial advising session are now being addressed in the new online orientation(ongoing) • Implement *CRM Advise* (began July 2020, launch scheduled for December 2020) Additional action items over the next five years include, • Investigate benefits of potential Advising Advisory Group (ongoing throughout fall 2020) • Investigate Advising Leadership Consortium with sister colleges (ongoing throughout fall 2020, launch pilot spring 2021) • Implement Student Satisfaction Survey and Focus Group o Develop tools in fall 2020 o Conduct survey/focus group in spring 2021 • Establish Equity in Advising taskforce (begin fall 2020) o Committee Mission: ▪ Use departmental, institutional, and national data, as well as published academic scholarship, to ensure historically underserved student groups

at Elgin Comunity College are being appropriately served by the Academic Advising Department.

- o Areas of focus:
  - ▪ Student access and engagement with academic advising
  - ▪ Cultural competency and welcomeness/sense of belonging for students who utilize academic advising
  - ▪ Outcomes and student success for students who utilize academic advising

Resources Required

The Equity and Inclusion in Advising Committee consists of six academic advisors (5 FT, 1 PT) and the Assistant Dean of Student Success and Judicial Affairs, and has met in the fall 2020 semester to begin planning the initial activities of the committee. The group will look at existing institutional and national data, primarily focusing on students of color and low-income status students, to determine if any opportunities exist to improve student access to advising, students' sense of belongingness and feeling welcome in advising, and various success metrics associated with advising at Elgin Community College.

Access to Institutional Research (IR) data will be necessary, as well as guidance or assistance from IR on developing and conducting student focus groups to gather information. The Academic Advising Department will work with IR directly to gather the necessary information. Because this is such an important committee, time will be provided for the committee members outside of their direct advising duties to conduct committee work. And while this committee is focused on things the existing advising department can do to better serve students of color and students from low-income families, ensuring appropriate representation among the advising staff is a priority for department management as hiring opportunities become available.

Responsibility

A Student Services & Development Division reorganization in June 2020 has brought in John Long from the Student Success department as the new Assistant Dean of Student Success and Judicial Affairs. John now has supervisory responsibilities of the academic advisors,

	and will report to Peggy Gundrum, the Associate Dean of Student Success. Working as a cohesive unit, John and Peggy will continue to build upon the existing academic advising structure, continually looking for greater efficiency and student success outcomes.

Appendix A

Student Contacts - Academic Advising
January 2018 through June 2020

Student and Academic Support Services

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

College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Review Area:	Student Disabilities Services

Program Summary
1. Please provide a brief overview of the program or service being evaluated.
	The main focus of Student Disabilities Services (SDS) is to ensure that students with disabilities have access to the classroom, curriculum, and campus supports. The current mission statement is:
	The mission of Student Disabilities Services (SDS) is to cultivate an inclusive campus and learning environment, facilitate access for students with disabilities, and recognize disability from a diversity perspective.
	
	After participating in the SDS program, students will be able to achieve the following Student Learning Outcomes:
	1. Knowledge: Students will express an understanding of their right to an accessible experience on campus as a result of information provided by the SDS office.
	   • Measure: Students will complete a survey developed by SDS and sanctioned by Institutional Research.
	   • Expected Outcome: Sixty (60) percent of students who complete the survey will agree or strongly agree that they understand their right to an accessible experience on campus.
	
	2. Skill/Ability: Students will request accommodations by taking advantage of the available technology.
	   • Measure: Students will utilize the Accessible Information Management (AIM) software to request accommodations each semester in which accommodations are needed.
	   • Expected Outcome: Sixty (60) to seventy (70) percent of students will utilize the AIM software to request accommodations each semester in which accommodations are needed.
	
	3. Thought/belief/opinions/values: Students will endorse a positive view of their accommodations as a result of their interaction/information from the SDS office.

	□ Measure: Students will complete a survey developed by SDS and sanctioned by Institutional Research. □ Expected Outcome: Eighty (80) percent of students who complete the survey will agree or strongly agree that they have a positive perception of their accommodations. Equity is a primary value of the SDS office which advocates for an equitable and accessible learning experience for all students with disabilities and promotes Universal Design for Learning (UDL) approaches in the classroom. While Elgin Community College does not compromise on program admissions or essential course requirements, Elgin Community College is obligated to provide reasonable accommodations to enable access for students with disabilities in all programs, activities, courses, and on campus. A comprehensive example of such services provided to students is described in Appendix A of this report chapter. The SDS staff meets with students with disabilities during intake appointments, and through review of the students' documentation on their disability and discussion with the students on barriers that they experience as a result of their disability, the director of ADA and student disabilities services determines accommodations to address and remove those barriers. When the accessibility specialist is hired, the accessibility specialist will also conduct intake appointments with students. These accommodations may include, but are not limited to: □ extended time on tests/quizzes, • notetaking accommodations (e.g., a peer notetaker, a digital recorder, copies of instructor's notes), □ a reader and/or scribe for tests/quizzes, □ text in an accessible format (e.g., Braille, audio, electronic, large print), □ communication access (e.g., sign language interpreter, captionist, closed captioning of videos), □ preferential seating, □ accessible furniture in the classroom (e.g., adjustable height table), □ assistive software on the computer (e.g., screen reading software, screen magnification software, and speech-to-text software),

	- assistive technology devices (e.g., Braille protractor, tactile math graphs, talking calculator, assistive listening devices, amplified stethoscope), and - in-class assistant or lab assistant, etc. The director of ADA and student disabilities services acts as a reader or scribe for students' tests/quizzes. For students who need to use a private testing room in order to achieve a minimum-distraction testing environment or to utilize assistive software on the computer for testing, the director acts as a proctor for the tests/quizzes. The accessibility specialist will also act as a reader, scribe, and proctor for students' tests once the position is filled. The director meets with students for follow-up appointments to discuss and address any additional barriers that the students experience in their classes and refers the students to appropriate offices on campus, such as the Tutoring Center, the Write Place, the Math Lab, etc. When the accessibility specialist is hired, the accessibility specialist will also perform these duties. The director also serves as the staff advisor for the ADAPT Club, which is the student club for students with and without disabilities. With the ADAPT Board student members, the director organizes monthly meetings related to accommodations, accessibility, and personal stories of disabilities and events in April to celebrate Disability Awareness Month. Other ancillary services and functions of the program include addressing questions posed by faculty regarding accommodations and accessibility and organizing workshops for faculty.
Prior Review Update 2. Describe any improvements or modifications made since the last review.	**Develop a process for checking midterm grades and meet with students not doing well.** Progress reported: Rather than be specific within the SDS department, this process is managed college-wide for all students through the Spartan Alert (Early Alert) program by the director of student success and the academic advisors. **Research and develop program for students with limited intellectual capacity, along with help from high school district personnel.** Progress reported: The previous associate dean/ADA coordinator researched programs for students with

intellectual disabilities, but since the associate dean's retirement, no additional research has been conducted to pursue this goal. Other area colleges and universities, such as Judson University and Elmhurst University, have programs to assist these students, and parents and students who inquire about specialized programs for individuals with disabilities are referred to *thinkcollege.net* which lists all the specialized programs throughout the U.S.

Furthermore, students who attend Community Unit School Districts 301, 303, and 304 may participate in the Students Attaining Independent Living (SAIL) program. Students who attend Community Unit School District 300 may participate in the 300+ program. Both the SAIL and 300+ programs are operated by their respective high school district or a special education co-operative and provide independent living skills instruction to students, who are ages 18-22. SAIL and 300+ students are taught on ECC's campus by instructors through their respective high school districts or special education co-operative. The SAIL and 300+ students receive an Elgin Community College ID number and may take college-level ECC courses at the same time that they are taking their SAIL and 300+ independent living skills courses. The SAIL and 300+ students have access to activities through the Elgin Community College Student Life office.

The department needs to find a way to preserve documentation without continuing to file hard copies, obviously due to space constraints. Scanning and storing such documents on computer is one option. But it is time-consuming – requires equipment and staffing - and has potential loss and inaccessibility risks.

Progress reported: The SDS program implemented a software system called Accessible Information Management (AIM) to support disability documentation storage. The administrative assistant for the SDS office is responsible for scanning the historical paper files into electronic format and uploading that documentation to the AIM software. Any new students who are applying for disability services may upload their disability documentation to their AIM application directly, though they may also bring their documentation to their intake appointment to be scanned and uploaded to AIM by the director of ADA and student disabilities services.

The State of Illinois now recommends that Special Needs Student Files be retained for five (5) years after

graduation or the date of last attendance, after which the files may be disposed. As a result, the SDS office was able to discard hard copies of documentation that were more than 25 years old and free up more cabinet space for documentation to meet the current retention record criteria recommended by the State.

Loan students Livescribe pens (and teach them to use them). These pens record lecture notes that can be downloaded to the student's computer so that they are not reliant on a notetaker to take notes for them.

Progress reported: Ongoing. Students may be loaned a Livescribe Smartpen to use for their classes during a given semester.

Continue to conduct parent orientation sessions for the parents of their students with disabilities to help them understand how to support their child, and at the same time, let go, so the child can move into the adult world of advocating and managing for themselves.

Progress reported: Parent Orientation was held in FY16. Parents were very satisfied as indicated on a provided evaluation as well as anecdotally. Twelve (12) families were in attendance—some with their student. Student attendance was added to the workshop for FY17. Parent Orientation was held in FY17. Thirteen (13) families were in attendance. Evaluation forms from parents were very positive. Parent Orientation was held in FY18. Eleven (11) families were in attendance—some with their student. On the survey, parents and students indicated that they strongly agreed or agreed that the workshop was helpful and informative. After FY18, the workshops have been discontinued because the information that was conveyed during the workshop is provided to students and parents during intake appointments.

Disability manager full-time with part-time clerical support.

Progress reported: Completed. After the full-time associate dean/ADA coordinator and part-time disability services manager retired in Spring 2017, a full-time director of ADA and student disabilities services was hired as a replacement. A part-time administrative assistant was hired to support the SDS office in Summer 2018.

Disability manager and associate dean doing student advising for class schedules.

Progress reported: Not completed or necessary at this point. The College implemented an Academic and Transfer Advising Services department in May 2014. Academic advisors were hired to focus solely on educational and transfer advising for students. Prior to the establishment of Academic and Transfer Advising Services, counselors were employed with the College to provide not only educational and transfer advising but also personal counseling. As a result of hiring professional academic advisors, the academic advisors have the responsibility to assist students with planning their class schedules based on intended goals and other factors, i.e., student disability. Therefore, academic advisors have been providing these services since May 2014 and will continue to provide academic advising to students regarding class schedules, etc.

Workshops for students with disabilities on how to be successful in college with a disability.

Progress reported: In FY17, the SDS office in collaboration with the Career Development Services office hosted a job search workshop for students with autism. Six (6) students attended the workshop. When students identify the need for career preparation and job search assistance during intake and follow-up appointments, the SDS staff refers students to the Career Development Services office for individual appointments and the GSD 120 Exploring Careers and College Majors course for assistance in exploring careers, preparing a resume, preparing for interviews, etc.

There are no scheduled college success and career preparation workshops in the near future, but with the hire of the accessibility specialist, there may be plans to host a workshop on success strategies, assistive technology, apps, or other useful tools for students with disabilities. Students with disabilities are encouraged to attend workshops targeted for all college students, and if students with disabilities need accommodations to attend and fully participate in the college-wide workshops, they may contact the SDS office to request accommodations.

Accommodation notice via email.

Progress reported: Completed. Implementation of the new AIM software allows students to request their

	accommodation letters by completing an online form and allows SDS staff to submit those accommodation letters via email to faculty.
	Implement an electronic database for Disability Services. Progress reported: Completed. The AIM software stores disability documentation, allows accommodation tracking for students, and allows SDS staff to submit accommodation letters via email to faculty. **Enhance accommodations for students with disabilities.** Progress reported: Since FY13, the SDS office is now providing more accommodations for students. The SDS office hires federal or institutional work study students to work as in-class assistants for students with physical disabilities or visual disabilities. The program is creating and instituting a contract for the sign language interpreters, who are classified as independent contractors with the College. The program has ordered and installed new assistive software, including JAWS, Dragon Naturally Speaking, and ZoomText, for a computer in an identified study room in the ECC Library and the private testing room in the SDS office. Additionally, the Testing Center ordered and installed JAWS and ZoomText on a computer in their testing room. The program has acquired a new CCTV, talking calculators, new FM systems, ergonomic keyboard, ergonomic mouse, and other assistive technology to meet the needs of students with disabilities. The program purchased five (5) adjustable height tables, and each semester, the director of ADA and student disabilities Services, an Operations & Maintenance employee, and the students who use wheelchairs and need adjustable height tables, visit the classrooms where the students are registered to take classes and to determine the placement of the adjustable height tables. **Update webpage for Student Disabilities Services office.** Progress reported: The College's entire website was updated in 2017, and as a result, some content changes were made to service/program webpages.
3. What are the program/service strengths?	One strength is the program's dedication to serving students by meeting with them individually to identify accommodations needed to make sure they are successful

by avoiding possible barriers they might face as a result of their disability. This individualized attention during appointments determines how to remove barriers and provide access to their classes and campus experiences.

Another strength is the collaboration with other departments. The Operations & Maintenance department assists with physical access and modifications to the learning spaces. Risk Management and Emergency Management employees helped devise and communicate safe evacuation procedures for individuals with disabilities during emergency situations. SDS staff consults with Information Technology (IT) employees regarding software and hardware. The Financial Aid office hires federal work study students and institutional student workers to work as in-class assistants and lab assistants. As the College continues to employ remote teaching and learning in response to COVID-19, the SDS office will continue collaborating with the Distance Learning office to add closed captions to instructors' videos and reformat PDF documents to increase accessibility and compatibility with assistive software, such as screen reading software.

The SDS office promotes students' social wellness by sponsoring the student club ADAPT. The ADAPT Club strives to build community between students with and without disabilities, create a culture of inclusion, and advocate for accessibility. The ADAPT Club hosts monthly meetings that focus on topics, such as assistive technology, accessibility features on campus and in the community, and personal stories of individuals who have disabilities. Additionally, the ADAPT Club hosts Disability Awareness Month activities in April of each year to promote accessibility and disability culture. Such activities have included a sensory toy donation drive for a community agency that serves individuals with autism and intellectual disabilities, panel presentations of students with disabilities, demonstration of apps that create access for individuals with disabilities, sign language lessons, service dog presentation, presentation on appropriate etiquette when providing access to individuals with disabilities, and eyeglass/hearing aid donation drives for the Lion's Club. The ADAPT Club received a Leadership award in 2018, a Purpose award for the Deaf/Hard of Hearing Culture Series, and the Distinguished President Award for the ADAPT Club in May 2019. Pietrina Probst,

	Director of ADA and Student Disabilities Services, was nominated by an internal constituent for the College's 2019 National Institute for Staff and Organizational Development (NISOD) Excellence Award.

Implementation of the AIM software has greatly increased the efficiency of the program and allowed for staff to dedicate more time to students, rather than creation and maintenance of paper files. Additionally, the new electronic software also allows students to enhance their computer literacy skills and develop and demonstrate self-advocacy skills. |
| 4. Based on the review, what are the identified challenges of the program or service? | **The size of the department is a concern** when compared to other community colleges with lower numbers of students using disability services. See usage statistics in the Need section of item #5 below. The current staffing precludes the director from being able to do as much proactive outreach and coaching as desired. The director schedules one-on-one appointments with students who initiate them and follows up with students if she is contacted by a faculty member. Students are encouraged to schedule follow-up appointments if they experience any access barriers or challenges related to their disability and accommodations. However, with 1.5 FTE, it is not feasible for the SDS office to reach out and follow up with the 450-550 students each semester to inquire about their progress and provide coaching supports. The anticipated hire of an accessibility specialist would allow the office to actively contact students and inquire about their success with using accommodations in their classes on a more regular basis. Additionally, should the department be able to employ student success coaches (discussed further in item #5 below), the student success coaches may assist students with time management, self-advocacy, organizational skills, and other aspects of student success and retention.

Along with staffing comes **challenges with location and space.** To best serve students, a fully staffed SDS office ideally will be housed in one location. Currently, the office space for the part-time accessibility specialist and cubicle space for the part-time administrative assistant are housed in the same suite but separate from the director's current office and the private testing room with all the assistive technology equipment. It is a challenge for students who need to go to two different offices—one office to schedule appointments and meet with the |

accessibility specialist and another office to meet with the director. Furthermore, because there is no front office area in the SDS office, students regularly come into the SDS office while the director is meeting with another student, and the director must indicate to the student, who is coming into the office, to go to another office to schedule an appointment. Through the Master Planning process, the director of ADA and student disabilities services has advocated for an expansion of the physical office suite for the SDS department in order to optimize service delivery for students.

The SDS office has experienced **challenges with recruiting and hiring student workers** who are available during the hours of need to work as in-class assistants or lab assistants. For example, a student needing an in-class assistant or lab assistant might enroll in courses that meet for over 4 hours per day, twice per week. Most potential student workers are not available to work for such a long duration due to their own class/work schedule, transportation barriers, and/or family responsibilities. The program, therefore, continues to seek solutions to hire consistent and reliable in-class assistants and lab assistants.

Up to this point, **the SDS office has not proactively solicited feedback from students, employees, or communities** in the evaluation and improvement of processes. It will be a goal to conduct a survey of students in the near future to identify barriers and assess the effectiveness of services and accommodations in removing those barriers. The survey will also be used to disaggregate success factors for students with disabilities across courses based on the modality of instruction, particularly critical as colleges move to remote teaching and learning due to COVID-19. Institutional Research is also able to provide data to identify gaps in success between students with and without disabilities.

Managing the program's budget can be a challenge due to the unpredictable nature of the number of students with disabilities who will enroll in classes, the number of classes in which they will enroll, and the extent of accommodations that they will need in order to fully participate in Elgin Community College's courses, programs, events, and activities. For example, a recent increase in the number of students who are deaf or hard-

	of-hearing raised the expense for sign-language interpreting and captioning for classes and extra-curricular activities. In FY15 the expense for this service was approximately $48,000, while in FY19, it was $109,000. The costs for instructional supplies has increased from actual expenditures of $6,088.80 in FY15 to $15,657.99 in FY19. For FY20, there was an allocation of $45,000 to account for any Braille book conversion costs. Where needed, Emergency Funds can be requested to cover unexpected costs.
	NEED
Major Findings 5. Detail major findings resulting from the current review for Need, Cost, and Quality.	Compounding the staffing challenge outlined above, the number of Elgin Community College students requesting and utilizing services from SDS is large and grew 21% over the five-year review period, even as ECC enrollment declined. This rate of increase was not expected and may be attributed to various factors, including increased awareness of the services offered by the SDS office. Based on this data, it is reasonable to predict that the number of students served by the SDS office will continue to steadily increase in the next five years. Figure 1 displays a line graph representing the number of students utilizing SDS services from FY15 through FY19. *Figure 1: Students Utilizing SDS Services*

One example of increased awareness is related to the information available on the Elgin Community College website. The webpage for the SDS department has been undergoing updates over the past several months to raise awareness about SDS services. Attention was previously focused heavily on students with *learning disabilities*, and the webpage provided detailed information on strategies to increase course success for students with learning disabilities. Students would call the director of ADA and student disabilities services to inquire if their disability of a chronic health condition, psychological disability, or disability *other than* a learning disability qualifies as a disability under the ADA. This lack of information on other disabilities may have dissuaded many students from seeking accommodations. The updated webpage now lists an extensive, yet not exhaustive list, of possible qualifying disabilities for SDS services. Figure 2 represents the data of the total number of students served by the SDS office by disability category.
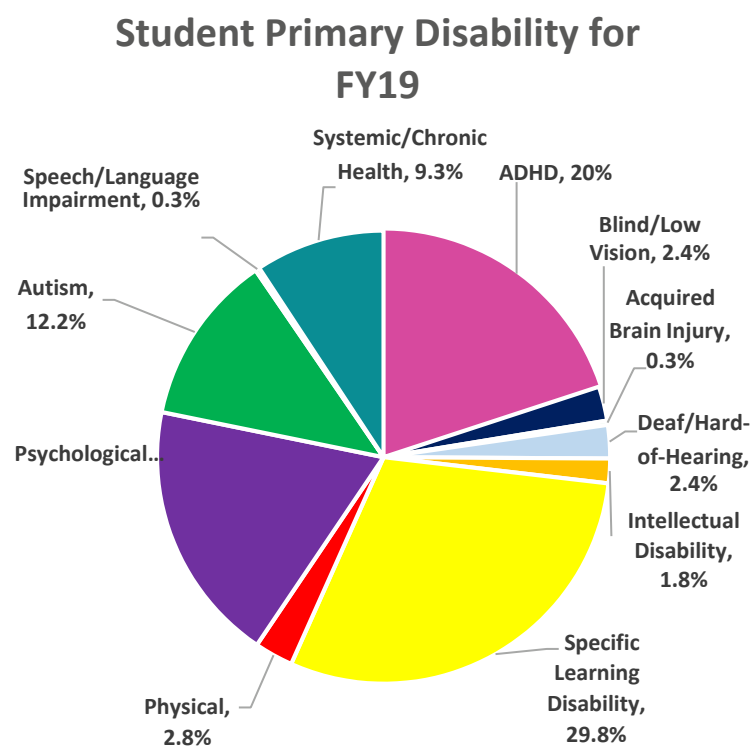
Figure 2: Student Primary Disability for FY19

In August 2018, a part-time administrative assistant was hired to handle the clerical tasks of scheduling appointments and processing invoices. In December 2018, the coordinator's job title transitioned to director of ADA

and student disabilities services. Currently, the SDS office is in the process of hiring a part-time accessibility specialist to assist the director of ADA and student disabilities services by meeting with students for intake and follow-up appointments and acting as a reader/scribe/proctor for students' tests/quizzes. Despite the current structure, Elgin Community College's SDS office remains understaffed in comparison to other disability services offices at other ICCB colleges with similar enrollment as Elgin Community College. As displayed in Appendix B, Elgin Community College ranks 5th in terms of the percent of students served but ranks 1st with the highest ratio of staff to students, 1:371.

The direct student-facing work is very time consuming. Additional staffing will allow the department to offer more services but also enable the director to focus more on managing the office and implementing new initiatives that support equity and student success.

There is a continued need for students to obtain a neuropsychological evaluation through a licensed psychologist in the community to determine the existence of a disability, such as a learning disability, and the functional impact of the disability on the student's learning. The neuropsychological evaluation reports are useful in determining appropriate reasonable accommodations to comply with the ADA and Section 504 of the Rehabilitation Act and support successful outcomes for students with disabilities at Elgin Community College. However, some students experience financial barriers with arranging and paying for such testing. Additional funding is needed to financially support students in obtaining the evaluation through a community provider.

Additional services could also be provided with the hiring of two student success coaches. These coaches are being requested to offer additional wrap-around services for students with disabilities, especially specific disabilities, i.e., ADHD, Autism. The coaches will help students develop organizational skills, time management skills, executive functioning skills, and other areas of need. Moreover, research has found that some students with disabilities experience challenges with advocating for themselves. To meet the needs of these students, the coaches will assume a caseload of students (one coach per 250 – 300 students) to provide high-touch, proactive

interventions for these students. One-on-one meetings as well as group workshops focused on topics, such as time-management and self-advocacy, will be facilitated by the coaches. Although each student at Elgin Community College is assigned to an academic advisor for educational planning, the coaches will offer additional support beyond academic advising to assist these students. Nonetheless, the coaches will still work in collaboration with the academic advisor who is assigned to students who are flagged by their instructor as being at-risk (vulnerable) to not succeeding in a particular course.

Academic advisors will continue to serve as the primary case manager for students in their caseload who have been identified as vulnerable through the college's Spartan Alert (Early Alert) program. The coaches for students with disabilities will serve as secondary case managers, following up with students to make sure they have adhered to the referrals and recommendations made by their academic advisor. The success of this coaching model will be used as evidence to institutionalize funding not only for coaches for students with disabilities but also to explore scaling the use of student success coaches for all students flagged through the Spartan Alert program and for those who are not achieving satisfactory academic progress via the Standards of Academic Progress (SOAP) administrative procedure. A sample job description for this new position can be found in Appendix C.

This review has also documented the need to offer additional technology resources, mainly Kurzweil assistive technology, which is a text-to-speech software that offers enhanced support for reading and writing tasks for students with learning disabilities. Without this technology, students with learning disabilities may experience additional challenges with completing their written assignments and reading text for their courses. The technology offers students new multisensory approaches to read, comprehend, synthesize, apply, and demonstrate their knowledge. With technology support, students become independent, confident learners who can achieve rigorous academic goals. When students are able to understand text on demand, use organizational and content management tools to jumpstart their written work, and demonstrate their knowledge, they may meet rigorous standards.

As the number of students with disabilities grows and the types of services they require widens, there is an increasing need to provide additional training for faculty. The director will partner with the Center for Enhancement of Teaching and Learning (CETL) as well as the Teaching, Learning, and Student Development (TLSD) office to establish multiple and varied opportunities to deliver enhanced education on and awareness of the compliance of accommodations for students with disabilities and will highlight how to infuse ADA-compliant technology and materials into courses, particularly important during the current shift to remote instruction. The program would like to invite a local or national expert on the ADA to facilitate a presentation on accommodating college students with disabilities, ideally at a full TLSD division meeting to maximize attendance and participation.

As outlined within this report, there is a desire and need for additional resources, e.g., student success coaches and assistive technology software, which would require additional funding. However, no institutional data are available to substantiate whether the non-existence of such resources has a significant impact on student learning or success. The desire for these resources is based on the fact they are considered best practices.

COST

As described above, managing the SDS budget is a challenge due to the unpredictable nature of the number of students and types of needs they will have. Accommodations that are costly to the institution include sign language interpreting services, captioning services, conversion of textbooks into alternative formats (refer to Appendix D), in-class assistants/lab assistants, assistive technology devices, and accessible furniture. Because Elgin Community College must legally provide reasonable accommodations to qualified students with disabilities, ECC is responsible for the financial costs associated with the provision of these accommodations unless the accommodation poses an undue financial hardship to the institution. The SDS departmental budget has increased over the last 5 fiscal years from an actual $107,586.77 in FY15 to an actual $221,525.07 in FY19 in order to cover the expenses for accommodating students with disabilities.

To account for the unpredictable nature of accommodation requests, Elgin Community College has increased the budget for the SDS department to cover the expenses of specific accommodations, such as Braille book conversions and sign language interpreters. The approximate cost for each Braille book is $15,000. The hourly rate for contractual sign language interpreters is $45 per hour with a 2-hour minimum, and the hourly rate for sign language interpreters hired by an interpreting referral agency is $53 per hour with a 2-hour minimum. Remote captionists, who provide real-time services, charge $98 per hour with a 1-hour minimum. Therefore, the FY19 actual expenditure for sign language interpreters and real-time captionists was $109,081.76, which accounts for approximately 50% of the SDS budget.

The SDS office collaborated with the Elgin Community College Foundation to submit a grant proposal in November 2019 to fund the salaries of the student success coaches, purchase the Kurzweil software, and pay for the diagnostic evaluations. Although Elgin Community College was not awarded this grant, the SDS office continues to explore funding opportunities for these initiatives. In March 2020, the director of grants research & development applied for a grant through a local business in order to cover expenses to purchase licenses of the Kurzweil software. The local business will determine recipients of the grant in June 2020. The SDS office provides a list of community providers who can conduct a neuropsychological evaluation for students who need an evaluation, and some of the community providers may offer a reduced rate or sliding fee scale for the evaluation.

QUALITY

As discussed above, the SDS office has become much more efficient with the implementation of AIM, which allows for an electronic means by which students may request accommodation letters, and once requested by the student, the SDS staff may send letters to faculty with the click of a button. This new electronic software has not only allowed students to enhance their computer literacy skills and demonstrate self-advocacy skills but has also enabled SDS staff to work more efficiently since time previously devoted to creating accommodation letters has been reduced. The AIM software is enabling students to complete a brief application for services and enabling SDS staff to track when students request services and

follow up with students to schedule the intake appointment.

The SDS' mission to best serve students and provide access to students with disabilities to achieve their educational goals is exemplified by the expansion of equipment and software on hand for students in the SDS office, the Testing Center, Library, and classrooms, including:

- new assistive software, which included screen magnification software, screen reading software, and speech-to-text software;
- assistive devices that students may borrow for a given semester, such as a talking calculator, amplified stethoscopes, and personal amplification devices (i.e., FM systems).;
- a new CCTV device which enables a student who has low vision to enlarge a printed document; and
- Braille-embossed textbooks.

In order to effectively serve this growing population of students with varying disabilities and needs, the College will continue to develop a strong support network for currently enrolled students with disabilities, which in turn can recruit and retain more students with disabilities. More efficient services and human and financial resources are needed to enhance recruitment and retention efforts and opportunities for student success. This need is in line with the College's strategic goal of equity and learning. These strategies would also allow the College to demonstrate its commitment to and advance its awareness of the values of Equity, Diversity and Inclusion (EDI). The College is currently in the process of developing separate equity, diversity and inclusion plans which will highlight that students with disabilities: (a) will represent and help the college define the diversity of our student population; (b) will be provided with equitable resources; and (c) will experience a campus climate of inclusion – all promoting the persistence and goal completion of these students.

The pandemic has provided student support services the opportunity to explore various means to deliver services and connect with students remotely. As the College eventually moves to offering online degrees, SDS and other departments will not only be prepared to offer services on campus as well as virtually but will be

	positioned to reexamine remote delivery of services and accommodations previously thought to be possible only face-to-face. Additionally, the SDS office continues to collaborate with the Distance Learning office in ensuring that remote and online courses are accessible to students with disabilities and to educate faculty regarding the importance of and means to create accessible course materials. Refer to Appendix E for additional details regarding the SDS COVID-19 response to support students.
Summary Please provide a brief summary of the review findings and a rationale for any future modifications.	As a result of this program review, the SDS office has reflected on our strengths, including our ability to: (a) enhance accommodation services for students with disabilities based on best practices within the field of disability services in higher education; (b) address barriers to the success of students with disabilities by purchasing new equipment (e.g., adjustable height tables, JAWS Screen reading software, assistive listening devices, etc.) and contracting with service providers (e.g., real-time captioning vendor, accessible textbook conversion vendor); and (c) increase the efficiency of service delivery methods (e.g., implementation of electronic submission of accommodation letters). The SDS office has identified areas of continued growth, including the need to offer training opportunities for faculty regarding accommodations and accessibility, expand assistive technology availability for students with disabilities, secure funding assistance for students needing evaluations, and increase staffing within the SDS office (student success coaches). This work directly supports the College's strategic focus on Equity, Diversity and Inclusion to advance success metrics of retention persistence and completion.
Intended Action Steps 6. Please identify strategies or actions steps based on the challenges listed. Also list the Resources needed and who will be responsible for implementing the actions.	**1. Organize a workshop to educate faculty, staff, and administrators regarding legal obligations to provide accommodations to students with disabilities under ADA law.** *(Note: already a goal on the TLSD Team Site)* <u>Action Steps:</u> Collaborate with the Vice President of Teaching Learning and Student Development (TLSD) office, Center for Enhancement of Teaching and Learning (CETL), and Distance Learning office to offer trainings and workshops for faculty and staff about accommodations and the Americans with Disabilities Act (ADA). <u>Timeline:</u> Through FY24

	2. **Collaborate with Center for the Enhancement of Teaching and Learning (CETL) and Distance Learning on training opportunities for faculty.** *(Note: already a goal on the TLSD Team Site)*
	    Action Steps: Develop materials on accessibility and present the materials to faculty at trainings and workshops.
	    Timeline: Through FY24
	
	3. Purchase Kurzweil and other assistive technology software to support the retention and goal completion of students with disabilities.
	    Action Steps: Explore funding opportunities and apply for grants to purchase the software.
	    Timeline: Through FY24
	
	4. Conduct a survey of students who are registered with the Student Disabilities Services office to determine attainment of Student Learning Outcomes (SLOs).
	    Action Steps: Collaborate with the Institutional Research (IR) office to develop a survey which will relate to the effectiveness of meeting the Student Learning Objectives (SLOs) of the SDS office.
	    Timeline: Through FY24
	
	5. Explore funding opportunities to hire student success coaches.
	    Action Steps: Collaborate with the Director of Grants Research & Development to research grant opportunities to support the salary of the student success coaches.
	    Timeline: Through FY24
	
	The program will require funding for the desired human and technology resources. The director of ADA and student disabilities services will play a vital role in achieving any intended goals/steps. However, the assistance of and collaboration with other departments are warranted.

Appendix A

Example of cross-departmental collaboration to meet student need

The director of ADA and student disabilities services, an Information Technology (IT) specialist, and a biology instructor collaborated in order to accommodate a student with a physical disability. Due to his disability, the student could not lean forward to view the materials under the microscope and did not have the ability to use his hands to manipulate those materials with the microscope. Therefore, the instructor connected an adapter from the microscope to a computer monitor, and the student was able to view the materials through the computer monitor. Additionally, using a smartphone, the instructor took pictures of the materials, and through the camera app on the phone, the student was able to view an enlarged image of the materials being examined under the microscope. For the lab practical exam, students were required to go to each of 15-20 lab stations for 2 minutes, measure or examine the materials at the station, answer questions based on that lab station, and rotate to the next station. To accommodate the student's need to have a scribe for the lab practical exam, extended time to compose his responses using an Augmentative and Alternative Communication (AAC) device, and sufficient space to maneuver his wheelchair between each lab station, the student arrived to the lab classroom after the rest of the class had finished their lab exam. The director of ADA and student disabilities services acted as a scribe for the lab exam and recorded answers on the lab exam based on the student's dictations of answers to the exam questions. Furthermore, because the student was not able to draw a picture for one of the lab questions, the instructor accommodated the student by requiring the student to describe what the picture should look like. Because the biology lab practical exam was assessing students' knowledge of biology concepts, rather than their ability to draw, the instructor effectively accommodated the student with a physical disability. There are many instances, in addition to the above example, that demonstrate SDS' involvement in modifying an environment or curriculum to ensure that students with disabilities receive fair and just opportunities to thrive and achieve academic success.

Appendix B

Comparison of SDS staffing across several peer community colleges

Table 1: Staffing of Student Disabilities Services Offices at Several Peer Community Colleges

College	Based on ICCB Data, FY18			SDS Office FTE	Ratio, 1:___	Full-Time Staff	Part-Time Staff	Admin. Assistant
	Total Enrollment	Students Registered w/ Disability Svs	Percent Served					
Elgin	15,074	557	3.7%	1.5	**371**	1		1 PT
McHenry	10,668	636	6.0%	2	318	1		1 FT
Joliet	23,177	1,398	6.0%	4.5	311	2	4	1 PT
DuPage	43,669	2,000	4.6%	8	250	6		1 FT, 2 PT
Waubonsee	17,229	750	4.4%	3.5	214	3		1 PT
Prairie State	8,719	200	2.3%	1	200	1		
Oakton	18,251	675	3.7%	3.5	193	3	1	
Morton	6,254	185	3.0%	1	185	1		
Lake County	23,794	425	1.8%	5	85	4	1	shared
Rock Valley	10,387	315	3.0%	5.5	57	3	3	2 PT

*(Schools in **bold** are part of Illinois Skyway Collegiate Conference (ISCC)*

Appendix C

Brief example of a job description for the proposed student success coach

1. Develop supportive and mentoring relationships with students who have disabilities.
2. Provide high-touch, proactive interventions to assist students in gaining or improving the critical skills needed for success, including goal setting, study skills, organization, time management, balancing the demands of college with work and life, career planning, and accommodations.
3. Monitor student progress towards goals and follow up with appropriate interventions.
4. Refer students to appropriate community and campus resources.
5. Conduct one-on-one sessions and group workshops for students.
6. Empower and encourage students to advocate for their own success by instructing, modeling, and role-playing.

To clarify, the students, who receive the supports from the student success coaches, will continue to receive educational planning services through their academic advisor. The student success coach will provide the supplemental interventions to increase students' retention and degree completion.

Annual salary = $20.03 per hour x 25 hrs. per week = $500.75 x 52 weeks = **$26,039.00** *(based on contract and proposed grade level)* x two positions = **$52,078.00**

Appendix D

Description of process to accommodate textbook modifications for students with disabilities

In accordance with copyright laws and regulations from accessible media vendors, students who need a textbook in an alternative format (e.g., large print, audio, EPUB, Braille) must first purchase the textbook through the Elgin Community College Bookstore or other book vendor. Next, students must provide proof of purchase of the textbook to the SDS office, and the SDS office will seek to obtain the book in an alternative format from an accessible media vendor. Once the SDS office obtains the textbook in alternative format, the SDS office will provide the textbook in alternative format to the student at no charge. The SDS office covers the expense of the annual subscription fee to obtain audio books from Learning Ally, which is an audio book vendor. The SDS office also obtains books in alternative format from Bookshare, AccessText, and textbook publishers at no charge to SDS or the student.

If Learning Ally, Bookshare, AccessText, or the textbook publisher do not have the textbook in an alternative format, then the SDS office contracts with the Center for Inclusive Design and Innovation [formerly the Alternative Media Access Center (AMAC)] and covers the expenses required to convert the textbook into an alternative format for the student. SDS bears the cost to convert a textbook into an alternative format for a student with a qualified disability to ensure that the student has access to the printed material. The cost to SDS to convert a textbook into an alternative format may be high. For example, the cost to SDS to convert a textbook into Braille may be $15,000 or more, depending on the number of pages of the textbook, the complexity of diagrams and graphs, the use of mathematical formulas and symbols, and other factors. The student must pay the bookseller's cost for the inaccessible textbook, and the SDS office will pay the additional fees to convert that inaccessible textbook into an accessible textbook.

Appendix E

SDS program response to assist students during the COVID-19 disruption

Communication Access

- The SDS office has arranged and will continue to arrange for remote sign language interpreting and captioning services for our students who are deaf or hard of hearing and participating in remote lectures for their classes, remote Student Life activities, and remote meetings.
- For faculty who have used audio recordings for classes in which students who were deaf or hard of hearing are enrolled, the SDS office has provided transcripts of those audio recordings.
- For faculty utilizing videos, the SDS office collaborated with Distance Learning to add closed captions.
- For students who are deaf of hard of hearing and are coming to campus this summer to complete lab work for their lab-based courses for Spring 2020 or attend an in-person appointment at an office (e.g., Financial Aid office), the SDS office has been are arranging for in-person sign language interpreters for the class sessions and meetings.
- Additionally, the SDS office has purchased clear face masks and clear face shields for students who are deaf or hard of hearing, their faculty, and their sign language interpreters to facilitate effective speech reading during these in-person lab classes and meetings.

Accessible Materials

- The SDS office collaborated with faculty to ensure that students, who are blind or low vision and use assistive technology on the computer to access digital material, are receiving those materials in an accessible format.
- For a student who used an in-class assistant to read and scribe for her in-class materials, the SDS office arranged for that in-class assistant to provide reading and scribing support to the student over the phone.
- The SDS office arranged with a Braille transcription vendor to ship volumes of the Braille book to the student's home rather than to our campus in order to ensure that the student received the necessary materials for the course.

Appointments with Students

- The SDS office has continued to meet with students for intake and follow-up appointments via phone or Google Meet.
- Students with disabilities have provided their disability documentation to us via email or have uploaded the documentation to our online disability services software program.
- The SDS office continues to respond to inquiries from students via email. For students who have called our office phone numbers, the SDS staff is able to listen to the voicemail messages and call the students via our Google Voice phone numbers.

Accommodation Letters

- Upon request by students, the SDS office has submitted accommodation letters to faculty for courses for summer 2020.

Faculty Support
- The SDS office continues to collaborate with faculty to ensure that students with disabilities are receiving reasonable accommodations for the new online courses.
- In collaboration with the Distance Learning office, the SDS office organized a webinar for faculty on how to create accessible materials.

Assistive Technology
- The SDS office has arranged for students, who have loaned assistive technology devices from our office, to continue to use that assistive technology during their summer courses or to return the devices to staff on campus via curbside pick-up.
- The SDS office has provided students with disabilities information on how to access a free version of Kurzweil software, which is a text-to-speech software with reading and writing support.

Testing Accommodations
- The SDS office has collaborated with students who have used readers and scribes for tests and their faculty to ensure that the students received the necessary accommodations. Although the SDS staff was ready and available to provide reading and writing support for the students' tests via phone or Google Meet, the students did not need the reader or scribe due to the built-in supports in the electronic versions of the tests.

Physical Access of Campus
- The SDS office has continued to collaborate with staff, who have been planning the re-opening phase of the campus, to ensure that students with disabilities have access to the campus. For example, we have ensured that the hand sanitizing stations are not in the middle of a hallway posing barriers to students who are blind or low vision. Instead, the hand sanitizing stations have been placed near walls in order to ensure clear paths along the hallway.
- Elevators continue to be in operation with limits to the number of persons present in each elevator to ensure social distancing.

Student Life
- For a student club that is geared toward accessibility and inclusion of students with disabilities, the SDS office has been conducting virtual meetings to continue to engage and provide social support to the students.

Student and Academic Support Services

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

College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Review Area:	Library

Program Summary
1. Please provide a brief overview of the program or service being evaluated.

Mission Statement: Renner Academic Library is dedicated to providing students and its community with up-to-date resources and exemplary customer services. Through positive experiences from the library, learners will demonstrate their understanding that libraries are a source of reputable information and will become lifelong learners in their pursuit for their academic, professional, and personal goals. *(Reviewed/updated 2020)*

The library supports the campus mission of improving people's lives through learning in various ways. The library provides leadership and quality services to advance the educational goals of the institution, and works collaboratively and creatively with the college community, focusing on student success through learning both indirectly as a support function and directly through instruction. The library has established learning outcomes for students. After participating in Library Services, students will be able to:

1. Apply the acquired knowledge and skills to use the resource materials from the library collection needed to complete assignments for their college courses and for personal enrichment.
2. Utilize study spaces and computers to optimize their learning.
3. Obtain research assistance from librarian via face to face and online through D2L, chat, email and/or by phone to optimize their learning.
4. Make inquiries for additional materials from other libraries if they are not part of the Renner Library collection.
5. Demonstrate skills in information literacy through applying search techniques and strategies to identify appropriate information in print and electronic resources, to evaluate resources for usefulness and credibility, and to create and present information within an ethical framework.

Through these functions, interactions with the library also support student learning across the college's General Education outcomes, notably Critical Thinking and Information Literacy, important for further education and valuable for life and in any profession. Library information literacy class and reference consultation provide students perspectives and skills to seek valid information and evaluate information. Such skills are critical in their professional pursuits as they will face new challenges and new advances in their fields. Such skills enable them to become lifelong learners.

The physical space serves as a center to connect, contribute, share, evaluate, collaborate, and engage in traditional and non-traditional learning as the needs of educators and students continue to evolve. As learning resource center, the library offers **access to technology** that an individual student may not be able to afford or access at home. There are desktop computers, printers, and laptops for students to use in the library; there are Chromebooks and graphing calculators for students to check out for their study. Students use these learning resource items to complete their school work; current access to these technology resources influences and shapes their future perspectives. Learning to utilize such technology resources prepares them for skills needed in workplaces. Such skill sets may mean that they can win the competition among their peers for the same jobs as they are prepared because ECC library provides them the access.

Lastly, the library works closely with college programs going through accreditation processes. The library makes sure that all resources in library meet the requirements of the accrediting bodies. Ultimately, such library resources support the needs of students in all academic programs, either they are studying in career education programs or in transfer programs.

Prior Review Update 2. Describe any improvements or modifications made since the last review.	**Goals and progress from previous program review report:** **Review and document written procedures and processes.** Progress reported: Completed in FY 2016. **Review operational tasks and data collection within functional areas.**

Progress reported: Staffing and scheduling changes have been completed as of FY15. This resulted in no substantial change in circulation scheduling, but a complete overall restructure of the faculty librarian work schedules. Therefore, a new staffing schedule for librarians was developed and implemented.

1. Librarian classroom time is set up in 90-minute blocks in order to match the library's master schedule to the College master schedule.
2. Librarians are generally scheduled for classes in Monday-Wednesday or Tuesday-Thursday blocks to facilitate the building of relationships with teaching faculty.
3. On Fridays, full-time librarian faculty are responsible for all service: reference assistance and library instruction.
   - This new structure of schedules allowed them the flexible time to participate in their institutional commitments that are usually scheduled for Monday through Thursday. It also keeps them available from Monday through Thursday if there are adjunct faculty who may be absent.
4. Because full time faculty are regularly scheduled for reference service on Fridays only, the library could easily roll over the fall/spring master schedule to fulfill the summer needs in reference service and information literacy instruction.
5. Reference Desk 2 (on 2nd floor) would have coverage from 9:30 a.m. to 7:00 p.m. from Monday through Thursday and 9:30 a.m. to 3:30 p.m. on Friday. The expense for this coverage is justified by reference data. Data indicates that offering reference coverage on the second floor earlier or later than these times is not cost effective.
6. The newly structured librarian schedule makes possible for double coverage of reference desks at peak times. Challenges will be during times of staff turnover when the positions cannot be filled quickly.

Conduct a comprehensive review of the reserve collection, returning items to general circulation if applicable.
Progress reported: Complete. Materials have been returned to the general collection when appropriate.

	Eliminate VHS tapes to the degree possible, replacing them with digital copies or alternative information resources as appropriate. Progress reported: Complete. There are a few remaining VHS tapes that either cannot be purchased on DVD or purchasing is prohibitively expensive. **Prepare for NCA accreditation report.** Progress reported: Complete. Provided feedback to Phil Garber on Criterion 3 & 5 regarding library resources and services. **Raise the number of computers available to students in C-121 from 28 to 30, the maximum class capacity.** Progress reported: Complete. There are 30 computers in C-121, which matches the maximum class cap. **Collaborate with area community colleges in order to exchange best practice ideas on instruction and assessment of student learning.** Progress reported: After consultation with area colleagues, the library adopted a new program wide assessment tool reviewed in library literature from Grand Valley State. New Assessment tool was developed and used in FY 15. It has been refined for FY 2016. **Discuss and propose alternative room scheduling solutions to promote better space utilization and minimize scheduling conflicts.** Progress reported: Complete. After assessing the available spaces and rooms in the library, study carrels have been installed. Study carrels to support tutoring also have been installed. **Incorporate library services within the program review process to ensure all departments are communicating their students' needs effectively.** Progress reported: Complete. Standard templates used internally for program review asks for resources utilized and needed. Items summarized in annual matrix report. **Provide Chromebooks for student use outside of the library with the assistance of Academic IT.** Progress reported: Complete. Chromebooks are being circulated to students. The average Chromebook is checked out over 37 times per year. The checkout period

is one week. While the library could circulate more Chromebooks (all available devices are checked-out at all times through Fall and Spring terms), it does not have the funding to purchase more. Chromebooks have all remained in service. While there has been some loss due to breakage or theft, the library has had the funds to replace the chromebooks. The amount of lost chromebooks has not been a detriment to the library or the service overall.

Purchase, install and implement EBSCO's *Discovery* product. Incorporate into face-to-face and online instruction.
Progress reported: Cancelled. Product was reviewed by library associate dean and library faculty. It does not deliver as promised, would not be cost-effective, and was not purchased for implementation

Conduct an ACRL standards-based comprehensive review of library in 2017.
Progress reported: Cancelled as of July 2017. For FY18 there will be no full-time library associate dean due to retirement; ACRL standards are also in the midst of change.

Implement a secure library-only wireless network with dedicated bandwidth
Progress reported: Cancelled as of July 2015. IT has improved the existing wireless connectivity in the library. Needs can be revisited in the future.

Increase the number of tables and chairs for student use.
Progress reported: Cancelled as of July 2017. Enrollment is ~~no longer~~ not growing and the number of tables and chairs is sufficient at this time.

Consider need for additional Distance Learning Librarian.
Progress reported: Complete as of July 2017. The growth of classes requiring an embedded librarian has leveled off. The library can meet demands with existing staffing for the foreseeable future.

	Investigate means to create more certain and steady budge and procurement process for physical collection. Progress reported: Complete. The zero-based budgeting process is allowing the library to, at a minimum, receive a budget adequate to maintain the library collection. Budget amounts have stabilized in the last three years. This is no longer an issue. **Investigate a print-management system for library computers.** Progress reported: Complete. The print management station is operational and printing costs have decreased. **Evaluate self-checkout to determine efficiency vs. cost.** Progress reported: This project was postponed due to leadership changes. Completion of this project will happen in the next 5 years. **Investigate way-finding improvements.** Progress reported: Complete. Signage in building C is sufficient at this time.
3. What are the program/service strengths?	Strengths of the Renner Academic Library include the experienced faculty and staff, customer service, a broad well-utilized collection and databases, technology in the space and for checkout (computers, Chromebooks, laptops, graphing calculators), anatomical models and other learning tools, study rooms and other collaborative space. The collection focuses on the curriculum offered at ECC and, additionally, supports the expectations of program accrediting bodies, such as the American Bar Association. The library has some unique holdings like anatomical models. There are also some particularly strong collections such as the art book collection and the paralegal collection. In FY17 the library evaluated the eBook collection against those of area community college libraries. The ECC library collection is larger and more in depth than other colleges' collections. Prior to COVID-19, the library offered 60 Google Chromebooks and 30 TI84 graphic calculators, both for one week check-outs. Plans included doubling the Chromebook numbers to allow for more students to use for schoolwork. During Spring 2020, the library did receive 60 additional chromebooks due to additional

	funding from Dr. Sam. To assists students with the move to online instruction during Spring 2020, the library also borrowed additional technology such as laptops, more chromebooks and Mac Books from other departments.
	The embedded library instruction service is unique, in which librarians are enrolled to work with individual courses in the Learning Management System (D2L). The librarian is available to collaborate with the course instructor, answer student questions, and provide resources throughout the semester. Many other institutions offer embedded librarian services that involve providing resources in the LMS, but do not offer opportunities for students to interact with a dedicated librarian within their course site.
4. Based on the review, what are the identified challenges of the program or service?	Opportunities for the library include the challenge of keeping abreast of changing technology, scaling our services appropriately, adapting to college processes, and meeting of the needs of new college programs. There is room for additional work with groups across campus, pedagogical support for faculty, and helping in the collaborative process of creating the assignments with faculty to support student success. Consistent leadership and direction as well as positive personnel attitudes towards change will assist the success of overcoming such challenges.
	The library would benefit from procedures which allow the gathering of more student data to determine the library services relate to student success. Student behavior needs to be linked to student success to see how the Library is impactful. There has not been much innovation to keep up with current library technology. While the customer service is stellar, the Library falls behind in providing communication to the patrons that is expected.
	There is a need for better communication within the Library staff. Meetings during Convocation where the entire staff can be present have been planned for fall and spring terms so all personnel can share their voice in problem solving processes. Meetings involving the library faculty and staff to discuss issues occur on a biweekly basis. The Associate Dean also has an open door policy to ensure library employees can report to administration any issues in a timely manner. The Library is searching to fill the Public Services Librarian position vacated by a retirement. The program will first clarify what specific

	service, programs, and activities are categorized as specific duties for the Public Service Librarian.
	As will be outlined in the Goals of this report, there are several new opportunities in the next five years to investigate: • More accessibility tools such as closed captioning and images alternate titles for research guides, and learning modules • New Integrated Library system. This system is the backbone for circulation, cataloging and certain statistics. • More data gathering tools – service at the circulation desk as well as reference desk. Be able to look at student behavior trends of how a successful student or non-successful students utilizes the library to see impact on student success. • Analyze data already collected such as the bibliographic instruction class surveys to assess effectiveness. • Better website • Evaluate and update staff and faculty position descriptions to incorporate changes in service needs. Possible reorganization of library positions to better delineate duties. • Better Interlibrary Loan system
Rationale 5. Detail all major findings resulting from the current review.	**NEED** Though need for library services increases with a rise in enrollment, needs can still increase as the library offers more services such as equipment and reference material. There often are very busy times at the circulation desk where more people would be a help, and gaps in service are not uncommon is if someone is unexpectedly out on a given day. Either additional hours need to be budgeted or a positon added. Another area related to personnel needing attention is the teaching commitments of the librarians. With growing demand for embedded-librarian in classes every semester and the goal of doing more outreach to increase the librarian involvement with students, current staff workloads will be assessed. This review needs to calculate additional work hours needed for existing staff to provide all services, including information literacy instruction. The library is acquiring new equipment to make scanning easier and will add translation services and faxing

availability to list of provided services. There may be other technology that would allow the expansion of services; however, an assessment of the resources on hand and what methods are used to conduct business is necessary so prudent plans can be made to changes that effectively serve the patrons' needs. Some examples include:

- Sunset the library café equipment (possibly replaced with new furniture ~~with~~ and space redesign)
- Copying Room enhanced with accessibility software such as *ScanEZ*, to provide zooming visualization, verbal transcription software, and window screen readers
- Video streaming;

Larger plans involve researching needs and options for a new library website and the transition to a new integrated library system (ILS). This ILS is the service backbone and drives circulation functions such as checking in and out items to patrons, cataloging functions such as putting items in the library's catalog so they can be found, and other library backend processes. A potential solution is called *ALMA*, and is available from the library consortium, CARLI (Consortium of Academic and Research Libraries in Illinois).

There is a need to update the job descriptions of both the faculty and staff positions. With people often staying in the positions 5 or more years, the job descriptions are not always updated in a timely fashion to incorporate impact of technology development, new services, and paradigm changes in education. As discussed above with opportunities, there are staffing needs in circulation and archives.

Lastly, the library could conduct a space utilization study. Many of the learning spaces are heavily used, such as the study rooms and furniture setups (tables and chairs), so an assessment of other space could improve meeting more students' needs. For example, the abandoned *Food for Thought Café* space on first floor could be converted to study space with tables and chairs. Additional study rooms have been recommended for the second floor; and soundproof glass for current study rooms would improve the space so that students are not bothered by normal conversation held in another study rooms.

	COST

	Cost of the Program
	As with most programs and departments, the majority of the expense is related to staffing salary and benefits. The Library has the biggest budget in the division. Current staffing for the library includes the following full-time positions:
	• Associate Dean
	• Librarians (part of faculty):
	    o Technical Services Librarian
	    o Public Services Librarian
	    o Archives and Interlibrary Loan Librarian
	    o Distance Learning Librarian
	• Library Assistant III
	• Technical Specialist I
	• Circulation Specialist I
	
	The library also relies on part-time staffing:
	• 10 Adjunct Librarians
	• 2 Library Assistants
	• 2 Library Clerks
	
	While there occasionally are grants for special projects within the library, it is mostly funded by institutional funds, with some revenue from library fines and fees. Financial support is also obtained through the ECC Foundation and the Renner Library Fund.
	
	Efficiencies
	The library continually reviews services to determine if the need is worth for the cost and if purchasing changes are needed. For instance, consortia relationships keep costs down and allow for direct negotiation. Over the past few years, more digital resources have been slowly added to the library collection since that is where the bulk of student use is. With the pivot to remote learning in Spring 2020, electronic resources have become very critical, and the Library is able to continue supporting student success with these electronic resources.
	
	Additional Cost/Resources
	More of the resources are going online. As costs increase, that puts a burden on library budget. We have to keep increasing budget requests or take away from somewhere else.

As described in the NEED section in this report, some of the internal systems are antiquated, requiring dedicated funds to support a transition. As outlined earlier, the transition to *ALMA* would cost $46,726 for the implementation year and then annual fees of nearly $13,000.

Costs to students:
Students do not pay a direct cost to utilize the library and its resources. The only cost would be for loss or damage for a borrowed library item, or late fees. In fact, the Library is a means to make college more affordable to students. There are many items that can be lent out to students who need them, such as graphing calculators, Chromebooks and laptops. Reserved copies of books are available for students who need textbooks if a copy is supplied by the professor. Black and white printing from the library computers is also free to students.

QUALITY

Throughout the review period, many changes and innovations have been implemented to support a quality library at ECC. As the college grows to enroll dual-enrollment high school students, the library is available to provide the same level of service to these dual enrollment students as the standard population. The available electronic resources, services, and distance learning librarians supported student success during the Spring 2020 pivot to remote learning, and will continue to support faculty and students for however long the current disruption will last. Through Fall 2019, students responding to the Current Student Survey (sponsored by Institutional Research) rank the library with an 88.2% satisfaction rate.

The Association of College and Research Libraries (ACRL) (the leading professional organization for college libraries) has released revised standards, of which the librarians are aware and are ready to implement. The associate dean and librarians engage in frequent review of relevant ACRL literature and information. The Librarian who was a member of the assessment committee used this information to update the college's Information Literacy general education outcome. Surveys and other assessments are conducted with library instruction sessions, though tabulation and analysis needs further study to provide meaningful feedback on student learning and directions for strengthening them further. The library

offers a wide variety of library classes across the academic disciplines and provides a customized collection for those programs requiring it.

As mentioned above, customer service is a strength. The library provides walk-up assistance during all open hours, and hours have been adjusted (lengthened) to best meet student needs. Telephone calls are answered by a live person. Computers and printers are available in a supportive environment. Students may use private study rooms to work alone or collaborate in small groups. The library has worked to acquire more equipment to loan to students. Services are communicated to students and faculty via orientation materials, the website, social media, the Student Planner, brochures and bookmarks. The Tutoring Center is housed on the 2nd floor of the library, so both services support each other. The library collaborates with Disability Services on means to provide accommodations, and has updated forms to address potential student need.

The library's collection is focused on the needs of the college's curriculum, including materials to support student research, augmentation of classroom studies, and program accreditation support. The library strives to provide an up-to-date collection in various formats that supports the needs of students while, overall, being unbiased in topical perspectives. Librarians have been trained and also adhere to Universal Design standards. However, there always is opportunity to evaluate how equitable the services are, and determine areas to expand. Some populations to consider would be persons of color, undocumented, and LGTBQ+, etc. It is important that each of these groups feel welcome in the library and can get their needs met. More statistics on user demographics are needed to better understand how services relate to access, equity and student success.

Elgin Community College has long been involved in providing diverse experiences for its students. The library is a steady partner in planning, promoting, implementing and supporting events that provide such experiences. Resources and expertise are deployed towards such co-curricular activities as LatinX Heritage Month, Black History Month, and Women's History Month. Librarians support the college's MAGIC events, most recently by creating resource and reading guides related to anti-racism and social justice (see example

here). Faculty serve on committees focused on equity and diverse populations and pursue professional development on equity. Librarians have developed strong relationships with various instructional faculty to collaborate on means to support marginalized or minoritized students in the classroom. New databases have been acquired based on this assessed need to ensure representative voices within the print collection, children's literature, and book and DVD displays. Bilingual librarians also support the ESL program and its collection needs. Multi-lingual lab aides are also available to provide computer and copy machine assistance to those who need it.

The college's Library is also connected to the wider district community, and actively participates in the Family Literacy events sponsored by the ABEC division. During the critical year of 2020, the library has provided support to the U.S. Census with information and computer availability for completion. Voting information resources are also made available, such as where and how to register.

As a measure of quality, the library strives to embrace innovation. In addition to the graphing calculators and Chromebooks/laptops for students, the library has implemented *Kanopy*, a video streaming service, to support classroom learning in response to needs expressed by faculty. Remote authentication is now a single sign-on with the username and password instead of the student library card barcode, making remote use of the library more seamless and easier for the students. This remote authentication has become a critical component of successfully supporting students, faculty, and staff during the COVID-19 disruption. In another example, a service called *Credo Instruct* was tried but it did not work out. It is important to try new things to see if they are successful, and to move on when they are not.

As the library faculty and staff stay abreast of innovations in their professional context, they utilize available avenues, such as the Center for Enhancement of Teaching and Learning (CETL) and college's Assessment Diaries, to share new practices with faculty. For example, to combat a deficit perspective in information literacy, a session was conducted for faculty highlighting the learning benefits of deemphasizing peer review and identifying the research

	skills students already possess, which can be leveraged on their projects.

The Elgin Community College archives received a grant in 2018 from the State Library for $10,356.00 in support of *The Gil Renner Collection: Insight into the Genesis of the Illinois Community College System*. With this grant, The ECC Archives started the tasks of scanning the Gil Renner documents and the old Official Minutes of the District 509 from 1962 to 1998. This allow users to easily search for information about Elgin Community College. Some minutes are already searchable and available for students, staff, faculty and community in general at the Illinois Digital Archives (http://www.idaillinois.org/).

In addition, the Archives interviewed former and current administrators, staff and faculty who made relevant contributions to the college. These oral interviews were uploaded using OHMS – a web application designed to enhance online access to oral history interviews, and can be accessed at the library webpage. |
| **Intended Action Steps**
6. Please identify strategies or actions steps based on the challenges listed, and associated timelines. | **Explore opportunities to collaborate with the Chief Equity Officer on campus.**
☐ Centralize efforts
☐ Evaluate services for level of equity
☐ Determine areas for expansion. Some populations to consider would be persons of color, undocumented, and LGTBQ+, etc.
• Timeframe: 2021-2022

Analyze assessment data from library instruction sessions.
☐ Surveys and other assessments are conducted with library instruction sessions. However, tabulation and analysis needs further study to provide meaningful feedback on student learning and directions for strengthening the results achieved.
• Timeframe: 2021-2022

Evaluate the self-checkout service for efficiency and cost analysis.
☐ The opportunity to determine if the cost of the service and its usage would help the Library make decisions regarding its lifespan.
☐ Options might be to determine how to utilize the self-checkout equipment more or sunset the service if not needed. |

	• Timeframe: 2022-2023
	Plan transition to a new integrated library system (ILS). • As some of the internal systems are antiquated, library has required dedicated funds to support a transition to *ALMA*, a new ILS. • Timeframe: 2020-2021
	Conduct a space utilization study. • Study will assist understanding the behavior patterns of students using library space. The result would guide library in determining making meaningful changes to address students' needs. • Timeframe: 2022-2023
	Explore possibilities to update job descriptions. • This will include both the faculty and staff positions and will involve collaboration with Human Resources, ECCFA and SSECCA. • Timeframe: 2021-2022
	Make efforts to improve the Library website. • Updates will make it more user friendly and can mirror the presentation more like the college website. • Timeframe: 2020-2021
	Add capacity to Circulation. • Explore possibility to either seek additional hours needed in budget or add a part-time positon. • Timeframe: 2021-2022
	Collect and analyze data on the teaching commitments of the librarians. • This task can be combined with review of position description of Public Services librarian vacancy. • Timeframe: 2021-2022
	Continue collaboration with Institutional Research regarding student data. • Library would benefit from procedures which allow the gathering of more student data to determine how library services relate to student success. • Timeframe: 2021-2022

Resources 7. Specify required resources to accomplish goals above	The resource that is mostly needed is time and making these projects a priority. The ability to create relationships with the Chief Equity Officer, Institutional Research, Human Resources, ECCFA and SSECCA will be imperative to completing these goals. Monetary support for some transitions will also be needed. Funds have already been allocated for the ALMA transition. The space study might need to be funded if a contractor is used. A contractor might also need to be hired to create a new website the meets accessibility and Library standards. Many of the evaluations can be done with the Library's resources.

Student and Academic Support Services

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

College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019
Review Area:	Wellness Services

Program Summary 1. Please provide a brief overview of the program or service being evaluated.	Wellness Services at Elgin Community College provides holistic, therapeutic support to currently enrolled students. Wellness Professionals offer a variety of individual and group support services that promote personal growth and academic success. Students are encouraged to become active participants in their overall health and well-being, empowered to achieve their full potential with support eight dimensions of wellness: environmental, emotional, financial, intellectual, occupational/academic, physical, social and spiritual. Program Learning Outcomes: Students who participate in wellness services support groups and/or individual sessions will: • Identify an improvement in their social and emotional wellbeing through campus/community engagement. (Personal & social responsibility) • See a reduction in symptoms related to anxiety/depression. (interpersonal and intrapersonal competence) • Identify and actively practice healthy coping strategies to assist in the reduction of stress. (knowledge acquisition, integration and application) Wellness Services offers workshops and seminars that provide psycho-education on healthy relationships, coping with various mental health diagnoses and how to advocate and practice assertiveness. These programs outside of direct care and group therapy give students the opportunity to learn effective coping skills and emotional regulation preparing them to handle personal conflict and enhance social skills that can be employed in the workplace, at a four-year institution and throughout life. Other services include classroom presentations, assessments, online programing, Wellness Wednesday table events, and light therapy. Due to recent changes in legislation related to the Mental Health Early Action on

	Campus Act, Wellness Services will be enhancing current services and adding programming as required by the act.
	Resources also extend into the community through collaborative partnerships with organizations that help students receive financial assistance, housing, and medical assistance. For example, the partnership with the Community Crisis Center in Elgin, IL aids in providing support for students experiencing domestic violence and who are in need of shelter. The Student Assistance Program also provides the opportunity to give students 24/7 mental health care connecting them with local mental health providers within the community regardless of access to health insurance.
Prior Review Update 2. Describe any improvements or modifications made since the last review.	Historically, personal counseling at community colleges has been provided by Professional Counselors who are classified as faculty. Not only did the Professional Counselors provide personal counseling but they also offered career counseling and academic/educational planning to students. Many community colleges still have professional counselors working in this capacity, where they are required to conduct personal, academic and career counseling. Elgin Community College realized it was not viable for one position to effectively deliver these services to students. Consequently, in 2014/2015, the college established a new department to focus on psycho-social support for students and separate department to provide academic and transfer advising to students. A separate position had already been established to provide career counseling to students. Additionally, a minimum requirement to become a professional counselor was a Master degree in Counseling or a related field. At Elgin Community College, in addition to the Master's degree, Wellness Professionals need to be a licensed professional counselor, which is not the case at all community colleges. As this is Wellness Services first participation in the program review process, a summary of prior annual goals and accomplishments is provided below, classified into three specific areas: Fostering a Learning-Centered Environment, Promoting Student Goal Completion, and Promoting a Climate of Collaboration, Equity and Inclusion. **1. Fostering a Learning-Centered Environment** *Programming Focusing on Eight Dimensions of Wellness*

Wellness Wednesday was established to provide educational wellness materials that promote positive mental health and educate students on the services provided by Wellness Professionals. Previously every Wednesday a representative from Wellness Services tabled in various locations on campus, promoting a particular topic related to the Eight Dimensions of Wellness. Wellness Wednesdays are currently available through the online platform *YouTube*. Although this is due to changes related to COVID-19, it has provided 24/7 access to educational materials for students and something that Wellness will continue to provide moving forward.

Seminars/Presentations
Wellness Services regularly offers free seminars/workshops to students, faculty, staff, and community members. The seminars focus on a dimension of wellness related to student needs, which are identified through data collected from student reports and have included: Mindfulness Sessions, Stress Management, Healthy Relationships, Physical Wellness, Substance Use, Smoking Cessation Workshops, Emotional Wellness, and Time Management. Safe Zone Training and Bystander Intervention Training are also offered regularly to students, staff and faculty multiple times each semester.

Classroom presentations are also available to students through collaboration with faculty, introducing the students to the services offered. This has opened the door for faculty consultations as well, giving them the resources and opportunity to ask for advice and share concerns regarding student behaviors. Based on survey feedback received from these workshops and presentations, over 70% of students stated the information provided was useful and they were satisfied with the presentations offered.

Online Resources
Student Health (SH) 101, now known as *Campus Well*, is an online resource to connect students not only to Wellness Services but also to various departments on campus. Articles are featured during the Wellness Wednesday table events with the intent to increase student viewership and utilization of *Campus Well*. Wellness Peer Educators (students) produce short videos every month to talk about the impact of each dimension. Based on survey feedback collected monthly from *Campus Well*, students acknowledged and appreciated the custom content

featured to inform them on future events, student organizations, sporting events, and important educational information. *Campus Well* provides monthly statistics of student viewership and utilization.

The Development of the new *BreakDown* podcast sessions came to fruition to market Wellness Services and reach a larger audience of students. Over 60% of students stated that they have learned valuable information related to health and wellness from the Campus Well surveys collected each month and shared with Wellness Professionals.

2. Promoting Student Goal Completion
Wellness Services provides direct care services (individual and group counseling/support; crisis intervention) that will assist students in developing tools and strategies to successfully reach their personal and academic goals. Since the official implementation of Wellness Services in FY15, there have been over 4,900 duplicated student-initiated contacts.

Support Groups
Support groups also play a role in promoting student goal completion. An Anxiety Support Group is offered every spring semester over 7 weeks for up to 12 students. Wellness Professionals developed curriculum following CBT/Mindfulness principles. The support group continues to show a significant decrease in overall levels of anxiety for the group as a whole. Post-test scores decreased by an average of 20 points per individual. Initial average pre-test Score for students was 30.2 and after seven weeks of group activity, posttest average score was 12.5. Ninety (90) percent of students who participated in the spring 2018 Anxiety Support Group registered for Summer/Fall 2018 semesters.

Below are some comments from students after completing the group process.

- *"I realized that I am not the only one."*
- *"It helped to reflect on all of the other member's experiences."*
- *"This is the first time doing something like this. I learned it's okay to talk about it. I don't like that others are suffering, but it helps to know that I am not alone."*

- *"It helped that you defined what anxiety is. It helped me realize I am not 'crazy' and that how I feel/think is the anxiety."*
- *"I really appreciated the triangle activity (cognitive triangle), and how it addresses attacking the thinking process."*

3. Promoting a Climate of Collaboration, Equity and Inclusion
Seminars/Presentations
Wellness Services provides educational training for staff, faculty and administration on how to work with students in distress, making referrals to Wellness Services, as well as multicultural seminars. For example, LGBTQ Safe Zone training was implemented for Elgin Community College employees to enhance the understanding of systemic challenges LGBTQ students face as college students and the awareness of relevant terminology. Wellness Services also offers opportunities of partnership with various departments throughout the college in order to foster an inclusive sense of community as well as an opportunity to educate and inform students of the variety of resources available for them. Since the inception of Wellness Services, over 30 Safe Zone trainings have been offered over the course of Fall and Spring semesters. Safe Zone trainings are Lane credit eligible, providing an incentive for faculty attendance. A total of 300 faculty, staff and/or administrators have completed Safe Zone training and received Safe Zone Training decals for their office space to show students that they are allies to the LGBTQ+ community.
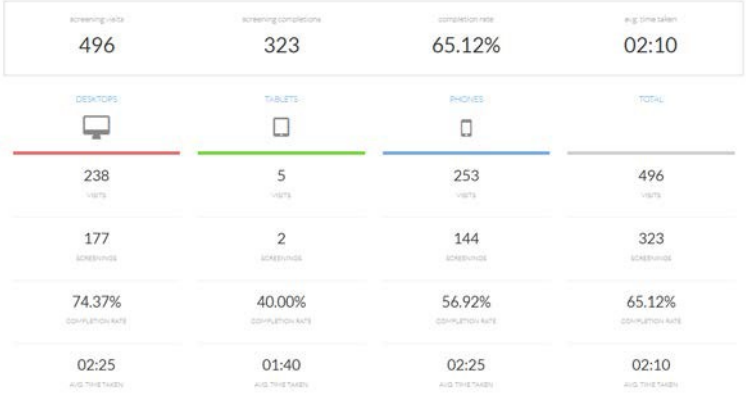
A list of employees who have been Safe Zone trained is posted on the college's website and used by students to identify their supporters as well as to make a decision about whether or not they should enroll in a particular faculty member's course.

Events
In 2019, Wellness Services collaborated with the Student Life Department on campus to offer students a Wellness and Empowerment Summit. This summit exemplifies how Wellness Services strategically meets goals outlined by the college. The summit offered seminars and various activities to help expand students' knowledge, particularly regarding coping strategies and physical and emotional wellness. A main component of the summit was to equip

students with a tangible way to track their progress and continue to engage in positive wellness beyond the summit. Such engagement is critical for students to create balance and well-being in each area of their life. Activities offered throughout the summit provided students the opportunity to engage with their peers and learn from community partners. The summit encouraged not only collaboration between Elgin Community College departments and community agencies, but also allowed networking opportunities between agencies to form a more cohesive community that better serves our students.

Support Groups
Wellness Services regularly offers support groups to students on campus. The department promotes equity and inclusion for historically marginalized students, such as LGBTQ students, by offering a support group for this population. The Pride Talk Support Group consistently meets every Tuesday serving ECC's LGBTQ+ student population. This group has existed since 2015, serving as a vehicle for students to explore LGBTQ+ culture and talk about their personal experiences.

On average, 10-12 students consistently attend the group on a weekly basis. Over 70% of students attending group have stated that they have greatly benefitted from attending group and appreciate the support from staff, faculty, administration, and their peers. PRIDE Talk support group also made a significant impact to the Office of Student Life as student participants took it upon themselves to resurrect the Students Who Are Not Silent (SWANS) student organization. SWANS is the 4th largest student organization on campus and serves to establish an inclusive space for the LGBTQ+ community at Elgin Community College.

Online Resources
Wellness Services launched *MindWise*, a free, anonymous and confidential online screening tool that provides students with immediate results and access to resources without needing to first meet with a professional. The initial screening, results and resources are available in both English and Spanish. Since the implementation of the tool in October 2019, over 320 screenings have been completed.

	Wellness Services also expanded its online presence to YouTube videos to promote health and well-being material. The psycho-education provided online expands the reach to students who may be unable to meet with a professional on campus. In addition, Wellness Services added daily Zoom meetings to enhance accessibility for students. Zoom offers a chat option, which enables students who are deaf or hard of hearing to communicate with a professional in real time.
3. What are the program/service strengths?	The program's strengths lie within the services provided for all registered students: immediate access to receive one-on-one mental health services, crisis intervention, psycho-education programming and therapeutic support groups that address the top presenting concerns among college students – depression and anxiety. Wellness Services continues to challenge the negative stigma associated with seeking mental health services by collaborating with various departments on campus that brings information directly to students. The department was recognized for its excellent work, receiving a nomination for Elgin Community College's President's Choice Award at the college's 2017 Assessment Diaries event.
	Elgin Community College's Wellness Services department frequently collaborates with the office of student life, disabilities services, academic advising, and academic departments with the focus to bring mental health programming to students in the classroom and within student organizations. Wellness Services also provides a comprehensive community resource guide that includes information on medical services, financial assistance, affordable housing, and long-term mental health treatment.

	In addition to programming, the college has increased the number of wellness professionals to four. This larger team is better situated to address the significant increase of appointments made each academic year and to expand the comprehensive nature of the psycho-education programming. This growth has also brought additional diversity to the clinical staff, providing a more welcoming and inclusive environment for students. Currently, the Wellness Services staff is comprised of the following socially-constructed racial groups: African-American, Asian Pacific Islander, Latinx and Caucasian, the socially-constructed gender binary classifications of male and female, as well as the LGBTQ community.
	Wellness Services also contributes to the strength of the college by providing professional development opportunities for faculty, staff and administration to become more culturally competent and aware of mental health needs through sessions such as Safe Zone (described above) and Mental Health 101, which gives faculty and staff the tools to identify and provide conflict resolution for students who may exhibit behaviors that can be disruptive in an education setting.
4. Based on the review, what are the identified challenges of the program or service?	Students who lack access to affordable healthcare and/or healthcare insurance impose a significant challenge for Wellness Professionals and prevent students from seeking immediate care during crisis intervention. These challenges become evident when Wellness Professionals engage students during crisis intervention and students become resistant because of the expensive bill that comes with an ambulance transport for hospitalization. In order to eliminate the barrier for immediate care, Wellness Services will advocate for a separate fund within the department budget to provide financial relief for students who meet criteria for financial assistance. This relief fund will allow students to focus on getting immediate care in a moment of crisis.
	Having access to financial resources to help students in emergency need will help the department tremendously in providing adequate care and continue to address the health disparities that exist within the student population.
	Another challenge is having enough referral services for students to seek immediate attention for long term therapeutic services and medication management. This in large part is due to students not having access to insurance

	or their insurance plan is not taken by the community agencies that the college has established partnerships with. Elgin Community College is currently working with these community agencies to provide the option of a sliding scale pay option that would be affordable for students who do not have insurance or who are on Medicaid to receive treatment.
	The impact of COVID-19 has demonstrated the need for efficient remote services to continue treatment for students who have regularly attended their sessions with Wellness Professionals and for new students who would like to schedule appointments to receive care. Remote services will include the opportunity for students to receive treatment via confidential phone sessions and/or through a video conference telehealth platform that is HIPAA compliant.
	There are a few other opportunities for growth that have been identified: • Create better data-driven surveys to assess needs on campus and to evaluate services provided. This will support the development of relevant and more appropriate programing to meet the needs of students served. • Strengthen community partnerships to offer a variety of affordable long-term treatment options for students. This will include psychological testing services at an affordable rate. • Implement and expand a peer education program. Wellness Services has identified a Certified Peer Education Training through NASPA (Student Affairs Administrators in Higher Education). Such training provides students with the tools and skills to assist and refer their peers to seek out appropriate mental health services. This program will increase outreach capacity and provides additional student employment opportunities on campus.
Major Findings 5. Detail major findings resulting from the current review for Need, Cost, and Quality.	**NEED** There is a strong and ever growing need for the services provided by Wellness Services. In August of 2019, the state of Illinois passed the Mental Health Early Action on Campus Act, which requires public higher education institutions to provide specific mental health awareness initiatives and resources directly to students, i.e., peer support program. Consequently, due to the importance of

being in compliance to this act, Wellness Services has been in discussion about and taken the opportunity to inventory its current programming and determine what additional staffing and programs, e.g., more support groups, would be needed. For this reason, two additional Wellness Professionals were hired to accommodate and meet a ratio of one (1) provider for every 1,250 students. Additional conversations involve making Elgin Community College an internship and practicum site for graduate level students who would help increase staffing and the programming offered to students. Moreover, graduate interns would help increase the visibility of the college and theoretically make Elgin Community College an employer of choice, thereby aligning with one of the college's strategic goals.

Twice a month, Wellness Professionals and the Assistant Vice President of Student Services & Development/Dean of Students meet to assess on-going programming, update policies and procedures related to new state mental health mandates, and review community and vendor contracts associated with to Wellness Services. These bi-monthly meetings have occurred consistently since the development of Wellness Services and continues to be an effective way to determine the needs of the department. Wellness Services also collaborates with various departments on campus to review on-going student needs, challenges and concerns. Examples include:

- Collaborating with Veteran Services to offer current veteran students an identified list of supportive resources within community and on campus.
- Advocating for the development of an online program to reach more students and provide psycho-education related to Bystander Intervention and Title IX policy. Currently, seminars on Bystander Intervention and Title IX are held at least twice a semester and when requested from faculty, included in classroom presentations.
- Responding to increased enrollment, the program is able to offer the same support to dual-credit students as any other currently enrolled student. In addition, Wellness Services has participated in new student orientation specifically designed for dual credit students and their parents.

The program has access to usage data via SARS, the scheduling system, which codes for presenting concerns, frequency of appointments, drop-in sessions, and student identification. Reports can be extracted and with assistance from Institutional Research (IR), comparison data provides information related to demographics, retention and historical trends.

SARS data shows an increase each academic year in the number of individual appointments scheduled with Wellness Services, compared to the overall enrollment patterns of the college, which were flat or declining for the same time period. Wellness Services provides students with access to 3-5 free sessions to address personal obstacles. Each academic year, students have averaged between 3-4 sessions per semester. Wellness Services also provides Anxiety Support groups and conducted pre and post assessments utilizing the Beck Anxiety Inventory.
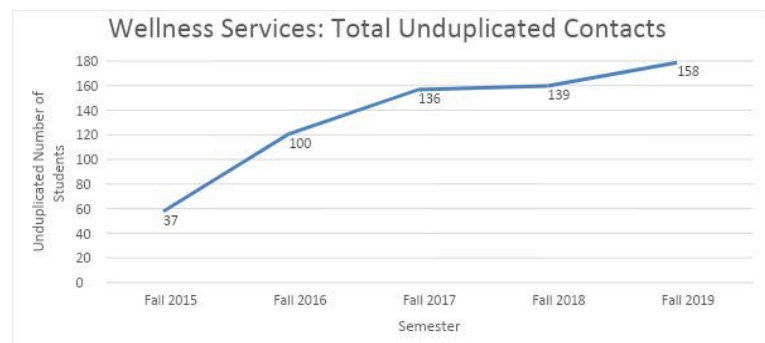
The data on the "Reason Code Summary Report" directly influences our programming. Depression and Anxiety are the two highest coded presenting concerns as to why students seek out Wellness Services and is consistent with the increase in Anxiety and Depression in college students nationally. In addition to SARS data, Wellness Professionals conduct one-on-one assessments with students to assess significance of Depression and/or Anxiety.

Knowing these as the top presenting concerns faced by students, Wellness Services has intentionally created presentations and campus events to address them, focusing on events to normalize and validate student concerns, reduce symptoms and introduce coping strategies that promote positive well-being and student success.

We expect an increase in usage of services offered. The recent doubling of professional staff will offer greater

availability for students, as the needs are not expected to decline. This is reflective of the national data showing an increase in students seeking services and an increase in mental health diagnoses.

With the change to remote learning due to COVID-19, the services have moved to an online platform for the remainder of the 2020 calendar year. Personnel expect to see an increase in usage of services through the online platforms (*Campus Well*, *Doxy.com* (telehealth) and social media posts) though it is difficult to predict exactly how this will effect numbers given the unknown impact on Fall enrollment.

Wellness Services utilizes a variety of marketing strategies to reach students. Various social networking sites through Elgin Community College (Facebook, Instagram, Twitter) are used to inform students of services offered. Wellness Services also regularly uploads YouTube videos, which are posted on the Wellness Services webpage. The program partners with various ECC departments such as Student Life, Disability Services, Veteran Services, Academic Advising, etc. to reach students. Email is consistently sent to students through the All-Student distribution list to provide updates and information on available services offered both on- and off-campus for students. Promotion is also done through print media (posters, signs, table tents) distributed throughout campus. Various print materials are also provided to each student during New Student Orientation.

Due to current circumstances of the global pandemic, the staff has come together as a department to devise additional opportunities for students to receive services remotely. These can include a telehealth platform for students to engage in live video individual and group therapy sessions. Through the remainder of Spring and Summer terms, the staff offered daily Zoom sessions to better connect with students and inform them of the services. The psycho-educational programming and seminars have also transitioned to video form to be shared via the college's social media outlets.

Outside of the impact of the pandemic on the needs of the department, the program review has not identified the need for significant modifications to the service/department. However, the staff would be interested in surveying students to determine the best

	modality of services needed to meet the needs of all students in the remote setting.
	COST
	The primary expense for Wellness Services is the cost of personnel, now with four licensed professionals. The college is obligated to comply with external regulations regarding staffing and services, namely the IL Mental Health Early Action on Campus Act, which has implications for increased expenses. It is fair to expect an increase in resources to remain in compliance with the act. For example, the program will need to consider budgetary needs in implementing a new Peer Education program as well as materials and technology needs for a clinical practicum program at Elgin Community College. Online training options for bystander intervention, drug/alcohol awareness and sexual violence prevention initiatives are also needed. Expansion beyond optional face-to-face workshops would better meet the needs of students through an online platform, ensuring all students complete the training and receive important information.
	Conversations are ongoing regarding an internship program through the Wellness Services department. The internship program would staff graduate level clinicians under the supervision of current full-time LCPC Wellness Professionals. With the internship program in place, Wellness Services would be fully staffed and equipped to meet the need of students on campus and maintain compliance with the new act, which is set to take effect July 1, 2020.
	Other costs of the program will include additional supportive technology such as computers and printers as well as continued investment in a telehealth platform to meet student needs for the duration of the COVID-19 disruption and to provide additional options for ADA compliance. The program has begun exploring the opportunity to collaborate with other departments at the college to share the cost of funding specific initiatives with common goals.
	The college services described in this report are free to all registered Elgin Community College students. Additionally, there is a 24/7 contractual agreement with a local community mental health and substance abuse agency, the Renz Center, to provide access to care any time of the day and up to two (2) free individual sessions

for students to engage. The office also keeps an up-to-date list of community partnerships and agencies that provide free and/or low cost assistance for students and community members to take advantage of, which includes: financial assistance towards utilities and rent, subsidized housing within Kane County, mental health and medical clinics, HIV testing locations, homeless shelters, domestic violence crisis shelters, and local community township contact information.

Beyond compliance with external legislation and regulation, the program does not anticipate large additional financial needs beyond what is prepared within annual budget processes. However, as discussed in number 4 above, an equity issue has prompted the desire to incorporate an emergency relief fund into the annual budget for students who may not have access to health insurance and are in need of crisis intervention.

QUALITY

Major strengths of Wellness Services have been discussed above. Other efforts which support quality are related to the concept of Equity, a college-wide focus.

Wellness Services supports the efforts of the college community to provide equitable services. Wellness Services follows outlined strategies such as the Equity in Mental Health Framework to guide and implement support for students on campus. Wellness Services focuses on furthering health and wellness equity to address and decrease disparities across the campus. Using a holistic and culturally sensitive approach, the program improves access to services and promotes the positive connection between wellness and academic success.

The professionals stay abreast of new literature to guide effective treatment and the current goals specifically address the program's intent to provide services to marginalized communities. Currently, data indicates students of color are more likely to seek out Wellness Services and that the percentage of students of color served is greater than the percentage of students of color within the college.

Wellness Services has collaborated with several community organizations and college departments including but not limited to the following: external - Renz Center and Centennial Counseling Center; internal - Student Life, Health Professions academic programs at

	Elgin Community College, Athletics Department and the Theater Department. These collaborations have improved the quality of services offered as well as expanded the reach of the program.
	Like all other areas of the college, Wellness Services has recently had to adapt to changes related to COVID-19. The transition to remote services has afforded the department the opportunity to consider additional services. For example, the program will begin using *Doxy.com*, an online, confidential, HIPPA compliant telehealth platform to conduct individual and group sessions virtually. This approach will not only provide safe contact for students due to COVID-19 but it creates an opportunity for Wellness to become more accessible. This platform provides chat options, with a virtual face-to-face component. This can be beneficial for the deaf and hard of hearing community.
	Wellness Services has identified some additional data sources which would help the department better understand its student body, their needs, and how well things are working in the remote setting. Information would be valuable for future planning. Sources include: • Access to research related to online service equity gaps. With the COVID-19 disruption, most colleges are offering online only or hybrid services. It will be important for Wellness to better understand how to close equity gaps related to online access. • Wellness Services would also benefit from additional IR data related to the ACHA National College Health Assessment, which would also support the enhancement of services to address equity gaps. This assessment now addresses concerns, which can interfere with student success such as food insecurity and homelessness, hours of sleep, utilization of various on and off campus services (mental health, physical and gynecological services). They have also revised the suicide behavior questionnaire. This data would greatly benefit Wellness Services, enabling the development of even more inclusive programming.
Summary 6. Please provide a brief summary of the review findings and a rationale for any future modifications.	Upon reviewing the findings of the department over the last five years, Wellness Services must continue to advance its services to address the ongoing and growing needs of Elgin Community College's student population. Not only has usage of services increased, data also reflects the national increase in anxiety and depression diagnoses

	among college students. By monitoring trends in data, the program has developed and enhanced topical services offered to include multiple support groups, online service platforms, social media promotion and collaboration between college departments and community partners.
	Findings demonstrate Elgin Community College is already offering the majority of services required by the state of Illinois new Mental Health Early Action on Campus Act and the enhancement of services offered by Wellness go beyond that of what the state is requiring. The program's aim is to exceed the expectations by offering not only innovative but also inclusive, equitable services to the student body. The reflection of diversity in the staff of Wellness Services speaks to the importance of reflecting such expectations by the department.
	Wellness Services is highly sensitive to the needs of student's *on*-campus. However, the program must consider access to resources available to student's *off*-campus. Contact with Wellness Services is only available through phone or online platforms, therefore, students must have awareness of and access to such services. Continuing to address these needs through innovative approaches will be important.
Intended Action Steps 7. Please identify strategies or actions steps based on the challenges listed. Also list the Resources needed and who will be responsible for implementing the actions.	**Goals:** • Continued collaboration with faculty will be instrumental in meeting student needs. Wellness has already been in contact with faculty to provide online presentations for their class. • Develop consistent Drug/Alcohol Awareness Training, start Fall 2020 • Implement online telehealth platform (*Doxy.com*) to continue individual and group sessions during the COVID-19 disruption, start Fall 2020 • Implement an online Bystander Intervention Training, start Spring 2021 • Offer supervised graduate-level clinical internships to expand and enhance Wellness Services, start Fall 2021 • Increase community partnerships to provide more affordable treatment options for students, ongoing • Implement Peer Education Training program; Wellness professionals are currently trained to offer this to students, start Spring 2021 **Resources required:**

	• Advocate for continued funding to support the implementation of services: Online telehealth platform, online Bystander Intervention Training and Certified Peer Education Training. **Responsibility:** • All Wellness professionals will share responsibility for implementing the modifications. • Supervisory responsibility for the implementation of services will be conducted by the Assistant Vice President of Student Services and Development/Dean of Students. • The implementation of Bystander Intervention Training will be a collaboration with the Title IX Department and Information Technology/IT Services.

Adult Basic and Secondary Education

College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019

Review Summary

Program Objectives RS.1 What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs?	The Adult Basic Education Center offers pre-college-level courses designed for adults: • with less than a 12th grade reading and/or math level who want to improve their basic skills in reading, math, writing, or computers, • who are English language learners (ESL) who want to improve their basic language skills, and/or • who do not have their high school diploma or its equivalent and would like to complete their high school equivalency (HSE). To be eligible, students must be at least 16 years of age and not enrolled in high school. All classes are offered free of charge to eligible students, who must take placement testing and attend an orientation to register. Classes are offered at Elgin Community College's main campus and other area locations, and some are offered in Spanish. These courses are not applicable toward any associate degree or vocational certificate. These courses are designed to match the college and career readiness outcomes from the K-12 system. Students completing these courses should be able to transition directly into CTE, degree, and transfer programs at Elgin Community College, as well as 4-year schools. The program is divided into two components – Adult Basic Education (ABE) and Adult Secondary Education (ASE), depending on the student's skill level upon entry to the program. ABE provides pre-college-level courses designed for adults with less than a 9th-grade reading and/or math level who want to improve basic skills in reading, math, writing, or computers. The purpose of these classes is to assist adults to obtain the skills necessary for employment and self-sufficiency, to assist parents obtain the educational skills necessary to become full partners in the educational development of their children, and/or to assist students in attaining a high school equivalency certificate (HSE/GED®). ASE provides pre-college-level courses designed for adults with a reading and/or math level between 9th-12thgrades. ASE classes are designed to assist adults in obtaining the skills necessary for employment and self-sufficiency and to prepare students to pass one

of three nationally accepted High School Equivalency tests (GED®, HiSET ®, or TASC ™).

Program-level Learning Outcomes: Upon completion of the ABE/ASE program students will be able to:

1. **Reading:** Using information from multiple print and digital sources, identify a writer's purpose and bias and evaluate source reliability; determine a central idea or theme and analyze its development citing specific details and evidence; determine the meaning of vocabulary in context; and paraphrase and summarize literary and informational text.

2. **Writing:** Integrating information from a variety of sources, write essays on literary and informational topics that include summarizing, paraphrasing, and citing sources appropriately; clearly supporting points with specific and relevant evidence; asking and answering questions to clarify ideas and conclusions; and summarizing the key points expressed.

3. **Math**: Demonstrate ability to analyze and solve problems relating to basic math, algebra, geometry, and trigonometry; understand basic math vocabulary; demonstrate ability to contextualize math:
   a) understand quantities and number systems
   b) reason with equations and inequalities
   c) understand the concept of a function, interpret functions, and use function notation
   d) analyze data
   e) understand and be able to do basic measurement

4. **Science:** Understand basic academic vocabulary and concepts in life, physical, and earth sciences. Understand the purpose of scientific method and demonstrate the ability to use it effectively.

5. **Social studies:** Understand basic academic vocabulary and concepts in U.S. history, government, world history, geography, and economics; identify primary and secondary sources; Recall basic facts and have a general understanding of the U.S. and Illinois Constitutions.

6. **Technology:** Navigate a web-based course management system (e.g., Desire2Learn) to complete course requirements; discuss and practice netiquette; select and evaluate online resources for learning; conduct online research for an academic purpose; integrate graphics or multimedia when presenting or writing about a variety of topics; demonstrate effective use of spreadsheet programs (e.g. Excel), word processing programs, and presentation software.

	7. **Career/College Readiness:** Plan and schedule for long-term assignments/ career/ college; identify self-directed learning strategies; ask for help proactively; employ self-monitoring and reflection strategies to gauge progress; Use collaborative skills with peers (agree, disagree, compromise); receive feedback appropriately.
	8. **Non-prose/ infographics:** Interpret, analyze, and summarize charts, tables, graphs, and other non-prose information citing specific details and evidence to support the analysis.
RS.2 To what extent are these objectives or goals being achieved?	The program-level outcomes listed above were updated as part of this program review process; curricular changes will need to be made to meet the rigor of the new outcomes. The former program outcomes were measured and assessed through departmental tests, state standardized tests (TABE), and student assessment forms. Students who received satisfactory in the outcomes for the level were passed to the next level. The department reviews student results each year to guarantee that program outcomes are being met. Adjustments are made based on these reviews. The department focuses on the program-level outcome progress during course review as well. The basic skills outcomes for bridge and IET programming are the same as the focus for adult education -- to prepare students to transition to career or further education. The updated outcomes have led to students being better prepared for the high school equivalency exams, college coursework, and the workforce.
	Because of the requirements from ICCB to keep accurate records of student progress in DAISI as well as in student files, the department is able to review student progress regularly. Both faculty and staff review student testing outcomes on a regular basis. Levels that are struggling to meet requirements are reviewed for content and instruction. Student Assessment Forms (SAFs) are reviewed in detail by staff before they are put into student files and any red flags are addressed. Because the department does in person registration, registration lists are turned in by faculty. Staff review these recommendations and review student histories (e.g., previous classes taken) to identify any issues that may be present (for example, a student repeating a specific level multiple times). Students who are struggling and have taken the same level multiple times meet with staff to discuss possible strategies for success. A formal report on all classes is obtainable through DAISI as well as instructor reports. These are reviewed to look for any possible issues. If a class has below average performance, staff meet with the instructor to talk about specific strategies they might use to improve student performance. Faculty are also encouraged to share successes and issues at faculty roundtables that are held each semester. This gives

	faculty the opportunity to collaborate and discuss possibilities for improving student learning. Full-time faculty are invited to bi-monthly team meetings to discuss performance and to help with program planning. Course review documents are placed on the faculty share drive for all faculty to see.
RS.3 How does this program contribute to other fields and the mission of the college?	Elgin Community College's mission statement is "to improve people's lives through learning." The adult education program focuses on college and career readiness in order to do this. In adult education classes, students develop basic and employability skills, explore potential career opportunities, and prepare for the transition to college or employment.
	Specific examples of such contributions will be further highlighted in the Quality section to follow, but a primary example is the division's bridge and ICAPS programming and supports which fulfill employment needs in areas such as manufacturing, construction, healthcare, and emergency services. This program has focused on stackable credentials which can be completed in a short amount of time. This work has led to changes in how certificates are designed in CTE programs, which benefits all students.
	Under a Title III Strengthening Institutions grant, adult education's ICAPS program has been expanded to include students from outside of the program as well. *All* Elgin Community College's students now have the option to take advantage of the additional support classes and student support specialists. This has helped to increase enrollment and success rates in ICAPS CTE programs.
	Coursework supports and contributes to student learning across the college's General Education learning outcomes, namely Communication, and Quantitative Literacy.
RS.4 How is the college working to help students transition into postsecondary education?	Students who complete the -GED exam with a score of 165 or higher are considered college ready. The specialized bridge and ICAPS programs also support this transition. Future programming is being considered to further this goal, including learning communities, dual credit, ALP (Accelerated Learning Program in the English department), and pre-apprenticeships/ apprenticeships.
Prior Review Update RS.5 Describe any quality improvements or modifications made since the last review period.	**The Adult Education Transitions Coordinator is currently exploring the use of the AREM screen in Datatel to see if this would be a viable option for recording student goals and data which would be of use to others (i.e. counselors).** Progress reported: • The Adult Education Transitions Coordinator has been using the AREM screen to record notes regarding students that might be helpful to others working with the student (admissions and counseling as examples). Notes might include information like

the student continues to take ESL classes or the student is taking a technical math class and an ESL class.

The department will begin offering an Industrial Arts bridge course in the Fall of 2013.
Progress reported:
- Course has been offered annually since 2014. It has been cancelled once or twice due to low enrollment. In spring 2018, it was changed to a 5-credit-hour class and offered in the evenings. This increased enrollment slightly, but there is still more work to be done with regard to recruitment.

The division continues to serve as the lead on the Hanover Park Extension Site project, which would bring adult education and unemployment services into an area currently lacking such services.
Progress reported:
- The Education and Work Center located in Hanover Park was opened August 21, 2014.
- As of fall 2018, ABE/ASE classes in English have been offered through Harper College as a part of our agreement with the college. ABE/ASE classes in Spanish are still being offered in the evenings at EWC. The plan is to continue these in the future. However, schedule modifications are made periodically. For example, for fall 2020 Elgin Community College will provide all evening offerings which will include ABE/ASE classes in both English and Spanish.

Meet goal of having 100% of department faculty who teach reading participate in EBRI training.
Progress reported:
- Because of a lack of training offerings, some of the newer reading faculty have not been EBRI trained. This is a one-year training that was not offered for 3-4 years. One new reading faculty started the training this past spring 2019. Other new reading faculty were hired after the beginning date of the training. If EBRI is offered in 2020, they will be encouraged to do the training.

Transition from assessing reading only for the potential Spanish GED students to assessing math, as well.
Progress reported:
- Starting fall of 2013, potential Spanish GED students were assessed using the math portion of the TABE. This gives faculty a better baseline for incoming students and has allowed for a high math/ low math split in the class. This practice has been continued for new students.

Transition to TABE online from paper version.

Progress reported:
- FY14: The transition from the paper version to TABE online was completed for many students. Students interested in GED classes in Spanish are still using the paper version because the online version is in English only. Also, outreach sites are still using the paper version due to internet issues.
- As of FY20, all TABE students are tested online unless online testing is not available (e.g., outreach sites), the students are testing in Spanish (not available in Spanish), or a special accommodation has been made for other reasons.

Compare students in NRS levels that are making gains with those who are not, to determine differences.
Progress reported:
- The credit hour intensity of all division classes was increased and the division student attendance policy was tightened. These strategies have led to more available attendance hours for students. It was also learned that students were more likely to make a level gain on their second test attempt and that they were more likely to make a gain in math than in reading.
- There were increases being made annually until the new TABE was implemented in FY2019 under ICCB rules. Data from last year is being reviewed to see if additional strategies may be needed.

Significant changes will be made during the next 1-2 years due to the adoption of the new content standards and the (related) 2014 revision of the GED test.
Progress reported:
- FY14: The vast majority of ABE/ASE courses were rewritten and 19 new courses were approved by ICCB through FY14. These courses closely align with the new Common Core State Standards that were adopted by adult education at the state level in Illinois.
- Since now it has been 6 years since the courses were rewritten and new outcome measures have been added at the state level, it is time to review these to see if additional changes need to be made (e.g., technology and employability outcomes).

Consider the addition of a fifth pathway option under AO, working to identify a way to sustain the program after the grant terminates in the middle of FY14, and they are currently looking into private and foundation grants which might provide support for student tuition (the greatest barrier to participation so far).
Progress reported:
- Elgin Community College was awarded a Title III Strengthening Institutions grant that has allowed us to scale ICAPS (formerly AO) to a college-wide level. Several new pathways have been

added including BNA, phlebotomy, IST, and EMT-B. Sterile Processing and Distribution will be added in spring 2020. Tuition continues to be a barrier to students since a grant to provide tuition support has not been awarded.

The program is looking to increase the number of pathways available to students in Accelerating Opportunity, as they are planning to add an industrial arts bridge to run in Spring 2013, and a soft skills course is being prepared by division staff to start the course proposal process during Summer 2013.
Progress reported:
- The program now has three bridge courses including Bridge to Healthcare Careers, Bridge to Industrial Arts, and Bridge to Early Childhood Education. These are offered annually. The Thriving in the Workplace course was offered a couple of semesters as a part of ICAPS, and components of it have been integrated into workshops supporting the ICAPS students.

Address whether or not bringing evidence based reading instruction (EBRI) student assessment into the orientation process is working and whether to bring a math assessment into the orientation process, as well.
Progress reported:
- At the request of the ABE/ASE faculty, the formal EBRI assessment has been moved out of the orientation and has become a more informal assessment in the classroom. All assessments (reading, writing, and math) continue to be done in the classroom.
- Reading faculty are in the process of updating the assessments. They completed ARW040 this past year and are piloting it this Fall. Several classes piloted ETS's SARA assessment, which is an online reading assessment, to see if this could possibly be used instead of the lengthy EBRI assessments currently in use.

Certain National Reporting System (NRS) levels of students do not attain gains at the same rate as others; as the new curriculum in introduced, these numbers will be reviewed to see if any patterns emerge.
Progress reported:
- Based upon Table 4b in the NRS Core Performance Report, specifically the percentage completing a level (H) all areas of ABE and ASE Low (ASE high students cannot complete a level) increased from FY13 to FY14. While there is still discrepancy between level in the rate students make gains, it is difficult at this time to determine how much of this overall improvement was due to the increase in difficulty in the curriculum (students learning more difficult material in each course, therefore doing

better on the post test), to more intentional post testing strategies, or to some combination of both.

- While there was continued improvement made through FY18, a new challenge with a new TABE test in FY19 means that we will again have to re-assess the new curriculum and student performance to see if any new patterns emerge.

Compare students in NRS levels that are making gains with those who are not, to determine differences.
Progress reported:

- Again, we have had to look at this again with the new TABE test. Attendance and retention always play highly, but there are new challenges with this new test.

Visit area high schools to provide information about changes to the GED test starting in January 2014 and how the program is implementing curriculum changes.
Progress reported:

- Senior Director of ABE/ASE was invited to a meeting for all of the U-46 high school and middle school deans. At this meeting information was provided about changes to the GED test starting in January 2014 and how the program is implementing curriculum changes. High schools outside of U-46 have not yet been contacted.
- Now that the GED test has been in effect for several years, there is no need to provide these updates. However, other updates such as alternate credentialing need to be shared with area high schools. The Associate Dean of Adult Education has been attending and presenting information at the annual High School Counselors Breakfast in order to share these updates.

Develop entry, middle, and exit common assessments paired with the new curriculum.
Progress reported:

- Entry, middle, and exit common assessments were developed for both math and reading classes. These assessments are paired with the new curriculum. As faculty members are using the assessments, minor revisions are being made to make them even more useable.
- ARW-040 common assessments and reporting form were updated in FY19. The department will continue to review and update assessments and forms to reflect programmatic changes.

Move to more consistent block scheduling for students wanting to take both reading and math classes.
Progress reported:

- Scheduling has been set up so that students take a math class two days a week and a reading class the other two days a week; this

pattern is staying consistent. Two reasons have surfaced steering away from block scheduling the two of them together back to back. The first is anecdotal looking through DAISI records and seeing the high number of students who enrolled in back to back classes when they were previously offered, only to drop one of them. The second reason is that the division has moved away from 3.0 credit hour classes to 5.0 credit hour classes. Two classes back to back with this length is unrealistic for a student.

Look at ways of having students complete math assessment before classes begin, possibly as part of orientation.
Progress reported:
- Having students complete the math assessment before classes begin, possibly as part of orientation, is still being looked at as a goal, but this has been deferred.
- Assessments were given successfully at two orientations, but more questions came up regarding how to do it long term.
- The challenges are related to how much time the assessments take and the number of staff that would be needed during each orientation to score and interpret the assessments in real time.
- We are still using the TABE for initial student placement and instructors do programmatic assessments during the first days of classes. A move to online assessments is being considered, which would allow for these to be completed prior to the first day of class.

Improve student retention.
Progress reported:
- Based upon Table 4b in the NRS Core Performance Report, specifically the percentage completing a level (H) all areas of ABE and ASE Low (ASE high students cannot complete a level) increased from FY13 to FY14. Additionally, a new attendance policy allowing only three absences instead of five, was implemented fall of 2013.
- The attendance policy has been clarified further since FY14 so that now students must attend 75% of a class to be considered present (it used to be 50%). Students are informed of the attendance policy during orientation. There is now a new culture regarding attendance throughout the department. Students are more aware of the importance of attendance.
- The department does need to look at other retention strategies as well. An additional strategy that has been used is having students who repeat a level multiple times or who have dropped speak with a supervisor before being re-enrolled.

Additional accomplishments since the last program review not captured as goals within that report:

- Dean Elizabeth Hobson worked on state level committee for the National College and Career Readiness Standards in Action Project. As part of that project, both ICCB's Standards Proficient and Specialist Training in math and in language arts were piloted by Elgin Community College instructors. Math: Karen Voo, Divya Ajinth, Amber Fornaciari, and Josephine Cammallarie. Language Arts: Sally Guy, Michelle Kelty, Sharon Doss, and Rich Wince. Most of these faculty were also involved in the train the trainer process to become trainers.
- Elizabeth Hobson and faculty member Sally Guy served on the state level working committee (math team and language arts team, respectively) to develop essential understandings and questions for the ABE/ASE Curriculum Guide.
- The curriculum for all HSE preparation classes has been updated to be aligned with the state content standards and have been approved by the state.
- The ETS SARA test has been piloted in level 3-4 reading classes to see if it would be a good online replacement for current reading placement tests.
- The CASAS GOALS test has been piloted through ICCB to see if it would be a good alternative to the TABE test.
- Marketing campaigns for HSE classes have expanded into different arenas (Facebook, CTE schedule, etc.).

Review Analysis

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

Indicator 1: Need	Response
1.1 How does the college determine need for Adult Education services and programming?	The college uses the most recent Index of Need Tables provided by SIU-E each year to determine local need for adult education services and programming. This data is based on the U.S. Census data and includes information by county for Cook, DeKalb, DuPage, Kane, and McHenry counties (APC509). There are 8 tables in the report which display: population and ethnic origin; adult population 16 & over by ethnic origin; target populations (corrections, adults with disabilities, and public aid recipients; total adult population at risk (immigrants); population in households in which English is not the primary language (ESL); adults (16 and over) living in poverty; and average monthly employment information (unemployed, labor force, and unemployment rate). Table 8 is the summary Index of Need based on less than 12th grade education, adult ESL, adults living in poverty, and unemployment.

	The overall index of need for APC509 is 0.0398 with Kane county representing the highest need at 0.0232. There are 55,634 adults in APC509 who have a less than 12th grade education, 135,190 ESL adults, and 21,852 adults living in poverty, and (at the time of the report) 9,733 unemployed adults. With the current COVID-19 pandemic, the unemployment number has increased substantially across the APC and state. The college uses other state, regional, and local labor market sources from IDES as well as the U.S. Bureau of Labor Statistics to determine employer needs with regard to program planning.
	The department discusses need, emerging trends, student skills, employment/transition needs, etc. at multiple levels. At the national/state/district level, administrators, staff, and faculty attend conferences, workshops, and other state and local meetings to find out what is being done at other colleges and adult education programs and to follow the upcoming trends and expectations for the field. There are two state administrator meetings held by ICCB, multiple conferences related to the field (NRAE, IACEA, COABE, ITBE), multiple state advisory meetings, multiple ESL and adult education provider group meetings, Area Planning Council (APC) meetings, One Stop partner meetings, and other organizational board meetings each year (LWIB, IACEA, ITBE). These meetings may include state staff; administrators, faculty, and staff from other adult education and ESL programs; staff from community programs; local business representatives; and WIOA partners. The information from these meetings is then brought back to campus to be disseminated at the local level between Elgin Community College administrators, faculty, and staff at directors meetings (2 per month), division meetings each semester, and departmental/team meetings (held multiple times a semester).
	At a more local level, these discussions occur at roundtables (held several times a semester), through class observations, in informal discussions between individuals in the office/hallway, and at smaller, more focused meetings about specific topics (such as curriculum or book discussions). When there is a particular topic of interest such as using technology as an instructional tool or the program is piloting a new innovation either through ICCB or another organization, more discussions may occur. For example, this past year, faculty and administration met multiple times during the semester to discuss the more intentional integration of technology into ARW classes through the IDEAL project with ICCB.
1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and	ABE/ASE offers classes across literacy levels from beginning to advance in order to meet the varying proficiency of the students entering the program. Students are assessed upon entry, and the schedule and number of courses offered at each level are determined

supportive academic programs.	upon enrollment and placement. If additional classes are needed during a semester, they are added appropriately. These classes are offered both in mornings and evenings on varying two-day schedules (Monday/Wednesday or Tuesday/Thursday) and at a variety of sites (Elgin and Hanover Park) in the district. ABE/ASE courses are also offered in Spanish for the intermediate and advanced levels on the weekend (Fall and Spring) and during the week in Summer (the college is closed on the weekend). Prior to COVID-19, the program was looking at developing a pre-apprenticeship program in Fall 2020, but due to the switchover to temporary online learning for Fall, this will be delayed until face-to-face offerings are again possible.
	Beyond literacy, ABE incorporates digital literacy, informational literacy, and employability skills into reading/writing and math classes. Discussions regarding more specialized classes (such as science or social studies) have been delayed because of COVID-19, but they will continue once everyone is back on campus. The program also offers bridge courses in Early Childhood Education, Industrial Arts, and Healthcare Professions. An additional bridge in business/finance is being considered for the upcoming review period. IET (ICAPS) programs in Welding, CNC, HVAC-R, Dental Office Aide, Sterile Processing and Distribution, BNA, Phlebotomy, IST, and EMT-B are available for ABE/ASE learners interested in these pathways. The program reviews state, regional, and local labor market information from IDES as well as the U.S. Bureau of Labor Statistics to determine employer needs to develop these career pathways (bridge and IET [ICAPS]).
	With regards to the specific curriculum, all ABE an ASE courses have been revised and reviewed recently, and, with a few exceptions, most do not need any major changes. In regards to ASE-097: GED Review in Spanish, the program needs to determine if it will be offered in the future as it has not been offered for many years. If it stays in the catalog, it will need to be reviewed and revised. With regard to ASE-099: GED Review, some changes have been identified related to the changing GED score requirement, the learning outcomes, and possibly adding a GLE cutoff.
	Upon review of the math and reading courses, the need for some revision has been identified by the faculty to ensure students successfully transition to college-level courses: • Add associative and commutative properties (and possibly other items) to the beginning level math courses. • Possibly include the use of Excel • Add technology outcomes to all levels of math and in other courses where appropriate

	• Add and more clearly define the employability skills to be addressed in all courses (related to a college-wide discussion for all programs).
	Two more bridge classes are being considered (business management and informational technology) for the future. There was also an interest in exploring whether or not specialized courses could be developed for science and social studies, or if there could be another way to integrate these throughout all levels or in a different format. Finally, the creation of transition courses for ARW/AMT (writing and math) students who want to go to college or into a job training program was discussed. Among the possibilities discussed were learning communities, dual credit, ALP, and pre-apprenticeships/ apprenticeships.
	Before COVID-19, the program was in the process of developing course delivery in a hybrid format for select courses in order to provide greater accessibility to students who cannot come to class during the week. It was also considering whether fully online instruction could be an option for some sections. The upcoming Fall 2020 term will be an opportunity to test this viability for a more normal future.
1.3 How will students be informed or recruited for this program?	Having a strong program and reputation are extremely important in adult education because the most successful marketing tool for immigrant and at-risk populations is word-of-mouth referrals. For this reason, at the end of each semester faculty give students flyers with information about registering for the upcoming semester that students can share with friends, family, and work colleagues. However, the program doesn't rely on this as its sole marketing tool. Marketing strategies in the past have included Facebook ads, ads in the CTE course mailer, postcards sent directly to identified homes, flyers posted at local businesses, flyers sent through K-12 backpacks (directed at parents), program attendance at local events, listing information on partner websites (e.g., Gail Borden), and information in *Para Tí* (Spanish information newsletter sent out by the college). The department has also coordinated with local high school counselors to identify students who may have need for adult education services.
	With the COVID-19 pandemic, the department is looking at different ways to reach out to its students. Considerations include digital postcards, print publications (e.g., direct mail), using geo-fencing and social media, sending information via virtual backpacks in the K-12 system, and having public service announcements in local newspapers and community newsletters. The program is working with marketing trying to find innovative ideas. The department will also be reaching out to former students by email, phone, and text to inform them about course offerings in Fall. The

	program is also using the Remind app to keep in touch with students who were in the program this past Spring as well as any students who make inquiries through the Elgin Community College website (admissions).
1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	The department has experienced a significant decline in enrollment during the past review period, dropping 30% in seats from FY15 to FY19. This drop is slightly larger when the ESL versions of the ABE/ASE sections are taken out of the totals – down 35% for AMT (math) and 33% for ARW (writing). The program's one online course also fell during the review period, down 40%. These are all larger than the college's overall drop of 16% in seat-count enrollment.
	While the economy plays a major role in all community college enrollment, it seems to have a bigger impact on ABE/ASE. With a robust economy, fewer individuals see a need to complete their GED as they are able to find jobs without it. This is especially true in the service industry, which had seen the largest growth in employment over the past five years.
	While a slight drop was expected due to the economy, the large overall decline in enrollment is unsettling. According to the index of need, there is still a large need for adult education classes (55,634 adults in APC509 have a less than 12th grade education). The challenge has been determining how to reach out to these students effectively. The department has reached out to other programs in the state to look for models of effective recruitment practices. It is also looking to the state advisory council, which is looking at both state-wide and nationally for best practices in recruiting adult education students, for ideas. Furthermore, the department is working with marketing on strategies to reach individuals who have a need but who are not enrolled in classes (e.g., social media, direct mailings).
	The department is also looking at its WIOA partnerships to see if there is the potential to reach more clients through them. A system of referrals with the partners has been established, and there has been a slight increase in referrals when comparing the previous year to the current one.
	Currently, the department is in the process of developing hybrid classes, which may help to increase enrollment as well as it will provide greater accessibility to students who cannot come to class during the week. It is also considering whether more fully online classes may be an option in the future.
	Trends for the next five years will be difficult to forecast given the transition to Remote Learning due to COVID-19. The program is anticipating a drop starting Fall 2020 as many adult students do not have access to distance learning technologies and may also have

	limited digital literacy skills. Furthermore, the population served is considered high-risk for COVID-19 infection and morbidity due to factors of age, ethnicity, employment, living arrangements, etc. The upcoming election and any immigration policies that come with it can also impact enrollment. It is anticipated that enrollment will increase once the danger of COVID-19 is gone and things begin to normalize.
	Typically, when unemployment is high, the program sees an increase in enrollment as individuals seek to improve their basic skills and employment opportunities. However, the current unique circumstances will mitigate this effect. Still, the program will work to enhance its marketing strategies to reach out to more adults in the district and communicate the services that are available to them. New formats of hybrid and weekend scheduling may appeal to new segments of the population.
	If unemployment remains high, this usually leads to an increase in individuals seeking to improve their basic skills because employers can be more particular who they hire. Many individuals who were previously employed without a high school equivalency may find themselves in a situation where they have to get one in order to get a job. The addition of hybrid classes will allow for the possibility of weekend classes, which could increase enrollment. The department is working on improving its marketing strategies in an effort to reach out to more adult students in the community, which also could have a positive impact on enrollment.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	The largest costs associated with ABEC are personnel including faculty and their related benefits as well as instructional and office supplies. Adult education is unique in the college in that adult education grants do not allow students to be required to purchase texts, so the division purchases classroom sets of texts to be used by students during class. These purchases and the need to print instructional items for students contribute to a higher cost of instructional supplies and printing in the division.
	Separate from the scare that came with the state budget impasse, Elgin Community College's awards for adult education grant funding have been flat or increasing. This has allowed the program to slowly move Summer classes more and more off institutional funding and on to grant funding. During the program review period, the GED test was revised as was the ABE/ASE curriculum, resulting in faculty groups being paid to develop the curriculum and the need to purchase updated instructional materials. ABEC has also increased divisional technology with the purchase of a large screen

	for the front office to allow students to see their place in line and Chromebooks for student use within classrooms.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?	ABEC is supported by both institutional and grant funds. Administrative, staff/SECCA, and full-time faculty positions are all paid by institutional funds. The benefits associated with those positions, printing, as well as a portion of instructional supplies, office supplies, travel, and conference attendance are also paid from institutional funds. During most the years of this program review, adjunct salaries for Summer semester were also charged to institutional funding. All of Fall and Spring semesters, and in more recent years, Summer semester adjunct faculty salaries are charged to the grant. ABE/ASE has only one full-time faculty and the rest are part-time faculty, so most of the cost of instruction is charged to grant funding. A portion of instructional supplies, office supplies, travel, and conference attendance are also charged to grant funding.

In the early years of ICAPS/IET programming, funding was braided from a number of sources to provide support. Since the college's 2016 award of a five-year Title III Strengthening Institutions grant to scale up ICAPS/IET programming and expand the number of pathways, no other funding sources have been needed to support the programming. |
| 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. | While a large percentage of the funding supporting ABEC does come from grant funds, there is not a sustainability plan in place if that funding were to be lost. Institutional funding is significantly used for staff and full-time faculty salaries and benefits, so if grant funds were decreased it would be adjunct faculty who would need to be supported with other funds since they teach the majority of ABEC classes.

The closest scenario to ABEC actually not receiving funding happened during the state budget impasse that started in FY16. At that time a request was made to use funds in the college reserves to make up for the grant funds that were delayed. The Elgin Community College Board and higher administration were willing to allow reserve funds to be used by ABEC. Federal, and eventually state, funds began being flowing to adult education programs so no funds from the reserve were actually needed for ABEC, but because the willingness was there once, hopefully it would be there again. Elgin Community College is noteworthy in the degree to which the college supports adult education.

A sustainability proposal is being developed in order to continue the high level of ICAPS/IET programming currently being supported by the Title III grant. The proposal would likely include portions of the programming being paid for through institutional, Perkins, and adult education funding sources. |

	The ABEC division budget is like a puzzle. The most significant challenge is the number of budgets in the division and what are eligible expenses for each one. There are two division-wide institutional funds, four adult education grant streams, the EWC institutional funds, and then periodically there are various other grants which the division budget officer/dean oversees or plays a role. For example, in FY19 ABEC oversaw a Grand Victoria Foundation grant for the EWC community survey. As another example, for several years running, Harper College has been the recipient of a DCEO grant for EWC, but the ABEC budget officer/dean participates in the developing and following of the grant on the Elgin Community College side.
2.3.1 How does the institution and program assist students in overcoming financial barriers to participation and completion in this program?	Adult education classes are free to students eligible to participate in the program. However, student transition to college programming is a division goal, so there are several items in place to help students overcome financial barriers on their educational journey: • ABEC Foundation fund will pay HSE/GED testing fee for students in need. • Adult education transitions coordinator assists students with filling out FAFSA and writing scholarship essays/applications. • Student support specialists assist students in ICAPS/IET programming with exploring options to overcome financial barriers. • When students complete the adult education program and pass the HSE/GED test, they are awarded a tuition waiver for a 3-credit hour college class. • At the high school equivalency graduation ceremony, three 2-year scholarships are awarded to students.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The division stacks or merges low enrolled classes when the levels are similar enough to make it successful for students and faculty as one way to be cost-efficient. The only time this isn't done is if there is no class that makes sense to merge with or there is no other class option for students. Additionally, the program is working toward making more division processes online to save on paper, file folders, and other materials, but some of this depends on the guidance received from ICCB adult education regarding the required processes and documentation.
2.5 Are there needs for additional resources? If so, what are they?	ABEC would like the resources to **hire an additional Adult Education Transitions Coordinator.** The push in adult education is toward successfully transitioning students to college and career, and the success metrics are beginning to reflect this goal. The current, Elgin Community College's single transitions coordinator cannot keep up with the faculty requests to present in classrooms and the division's desire for her to meet individually with a greater

	number of students to discuss their college and career goals and help them navigate those pathways.
	With the requirement to integrate technology skills into all adult education programming, maintaining access to computers, laptops, or tablets for all classes can be a challenge. The program needs **more computer access and more software** programs for the lower levels to use outside of class. In FY20, the division retrofitted a regular classroom to a computer classroom.
	This past year, the department ordered additional Chromebook carts for the main campus and for the Education and Workforce Center. Due to the COVID-19 outbreak, the department is in the process of ordering **additional Chromebooks and hotspots**. Once classes start in the Fall, the department will again reassess its resources. The response to COVID-19 is leading to additional costs for the division including stipends to faculty for the development of online courses, to teach online for the first time, and for synchronous class time.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	One of the biggest strengths of the ABE/ASE program is the commitment of its staff (administrators, staff, and faculty) to student success. Everyone is willing to collaborate and work as a team to provide quality programming and support. Everyone in the department is involved in reviewing outcomes and setting goals and has a voice in making suggestions for program improvement. The department has collaborated with other departments and divisions to create new programming (e.g., ICAPS, bridges, learning communities) and processes to benefit students.
	Flexibility and innovation are also strengths within the department. Staff research and reach out to other adult education programs both in and out of state to look for ways to improve program processes and to provide more opportunities to students. They also research trends in other fields (e.g., K-12, technology) to identify potential opportunities for growth. Many programs have reached out to Elgin Community College's adult education because it is regarded as a leader in the state when it comes to adult education programming.
	Involvement on state level committees and groups such as Illinois Strategic Plan and Advisory Plan committees allows the program to have a voice in the direction adult education is heading at the state level and to provide input on issues, initiatives, and innovations. Having individuals on organizational boards such as IACEA and ITBE allow the department to have a voice in the professional development opportunities for faculty, help advocate for adult education and ESL, and keep up-to-date on innovations in the field. Having a member on the Workforce Innovation Board allows the

	department to keep up with workforce needs and concerns, which has a direct impact on department planning and programming. Maintaining involvement at the state and local level is one of the reasons Elgin Community College continues to be a recognized leader in the adult education field in the state.
3.2 What are the identified or potential weaknesses of the program?	One of the challenges that the program faces is **that all but one faculty member is part-time.** While these faculty are supportive and dedicated to adult education, the program's ability to review and update curricula and develop specialized programs as frequently as would be preferred is limited by this staffing arrangement. It also makes communication more challenging. A majority of faculty attend division meetings, but since it is not a requirement for adjuncts, it makes it more difficult to communicate updates and pertinent information. This information is shared via email later, but there are often items that come up at the meetings that may be missed. This imbalance also puts an additional burden on full-time faculty to try to represent the division on college-wide committees as well as departmental ones. Many of the functions that are typically performed by full-time faculty in other departments (e.g., course assignments, program review, and curriculum development) are performed by ABEC administration.
	Another challenge is **providing adequate advising and support** for students. Other adult education programs in the state have multiple staff members serving as transitions coordinators and student support specialists. Having enough staff to meet with every student to develop educational plans has shown to make a difference in retention, completion, and transfer to college programming. There is opportunity to build capacity in this area to advance student success.
	An additional challenge has been **recruitment**. Even though the program has met with the college's marketing department to develop strategies to recruit students, enrollment continues to drop. There is a need in the community for adult education services based on state information, but enrollment does not come close to matching the need. The department has been reaching out to other programs in the state for marketing ideas as this decrease in enrollment is happening state wide. It hopes to be able to implement some of these strategies in the upcoming review period.
	Scheduling is another challenge. While ABEC is able to offer both morning and evening classes, the intensive schedule required for testing/funding may make the program inaccessible for some potential students. Developing hybrid classes that allow for Saturday classes or online classes might meet the needs of those students with more limited schedules or transportation issues.

	With the COVID-19 outbreak, a large weakness/challenge has been identified: the department's **dependence on face-to face processes, procedures, and instruction**. This will need to be addressed in time for the Fall 2020 semester. This is also related to the technology needs discussed above in item 2.5.
	Also related to COVID-19 is the challenge of accessibility and technology for the program's students. Not all of them have access to computers or the internet at home, but also may possess limited skills to actually use the technology for educational purposes. Many adult education students simply have **limited digital literacy**. Introducing students to tools and how to use them will be a priority into Fall 2020. This will be especially challenging if the department is not able to have face-to-face trainings with students. The program will have to develop very specific directions for students to get access to registration, orientation, email, D2L. etc., and determine how to get the information to students.
3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	The college ensures that the adult education program is using the state required Illinois Content Standards in the delivery of instruction in multiple ways. First, the curricula for all ABE/ASE classes were aligned to the content standards in an alignment project. Many faculty participated in Content Standards Training available through ICCB. One of these trainings was held at Elgin Community College. Three faculty are now specialists. Faculty who have not yet completed standards training are encouraged to do so. There have also been faculty roundtables, discussions, and trainings held on integrating the standards into the classroom. Administrators have also attended standards trainings so they are knowledgeable regarding the state content standards.
	Each semester, faculty submit syllabi, which are closely checked to ensure they match the approved curricula and standards. During class evaluations, administrators make sure the standards to be taught are identified, and give feedback to faculty on their instruction.
	With regard to assessment of the standards, programmatic tests have been developed for beginning, middle, and end of semester that are standards aligned. Student Assessment Forms, which are used to report progress, are aligned to outcomes/standards. Instructors are required to assess students based on the standards.
	The last time the ABE/ASE courses were significantly updated (2013), they were all aligned with ICCB's content standards. This involved an intensive process with the curriculum for the program being closely reviewed at the state level. After multiple revisions, the curriculum was approved by the state. There have been no changes to the content standards since that time, so no changes have

	been made to course outlines. However, recently there have been discussions at the state and local level regarding technology and employability outcomes and the need to integrate these into HSE programs. The courses will be reviewed and possibly revised over the next program review cycle in order to address these emerging outcomes.

3.4 How does this program fit within the definition of a <u>career pathway program</u>? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.

A) Aligns with the skill needs of industries in the economy of the State or regional economy involved.
- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship[1] and encourage employers to assume leadership roles
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

Adult education (ABEC) collaborates with career tech (CTE) and healthcare professions (HP) to identify the skill needs of industries in its community. Both divisions look at state, regional, and local plans and reports to determine what programs are needed. CTE conducts annual advisory boards in each field to receive feedback from employers so that it can identify the certifications, licenses, and industry-recognized credentials that will be required by local employers. CTE faculty also have direct communication with employers and receive feedback regarding the quality and needs of its programming. AE also participates in activities with its regional One Stop (AJC) and the LWIB to identify need and get feedback from local employers. A representative from ABEC regularly attends One Stop partner meetings, participates on One Stop committees, and attends LWIB meetings. ABEC uses this information to collaborate with Perkins, CTE, and HP to design meaningful pathways for ABEC students.

B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.[2]
- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials[3] in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.
- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.[4]

In leveled ABE/ASE classes, career pathways are addressed and employability skills are introduced and practiced at the different levels. In intermediate/advanced classes, students complete a career interest inventory and are familiarized with the services provided through career services. ASE students are asked to complete self-selected career lessons in I-Pathways. An adult education

transitions coordinator comes into ASE classes to discuss possible pathways, and students are told to develop educational plans with her. These activities fit into the first step of a career pathway program (adult education basic skills + employability skills/ career exploration).

The program offers three bridge classes in which ASE students are eligible to co-enroll: manufacturing, healthcare, and early childhood education. These have been developed so that students are able to transition directly into ICAPS or college certificate/degree programs. The adult education transitions coordinator comes into adult education classes and shares information about bridge classes with ASE students. Students can then meet with her to discuss scheduling. Adult education is considering adding additional bridge classes. Possibilities being explored are business/finance and computer/technology. Bridge programming fits into the second step of a career pathway program (adult education basic skills + workforce preparation).

The program also offers multiple IET (ICAPS) programs. ICAPS student support specialists visit intermediate ABE and ASE classes to talk to students about ICAPS opportunities. The specialists then meet with interested students one-on-one to discuss requirements and walk students through registration/enrollment. Any potential difficulties that students may have (e.g., financial, special learning needs) are discussed and students are referred to college specialists in these areas. Once students are enrolled in ICAPS programs, student support specialists offer further support to students and provide success in the workplace workshops. Currently, Elgin Community College offers ICAPS in CNC, IST, welding, HVAC, BNA, phlebotomy, dental office aide, sterile processing, and EMT-B. This fits into the third step of a career pathway program (adult education basic skills + workforce training).

In Fall 2020, ABEC was planning on piloting a pre-apprenticeship program for ABE/ASE students that would allow students to enter directly into an apprenticeship through the college. While this plan has been delayed due to COVID-19, ABEC plans to pursue this once in-person classes are resumed.

The needs of special populations are always considered in program planning. ABEC coordinates with other programs and services within the college, including Disabilities Services, Wellness Services, and Workforce Transitions, to ensure access to these potential students. ABEC also coordinates with its WIOA partners, including Title 1, Title 3, and Title 4, to identify potential special population students in need of ABEC's services.

C) Includes counseling to support an individual in achieving the individual's education and career goals;
- Ensure participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).
- Involve partnerships among K-12, postsecondary educational institutions, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

ABEC curricula have been developed to include career exploration and employability skills as students' progress through the program. Students take career interest surveys and complete career research projects as a part of the overall program. A specialized Student Transitions Coordinator

serves ABEC students specifically. She provides presentations on bridge and ICAPS programming, meets with students to develop academic plans, and assists students applying for financial aid.

When students are need of other services (e.g., mental health, student success, ADA), students or faculty contact the ABEC office, and the students are then connected with the appropriate college department/ community agency. Students are not just provided with contact information; a staff member ensures that the student and the individual the student needs to work with have direct contact. Students are also provided a brochure with local social service agency information in their welcome folder. Students in the ICAPS program have a specialized Student Support Specialist who assists them with any issues (e.g., registration, financial aid, mental health, etc.) by referring students to the appropriate services.

As mentioned, ABEC collaborates with institutional resources such as Disabilities Services, Financial Aid, Career Services, and Workforce Development to provide students with the services they need. For example, Workforce Development holds regular employment workshops that are open to ABEC students. Workshop information is shared with faculty and passed along to students.

ABEC also coordinates with other agencies in the area through the Area Planning Council (APC), WIOA partner meetings, LWIB meetings, and Human Services Council meetings. In these meetings, organizations collaborate to ensure participant access to the different services offered.

D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities[5] and training for a specific occupation or occupational cluster;

- Include career-focused instruction that integrates academic and technical content with foundational professional skills[6], which are skills needed for success in education, and training, career, and life.
- Offer opportunities for work-based learning[7] experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

The program offers three bridge classes in which ASE students are eligible to enroll: manufacturing, healthcare, and early childhood education. These have been developed so that students are able to transition directly into ICAPS or college certificate/degree programs. These classes include workforce preparation/essential employability skills, and students are given the opportunity to research different careers in the pathway and do site visits to observe careers in person. These classes also include basic skills and vocabulary specific to the pathway. At this time there are not work-based learning experiences within the program. ABEC is considering adding additional bridge classes. Possibilities being explored are business/finance and computer/technology. All ABEC students have access to services provided by Workforce Transitions and Career Services at the college. Information about services provided through the One Stop are also shared with students.

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

- Offer quality, non-duplicative training, coursework, assignments, and assessments[8] to accelerate progress, maximize credit and credential attainment, and increase student success.
- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.

- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum[9], contextualized curriculum and instruction[10], and virtual learning.

Currently, Elgin Community College offers ICAPS (IET programming) in CNC, IST, welding, HVAC, BNA, phlebotomy, dental office aide, sterile processing and distribution, and EMT-B. Faculty in the adult ed support courses work together with CTE and healthcare professions faculty to ensure that coursework, assignments, and assessment are integrated and meaningful. The Student Support Specialist and ABE/ASE Supervisor coordinate so that students needing to complete their HSE have the appropriate support to do so. ICAPS programming is developed so that credentials are stackable. Students can continue after ICAPS to earn a higher credential or an Associate's degree. Curriculum is contextualized in the support class to the program it is supporting. ICAPS programs are offered as cohorts so students are able to complete within a short timeframe and are guaranteed access to the classes they need. With COVID-19, all ICAPS programming has been moved to virtual instruction except for lab courses that need to be hands on. Some courses within programs (e.g., blueprint reading for welding) are available as online classes regularly. There is also an HSE preparation class for ASE students regularly offered.

F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential;
- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential[11], as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core[12] and required[13] partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

All ICAPS (IET) programs are designed so that students minimally earn a BVS. Many programs (e.g., welding, HVAC) allow students to earn additional credentials while in the ICAPS program. ABEC works closely with Title 1B programs to enroll students in ICAPS programming. It also collaborates to support TAA students as well as other WIOA programs. As mentioned previously ICAPS has Student Support Specialists that help students transition into further training once they complete ICAPS and to help students who may need additional assistance. WIOA partners coordinate services with support from the One Stop (AJC).

G) Helps an individual enter or advance within a specific occupation or occupational cluster.
- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training[14], and other work-based training strategies.
- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.
- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.

- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.
- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

ABEC currently does not have any work-based training offerings but is in the process of developing these with Workforce Transitions. It will need to consider other types of training possibilities (e.g., customized, corporate, and incumbent worker training). There have been discussions about this with Continuing Education.

ABEC actively recruits participants with diverse backgrounds and experience. Student Support Specialists help these students with any barriers to entry that make exist (e.g., financial). ABEC has been active in trying to use evidence to identify barriers and has discovered that some of these are institutional. It brings these to the attention of the departments that service these students. It has coordinated with Perkins to try to develop strategies to limit these barriers. Institutionally, qualitative and quantitative evaluations of programming occur. These are used to inform programmatic decisions. It would be helpful to disaggregate this data to participant level, but this has not been done at this point.

Effectiveness in serving employers is not done at the discrete level for ICAPS, but it done at an institutional level by CTE/healthcare professions program. This information is considered during program review and modifications are made based on the data.

3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	The team-teaching model is used in ABEC's ICAPS programming. This has worked well for students. This model will continue with distance learning and COVID-19. Students will meet with faculty through web conferencing and additional materials will be provided through the LMS (D2L).
	The ASE program offers online classes through *I-pathways*. The program has also looked into accelerated learning models as a possibility and is working to offer more flexible scheduling of classes, opening the door to students who cannot currently enroll because of their work or family schedules. Until recently, only students enrolled in I-Pathways could be counted as adult education students in distance learning, so online course offerings were therefore limited to students who tested into the ASE (050/060) levels in English. This has since changed. In 2019, the state began looking at online and hybrid options for other levels of students. The ABEC department participated in the IDEA project in Spring 2018/2019 and has been expanding blended learning (in class) throughout the program.
	ABEC had been looking at expanding its distance learning options, but was waiting on state decisions regarding what would be allowed and how to count attendance hours. With some further clarification

	made, ABEC was to begin working on developing hybrid sections and possibly some online for other levels. With the COVID-19 pandemic, the creation of online/hybrid classes for Fall 2020 has been started and the means for providing support will also need to be reviewed and revamped. This will require collaboration with a number of different departments to determine how to get students through the registration and testing process and into classes.
	Whether remote or face-to-face, there are several opportunities to utilize distance learning technology as a teaching and learning tool. With open educational resources and free apps, it is easier to keep materials up-to-date, interesting, and relevant to students. Open educational resources also help to keep programming costs down. Distance learning technologies provide faculty with multiple avenues to communicate with students and allow for more differentiation to meet the more specific needs of students. Being able to use technology is an employability skill that will help students to further their education or to get higher-wage jobs. Most importantly, distance learning will open the door to more students.
3.6 What innovation has been implemented or brought to this program?	The ABE/ASE program is always looking for ways to provide more opportunities for students through innovative programing, including: 1. Expansion of ICAPS programming - in the past five years, ICAPS has been expanded its IET programming to include sterile processing and distribution, emergency medical technician-basic, industrial maintenance, basic nurse assistant, and phlebotomy. It already had programs in welding; computer numeric control; heating, ventilation, air conditioning, and refrigeration, and dental office aide. 2. Redesign of the healthcare bridge class to provide a more direct pathway to healthcare professions, including preparing for placement testing (PSB). 3. Expansion of the manufacturing bridge class from a 3-credit class to a 5-credit class so that more content can be provided for students with the additional instructional time. There have been several changes to processes, procedures, and training over the past review period to improve student service, enrollment, retention, and success. These include: 1. Changed semester structure for Spring/Summer – the summer semester was lengthened and the spring semester class times were adjusted so that students completed the increased number of credit hours both semesters. This allowed for new students to be added in the summer and for students within the program to have the opportunity to complete a level in the summer. 2. Changed attendance guidelines – students may be dropped after 3 consecutive absences versus 5 as in the past, and

students are required to be in class 80% of the time versus 50% in order to be counted as present. This change has benefitted students as it has motivated them to be more consistent in coming to class. In the past, missing too many classes led to students withdrawing because they got too far behind. This is not as much of a problem. This policy revision has also resulted in more students coming to class on time and not leaving early, which has also helped with their overall success.

3. Revamped orientations – adult education orientations were revamped to emphasize the expectations of students entering the program, to answer student questions, and to discuss progression through the program.

4. Re-configured faculty NRS meetings with more explicit information – so that faculty were more familiar with testing and reporting for the state, faculty have meetings with administrators to review NRS reports and outcomes. During this meeting, faculty learn how to read their testing reports and faculty share ideas on how they think the department could improve its outcomes.

5. Increased in-house professional development – while adult education faculty are required to complete 12 hours of professional development a year, there is no specification of which classes or training they must take. Faculty struggle at times to find professional development that is specific to their teaching situation. In order to address specific professional development needs for our faculty, ABEC began to offer more professional development activities in-house. These are focused on areas that are identified by faculty in their self-assessments or in the faculty evaluation process. These are specific to increasing retention and success in ABEC classes.

6. TABE training/ Blueprints training – with the implementation of the new TABE 11/12 test, it was important for instructors to understand the changes in how our students would be tested since the TABE 11/12 feeds directly into our success measurements. Instructors were required to take training specific to the exams so that they would understand the format and how to interpret the results to better support student success.

7. Increased student awareness of outcomes/ ABEC stars – students are given their testing scores so that they can talk to their instructors about their progress. When a student makes a level gain, they get to put a star with their name on it on the wall by the testing center. This has been motivational to students who like to see their names on the wall as successes. Faculty also celebrate student success in the classroom.

	8. Created departmental assessments – in order to create more uniformity in course expectations and to ensure that students were learning the new standards, faculty created departmental assessments for the beginning, mid-term, and end of semester. 9. Changed Student Assessment Reporting Forms (SAFs) – the forms used to assess student progress on the outcomes for state reporting were also updated to match the new content standards. With the COVID-19 outbreak, there will be a lot of ways that the program will be able to continue to be innovative, especially when it comes to registration, testing, orientations, and course programming. The program will be working on all of its processes (which currently are all done in-person) and adapting them to an online/distance learning environment. Many of these changes were already being considered and planned, but the emergency situation will require them to be developed much faster.
3.7 To what extent is the program integrated with other instructional programs and services?	The adult education program collaborates with other services in the college to provide assistance to students as they need it just as any other program of study. For example, staff and faculty use Spartan Alert or directly contact the Director of Student Success & Judicial Affairs when students are struggling with attendance or behavioral issues. The program works with Disabilities Services to ensure that students who have a documented disability receive the supports that they need. For students in distress or who may mental health needs, the program directly contacts staff from the wellness programs and often sends students directly to an advisor if they are in crisis. The program also refers students to the food pantry, library, childcare, financial aid, advising, career services, tutoring and other services as appropriate. Some instructors currently take students on library tours guided by Elgin Community College librarians to familiarize their students with available resources. However, the department could leverage library resources more. For example, as the department expands to using D2L more consistently, library tools could be used within the D2L course platform. The library could also be used more as a resource for research projects. The program works with the Elgin Community College Foundation with possible scholarships and other funding for students, including three scholarships that are awarded to HSE students upon graduation. The program works with Elgin Community College's advising department to assist students in the transitions process. This past year, adult education worked with tutoring to develop a tutoring schedule for ABE/ASE students.

	Another integration has been with Workforce Transitions, Perkins, Healthcare Professions, and CTE. ABEC continues to work with these programs to expand the ICAPS program. Since 2012, ICAPS sections have been created with Welding, CNC, and Dental Office Aide; HVACR, (BNA), Phlebotomy, IST, and EMT-B with the newest additional program, Sterile Processing and Distribution, developed in Spring 2020. Data has shown that the ICAPS program has been successful in helping students to complete certificates in these areas. ABEC also works directly with Workforce Transitions to determine if adult education students are eligible for additional services. At the upper levels, workplace skills lessons (through i-pathways) have been integrated into the courses.
3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	• A major project that has been developed through external collaboration between Hanover Park Township, Illinois Worknet, Harper College, and Elgin Community College is the Education and Work Center (EWC) in Hanover Park. This has allowed Elgin Community College and Harper College to offer ESL and High School Equivalency (HSE) classes to individuals living in the area both mornings and evenings. While there were previously ESL and HSE classes offered in the area, often these were provided out of churches or other sites. EWC has allowed more students to be served and for students to have services provided mornings as well as evenings. • ABEC has also increased its collaboration with the One Stop in Aurora (now American Job Center) as a result of WIOA. Since 2016, ABEC has been working closely with the One Stop and the other core and required partners under WIOA to increase communication and collaboration. This includes the development of an MOU which outlines this collaboration. This has led to more referrals between ABEC and other partners as well as more assistance/services provided to students. Under WIOA, there has been an increase in collaboration between ABEC and Perkins at Elgin Community College as well. The department could develop trainings about these services so that more referrals between systems are made. • The department has developed a brochure with area supports (e.g., food pantries, shelters) that it puts into student folders when they register for classes, and brochures are also put on a resource bulletin board where students and community members can take one as needed. This identifies resources in the Elgin area. It would be helpful if the department were to develop the same list of resources for other communities it serves (e.g., Carpentersville). • In the summer of 2019, ABE/ASE partnered with Gail Borden Public Library to participate in its summer reading program.

	ABEC has also partnered with Gail Borden for Adult and Family Literacy week and specialized classroom presentations.
	The state of Illinois requires all adult education instructors to complete at least 12 hours of professional development each year. Additionally, all new instructors must complete a 6-hour New Teacher Orientation. There are multiple resources for instructors to complete these hours, which are shared with faculty in a variety of ways. Faculty are required to develop a specific professional development plan and are provided with assistance in finding appropriate professional development trainings when needed. The department tracks all professional development done by faculty for reporting purposes.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	One in-house resource for faculty is CETL. These trainings are geared more towards instructors of transfer and CTE courses, but there occasionally are trainings related to adult education needs such as workshops and classes focusing on technology, cultural competence, and special learning needs.
	To ensure specific and relevant sessions, the program creates professional development opportunities specifically for its faculty. These include an annual Area Planning Council conference held in September where faculty from Elgin Community College and other adult education programs present on innovations in teaching, faculty roundtables that are held each semester so that faculty can discuss and collaborate on different topics related to their classes, workshops that are held after division meetings, and a Professional Development Day that is usually held in April. Other opportunities have been provided as needed such as a technology users group that met multiple times throughout a semester and National Reporting Standards training that is offered to faculty most semesters.
	External opportunities are also utilized. ABE/ASE faculty have been attending specialized trainings offered by the state that incorporate best practices and teaching the college and career readiness standards to adult learners. ICCB offers trainings through its Adult Education Professional Development Network (PDN). These trainings include online and in-person classes and workshops and multiple day trainings such as content standards training. These resources are announced at division meetings and all PDN offering emails are forwarded to faculty. The PDN also hosts two conferences each year, the Forum for Excellence and the Northern Regional Adult Education Conference. These are low-cost, and faculty wanting to attend them may receive financial support from the department. Instructors are strongly encouraged to take content standards training and to continue on the professional pathway for

the classes they are teaching. These trainings have been hosted by Elgin Community College.

There are also conferences held by other adult professional organizations such as IACEA, and COABE that faculty may attend. Another outside source of professional development training comes from publishers. These trainings are usually high quality and related to adult education. Information regarding these trainings and conferences is forwarded to faculty via email as appropriate.

Because the department is comprised almost completely of adjunct faculty (96% adjunct), the department takes care to ensure their needs are met. New adjunct faculty (non-unit) are evaluated for the first four semesters so that they can receive timely feedback on their instruction and are able to develop and grow during their first two years. Administrators and staff maintain open-door policies for faculty so that they can come in to ask questions, discuss issues, or ask for suggestions related to their classroom instruction. Staff will come into the classroom upon request to assist faculty with getting students onto technology. Adjuncts receive frequent communication about opportunities for professional development. Adjunct faculty are invited to departmental and division meetings to discuss student outcomes, goals, and ways to improve the program. Adjunct faculty are also invited to participate in curriculum and assessment development.

There are some training needs within the program, for example, teaching culturally sensitive lessons and addressing equity in classroom as part of the equity initiative at Elgin Community College. Coming from adult education, an awareness of obstacles and challenges students face has always been important, and the program constantly strives to help its students be successful in spite of these.

3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	This section will provide data for retention, course success, time to completion, and course assessment. **RETENTION** Course retention rates (percentage of students who finish a course in a term) have increased overall since 2015 from 68% to 79% for the online class and from 75% to 77% in traditional classes. Some variation is noted at the individual course level. It dropped nearly 30% for AMT-010, but this course is very small, 9 students in 2019, so fluctuations will be wider. However, the drops in ARW-020 and ARW-051 will be monitored. Slight increases were noted for AMT-040, AMT-050 and ARW-040. In general, retention is lowest (under 70%) for the lowest level courses. This is not surprising because these students come in with limited literacy, the least educational experience (frequently less

than high school), and usually bring the most challenges (e.g., undiagnosed learning disabilities, behavioral issues). Many of these students come into the program with unrealistic expectations (e.g., getting their high school equivalency in a month) and are often discouraged when they realize that it will take them much longer. These students often have a myopic view of their skills and tend to challenge their instructors more because they believe that they are more skilled than they are. These students have a longer pathway to their goals, which may result in them giving up. They also have the most challenges when it comes to employment and living situations because their low skill level. Financial challenges may lead to these students not being able to complete their classes.

The retention rates for the other classes tend to increase as the students move into higher levels of the program. This is also to be expected as these students are closer to their goal of completing their high school equivalency, have more developed study/self-management skills, and have more employment opportunities. These students also tend to be more realistic about their abilities and expectations. They are also more likely to have long term goals beyond getting their high school equivalency, which tend to be a motivator to continue.

While there has been an increase in the overall retention rate, it is still lower than the department would like. There have been several initiatives that the department has implemented with the hope to increase retention. These have included increasing the length of classes, increasing the rigor of classes, tightening the attendance policy, and being more explicit with expectations at orientations. There has been a greater effort to find supports for students with disabilities or emotional/behavioral needs. These initiatives have resulted in some success, but there is still quite a bit of room for improvement in this area. Because comparison of rates to other courses at the college is not advised, it would be helpful if other adult education programs could be used as a comparison as well.

COURSE SUCCESS
Course-level success rates (students passing the course with CR) for traditional ABE/ASE courses has increased slightly over the 5-year period from 41% to 45%. The online ASE class has decreased slightly over the 5-year period from 28% to 21%, but it has a very small enrollment overall (50 students in 2015 and 19 students in 2019), so this is not significant. Overall, the math courses had a decrease in their success rate from 2015 to 2019 of 7%. However, when looking at individual courses, almost all of the English-language math course showed a small increase in success rates, except for AMT-010. Again, AMT-010 has had low enrollment (14 students in 2015; 9 in 2019), so this decrease was not significant.

Both of the Spanish-language math classes showed a significant drop in success from 2015 to 2019 (-17% for AMT-051; -49% for AMT-061), which impacted the overall success rate for math. Reading classes had a significant increase in their success rates (+36%) from 2015 to 2019. All of the English-language classes showed an increase. There was a slight decrease in reading outcomes for the Spanish-language reading classes, but it was less than 5%.

The overall increase in success rate based on grading for traditional courses demonstrates that the department is on the right track. There is some work that needs to be done with the online class to increase this success rate. While online classes typically see a lower success rate than traditional format, the differential is larger than the program would like; though, again, the pool of students for the ASE online class is small, so it is difficult to come to any definite conclusions based on these numbers.

As with retention, success is greatest in the upper-level courses (050/060, ARW-051/061), and lowest in the beginning level. The success rates in reading tend to be slightly higher than the math. According to Pew Research, this follows the trend for K-12 students in the U.S.

While the Spanish-language adult education reading courses have a success rate consistent with the English-language courses, the significant drop in the success rate in the math courses is something to consider. The success rate for AMT-051 dropped from 55% in 2014 to 46% in 2019 and for AMT-061 the rate dropped from 76% in 2014 to 39% in 2019. To be noted is that the success rates for these courses were consistent between FY14 and FY18 and the drops in success rates occurred in 2019. The Spanish AMT classes implemented more rigorous math assessments in that year, which may explain the overall drop. The expectation is that the success rates will increase as faculty adjust their curricula to match the new standards and assessments.

While there were no major surprises in the outcomes for the courses, there is room for improvement in all areas, which will be addressed in the upcoming program review cycle. Students in ABEC are not necessarily expected to achieve the same rates of success as students in college-credit courses for multiple reasons adult education students are not college ready and have additional challenges that led to their dropping out of the K-12 system. There is also larger representation of minority populations (e.g., Latino – 64% in adult education versus 42% in the overall college population) and older students (48% are over 30 in adult education versus 25% over 30 in

the overall college population). Further differences include that adult education students are part-time students versus full-time and 66% of adult education students work full-time (minimum 40 hours per week). However, there is an expectation of continuous program improvement at both the state and national levels for adult education, so additional success strategies will need to be developed.

TIME TO COMPLETION

One of the data points that the department would like to track better would be time to completion. One challenge is that it is difficult to accurately distinguish ESL and ABE/ASE students within institutional data because student program titles are used instead of specific course codes. Another challenge with determining this is the disruptive nature of adult education itself. Many students do not complete the program in a linear fashion. Instead, they stop out at intermittent times due to life circumstances and then return. These students are especially hard to track. It would be helpful to be able to sift through the data to get a clearer picture regarding time to completion for these students.

COURSE ASSESSMENT

The ABE/ASE program regularly participates in the college's course assessment process. Typically, all sections of a selected course are included. Methods include standardized assessments, rubrics, and pre/post analysis. Based on the course-level assessments, the faculty in reading and math are teaching a variety of strategies to meet the outcomes. These strategies vary from class to class. Instructors were asked to collect data using whatever collection tools they felt showed student progress best. This was somewhat problematic because instructors used different types of assignments, different types of assessment, and different assessment measures.

In all of the courses assessed, students met or exceeded expectations. This was based solely on the instructor-designed and instructor-selected assessment tools. Again, these varied, so it is difficult to determine whether the measure of success was the same from class to class because the rigor of the assessment varied. It would be helpful to compare in-class assessment outcomes with TABE/NRS MSG results as the TABE is generally consistent (except for when it was updated in 2019 and became more rigorous). This would not be a perfect correlation to the stated outcomes because the TABE averages out all outcomes expected for a level, but it would allow for comparison and would allow the program to identify which specific levels it is/isn't meeting the state expectations. The program could look at specific outcomes within TABE reports to identify which outcomes are/aren't being met. This

	would help faculty better identify what changes/improvements could be made. Based on the assessments used for course review in the previous review period and the outcomes, there were few findings with few identifiable changes to be made.
	The recommendations that were made based on course assessment included a standardization of assessment, including a clear rubric and a standard assessment tool being recommended for each of the outcomes as it was not really clear whether students had achieved the desired level for the outcome. In some cases, there was no clear standardized post-assessment for a specific outcome. Instructors indicated that no changes needed to be made to instruction or outcomes. A continued use of leveled materials was recommended. The hours for ABE-083 (computer course) were extended from 1.5 to 3.0 hours based on faculty recommendations.
3.11 Are students completing the program and advancing to further postsecondary education? Please explain.	Yes, students are completing the ABE/ASE program and advancing to further post-secondary education, but the numbers are small. The percentage of students making this transition is consistent with the national average.
	Progression through a program begins with appropriate placement. The department reviews placement regularly and makes adjustments when appropriate. For example, it made adjustments to placement scores in FY19 based on the new TABE 11/12 outcomes. Students are re-assessed the first three days of class to check placement and may be moved during this time to another level if appropriate. There has been limited movement between classes in the first three days, so this indicates that placement scores are appropriate. Quite often in the cases where students are moved, the students themselves often admit it was because they did not take the placement test as seriously as they should have. In 2016 departmental exams were developed to ensure consistent outcomes and placements as part of the curriculum re-design. These assessments are being reviewed and updated currently.
	The department is looking at other programs in the state and across the country to look for ways to increase these numbers. Innovative transition programs, such as accelerated programming, have been reviewed. The program has also considered alternative educational opportunities such as apprenticeships. One promising practice is the use of transition coordinators/student success coaches to guide students and begin educational/career planning at even the lowest levels in the program. This would require additional staff to achieve.
3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult	Upon review of program quality, there are six main areas of focus/goals that the department would like to work on over the upcoming review period.

education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).	**1. Need for hybrid/online course development:** To meet the needs of all students and to increase accessibility to programming, the department will need to develop hybrid/online courses. ICCB is encouraging all programs to develop and increase distance learning options. This goal has jumped to the forefront with the COVID-19 outbreak.
	2. Student support to increase retention, completion & transition: The department would like to request an additional transitions coordinator/student support specialist to help in the planning and goal setting with all adult education students. Right now, the department has a limited capacity and priority has been put on advanced students getting ready to complete the program. After talking to other programs with high success rates, it was discovered that intrusive advising and student support is done with all students in the program. Research has shown that this model increases retention, completion, and transition to college or career programs after completion of the HSE.
	3. Curricular revisions – employability, technology, and infographics: As identified in other parts of the review, curricular revisions will need to be made in the upcoming period to include employability/workplace skills, more technology skills, and infographics. These have been identified in employer surveys as important 21st century skills. Curricula also needs to match the rigor expected for students to be successful on state exams. The program will review in-house assessments to ensure alignment in structure and content to state and federal tests.
	4. Need support in data collection to track student completion time/ student transfer/ employability: While the program has access to robust data through DAISI, it does not give the department the ability to easily track student completion time, student transfer to college and career programming, and student employment. As these will be tied to program outcomes measures, the department will need support in tracking this information on an annual basis to measure program improvement. The program would also like to improve the ability to communicate with students who stop out.
	5. Student feedback – surveys/ focus groups: While student feedback on instruction is received by the department through college process, the department does not have tools to measure program-specific information about student satisfaction with programming. The department would like to be able to implement surveys and focus groups to get more student feedback on adult education programming and systems, particularly from students who stop-out.

3.13 How is the college meeting established performance measures (NRS Guidelines)?	Student success measures are defined by both the department and ICCB. These include: 1. Make measurable skill gains as demonstrated through standardized test (CASAS, which is now being used instead of TABE for ABE and ASE learners) 2. Complete course (retention) 3. Take post-test 4. Improve basic skills (point gain but not level gain on CASAS) 5. Pass course 6. Continue in program (persistence) 7. Earn HSE credential 8. Take additional college coursework; enrollment in college programming (e.g., ICAPS) 9. Receive industry recognized credentials (e.g., through ICAPS) 10. Obtain, retain employment; increase income While some of these outcomes are measured by the college and reported by Institutional Research, many are reported directly to ICCB through its database (DAISI). There are some outcomes for which data is currently unavailable, because the tables have not been developed yet (e.g., #10) or because the reporting requirements have not been consistent. The tools that are being used to measure/assess these outcomes include: • Comprehensive Adult Student Assessment Systems (CASAS) – a standardized test required by the state for reporting • Departmental midterms and finals – developed in-house and based on Illinois Content Standards • Student Assessment Forms – developed in-house based on Illinois Content Standards - instructors report out on skills on these forms and give beginning, middle, and end scores for students • General Educational Development test (GED), Test Assessing Secondary Completion test (TASC), or High School Equivalency Test (HiSET) testing. Reports from ICCB and GED.com – the department tracks students who pass in DAISI. One caveat is that Elgin Community College must have student permission to receive this information. • Data from DAISI tracking adult education measures – the employment piece of this is still under construction. One potential issue is data entry. The data is only as accurate as data entered and reported through the state system. • Student self-reporting of success measures (in class surveys) – the problem is that these are no longer recorded in reporting tables although they are housed in DAISI.

There were some significant external events that impacted adult education programs during this program review period that impacted outcomes. Here are some of the events and changes that need to be considered when reviewing the data:

1. The GED test was revised to meet the new College and Career Readiness (CCR) standards from the K-12 system. This resulted in any student not completing the test before the cutoff date (December 31, 2014) having to start over on the new test. This impacted students who may have passed some of the tests but were unable to complete before the cutoff date.

2. The new GED test is more difficult than the old test and there were very few students who passed it during the first year of release. The test cut off scores were then adjusted (lowered) in 2016, which resulted in more students being able to pass the test.

3. The Illinois budget impasse from 2015-2017 greatly impacted adult education programs. While the college helped support the adult education program, there were still cuts that impacted it overall. Testing, enrollment, and the ICAPS program were all affected.

4. The outcomes of the 2016 Presidential election resulted in anti-immigrant rhetoric and policies. The resulted in a decrease in enrollment due to fear in the immigrant community (especially DACA and undocumented immigrant students).

5. The TABE test was redesigned to meet the new College and Career Readiness standards and was implemented in June 2018. The increase in rigor and length of this test impacted the outcomes measured by it. There was a decrease in NRS outcomes for students tested on the TABE test at a state level.

There have been several changes to processes, procedures, and training over the past review period to improve student service, enrollment, retention, and success. These include:

1. Increased course intensity – the number of credit hours for classes was increased from 3 credit hours to 5 credit hours. This provided students with more instructional time over the semester.

2. Changed semester structure for Spring/Summer – the summer semester was lengthened and the spring semester class times were adjusted so that students completed the increased number of credit hours both semesters. This allowed for new students to be added in the summer and for students within

the program to have the opportunity to complete a level in the summer.

3. Changed attendance guidelines – students may be dropped after 3 consecutive absences versus 5 as in the past, and students are required to be in class 80% of the time versus 50% in order to be counted as present. This change has benefitted students as it has motivated them to be more consistent in coming to class. In the past, missing too many classes led to students withdrawing because they got too far behind. With the changed attendance guidelines, this is not as much of a problem. This policy revision has also resulted in more students coming to class on time and not leaving early, which has also helped with their overall success.

4. Revamped ABE/ASE orientations – adult education workshops were revamped to emphasize the expectations of students entering the program, to answer student questions, and to discuss progression through the program.

5. Re-configured NRS meetings with faculty to include more explicit information – so that our faculty were more familiar with testing and reporting for the state, faculty have meetings with administrators to review NRS reports and outcomes. During this meeting, faculty learn how to read their testing reports and faculty share ideas on how they think the department could improve its outcomes.

6. Increased in-house professional development – while adult education faculty are required to complete 12 hours of professional development a year, there is no specification of which classes or training they must take. Faculty struggle at times to find professional development that is specific to their teaching situation. In order to address specific professional development needs for our faculty, ABEC began to offer more professional development activities in-house. These are focused on areas that are identified by faculty in their self-assessments or in the faculty evaluation process. These are specific to increasing retention and success in ABE/ASE classes.

7. TABE training/ Blueprints training– with the implementation of the new TABE 11/12 test, it was important for instructors to understand the changes in how our students would be tested since the TABE 11/12 feeds directly into our success measurements. Instructors were required to take training specific to the exams so that they would understand the

format and how to interpret the results to better support student success.

8. Increased student awareness of outcomes/ ABE/ASE stars – students are given their testing scores so that they can talk to their instructors about their progress. When a student makes a level gain, they get to put a star with their name on it on the wall by the testing center. This has been motivational to students who like to see their names on the wall as successes. Faculty also celebrate student success in the classroom.

9. Revised curricula/ increased rigor – with the new state content standards, an emphasis on college and career readiness has been integrated into adult education classes. The curricula for ABE/ASE classes was revised to meet the new standards. This increased rigor has led to students to being better prepared for college coursework and the workforce.

10. Created departmental assessments – in order to create more uniformity in course expectations and to ensure that students were learning the new standards, faculty created departmental assessments for the beginning, mid-term, and end of semester.

11. Changed Student Assessment Reporting Forms (SAFs) – the forms used to assess student progress on the outcomes for state reporting were also updated to match the new content standards.

12. The college has supported the adult education program by providing it with one full-time student transitions coordinator. The transitions coordinator works with advanced students to develop educational plans, help with filling out college applications, providing financial aid information (including scholarships), etc. She also provides tours of the campus to advanced levels students so that they are aware of college programs and services that are available.

13. The ICAPS program (which is college-wide) has two student support specialists who come into the adult education classes to discuss IET programming and meet individually with students who are interested.

Since adult education is a grant-funded program, outcomes are watched carefully throughout the year. Reports are developed on a quarterly basis and administrators regularly check the DAISI system to monitor outcomes. Outcomes and concerns are shared with faculty through update emails, and faculty have access to detailed reports on their students.

	The department closely reviews the information collected in DAISI, including but not limited to enrollment, measurable skill gains, post-testing rates, HSE completion rates, and the number of students enrolled in an ICAPS or bridge class. With regard to student success rates, measurable skill gains (MSGs) have increased since 2014 as has the post-testing rate. National Reporting System (NRS) skill gains have increased from 41% in 2014 to 43% in 2019. There was a greater gain between 2014-2018, but the overall percentage dropped slightly with the implementation of the TABE 11/12 in 2019. Post-testing increased from 82% in 2014 to 88% in 2019. For HSE completion, in 2014, there were 75 completions (mostly self-reported). In 2019, there were 98 (some self-reported; others tracked by system). In 2014, there were 29 students reported to be in a vocational program; in 2019, there were 64. ICAPS had an enrollment of 48 in 2014 and 60 in 2019. The department has also looked at course progression rates, which have increased since 2014. Course progression increased from 20% in 2014 to 27% in 2019.

List any barriers encountered while implementing the program.

Staffing

- An additional student support specialist/transitions coordinator who would be available to students beyond those in the advanced levels is needed to ensure student success in retention, completion, and transition. The current transitions coordinator does an excellent job but there are a lot of students still underserved. Currently, only the advanced level students are encouraged to see the transitions coordinator. The transitions coordinator serves both ABE/ASE and ESL, so her plate is full serving the advanced level students and making presentations to different classes about different educational opportunities and scholarships.
- A curriculum specialist would also be helpful as there is always additional work to do with curriculum development, and this is difficult to do with only one full-time instructor. This would allow for more development of innovative programming.
- The biggest challenges regarding course-level assessment are time and staffing. With having only one fulltime ABE/ASE instructor who teaches a limited number of courses (ARW-040 and ARW-050/060 generally) and not having a faculty instructional coordinator, most of the responsibility falls on administrative staff as the majority of courses are taught by part-time faculty only. Part-time faculty are expected to participate in the assessment of student learning outcomes within their classes but are not required to do a deeper dive into other reports or help with course assessment report writing. In order to get meaningful data and have meaningful recommendations, a deep dive is necessary. The challenge is having the time and staff to do this.

Resources

- The department needs to continue to identify areas wherein instructors could use more professional development. The use of technology as a teaching tool is one area where the department could grow.
- With the requirement to integrate technology skills into all adult education programming, maintaining access to computers/laptops/tablets for all classes can be a challenge. The department has developed a system of classroom sharing so that instructors who do not have a

- computer classroom collaborate with those who do so that all students can have access to technology at some point.
- The department would benefit from having additional Chromebooks, computer classrooms, or other ways for students to access technology. This need has temporarily shifted during the COVID-19 disruption, and will be reassessed when face-to-face courses become standard again.
- With the current COVID-19 situation, the program is facing many additional barriers, including its dependence on face-to-face processes and face-to-face instruction. There will be a lot of work needed to adapt the program to a remote learning environment.

Data
- The department is looking into software alternatives to help improve adult education outcomes based on its discussions with other programs. TABE and GED Academy, in particular, have been recommended as class supplements.
- ABEC would also like to work more closely with IR to create dashboards that might provide us with more specific information regarding student success once they leave ABEC.

Review Results	
Rationale RR.1 Provide a brief summary of the review findings and a rationale for any future modifications.	The program was already taking steps to bring more learning technology into the classroom and experiment with hybrid methods prior to COVID-19. The sudden pivot to online learning has created urgency to develop processes and procedures to run the program remotely for Fall 2020. For many reasons, this student population may be less adaptable to this format, and from an equity standpoint, additional measures may be required. Curriculum is always evolving. Over the review period, program outcomes were adjusted to reflect the rigor and expectations of the state content standards, but individual courses (curriculum and assessment) still need to be updated to reflect them as well as to include blended learning (using D2L in all classes), employability skills, infographics, and technology more explicitly. Global and multi-cultural literacy was also identified as needing to be more fully developed and there was discussion about offering more specialized classes (e.g., science, social studies) as well. Training for faculty specific to teaching blended, hybrid, and online; developing objectives, outcomes and assessment; and integrating employability skills are needed due to changes in curricula and student need. Part of the discussion also included more regular opportunities for collaboration (e.g., faculty roundtables or coffee talks) and the development of a faculty website (one has been started but needs development). Finally, training for new faculty needs to be addressed: for example, collaborating with CETL to develop an ABEC new faculty orientation so that new faculty aren't asked to do three new faculty orientations (one at the state level, one at the college level, and one at the program level).

In addition to modality options, there was a lot of discussion about providing more learning formats and scheduling options to improve student enrollment including a) updating the online GED course and offering all classes in a hybrid format as well as developing online options; b) expanding to new sites such as the Burlington campus; c) expanding career pathways by creating bridges in business management and administration as well as in information technology and developing additional ICAPS programming; d) developing pre-apprenticeship and apprenticeship pathways; and e) investigating alternative transitioning models such as learning communities, ALP and dual credit.

Developing and growing student support systems was identified as another area needed to encourage retention, completion, and transition. This would include engaging in more intrusive advising (earlier in the program and more often) to help students make the transitions between levels, to improve retention and completion, and to improve transition to college. For this, the division would need additional dedicated student support specialist/transitions coordinator.

In order to improve the program's reportable outcomes to the state, additional supports that were discussed included tutoring, additional software purchased by the department (such as TABE/GED Academy) and the development of a student website that would include learning resources, program information, on-campus activities, community resources, etc. It was also determined that the program needs to develop more systems for feedback from faculty, staff, and students (e.g., surveys, focus groups) in order to better determine what gaps there are in the program as well as to improve current services.

While the program receives a lot of data through its DAISI system, it was determined that certain types of data were missing. These are primarily related to retention, student tracking, and completion. The primary question is "when do students stop out and why?" in order to determine when interventions should be made during a semester. What can the program do to help students persist? Also related to data collection was the importance of sharing specific testing reports with faculty to help inform instruction and to use class-level reports to determine changes that may be needed to curriculum.

The significant drop in enrollment is directing the program to find new effective ways for marketing and recruitment. The dean and associate dean have visited other programs to discuss their marketing strategies, and the associate dean has been working on the state Advisory Council on this topic. Ideas including using social media in more strategic ways (e.g., geo-fencing) sound promising. The department is waiting on the Advisory Council's final report and has approached marketing about some new suggestions/ideas. Another piece to increasing enrollment is

	continuing to develop relationships and referral systems with WIOA partners.
	Finally, as a result of some faculty and attending the NAPE equity trainings and discussions this Spring (2020), it was determined that a specific plan for addressing equity needs to be developed by the division.
Intended Action Steps RR.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	**Respond to immediate issues with COVID-19:** • Create intake, registration, placement, and orientation systems that can be done remotely so that students can enroll for fall classes (FY20-21, in progress now). • Develop a more permanent system for future use (FY21-25). • Develop synchronous/asynchronous online classes for Fall 2020 (FY21 – in progress now) • Develop systems to provide student and faculty support in remote teaching situations (FY20-FY21 in progress now) • Revise student assessment forms for remote classes (FY20-21). • Develop systems for collecting all ICCB required student and faculty paperwork electronically during disruption (FY20-21). **Other activities:** **CURRICULULM** • Develop permanent hybrid classes (FY21); revise online GED class (FY20-21); and discuss development of online classes (FY22-23) • Follow a regular schedule for assessing and updating current curriculum (FY21-FY25). Course review will mirror this cycle: Year 1 – Beginning ABE; Year 2 – Intermediate ABE; Year 3 – ASE and Year 4 – specialized courses and bridges. Discussions about developing specialized classes will be ongoing. • Expand career pathways by creating bridges in business management and administration (FY21-22) and information technology (FY22-23). Continue to research other bridge opportunities such as pre-bridges (FY-FY25). • Develop additional ICAPS pathway (FY22) and develop ICAPS continuation plan (FY22-23) • Continue development of pre-apprenticeship/apprenticeship pathway pilot (FY22); explore other potential pathways (FY22-25) **TEACHING/LEARNING** • Continue to expand tutoring for ABEC students (started in FY20 as a pilot) • Research alternative transitioning models such as Learning Communities, ALP and dual-credit for possible development (FY22-25).

	- Share specific testing reports with faculty to inform instruction and use class-level reports to identify possible curriculum updates (started but interrupted in FY20 – goal for FY21-22). **RECRUITMENT/MARKETING** ☐ Expand to new sites such as the Burlington campus (FY21) ☐ Develop a student website that would include a regular newsletter, learning resources, program information, on-campus activities, community resources, etc. (FY22-23) ☐ Develop effective plan for marketing and recruitment (FY21-23), including improvement of referral systems and communications with WIOA partners. **ANALYSIS/QUALITIY IMPROVEMENT** ☐ Continue researching means to improve student gains (FY21-22), including software purchases such as TABE/GED Academy ☐ Visit other programs that are meeting state targets (FY20-25) ☐ Develop systems to receive feedback from faculty, staff, and students (e.g., surveys, focus groups) to understand gaps and improve current services (FY22-25). ☐ Develop systems to determine when students stop out and why, and create appropriate and timely interventions (FY21-25). ☐ Develop plan for addressing equity within the division (FY21-22). **STAFFING/DEVELOPMENT** ☐ Hire an additional Student Support Specialist/Transitions Coordinator for ABEC students specifically for students in intermediate levels (FY22) ☐ Seek out and/or develop trainings for faculty specific to topics of need: teaching across new modalities; developing and assessing learning objectives and outcomes; integrating employability skills (FY21-23) ☐ Provide more regular opportunities for collaboration (ongoing) ☐ Meet and exceed state targets for faculty completion of Content Standards Training (ongoing) ☐ Expand development of faculty website that includes resources, FAQs, regular newsletter, programmatic updates, faculty forums for discussion, etc. (FY20-23). - Collaborate with CETL to develop an ABEC New Faculty Orientation so that new faculty aren't asked to do three separate orientations when starting in the division (FY21-22).
Resources Needed RR.3	To accomplish these goals, the new transitions coordinator will need to be hired, and the division staff will need to collaborate with various other offices across the college, such as Workforce Transitions, Distance Learning, CETL, Tutoring, Assessment, and Institutional Research.

	Financial resources will be required for hiring, course and program development and continuation, modality enhancement, services at the EWC, and trainers/coaches for an Equity Plan.
Responsibility RR.4 Who is responsible for completing or implementing the modifications?	Intake, testing, and registration; data and student records; WIOA referrals – Mary Lloyd ICAPS continuation plan, marketing, purchases, new hires/positions – Elizabeth Hobson Curriculum, course/program review, and course/program development; student and faculty orientations; tutoring; faculty trainings; student and faculty communication; and equity plan –

English as A Second Language

College Name:	Elgin Community College
Academic Years Reviewed:	2015-2019

Review Summary

Program Objectives
RS.1 What are the objectives or goals of the program?
Please also identify goals that may vary for bridge or integrated education and training (IET) programs.

English as a second language (ESL) instruction at Elgin Community College is for all non-native English speakers from any language, group, or nationality. Instruction includes reading, writing, listening, and speaking and is conducted entirely in English. Classroom instruction and college support services provide immigrant students the opportunity to progress toward self-sufficiency and economic success. Courses are offered Monday-Thursday mornings and evenings on campus. Courses are offered at other area locations Monday-Thursday primarily in the evenings. All classes are offered free of charge to eligible immigrant students. For class placement and registration, students must come to Building K. Students will attend a pre-course workshop to prepare themselves for language learning success before they enroll in ESL classes. Students on visas need to contact the office to determine eligibility for the program as students with certain types of visas are not permitted to enroll in the free adult education program.

ESL courses are segmented into three levels, outlined below:

Beginning ESL Instruction: The purpose of these courses is to help English language learners to improve their reading, writing, speaking, and comprehension skills in English; improve their mathematics and basic technology skills; and acquire an understanding of the American system of government, individual freedom, and the responsibilities of citizenship so that these learners can be full participants in their community. Upon completion of the high beginning level, students may choose to exit the program or to transition to intermediate ESL instruction in order to work on career or academic readiness.

Intermediate ESL Instruction: The purpose of these courses is to equip students with the skills needed for career and academic readiness. Along with improving basic skills in reading, writing, speaking, listening, and mathematics, students will develop the academic and soft skills necessary to make the successful transition to college or to a career. Upon completion of the high intermediate levels, students may exit the program to pursue a high school equivalency certificate, enter a career/vocational training program, transition to advanced/academic ESL courses, or enter the workforce. An academic advisor is available to help students make the transition.

Advanced ESL Instruction: The purpose of these courses is to prepare students to enter college-level coursework. Students to want to enroll in advanced ESL courses must first meet with an ESL staff member and take the appropriate placement tests. Students in these levels focus on the academic reading, writing, speaking, listening, and technological skills needed to make the transition to college-level work.

Upon completion of the advanced levels, students are ready to enroll in college degree programs. Students who are interested in transitioning to college level programming are encouraged to take the College Transitions for ESL Learners course, ESL-019. Students interested in this course must receive a recommendation from faculty or staff in order to enroll and are required to co-enroll in a transferable credit college class. Upon successful completion of the College Transitions for ESL Learners course, in-district tuition for one three-credit-hour college class will be waived. Individuals must live or work in district to be eligible for the waiver.

Program-level Learning Outcomes: Upon completion of the ESL program students will be able to:

Listening/Speaking
1. Participate in oral exchanges of information, ideas, and analyses, in various social and academic contexts; clearly support points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.
2. Construct meaning from a variety of sources (e.g., lecture): analyze facts, details, and cite evidence; analyze the development of the themes/idea; and summarize the information.
3. Develop and deliver oral presentations (collaboratively and individually); adapt language choices to purpose, task, and audience; develop the topic with some relevant details, concepts, and examples based on research from multiple sources; integrate information into an organized oral report; include illustrations, diagrams, or other graphics as appropriate; and cite sources appropriately.

Reading
1. Using information from multiple print and digital sources, identify a writer's purpose and bias and evaluate source reliability; determine a central idea or theme and analyze its development citing specific details and evidence; and paraphrase and summarize literary and informational text.
2. Interpret, analyze, and summarize charts, tables, graphs, and other non-prose information citing specific details and evidence to support the analysis.

Writing

	1. Integrating information from a variety of sources, write essays on literary and informational topics that include summarizing, paraphrasing, and citing sources appropriately; clearly supporting points with specific and relevant evidence; asking and answering questions to clarify ideas and conclusions; and summarizing the key points expressed.
	Technology 1. Navigate a web-based course management system (e.g., Desire2Learn) to complete course requirements; discuss and practice netiquette. 2. Select and evaluate online resources for learning; conduct online research for an academic purpose. 3. Integrate graphics or multimedia when presenting or writing about a variety of topics.
	Employability Skills 1. Plan and schedule for long-term assignments. 2. Identify self-directed learning strategies. 3. Ask for help proactively. 4. Employ self-monitoring and reflection strategies to gauge progress. 5. Use collaborative skills with peers (agree, disagree, and compromise).
RS.2 To what extent are these objectives or goals being achieved?	The department took a deep look at its program-level outcomes for fall 2019. These outcomes have been changed significantly since the past review period, mostly due to the new ESL Content Standards that were released in 2017. While many of the curricular changes have been made since 2017, there is still work that needs to be done. The former program outcomes were measured and assessed through departmental tests, state standardized tests (CASAS/TABE), and student assessment forms. Students who received satisfactory in the outcomes for the level were passed to the next level. The department reviews student results each year to guarantee that program outcomes are being met. Adjustments are made based on these reviews. The department focuses on the program-level outcome progress during course review as well. The basic skills outcomes for bridge and IET programming are the same as the focus for adult education -- to prepare students to transition to career or further education. Assessment methods vary and are best matched to the skill at hand: **Listening/Speaking:** Students are assessed both formally and informally on these outcomes. For example, students are assessed during group, pair, and classrooms discussions, are given formal listening assessments, and are asked to develop and deliver oral presentations (depending on level). Listening is assessed in formal mid-

term and finals tests. Student progress is tracked on Student Assessment Forms.

Reading: Students are assessed formally with the CASAS and departmental tests (mid-term and final). Student progress are tracked on Student Assessment Forms. These forms are informed by formal and informal classroom assessments.

Writing: Students are assessed formally with departmental tests (mid-term and final). Student progress are tracked on Student Assessment Forms. These forms are informed by formal and informal classroom assessments. Students completing high beginning and high intermediate will be given an additional departmental writing assessment (writing sentences after high beginning and writing paragraphs after high intermediate) that is administered and scored by ESL staff (not faculty).

Technology: Student progress is tracked on Student Assessment Forms. These forms are informed by formal and informal classroom assessments, including the completion of specific projects (e.g., writing, presentations) using technology and online resources for learning.

Employability Skills: Student progress are tracked on Student Assessment Forms. These forms ware informed by formal and informal classroom assessments, including the completion of specific projects (e.g., creating study plans, reflective journaling) using technology and online resources for learning.

Student success measures are defined by both the department and ICCB. These include:
1. Make measurable skill gains as demonstrated through standardized test (CASAS)
2. Complete course (persistence)
3. Take post-test
4. Improve basic skills (point gain but not level gain on CASAS)
5. Pass course
6. Continue in program (retention)
7. Earn HSE credential
8. Take additional college coursework; enrollment in college programming (e.g., ICAPS)
9. Receive industry recognized credentials (e.g., through ICAPS)
10. Obtain, retain employment; increase income

While some of these outcomes are measured by the college in its student success tables, many are reported directly to ICCB through its database (DAISI). There are some outcomes without data due to unidentified sources (e.g., #10) or because the reporting requirements have not been consistent. See performance data specifically discussed in the Quality section to follow.

RS.3 How does this program contribute to other fields and the mission of the college?	Elgin Community College's mission statement is "to improve people's lives through learning." The adult education program focuses on college and career readiness in order to do this. In adult education classes, students develop basic and employability skills, explore potential career opportunities, and prepare for the transition to college or employment. Within ESL specifically, these goals are supplemented by English language acquisition. Specific examples of such contributions will be further highlighted in the Quality section to follow, but are introduced here: • Bridge & ICAPS programming and support to fulfill employment needs in areas such as manufacturing, construction, healthcare and emergency services. • Stackable credentials • Collaboration with Elgin Community College's Alliance for College Readiness to reach and support English Language Learners (ELLs) in the district community • Faculty created a referral system for ELLs coming to the college to take the English placement exam • Participation in various Learning Communities and service learning opportunities • Collaboration with related entities within the District 509 community such as Gail Borden Library, the City of Elgin, YWCA, and Centro de Información. • Coursework supports and contributes to student learning across the college's General Education learning outcomes, namely Communication, Critical Thinking, and Global-Multicultural Literacy.
RS.4 How is the college working to help students transition into postsecondary education?	The program's courses are designed to match the college and career readiness outcomes from the K-12 system. Students completing these courses should be able to transition directly into CTE certificate and degree programs or transfer degree programs at Elgin Community College as well as 4-year schools. Additional ABE and ASE classes have also been created in order to match testing and outcomes for students who are language learners but who are taking the TABE test. The highest level of the program has been redesigned to incorporate more rigor and to focus on the transition of ESL students to college level programming. This has included connecting this course with ENG-101: English Composition I and CMS-101: Fundamentals of Speech (two key degree requirements) in a Learning Community structure. Additional co-enrollment supports are also in place. The ESL department collaborates with key instructional programs (business, English, and communication studies) to offer learning communities that allow students to enroll in college-level courses while completing

	the ESL program (BUS-101, ENG-101, and CMS-101). Other possibilities for learning communities or other structures such as pre-apprenticeships are being explored to support the transition goal.
RS.5 **Prior Review Update** Describe any quality improvements or modifications made since the last review period.	**Change practice of offering registration, testing and post testing at the Outreach sites through the extra efforts of the Outreach Coordinator, Outreach Assistant, as well as ESL and Operations staff to require all students to now be pre-tested in Elgin after July 1 due to the importance of fiscal year timing for NRS gains. They will still be able to administer the post tests at the outreach site, saving the student the extra trip into Elgin.** Progress reported: • FY14: All students in the ESL program including those in outreach programs now come to the office in Building K to register at the beginning of the Fiscal Year (after July 1). This ensures that all the necessary testing and paperwork has been completed for every student entering into the program. Students were then strategically post-tested at Outreach sites when minimum testing hours were reached, which increased NRS performance measures. • Students from Carpentersville, Streamwood, and Hanover Park have been testing and registering at the Main Campus as evidenced by enrollment in these outreach classes. • Less errors in paperwork have led to fewer students not being eligible for post-testing. Post-testing rates at the Outreach sites have improved as well as the NRS performance at these sites. In FY2013, the post-test rates ranged from 57%-86% at the Outreach sites and gains ranged from 24%-38%. These numbers increased significantly in 2014 to post-test rates of 89-99% and gains increased to 31%-51%. • Transportation to and from the Elgin campus is a challenge for some of the Outreach students. • At the EWC site in Hanover Park, students register and test onsite. There is limited outreach registration (usually 2 nights) offered at Dundee Crown High School right before classes start for students who can't make it to building K. ABEC staff go to DCHS to ensure that paperwork and testing are done correctly. **Participate in Part Two of the student outcomes improvement workshop where the State of Illinois analyzes the program's retention and success data with them during this next fiscal year, with the intention of improving it.** Progress reported: • FY14: Due to an unexpected vacancy within the ESL Director position, this goal was not achieved in FY14. The workshop was not offered again after the ESL director position was filled.

- The new ESL director did participate in a new state program for program management called the Leadership Excellence Academy wherein looking at DAISI outcomes was a part of the training.
- Increased class intensity, adjustment to attendance rules, changes made during the registration period (e.g., informational workshops), and curricular changes have resulted in retention and success data improvement.

The Adult Education Transitions Coordinator is currently exploring the use of the AREM screen in Datatel to see if this would be a viable option for recording student goals and data which would be of use to others (i.e. counselors).
Progress reported:
- The screen is in use to communicate between the program and Advising. For example, she indicates that the student is still taking an ESL class so that he/she isn't sent to placement tests before he or she is ready.

The department will begin offering an adult education bridge into the industrial arts in the fall semester of 2013.
Progress reported:
- FY14: The Industrial Arts Bridge class was offered during the fall 2013 semester. The course had 9 successful completers in the fall of 2013.
- Recruitment for this course was somewhat a challenge as students were not aware that the course would be offered prior to the start of the fall semester. A more aggressive recruitment program was put into place summer of 2014 for the fall 2014 course.
- Subsequently, the industrial arts bridge class was struggling with low enrollment and is now being offered in the spring semester during the evening. The hours for this class have also been increased so that there is not a co-enrollment requirement with ESL.
- Spring 2019 was the first time the class was run with these changes, and there was only slightly higher enrollment, so this will need to continue to be reviewed.
- During this review period, a bridge in Early Childhood Education was also developed. It has slightly higher enrollment. Due to low enrollment, better recruitment strategies have been identified as a need.

Improve student test level gains by increasing student retention.
Progress reported:
- Greater focus on retention led to an increase in students NRS performance. Retention strategies included recognition awards for students who missed less than 3 classes, a focus during workshops

on the importance of attending and participating in classes, and a more stringent attendance policy for all classes.

- In FY13, 147 students lacked sufficient attendance hours to post a gain. This number decreased to 83 in FY14. ESL NRS performance increased from 34.52% in FY13 to 40.69% in FY14.
- Increased retention has continued to impact gains. FY15 = 42.21%; FY16 = 43.97%; FY17 = 44.47%; FY18 = 44.82%; FY19 =44.55%.

Find and retain qualified ESL instructors.
Progress reported:
- The hiring process for ESL adjunct faculty was revamped to include a teaching demonstration as part of the interview and to have a hiring committee rather than just a single interviewer.
- There have been changes made to the evaluation process so that evaluations are more detailed and have explicit suggestions for improvement. New faculty are evaluated every semester, the evaluator stays the entire class, and different individuals evaluate faculty each semester.
- Attention is paid to whether an instructor is growing and developing subsequent semesters; this determines whether an instructor is asked to continue with the program. As a result, very few faculty have not been asked to return. This allows for more consistency within the program and higher quality instruction as there is more focus on helping instructors to grow and less on having to constantly onboard new instructors.

Increase marketing through radio and visual communications to increase the fall enrollment with the focus of the campaign emphasizing the importance of staying the entire academic year, not just one semester.
Progress reported:
- The department continues to work with marketing on recruitment efforts. Although it has not done radio ads, the department has increased its print and electronic efforts; for example, there has been a Facebook campaign, ads have been placed in the CTE catalog that goes out to the community and in Para Ti, and flyers have been developed to put out into the community (e.g., schools, churches, businesses). Faculty, staff, and students have also been encouraged to help with recruitment.

Consider the addition of a fifth pathway option under ICAPS, working to identify a way to sustain the program after the grant terminates in the middle of FY15 (currently looking into private and foundation grants which might provide support for student tuition).
Progress reported:

- Elgin Community College was awarded a Title III Strengthening Institutions grant that has allowed us to scale ICAPS (formerly AO) to a college-wide level.
- Several new pathways have been added including BNA, phlebotomy, IST, and EMT-B. Sterile Processing and Distribution will be added in spring 2020.
- Tuition continues to be a barrier to students since a grant to provide tuition support has not been awarded

Measure acceleration of students through coursework to completion as a result of preparing them for the learning commitment they are making before enrolling (ESL Workshops).

- ESL workshops have been implemented wherein discussion regarding the learning commitment necessary to learn English is discussed at length. All new students and students who have dropped classes in the past are required to attend the workshop.
- Over 20 workshops have been held during the fiscal year wherein students have discussed commitment. Measurement of the outcomes of the workshop is still in progress.
- Follow up on specific data on the impact of the workshops has not been possible because many initiatives have been implemented at the same time that have impacted retention and commitment. Anecdotally, the workshops have been impactful based on student and staff comments and conversations.

Build community within and outside the ESL program by developing relationships with entities willing to support L2 learning in our district 509 communities where the students live and work.
Progress reported:
- As a result of collaboration between Elgin Community College, Harper College, Worknet, and Hanover Park, a new ABEC site was opened in Hanover Park in August 2014. Other relationships are still being developed in other areas of District 509.
- The Education and Work Center (EWC) was extended with a further two- year commitment from the partners. A community survey done through a Grand Victoria grant that verified the need for adult education services in the area. There has been outreach to local businesses in the Hanover Park area and additional funding for the EWC has been provided through the state (Senators Castro and Crespo).

Increase numbers of ESL students who are prepared for Accelerating Opportunity certificate programs.
Progress reported:

- The intermediate ESL curricula have been rewritten to include more rigor and College and Career Readiness skills. The healthcare and industrial arts bridge classes have been increased from 3 credit hours to 5 credit hours to better prepare students for the transition to college programs. The healthcare bridge curriculum was completely revamped in its content to ensure student ability to enroll directly in ICAPS (formerly AO) programming in healthcare.

Develop comprehensive writing exam for exiting the High Intermediate level of ESL to "track" students to the right pathway.
Progress reported:
- A writing exam was implemented that evaluated a students' preparedness to exit the High Intermediate level and was given to all students in that level each semester. More classroom discussions and presentations regarding student options took place.
- There was an increase in the number of students referred to the Transitions Coordinator to make an academic plan; however, a writing exam is not enough to guide students to the right pathway. Students need more conversation about their options and goals and need individualized education plans if they plan to transfer into an academic program.
- Faculty who are teaching this level need to be further trained about the options that the students will have upon exit. Classroom presentations on next steps are made by the division Transitions Coordinator each semester, and students are encouraged to visit with her to develop an academic plan.
- ESL Intermediate curricula have been revamped to include college and career exploration and preparedness. Goal setting is now done with students at an earlier level. There has been an increase in the number of students who are continuing into academic programs.

Additional accomplishments since the last program review not captured as goals within that report:
- The curricula for all of the leveled classes and some of the specialized classes (healthcare bridge) were updated to include math and technology.
- There was the increased usage of technology in classes, and a specialized series of roundtables were held to encourage teachers to integrate technology into both lessons and student activities.
- Four instructors have been selected to participate in the Illinois Digital Learning Lab project, which encourages technological innovation in teaching.
- The ESL department participated in several state/national initiatives including *ESL Pro* (digital literacy initiative) and ESL hybrid pilot.
- Standardized assessments and reporting forms were created for all of the ESL levels.

	• The high beginning class curricula were aligned to the state ESL Civics outcomes, which resulted in more than a 200% increase of funding in that area (FY15 allocation = $23,801; FY16 = $41,459; FY17 = $47,655; FY18 = $55,280; FY19 = $60,000; FY20 = $75,000).
	• In the first two years of standards training for ESL instructors (October 2017-July 2019), over 50% of the instructors had become *Standards Proficient Instructors*. Another 12 instructors signed up for standards training in fall 2019.
	• In fall 2019, the blended class format is being piloted in the beginning levels of ESL (most higher levels already have a blended format). Both *USA Learns* and *Burlington English* are being evaluated.
	• Most intermediate classes use a course management system. Advanced classes are using D2L to help with the transition to college coursework.
	• Two additional ESL learning communities with BUS-101 and CMS-101 have been established. The ENG-101 learning community continues to do well in transitioning students to college and has solid enrollment.
	• The ESL Transition Event has been expanded to include intermediate and bridge students. This helps to inspire intermediate students to transition into college and career programming.
	• The amount of in-house professional development opportunities have been expanded with a professional development activity offered after each division meeting and a Professional Development Day held between the spring and summer semesters. More faculty leadership of roundtable discussion has been encouraged.
	• Three ESL instructors were involved in the AIR teacher mentoring project at both the state and federal levels. The instructors were invited to go to Washington, D.C. to report on their experiences.
	• Partnerships have been developed with Gail Borden, including librarian visits to classes and ESL student participation in the Summer Reading Program since 2016. The ESL Department has been a Gold Star Partner since that time.
	• In 2019, Elgin Community College piloted the CASAS listening test.

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

Indicator 1: Need	Response
1.1 How does the college determine need	The college uses the most recent Index of Need Tables provided by SIU-E each year to determine local need for adult education

for Adult Education services and programming?	and programming. This data is based on the U.S. Census data and includes information by county for Cook, DeKalb, DuPage, Kane, and McHenry counties (APC509). There are 8 tables in the report which display: population and ethnic origin; adult population 16 & over by ethnic origin; target populations (corrections, adults with disabilities, and public aid recipients; total adult population at risk (immigrants); population in households in which English is not the primary language (ESL); adults (16 and over) living in poverty; and average monthly employment information (unemployed, labor force, and unemployment rate). Table 8 is the summary Index of Need based on less than 12th grade education, adult ESL, adults living in poverty, and unemployment.
	The overall index of need for APC509 is 0.0398 with Kane county representing the highest need at 0.0232. There are 55,634 adults in APC509 who have a less than 12th grade education, 135,190 ESL adults, and 21,852 adults living in poverty, and (at the time of the report) 9,733 unemployed adults. With the current COVID-19 pandemic, the unemployment number has increased substantially across the APC and state. The college uses other state, regional, and local labor market sources from IDES as well as the U.S. Bureau of Labor Statistics to determine employer needs with regard to program planning.
	The department discusses need, emerging trends, student skills, employment/transition needs, etc. at multiple levels. At the national/state/district level, administrators, staff, and faculty attend conferences, workshops, and other state and local meetings to find out what is being done at other colleges and adult education programs and to follow the upcoming trends and expectations for our field. There are two state administrator meetings held by ICCB, multiple conferences related to the field (NRAE, IACEA, COABE, ITBE), multiple state advisory meetings, multiple ESL and adult education provider group meetings, Area Planning Council (APC) meetings, One Stop partner meetings, and other organizational board meetings each year (LWIB, IACEA, ITBE). These meetings may include state staff; administrators, faculty, and staff from other adult education and ESL programs; staff from community programs; local business representatives; and WIOA partners. The information from these meetings is then brought back to campus to be disseminated at the local level between Elgin Community College administrators, faculty, and staff at directors meetings (1-2 per month), division meetings each semester, and departmental/team meetings (held multiple times a semester).
	At a more local level, these discussions occur at roundtables (held several times a semester), through class observations, in informal discussions between individuals in the office/hallway, and at smaller,

	more focused meetings about specific topics (such as curriculum or book discussions).
1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	ESL offers classes across literacy levels from beginning to advance in order to meet the varying proficiency of the students entering the program. Students are assessed upon entry, and the schedule and number of courses offered at each level are determined upon enrollment and placement. If additional classes are needed during a semester, they are added appropriately. These classes are offered both in mornings and evenings on varying two-day schedules (Monday/Wednesday or Tuesday/Thursday) and at a variety of sites (Elgin, Carpentersville, Streamwood, and Hanover Park) in the district. Before the pandemic disruption, the program was looking to add a site in Burlington in fall 2020, but this is now targeted for spring 2021 if possible and if teaching and learning returns to physical classrooms.
	Beyond literacy, the ESL program offers multi-skill courses that include digital literacy, informational literacy, and employability skills. Again, targeted skills classes were planned for fall 2020 but will be pushed to spring 2021. The program also offers bridge courses in Early Childhood Education, Industrial Arts, and Healthcare Professions. An additional bridge in business/finance is being considered for the upcoming review period. IET (ICAPS) programs in Welding, CNC, HVAC-R, Dental Office Aide, Sterile Processing and Distribution, BNA, Phlebotomy, IST, and EMT-B are available for ESL learners interested in these pathways. The program reviews of state, regional, and local labor market information from IDES as well as the U.S. Bureau of Labor Statistics to determine employer needs to develop these career pathways (bridge and IET [ICAPS]).
	The program is considering the withdrawal of Civics I and Civics II courses based on curricular changes in the High Beginning A and High Beginning B courses which now integrate the content of these two courses. The withdrawal of the low/intermediate CASAS classes for (ESL-053, ESL-055, ESL-071) is also being considered. Another consideration might be to use these as pre-bridge classes in the future for students in lower levels of ESL.
	One new class that was added this year was ECO-083/ Basic Workplace Computer Skills-ESL. Other considerations for new classes would include bridge classes in business management and administration and information technology. Another consideration would be to expand the industrial arts bridge to include construction, transportation, distribution, and logistics as these are closely related in content. There is a large interest in business ownership/entrepreneurship in the ESL population. There has also been growth in interest in Information Technology. Additional IET/ICAPS classes are also being considered.

	While specialized writing classes have been offered, the specialized speaking classes have not. Now that the major courses have been redesigned to meet the content standards, these classes will need to be reviewed again for content and outcomes. Offering these classes as supplemental classes is being considered, so this will be a priority in the next five-year review period. Citizenship is also a supplemental class, so it has not been addressed yet. With the changes in the citizenship process, this class will also be a priority in the next five-year review period.

Before COVID-19, the program was in the process of developing course delivery in a hybrid format in order to provide greater accessibility to students who cannot come to class during the week. It was also considering whether fully online instruction could be an option for some sections. The upcoming fall 2020 term will be an opportunity to test this viability for a more normal future.

Other areas of potential need have been identified and will be investigated:
• ESL courses are not linked to credit class schedules
• ESL schedule is not linked to other schools or community schools
• Students wait to test and register
• Program needs to hire staff to accommodate larger numbers of testing/registering students
• Students need more mid-day and weekend classes
• Spanish GED classes could be offered online
• Program will investigate viability of blended/hybrid/online sections |
| 1.3 How will students be informed or recruited for this program? | Having a strong program and reputation are extremely important in adult education because the most successful marketing tool for immigrant and at-risk populations is word-of-mouth referrals. For this reason, at the end of each semester faculty give students flyers with information about registering for the upcoming semester that students can share with friends, family, and work colleagues. However, the program doesn't rely on this as its sole marketing tool. Marketing strategies in the past have included Facebook ads, ads in the CTE course mailer, postcards sent directly to identified homes, flyers posted at local businesses, flyers sent through K-12 backpacks (directed at parents), program attendance at local events, listing information on partner websites (e.g., Gail Borden), and information in *Para Tí* (Spanish information newsletter sent out by the college).

With the COVID-19 pandemic, the department is looking at different ways to reach out to its students. Considerations include digital postcards, print publications (e.g., direct mail), using geo-fencing and social media, sending information via virtual backpacks in the K-12 system, and having public service announcements in local newspapers and community newsletters. The program is working with marketing trying to find innovative ideas. The department will also be reaching |

	out to former students by email, phone, and text to inform them about course offerings in fall. The program is also using the Remind app to keep in touch with students who were in the program this past spring as well as any students who make inquiries through the Elgin Community College website (admissions). An expansion opportunity is to funnel more direct recruitment efforts at local churches and community centers.
1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	A five-year trend of enrollment at the program level is not the most appropriate measure for the ESL program. Between 2015 and 2019, the program experienced a drop of 7% in seat-count enrollment and a 10% drop in credit hours. However, 2015 must be put in context – it was a peak year for enrollment, out of sync with other patterns. In examining a change from 2014, the percentage of seats and credit hours remained relatively stable.

While not known for certain, it is possible that the Illinois budget crisis, which resulted in higher unemployment in Illinois, may have been a significant cause for the increase in 2015. Even though the program experienced a large increase in enrollment due to the recession (2008-2011) as did the college, enrollment has normalized at this point to where it was before this time (approximately 2,600 in seats and 12,900 credit hours). This compares favorably to the college's overall trends, which fell 16% in seats and 12% in credit hours during the same time period.

When analyzing trends within levels, there first appear to be large changes in some of the courses, but this can be tracked back to a change in coding systems, which resulted in certain levels experiencing large dips and gains. A deeper analysis of these numbers taking the coding changes into account, shows the changes in each level are not as drastic. Still, a drop in enrollment was not surprising given that it is typically inverse to the economy. With the economy being as strong as it has been the past few years, fewer people are seeking out educational opportunities to improve their employment situation.

However, there is a concern because when compared to the Index of Need for the district – the program is still serving a very small percentage of the total ESL population in the district. The program is partnering with the Marketing department on strategies to reach individuals who have a need but who are not enrolled in classes. The program is also looking at its WIOA partnerships to see if there is the potential to reach more clients through them. A system of referrals with the partners has been established, and there has been a slight increase in referrals when comparing the previous year to the current one.

Trends for the next five years will be difficult to forecast given the transition to Remote Learning due to COVID-19. The program is anticipating a drop starting fall 2020 as many adult students do not |

	have access to distance learning technologies and may also have limited digital literacy skills. Furthermore, the population served is considered high-risk for COVID-19 infection and morbidity due to factors of age, ethnicity, employment, living arrangements, etc. The upcoming election and any immigration policies that come with it can also impact enrollment.
	Typically, when unemployment is high, the program sees an increase in enrollment as individuals seek to improve their basic skills and employment opportunities. However, the current unique circumstances will mitigate this effect. Still, the program will work to enhance its marketing strategies to reach out to more adults in the district and communicate the services that are available to them. New formats of hybrid and weekend scheduling may appeal to new segments of the population.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	The largest costs associated with ABEC are personnel including faculty and their related benefits as well as instructional and office supplies. Adult education is unique in the college in that adult education grants do not allow students to be required to purchase texts, so the division purchases classroom sets of texts to be used by students during class. These purchases and the need to print instructional items for students contribute to a higher cost of instructional supplies and printing in the division.
	Separate from the scare that came with the state budget impasse, Elgin Community College's awards for adult education grant funding have been flat or increasing. This has allowed the program to slowly move summer classes more and more off institutional funding and on to grant funding. During the program review period, the ESL curriculum was revised resulting in the need to purchase updated instructional materials. ABEC has also increased divisional technology with the purchase of a large screen for the front office to allow students to see their place in line and Chromebooks for student use within classrooms.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?	ABEC is supported by both institutional and grant funds. Administrative, staff/SSECCA, and full-time faculty positions are all paid by institutional funds. The benefits associated with those positions, printing, as well as a portion of instructional supplies, office supplies, travel, and conference attendance are also paid from institutional funds. During most the years of this program review, adjunct salaries for summer semester were also charged to institutional funding. All of fall and spring semesters, and in more recent years, summer semester adjunct faculty salaries are charged to the grant. ESL has only two full-time faculty and the rest are part-time faculty, so most of the cost of instruction is charged to grant funding. A portion of

	instructional supplies, office supplies, travel, and conference attendance are also charged to grant funding.
	In the early years of ICAPS/IET programming, funding was braided from a number of sources to provide support. Since the college's 2016 award of a five-year Title III Strengthening Institutions grant to scale up ICAPS/IET programming and expand the number of pathways, no other funding sources have been needed to support the programming.
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.	While a large percentage of the funding supporting ABEC does come from grant funds, there is not a sustainability plan in place if that funding were to be lost. Institutional funding is significantly used for staff and full-time faculty salaries and benefits, so if grant funds were decreased it would be adjunct faculty who would need to be supported with other funds since they teach the majority of ABEC classes.
	The closest scenario to ABEC actually not receiving funding happened during the state budget impasse that started in FY16. At that time a request was made to use funds in the college reserves to make up for the grant funds that were delayed. The Elgin Community College Board and higher administration were willing to allow reserve funds to be used by ABEC. Federal, and eventually state, funds began being flowing to adult education programs so no funds from the reserve were actually needed for ABEC, but because the willingness was there once, hopefully it would be there again. Elgin Community College is noteworthy in the degree to which the college supports adult education.
	A sustainability proposal is being developed in order to continue the high level of ICAPS/IET programming currently being supported by the Title III grant. The proposal would likely include portions of the programming being paid for through institutional, Perkins, and adult education funding sources.
	The ABEC division budget is like a puzzle. The most significant challenge is the number of budgets in the division and what are eligible expenses for each one. There are two division-wide institutional funds, four adult education grant streams, the EWC institutional funds, and then periodically there are various other grants which the division budget officer/dean oversees or plays a role. For example, in FY19 ABEC oversaw a Grand Victoria Foundation grant for the EWC community survey. As another example, for several years running, Harper College has been the recipient of a DCEO grant for EWC, but the ABEC budget officer/dean participates in the developing and following of the grant on the Elgin Community College side.
2.3.1 How does the institution and program assist students in overcoming financial	Adult education classes are free to students eligible to participate in the program. However, student transition to college programming is a division goal, so there are several items in place to help students overcome financial barriers on their educational journey:

barriers to participation and completion in this program?	• ABEC Foundation fund has paid the tuition for an ESL student in one of the ESL Learning Communities who needed assistance for the ENG-101 class. There is a special fund set up through a private donor for this specialized purpose that is available to students in need. • Adult education transitions coordinator assists students with filling out FAFSA and writing scholarship essays/applications. • Student support specialists assist students in ICAPS/IET programming with exploring options to overcome financial barriers. • When students complete the ESL program, they are awarded a tuition waiver for a 3-credit hour college class.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The division stacks or merges low enrolled classes when the levels are similar enough to make it successful for students and faculty as one way to be cost-efficient. The only time this isn't done is if there is no class that makes sense to merge with or there is no other class option for students. Additionally, the program is working toward making more division processes online to save on paper, file folders, and other materials, but some of this depends on the guidance received from ICCB adult education regarding the required processes and documentation.
2.5 Are there needs for additional resources? If so, what are they?	ABEC would like the resources to **hire an additional Adult Education Transitions Coordinator.** The push in adult education is toward successfully transitioning students to college and career, and the success metrics are beginning to reflect this goal. The current, Elgin Community College single transitions coordinator cannot keep up with the faculty requests to present in classrooms and the division's desire for her to meet individually with a greater number of students to discuss their college and career goals and help them navigate those pathways. With the requirement to integrate technology skills into all adult education programming, maintaining access to computers, laptops, or tablets for all classes can be a challenge. The program needs **more computer access and more software** programs for the all students to use both inside and outside of class. In FY20, the division retrofitted a regular classroom to a computer classroom. This past year, the department ordered additional Chromebook carts for the main campus and for the Education and Workforce Center. Due to the COVID-19 outbreak, the department is in the process of ordering **additional Chromebooks and hotspots**. Once classes start in the fall, the department will again reassess its resources. The response to COVID-19 is leading to additional costs for the division including stipend to faculty for the development of online courses, to teach online for the first time, and for synchronous class time.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	One of the biggest strengths of the ESL program is the commitment of its staff (administrators, staff, and faculty) to student success. Everyone is willing to collaborate and work as a team to provide quality programming and support. Everyone in the department is involved in reviewing outcomes and setting goals and has a voice in making suggestions for program improvement. The department has collaborated with other departments and divisions to create new programming (e.g., ICAPS, bridges, learning communities) and processes to benefit students.
	Another strength is the program's dedication to making informed decisions. The department collects a lot of data, and this data is scrutinized to determine programmatic needs and changes. Flexibility and innovation are also strengths within the department. Staff research and reach out to other adult education programs both in and out of state to look for ways to improve program processes and to provide more opportunities to students. They also research trends in other fields (e.g., K-12, technology) to identify potential opportunities for growth. Many programs have reached out to Elgin Community College adult education because it is regarded as a leader in the state when it comes to ESL programming.
	Involvement on state level committees and groups such as Illinois Strategic Plan and Advisory Plan allows the program to have a voice in the direction adult education is heading at the state level and to provide input on issues, initiatives, and innovations. Having individuals on organizational boards such as IACEA and ITBE allows the department to have a voice in the professional development opportunities for faculty, help advocate for the adult education and ESL, and keep up-to-date on innovations in the field. Having a member on the Workforce Innovation Board allows the department to keep up with workforce needs and concerns, which has a direct impact on department planning and programming. Maintaining involvement at the state and local level is one of the reasons Elgin Community College continues to be a recognized leader in the adult education field in the state.
	See a detailed list of the program's substantial awards, memberships and publications in Appendix A of this chapter.
3.2 What are the identified or potential weaknesses of the program?	One of the program's challenges is that **the vast majority, about 96%, of its faculty is part-time**. While these faculty are supportive and dedicated to adult education, the program's ability to review and update curricula and develop specialized programs as frequently as would be preferred is limited by this staffing arrangement. It also makes communication more challenging. A majority of faculty attend division meetings, but since it is not a requirement for adjuncts, it

	makes it more difficult to communicate updates and pertinent information. This information is shared via email later, but there are often items that come up at the meetings that may be missed. This imbalance also puts an additional burden on full-time faculty to try to represent the division on college-wide committees as well as departmental ones. Many of the functions that are typically performed by full-time faculty in other departments (e.g., course assignments, program review, and curriculum development) are performed by ABEC administration.
	Another challenge is **providing adequate advising and support** for students. Other adult education programs in the state have multiple staff members serving as transitions coordinators and student support specialists. Having enough staff to meet with every student to develop educational plans has shown to make a difference in retention, completion, and transfer to college programming. There is opportunity to build capacity in this area to advance student success.
	An additional challenge has been **recruitment**. Even though the program has met with the college's marketing department to develop strategies to recruit more students, enrollment has not increased during the five-year review period. There is a large need in the community for adult education services based on state information, but enrollment does not come close to matching the need. The department has been reaching out to other programs in the state for marketing ideas as this decline in enrollment is happening state wide. It hopes to be able to implement some of these strategies in the upcoming review period.
	Scheduling is another challenge. While ABEC is able to offer both morning and evening classes, the intensive schedule required for testing/funding may make the program inaccessible for some potential students. Developing hybrid classes that allow for Saturday classes or online classes might meet the needs of those students with more limited schedules or transportation issues.
	With the COVID-19 outbreak, a large weakness/challenge has been identified: the department's **dependence on face-to face processes, procedures, and instruction**. This will need to be addressed in time for the fall 2020 semester. This is also related to the technology needs discussed above in item 2.5.
3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	The college ensures that the adult education program is using the state required Illinois Content Standards in the delivery of instruction in multiple ways. First, the curricula for all ESL classes were aligned to the content standards in an alignment project. This was completed by July 1, 2019 and has been shared with all ESL faculty. There are some revisions that still need to be done to course outlines, but these will be done within the next 5-year review cycle. Over half of the faculty (32 instructors) and all staff have participated in Content Standards

	Training available through ICCB. One of these trainings was held at Elgin Community College. Three faculty are now specialists. Faculty who have not yet completed standards training are encouraged to do so. There have also been faculty roundtables, discussions, and trainings held on integrating the standards into the classroom. Administrators have also attended standards trainings so they are knowledgeable regarding the state content standards.
	Each semester, faculty submit syllabi, which are closely checked to ensure they match the approved curricula and standards. During class evaluations, administrators make sure the standards to be taught are identified and give detailed and relevant feedback to faculty on their instruction.
	With regard to assessment of the standards, programmatic tests have been developed for beginning, middle, and end of semester that are standards aligned. Student Assessment Forms, which are used to report progress, are aligned to outcomes/standards. Instructors are required to assess students based on the standards.
	The largest focus from the past five years has been on updating the ESL curriculum to match the new State Content Standards. This has been important for the ESL students because the outcomes now match the college and career readiness standards for K-12, which helps them to transition more easily to college coursework. This has been a major undertaking and is still in progress.
	For example, this past year, faculty and administration met multiple times during the semester to discuss the more intentional integration of technology into ESL classes based on what was learned through ICCB's *IDEA and IDEAL* distance learning projects. Faculty piloted the use of online resources such as Burlington *English*, *USA Learns*, and apps including *Google and Quizlet* in a blended learning format.

3.4 How does this program fit within the definition of a <u>career pathway program</u>? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.

A) Aligns with the skill needs of industries in the economy of the State or regional economy involved.
- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship[1] and encourage employers to assume leadership roles
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

Adult education (ABEC) collaborates with career-tech (CTE) and healthcare professions (HP) to identify the skill needs of industries in its community. Both divisions look at state, regional, and local plans and reports to determine what programs are needed. CTE conducts annual advisory

boards in each field to receive feedback from employers so that it can identify the certifications, licenses, and industry-recognized credentials that will be required by local employers. CTE faculty also have direct communication with employers and receive feedback regarding the quality and needs of its programming. ABEC also participates in activities with its regional One Stop (AJC) and the LWIB to identify need and get feedback from local employers. A representative from ABEC regularly attends One Stop partner meetings, participates on One Stop committees, and attends LWIB meetings. ABEC uses this information to collaborate with Perkins, CTE, and HP to design meaningful pathways for ABEC students.

B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.[2]

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials[3] in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.
- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.[4]

In leveled ESL classes, career pathways are addressed and employability skills are introduced and practiced at the different levels:

- Beginning students work on basic employability skills, including basic technology and math skills, and participate in career awareness activities, including what types of jobs exist in the U.S., what the job responsibilities are in these positions, and how to read and fill out basic job-related forms (adult education basic skills + employability skills/ career exploration).
- In the low intermediate classes, students complete a career interest inventory, complete a career research project and are familiarized with the services provided through the college and career services. They also explore the available education and training available at Elgin Community College (and other locations) and the resources that are available to them to complete a job search (adult education basic skills + employability skills/ career exploration).
- In high intermediate classes, the students do further career research, look at developing resumes and cover letters, and complete more developed projects about their career interests. Students at the intermediate levels are introduced to career pathway programs, including bridge and IET programs offered through the department and certificate and degree programs that offered through the college (adult education basic skills + employability skills/ career exploration + workforce preparation). Students also have the opportunity to co-enroll in Business Communications, which is a requirement in many certificate programs.
- Advanced ESL classes focus on the skills that students will need to be successful in jobs that require more than a certificate (degree programs). The adult education transitions coordinator meets with these students to talk about their plans to transfer into degree programming. Students in the highest level (college transitions) course are co-enrolled in a credit-bearing class (either English and/or Speech), which is required for degree completion.

The program offers three bridge classes in which ESL students are eligible to enroll: manufacturing, healthcare, and early childhood education. These have been developed so that students are able to transition directly into ICAPS or college certificate/degree programs. The adult education transitions coordinator comes into adult education classes and shares information about bridge classes with ESL students. Students can then meet with her to discuss scheduling. Adult education is considering adding additional bridge classes. Possibilities being explored are business/finance and computer/technology. Bridge programming fits into the second step of a career pathway program (adult education basic skills + workforce preparation).

The program also offers multiple IET (ICAPS) programs. ICAPS student support specialists visit intermediate ESL classes to talk to students about ICAPS opportunities. The specialists then meet with interested students one-on-one to discuss requirements and walk students through registration/enrollment. Any potential difficulties that students may have (e.g., financial, special learning needs) are discussed and students are referred to college specialists in these areas. Once students are enrolled in ICAPS programs, student support specialists offer further support to students and provide success in the workplace workshops. Currently, Elgin Community College offers ICAPS in CNC, IST, welding, HVAC, BNA, phlebotomy, dental office aide, sterile processing, and EMT-B. This fits into the third step of a career pathway program (adult education basic skills + workforce training).

The needs of special populations are always considered in program planning. ABEC coordinates with other programs and services within the college, including Disabilities Services, Wellness Services, and Workforce Transitions, to ensure access to these potential students. ABEC also coordinates with its WIOA partners, including Title 1, Title 3, and Title 4, to identify potential special population students in need of ABEC's services.

C) Includes counseling to support an individual in achieving the individual's education and career goals;
- Ensure participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).
- Involve partnerships among K-12, postsecondary educational institutions, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

ABEC curricula have been developed to include career exploration and employability skills as students' progress through the program. Students take career interest surveys and complete career research projects as a part of the overall program. A specialized Student Transitions Coordinator serves ABEC students specifically. She provides presentations on bridge and ICAPS programming, meets with students to develop academic plans, and assists students applying for financial aid.

When students are need of other services (e.g., mental health, student success, ADA), students or faculty contact the ABEC office, and the students are then connected with the appropriate college department/ community agency. Students are not just provided with contact information; a staff member ensures that the student and the individual the student needs to work with have direct contact. Students are also provided a brochure with local social service agency information in their welcome folder. Students in the ICAPS program have a specialized Student Support

Specialist who assists them with any issues (e.g., registration, financial aid, mental health, etc.) by referring students to the appropriate services.

As mentioned, ABEC collaborates with institutional resources such as Disabilities Services, Financial Aid, Career Services, and Workforce Development to provide students with the services they need. For example, Workforce Development holds regular employment workshops that are open to ABEC students. Workshop information is shared with faculty and passed along to students.

ABEC also coordinates with other agencies in the area through the Area Planning Council (APC), WIOA partner meetings, LWIB meetings, and Human Services Council meetings. In these meetings, organizations collaborate to ensure participant access to the different services offered.

D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities[5] and training for a specific occupation or occupational cluster;
- Include career-focused instruction that integrates academic and technical content with foundational professional skills[6], which are skills needed for success in education, and training, career, and life.
- Offer opportunities for work-based learning[7] experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

The program offers three bridge classes in which intermediate and advanced ESL students are eligible to enroll: manufacturing, healthcare, and early childhood education. These have been developed so that students are able to transition directly into ICAPS or college certificate/degree programs. These classes include workforce preparation/essential employability skills, and students are given the opportunity to research different careers in the pathway and do site visits to observe careers in person. These classes also include basic skills and vocabulary specific to the pathway. At this time there are not work-based learning experiences within the program. ABEC is considering adding additional bridge classes. Possibilities being explored are business/finance and computer/technology. All ABEC students have access to services provided by Workforce Transitions and Career Services at the college. Information about services provided through the One Stop are also shared with students.

E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- Offer quality, non-duplicative training, coursework, assignments, and assessments[8] to accelerate progress, maximize credit and credential attainment, and increase student success.
- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum[9], contextualized curriculum and instruction[10], and virtual learning.

Currently, Elgin Community College offers ICAPS (IET programming) in CNC, IST, welding, HVAC, BNA, phlebotomy, dental office aide, sterile processing and distribution, and EMT-B.

Faculty in the adult ed support courses work together with CTE and healthcare professions faculty to ensure that coursework, assignments, and assessment are integrated and meaningful. The Student Support Specialist and ABE/ASE Supervisor coordinate so that students needing to complete their HSE have the appropriate support to do so. ICAPS programming is developed so that credentials are stackable. Students can continue after ICAPS to earn a higher credential or an Associate's degree. Curriculum is contextualized in the support class to the program it is supporting. ICAPS programs are offered as cohorts so students are able to complete within a short timeframe and are guaranteed access to the classes they need. With Covid-19, all ICAPS programming has been moved to virtual instruction except for lab courses that need to be hands on. Some courses within programs (e.g., blueprint reading for welding) are available as online classes regularly. There is also an online HSE preparation class regularly offered.

F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential;
- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential[11], as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core[12] and required[13] partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

All ICAPS (IET) programs are designed so that students minimally earn a BVS certificate. Many programs (e.g., welding, HVAC) allow students to earn additional credentials while in the ICAPS program. ABEC works closely with Title 1B programs to enroll students in ICAPS programming. It also collaborates to support TAA students as well as other WIOA programs. As mentioned previously ICAPS has Student Support Specialists that help students transition into further training once they complete ICAPS and to help students who may need additional assistance. WIOA partners coordinate services with support from the One Stop (AJC).

G) Helps an individual enter or advance within a specific occupation or occupational cluster.
- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training[14], and other work-based training strategies.
- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.
- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.
- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

ABEC currently does not have any work-based training offerings but is in the process of developing these with Workforce Transitions. It will need to consider other types of training possibilities (e.g., customized, corporate, and incumbent worker training). There have been discussions about this with Continuing Education.

ABEC actively recruits participants with diverse backgrounds and experience. Student Support Specialists help these students with any barriers to entry that make exist (e.g., financial). ABEC has been active in trying to use evidence to identify barriers and has discovered that some of these are institutional. It brings these to the attention of the departments that service these students. It has coordinated with Perkins to try to develop strategies to limit these barriers. Institutionally, qualitative and quantitative evaluations of programming occur. These are used to inform programmatic decisions. It would be helpful to disaggregate this data to participant level, but this has not been done at this point.

Effectiveness in serving employers is not done at the discrete level for ICAPS, but done at an institutional level by CTE/healthcare professions programs. This information is considered during program review and modifications are made based on the data.

3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	The team-teaching model is used in ABEC's ICAPS programming. This has worked well for students. This model will continue with distance learning and COVID-19. Students will meet with faculty through web conferencing and additional materials will be provided through the LMS (D2L).
	The ESL program does not currently offer online classes. It has looked into accelerated learning models as a possibility and is working to offer more flexible scheduling of classes, opening the door to students who cannot currently enroll because of their work or family schedules. Until recently, only students enrolled in I-Pathways (ASE high) could be counted as adult education students in distance learning. ABEC had been looking at expanding its distance learning options but was waiting on state guidance regarding what would be allowed and how to count attendance hours. In 2019, the state began looking at online and hybrid options for other levels of students. The ABEC department participated in IDEAL training in fall 2018 and the IDEA project in spring 2019 and has been expanding blended learning (in class) throughout the program.
	With the COVID-19 pandemic, the state has released guidance regarding hybrid and online attendance in all adult education classes. The creation of online/hybrid classes for fall 2020 has been started. All ESL levels will have online/hybrid options for fall. Bridge and other specialized classes should be developed in time for spring 2021 implementation.
	Whether remote or face-to-face, there are several opportunities to utilize distance learning technology as a teaching and learning tool. With open educational resources and free apps, it is easier to keep materials up-to-date, interesting, and relevant to students. Open educational resources also help to keep programming costs down.

	Distance learning technologies provide faculty with multiple avenues to communicate with students and allow for more differentiation to meet the more specific needs of students. Being able to use technology is an employability skill that will help students to further their education or to get higher-wage jobs. Most importantly, distance learning will open the door to more students.
3.6 What innovation has been implemented or brought to this program?	The ESL program is always looking for ways to provide more opportunities for students through innovative programming, including: 1. An additional learning community between High Intermediate ESL (ESL-016) and business communications (BUS1-01) was created for the fall of 2015 to meet the needs of students who would like to go into certificate programs, which often require BUS-101 as part of a certificate or degree. 2. A third learning community between advanced ESL (ESL-019) and speech (CMS-100) was created for fall 2019 to add additional support to students interested in enrolling in degree programs. 3. An additional innovation was to integrate service learning into the learning community model. Students partnered with *Centro de Información* as consultants and developed improvement plans for Centro, including how to update their data management system and how to launch their U.S. census plan. These students also brought their ideas regarding the U.S. census to Elgin Community College leadership (Dr. Sam and Dr. Heinrich), which helped to launch the *Count Me In* project on the Elgin Community College campus at the start of the spring 2020 term. 4. Expansion of ICAPS programming - in the past five years, ICAPS has been expanded its IET programming to include sterile processing and distribution, emergency medical technician-basic, industrial maintenance, basic nurse assistant, and phlebotomy. It already had programs in welding; computer numeric control; heating, ventilation, air conditioning, and refrigeration, and dental office aide. 5. Redesign of the healthcare bridge class to provide a more direct pathway to healthcare professions, including preparing for placement testing (PSB). 6. Expansion of the manufacturing bridge class from a 3-credit class to a 5-credit class so that more content can be provided for students. 7. Integration of technology and employability skills into all classes. The ESL program has been very proactive in incorporating distance learning technologies and other innovations into face-to-face classroom delivery, which helped tremendously during the COVID-19 crisis as it allowed a majority (60 %+) of its students to continue with their

	second language education with minimal disruption when the college had to shut down its face-to-face classes. All ESL advanced and the majority of ESL intermediate classes integrate D2L (college LMS) into instruction. Instructors are strongly encouraged to use this LMS as it helps students to prepare for a transition to college classes. Other intermediate and some beginning classes use Google classroom. These are used to house activities for during class as well as homework assignments. Students appreciate it as it allows them to access materials when they have to be absent.

In 2018-2019 and 2019-2020, four ESL instructors partnered with the Illinois Learning Lab to pilot technology in the classroom, including the usage of online programs, iPads, and virtual reality tools. Many ESL instructors use phone apps such as *Quizlet, Kahoot!,* and *NearPod* to enhance learning. Students enjoy these apps because they allow gamification of classroom material, and they can be used for studying vocabulary. Many other online resources are used by ESL instructors including *Readworks* and *Commonlit* for reading assignments. These allow instructors to differentiate materials for students in the classroom. Intermediate classes use *Onet* and *Worknet* for career research and access college websites (such as Elgin Community College's) to get information about college programs. Resources such as TED Talks and Randal's Listening Lab are used for listening activities, and Google Suite is used for collaborative activities.

The department has held regular technology sessions in-house for faculty to learn what others are using (e.g., PD Day, Opening Day) and has encouraged technology usage as a topic for faculty roundtables. In FY18, the department had a technology user group that met about once a month to discuss different learning technologies that faculty used in the classroom. There will be a focus on distance learning tools that could be used both inside and outside of the classroom this summer as faculty work on develop distance learning classes.

With the COVID-19 outbreak, there will be a lot of ways that the program will be able to continue to be innovative, especially when it comes to registration, testing, orientations, and course programming. The program will be working on all of its processes (which currently are all done in-person) and adapting them to an online/distance learning environment. Many of these changes were already being considered and planned, but the emergency situation will require them to be developed much faster. |
| 3.7 To what extent is the program integrated with other instructional programs and services? | The adult education program collaborates with other services in the college to provide assistance to students as they need it just as any other program of study. For example, staff and faculty use Spartan Alert or directly contact the Director of Student Success & Judicial Affairs when students are struggling with attendance or behavioral issues. The program works with Disabilities Services to ensure that |

	students who have a documented disability receive the supports that they need. For students in distress or who may mental health needs, the program directly contacts staff from the wellness programs and often sends students directly to an advisor if they are in crisis. The program also refers students to the food pantry, library, childcare, financial aid, advising, tutoring and other services as appropriate. Other collaborations include an annual ESL Transition Event and other college programming that involve multiple departments across the campus (e.g., students have served as panelists at different college discussions).
	With regard to instructional programs, adult education has collaborated with multiple programs in order to develop bridge classes and ICAPS (IET) programs. These include CTE/manufacturing, healthcare, early childhood, and emergency services. As mentioned elsewhere in this report, it has also collaborated with academic programming to develop learning communities, which help students to make the transition to college-level coursework. The program works with the ECC Foundation with possible scholarships and other funding for students, including specialized scholarships for students interested in taking learning community classes.
	Internally, the ESL department has collaborated with several other divisions in order to expand its programming and opportunities to ESL students. Learning Communities have been established to connect ESL instructors with peers from ENG-101, BUS-101, and CMS-101. Students in the learning communities have been very successful in these college credit courses, and data has shown that the students have been successful in subsequent college credit courses. ESL instructors have also collaborated with early childhood education and manufacturing faculty to create bridge classes in these fields.
	Another integration has been with Workforce Transitions, Perkins, Healthcare Professions, and CTE. ABEC continues to work with these programs to expand the ICAPS program. Since 2012, ICAPS sections have been created with Welding, CNC, Dental Office Aide; HVACR, (BNA), Phlebotomy, IST, and EMT-B with the newest additional program, Sterile Processing and Distribution, developed in spring 2020. Data has shown that the ICAPS program has been successful in helping students to complete certificates in these areas. ABEC also works directly with Workforce Transitions to determine if adult education students are eligible for additional services.
3.8 Have partnerships been formed since the last review that may increase the quality of the program and its	• A major project that has been developed through external collaboration between Hanover Park Township, Illinois Worknet, Harper College, and Elgin Community College is the Education and Work Center (EWC) in Hanover Park. This has allowed Elgin Community College and Harper College to offer ESL and High School Equivalency (HSE) classes to individuals living in the area

courses? If so, with whom?	both mornings and evenings. While there were previously ESL and HSE classes offered in the area, often these were provided out of churches or other sites. EWC has allowed more students to be served and for students to have services provided mornings as well as evenings.
	• ABEC has also increased its collaboration with the One Stop in Aurora (now American Job Center) as a result of WIOA. Since 2016, ABEC has been working closely with the One Stop and the other core and required partners under WIOA to increase communication and collaboration. This includes the development of an MOU which outlines this collaboration. This has led to more referrals between ABEC and other partners as well as more assistance/services provided to students. Under WIOA, there has been an increase in collaboration between ABEC and Perkins at Elgin Community College as well. The department could develop trainings about these services so that more referrals between systems are made.
	• The department has developed a brochure with area supports (e.g., food pantries, shelters) that it puts into student folders when they register for classes, and brochures are also put on a resource bulletin board where students and community members can take one as needed. This identifies resources in the Elgin area. It would be helpful if the department were to develop the same list of resources for other communities it serves (e.g., Carpentersville).
	• ABEC has maintained a relationship with Dundee Crown High School for many years, but this collaboration has become stronger in the last five years. Advances in this collaboration have included the high school allowing Elgin Community College faculty access to its internet and interactive white boards as well as supporting on-site registration before each semester.
	• Since the summer of 2016, ESL has partnered with Gail Borden Public Library to participate in its summer reading program. The department has also collaborated with Gail Borden to have access to ESL supplemental online programs at the library and to create a centralized location for ESL information online at the *Hello English!* website. ABEC has also partnered with Gail Borden for Adult and Family Literacy week and for specialized classroom presentations for the past 4+ years.
	• The ESL department continues in its collaboration with *Centro de Información* and Literacy Connection. Each program regularly makes referrals for services and collaborates on an annual new citizenship event in the city of Elgin. This year (2019), the collaboration was made stronger through a service learning project in the ESL/CMS learning community as described above in item 3.6 regarding innovation. Students work with the Literacy Connection to develop profiles that the Literacy Connection has

	used for fundraising efforts. The New Citizenship Committee is a collaboration between Elgin Community College, Gail Borden Library, *Centro de Información*, Literacy Connection, and the City of Elgin. While this partnership has existed for many years, it was formally recognized for its efforts at the City of Elgin's 2018 Image Awards.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	The state of Illinois requires all adult education instructors to complete at least 12 hours of professional development each year. Additionally, all new instructors must complete a 6-hour New Teacher Orientation. There are multiple resources for instructors to complete these hours, which are shared with faculty in a variety of ways. Faculty are required to develop a specific professional development plan and are provided with assistance in finding appropriate professional development trainings when needed. The department tracks all professional development done by faculty for reporting purposes.
	One in-house resource for faculty is CETL. These trainings are geared more towards instructors of transfer and CTE courses, but there occasionally are trainings related to adult education needs such as workshops and classes focusing on technology, cultural competence, and special learning needs.
	To ensure specific and relevant sessions, the program creates professional development opportunities specifically for its faculty. These include an annual Area Planning Council conference held in September where faculty from Elgin Community College and other adult education programs present on innovations in teaching, faculty roundtables that are held each semester so that faculty can discuss and collaborate on different topics related to their classes, workshops that are held after division meetings, and a Professional Development Day that is usually held in April. Other opportunities have been provided as needed such as a technology users group that met multiple times throughout a semester and National Reporting Standards training that is offered to faculty most semesters.
	External opportunities are also utilized. ESL faculty have been attending specialized trainings offered by the state that incorporate best practices and teaching the college and career readiness standards to ESL learners. ICCB offers trainings through its Adult Education Professional Development Network (PDN). These trainings include online and in-person classes and workshops and multiple day trainings such as content standards training. These resources are announced at division meetings and all PDN offering emails are forwarded to faculty. The PDN also hosts two conferences each year, the Forum for Excellence and the Northern Regional Adult Education Conference. These are low-cost, and faculty wanting to attend them may receive financial support from the department. Instructors are strongly encouraged to take content standards training and to continue on the

	professional pathway for the classes they are teaching. These trainings have been hosted by Elgin Community College.
	There are also conferences held by other adult professional organizations such as IACEA, ITBE, TESOL, and COABE that faculty may attend. Another outside source of professional development training comes from publishers. These trainings are usually high quality and related to adult education. Information regarding these trainings and conferences is forwarded to faculty via email as appropriate.
	Because the department is comprised almost completely of adjunct faculty (96% adjunct), the department takes care to ensure their needs are met. New adjunct faculty (non-unit) are evaluated for the first four semesters so that they can receive timely feedback on their instruction and are able to develop and grow during their first two years. Administrators and staff maintain open-door policies for faculty so that they can come in to ask questions, discuss issues, or ask for suggestions related to their classroom instruction. Staff will come into the classroom upon request to assist faculty with getting students onto technology. Adjuncts receive frequent communication about opportunities for professional development. Adjunct faculty are invited to departmental and division meetings to discuss student outcomes, goals, and ways to improve the program. Adjunct faculty are also invited to participate in curriculum and assessment development.
	There are some training needs within the program, for example, teaching culturally sensitive lessons and addressing equity in classroom as part of the equity initiative at Elgin Community College. Coming from adult education, an awareness of obstacles and challenges students face has always been important, and the program constantly strives to help its students be successful in spite of these. Having to face some of these challenges themselves has had a positive impact on the faculty as it has only made them better instructors.
	The program also wants to put an important focus on research-based teaching practices to elevate student learning, and has suggested that of the 12 required PD hours, two should be on this topic.
3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	This section will provide data for retention, course success, time to completion, and course assessment. **RETENTION** Course retention rates (percentage of students who finish a course in a term) have remained steady in ESL over the past five-year review period, remaining at the 81-82% range as a departmental average. Slight variations are seen by level. While the four beginning levels average around between 73-83%, the retention rates generally increase as students get into higher levels. Intermediate levels range between 80-96% while advanced levels range between 78-100%. Typically, the

advanced levels range between 82-100% except one year of the review. In 2016, ESL019 only showed a 78% retention rate; however, the rate has since increased to be 100% in 2018-2019. This level usually only has about 25 students complete, so it is more susceptible to large % swings in retention, so this lower percentage is not concerning.

It is not surprising that the retention rates for the beginning level classes are the lowest. These students often come in with the low basic skills and often have limited literacy in their first language. They are also most likely to have fewer years of education in their own countries (some have never been to school while many have only had 6 years or less education) and are more likely to have other challenges (e.g., undiagnosed learning disabilities, living in poverty, transportation issues). Learning basic skills in a second language is more challenging than learning them in a native language, so these students may take longer and struggle more to move towards their goals, which can be discouraging to them and may lead to them giving up.

However, this is not always the case as there are also students who enter these beginning levels at the opposite end of the spectrum with college degrees from their home countries. In either case, these students often have financial challenges due to the language barrier and may not be able to finish classes because they have been offered more hours, their work hours have been changed, or they have changed jobs. For these reasons and more, it is more difficult to retain beginning-level students. This trend is seen on a national basis as well.

The retention rate of intermediate levels is slightly higher than that of the beginning levels. This is not surprising either as these students have acquired basic skills and have developed study/self-management skills. They also have better employment opportunities and are more focused towards career goals (beginning students are more focused on survival skills). While the retention rate of these students is higher, only a small proportion of them will continue to the advanced level since their goal of improving their English enough to succeed in the workforce has been met once they have completed high intermediate. Students who are focused on a certificate program are encouraged to start in ICAPS programming during these levels. There is also a learning community option once students reach high intermediate that helps them transition to college CTE courses.

That the advanced levels of ESL have the highest retention is not surprising. These students are the most goal-focused. They want to complete the ESL program and transfer into college programming. They also have the fewest barriers of the three groups since they have more confidence and stronger language skills. Most complete through the college transition class, which is paired with ENG-101 or CMS-101

in a learning community. Although it is a relatively small group, these students are successful in making the transition to college.

The steady retention rate for ESL over the past few years is a little disappointing as there have been several initiatives that the department has implemented with the hope to increase retention. These have included increasing the length of classes, increasing the rigor of classes, tightening the attendance policy, and being more explicit with expectations at orientations. Additionally, there has been a greater effort to find supports for students with disabilities or emotional/behavioral needs.

This year, the ICCB adult education state advisory council is looking at strategies for increasing student retention. It has reached out to programs across the state to identify best practices. The ESL program will be looking at these recommendations to see if there are other ways to increase its retention numbers.

COURSE SUCCESS

With regard to student success rates, measurable skill gains (MSGs) have increased since 2014 as has the post-testing rate. The post-testing rate increased from 82% in 2014 to 88% in 2019. While it is only possible to isolate MSGs for ESL students taking the CASAS test (again, DAISI does not allow for the distinction of ESL students taking the TABE test), the division's overall NRS rate has improved during the five-year review period. National Reporting System (NRS) skill gains for the division (ESL/ABE/ASE) increased from 43.14% in FY15 to 44.7% in FY18 and dropped back to 43.45% FY19. Many programs reported a decrease from FY18 to FY19 due to the implementation of the new TABE11/12 test. The program had implemented strategies to increase this overall program percentage in FY20, but due to the COVID-19 pandemic, this percentage will drop again in FY20 because post-testing had to be suspended in March 2020, and not all students were post-tested by the campus closing date.

When looking more closely at the MSGs for ESL students taking the CASAS, the following was noted:

- ESL Beginning Literacy decreased from 86.96% in 2015 to 66.67% in 2019; however, the pool for this level is too small (6 students enrolled in 2019) for this change to be considered significant. The program met the state target for this level both years.
- ESL Low Beginning increased from 68.42% in 2015 to 86.36% in 2019 (44 students enrolled in 2019). The program met the state target for both years.
- ESL High Beginning increased from 61.34% in 2015 to 66.87% in 2019. This was a significant increase (163 students enrolled in 2019). The program met the state target for both years.

- ESL Intermediate Low increased from 41.78% in 2015 to 49.05% in 2019. This was a significant increase (367 students enrolled in 2019). The program met the state target for both years.
- ESL Intermediate High increased from 42.75% in 2015 to 49.7% in 2019. This was a significant increase (334 students enrolled in 2019). The program met the state target for both years.
- ESL Advanced decreased from 26.62% in 2015 to 24.72% in 2019. Although this was a decrease, it was an increase from the prior year (22.14% in 2018). The program met the state target in both 2015 and 2019 (DAISI NRS Tables).
- In 2014, there were 29 students reported to be in a vocational program; in 2019, there were 64. ICAPS had an enrollment of 48 in 2014 and 60 in 2019.

All of the beginning levels had an increase in success rates (earning a "CR" grade for successful completion of the course) except for ESL beginning literacy. The program will need to review the literacy class in more detail to determine the reason behind this drop. In the intermediate levels, the overall success rate has declined. There are multiple possibilities for the drop in these levels. First of all, standardized grammar assessments were developed for Low Intermediate and High Intermediate A in 2016, and students are required to pass these in order to move up to the next levels. This impacted the number of students who moved on to the next level. Also, the curricula for these levels were adjusted to meet the additional rigor of the 2017 ESL state content standards. Other possibilities will also be explored.

For the advanced levels, the success rate has dropped for ESL Advanced A but it has increased for ESL Advanced B. Both of these levels have been updated to meet the rigor of the new content standards, so a slight drop was expected. The increase in ESL advanced B is surprising. The sharp decrease from 2018 to 2019 for ESL advanced A will need to be reviewed as this is larger than what was expected. Overall, the increases in success rates for the program are encouraging.

TIME TO COMPLETION
One of the data points that the department would like to track better would be time to completion. One challenge is that it is difficult to accurately distinguish ESL and ABE/ASE students within institutional data because student program titles are used instead of specific course codes. Therefore the data included here only includes students who were initially placed into ESL. According to information from Institutional Research *(Pivot Table #5, Program Success Rates)*, the majority of the program's students enter at the low beginning level, indicating that the majority of the students in the program start with very limited English skills. When looking at the time to completion

numbers for the program, 35% of the students meet one of the success criteria – graduated, transferred or still enrolled within 3 years. However, this breaks down to 33% still enrolled, 1% graduated, and 2% transferred to a different college. The low percentage for graduation and transferring to college within three years is not too surprising because of the low level that these students begin at. It is very difficult for a student to progress from low English proficiency to college-ready proficiency in a part-time program in three years. However, these numbers would need to be further reviewed as they were determined by course names and not course numbers. Another challenge with determining this is the disruptive nature of adult education. Many students do not complete the program in a linear fashion. Instead, they stop out at intermittent times due to life circumstances and then return. These students are especially hard to track. It would be helpful to be able to sift through the data to get a clearer picture regarding time to completion for these students.

COURSE ASSESSMENT

The ESL program regularly participates in the college's course assessment process. Typically, all sections of a selected course are included. Methods include standardized assessments, rubrics, and pre/post-test analysis.

This deep dive into student results has provided detailed information regarding classes and changes that need to be made. Standardized midterms and finals for beginning ESL classes have been established, grammar tests for intermediate classes have been established, a rubric for the 013 class has been developed, different textbooks have been adopted at the intermediate and advanced levels that reflect the increased rigor, and curricular changes have been made across all classes to increase rigor and informational literacy. For the bridge classes (ESL050/051), changes in the number of contact hours (increased) as well as curricular changes have been made. For the ICAPS classes (ESL060/061), the number of contact hours have been increased slightly.

Changes have included an increase in rigor, the inclusion of math standards, the inclusion of college and career readiness standards, the inclusion of employability and study skills, and the inclusion of technology standards. All courses have been changed to have specific topics and themes at each level in order to maintain consistency throughout the program. All objectives have been contextualized to the topics/themes for the level. Beginning levels have been changed so that the state EL Civics competencies are integrated into the classes. Intermediate levels have been changed to focus on college and career readiness and include goal setting, career exploration, and employability skills. Reading objectives in the intermediate levels have increased rigor and core textbooks have been adapted that reflect this

	increase in rigor. Advanced levels have been changed to focus on college transitioning. Rigor has also been increased at these levels and core textbooks have been adapted to reflect this.
3.11 Are students completing the program and advancing to further postsecondary education? Please explain.	Yes, students are completing the ESL program and advancing to further post-secondary education but the numbers are small. The percentage of students has increased over the past five years, but only by 1-2% (*source: Elgin Community College Performance Report FY19, Office of Planning & Institutional Effectiveness*). This increase may be due to some innovative programming.
	Progression through a program begins with appropriate placement. The department regularly reviews placement practices and makes adjustments as needed. ESL students are initially assessed in reading, writing, speaking, and listening by ESL faculty and staff both orally and in writing at a pre-class workshop. To fulfill this placement role, faculty and staff go through specialized training regularly to norm the group and maintain consistency in placement. If there are questions about placement, students are re-assessed by staff. Students also take the CASAS for a reading score. This score is used in the student placement process to look for any inconsistencies in placement (e.g., high placement versus low reading score). If the score is inconsistent with placement, the student may be re-assessed by staff.
	Students are re-assessed the first three days of class to check placement and may be moved during this time to another level if needed. There has been limited movement between classes in the first three days, so this indicates that placement practices are appropriate. In 2016-2017 departmental exams were developed to ensure consistent outcomes and placements. These assessments are reviewed and updated regularly.
	The ESL program aids students who are in the advanced levels of ESL in the transition to college through its College Transition course. Students co-enroll in ENG-101 or CMS-101 while taking this course in a learning community format. Student performance in these college classes is above the average performance of traditional college students at Elgin Community College. For example, over a five-year period ESL students had a 90% average success rate in ENG-101 versus 68% success rate of traditional college students, and more that 50% of the ESL students who have taken the learning community continue on in college programs (IR Outcomes report). The challenge is that very few students make it to the advanced level.
	The department is looking at other programs in the state and across the country to look for ways to increase these numbers. Innovative transition programs, such as accelerated programming, have been reviewed. The program has also considered alternative educational opportunities such as apprenticeships. One promising practice is the use of transition coordinators/student success coaches to guide students

	and begin educational/career planning at even the lowest levels in the program. This would require additional staff to achieve.
3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).	Upon review of program quality, there are six main areas of focus/goals that the department would like to work on over the upcoming review period.

1. Need for hybrid/online course development: To meet the needs of all students and to increase accessibility to programming, the department will need to develop hybrid/online courses. ICCB is encouraging all programs to develop and increase distance learning options. This goal has jumped to the forefront with the COVID-19 outbreak.

2. Student support to increase retention, completion & transition: The department would like to request an additional transitions coordinator/student support specialist to help in the planning and goal setting with all adult education students. Right now, the department has a limited capacity and priority has been put on advanced students getting ready to complete the program. After talking to other programs with high success rates, it was discovered that intrusive advising and student support is done with all students in the program. Research has shown that this model increases retention, completion, and transition to college or career programs.

3. Curricular revisions – employability, technology, and infographics: As identified in other parts of the review, curricular revisions will need to be made in the upcoming period to include employability skills, more technology skills, and infographics. These have been identified in employer surveys as important 21st century skills. Curricula also needs to match the rigor expected for students to be successful on state exams. The program will review in-house assessments to ensure alignment in structure and content to state and federal tests.

4. Need support in data collection to track student completion time/ student transfer/ employability: While the program has access to robust data through DAISI, it does not give the department the ability to easily track student completion time, student transfer to college and career programming, and student employment. As these will be tied to program outcomes measures, the department will need support in tracking this information on an annual basis to measure program improvement. The program would also like to improve the ability to communicate with students who stop out.

5. Student feedback – surveys/ focus groups: While student feedback on instruction is received by the department through college process, the department does not have tools to measure program-specific information about student satisfaction with programming. The department would like to be able to implement surveys and focus |

	groups to get more student feedback on adult education programming and systems, particularly for students who stop-out.
3.13 How is the college meeting established performance measures (NRS Guidelines)?	Student success measures are defined by both the department and ICCB. These include: 1. Make measurable skill gains as demonstrated through standardized test (CASAS) 2. Complete course (retention) 3. Take post-test 4. Improve basic skills (point gain but not level gain on CASAS) 5. Pass course 6. Continue in program (persistence) 7. Earn HSE credential 8. Take additional college coursework; enrollment in college programming (e.g., ICAPS) 9. Receive industry recognized credentials (e.g., through ICAPS) 10. Obtain, retain employment; increase income While some of these outcomes are measured by the college and reported by Institutional Research, many are reported directly to ICCB through its database (DAISI). There are some outcomes for which data is currently unavailable, because the tables have not been developed yet (e.g., #10) or because the reporting requirements have not been consistent. The tools that are being used to measure/assess these outcomes include: • Comprehensive Adult Student Assessment Systems (CASAS) – a standardized test required by the state for reporting • Departmental midterms and finals – developed in-house and based on Illinois Content Standards • Student Assessment Forms – developed in-house based on Illinois Content Standards - instructors report out on skills on these forms and give beginning, middle, and end scores for students • General Educational Development test (GED), Test Assessing Secondary Completion test (TASC), or High School Equivalency Test (HiSET) testing. Reports from ICCB and GED.com – the department tracks students who pass in DAISI. One caveat is that ECC must have student permission to receive this information. • Data from DAISI tracking adult education measures – the employment piece of this is still under construction. One potential issue is data entry. The data is only as accurate as data entered and reported through the state system. • Student self-reporting of success measures (in class surveys) – the problem is that these are no longer recorded in reporting tables although they are housed in DAISI. ABEC provides quarterly reports on its outcomes to ICCB. Enrollment and other outcomes are also included in these reports. There were some

significant external events that impacted adult education programs during this program review period that impacted outcomes. Here are some of the events and changes that need to be considered when reviewing the data:

- The Illinois budget impasse from 2015-2017 greatly impacted adult education programs. While the college helped support the adult education program through annual institutional funding, there were still cuts that impacted it overall. Testing, enrollment, and the ICAPS program were all affected.
- The outcomes of the 2016 presidential election resulted in anti-immigrant rhetoric and policies. The resulted in a decrease in enrollment due to fear in the immigrant community (especially DACA and undocumented immigrant students). Anti-immigrant rhetoric and policies still impact the program annually.
- Illinois released its new ESL content standards in 2017. These were based on the College and Career Readiness (CCR) standards and were more rigorous than the prior standards. Instructors had to be trained in the new standards, and the entire curriculum had to be rewritten. This was completed by July 1, 2019, but there are still some revisions to courses that need to be made based on annual review.

There have been several changes to processes, procedures, and training over the past review period to improve student service, enrollment, retention, and success. These include:

1. Increased course intensity – the number of credit hours for classes was increased from 3 credit hours to 6 credit hours. This provided students with more instructional time over the semester.
2. Changed semester structure for spring/summer – the summer semester was lengthened and the spring semester class times were adjusted so that students completed the increased number of credit hours both semesters. This allowed for new students to be added in the summer and for students within the program to have the opportunity to complete a level in the summer.
3. Changed attendance guidelines – students may be dropped after 3 consecutive absences versus 5 as in the past, and students are required to be in class 80% of the time versus 50% in order to be counted as present. This change has benefitted students as it has motivated them to be more consistent in coming to class. In the past, missing too many classes led to students withdrawing because they got too far behind. With the changed attendance guidelines, this is not as much of a problem. This policy revision has also resulted in more students coming to class on time and

not leaving early, which has also helped with their overall success.

4. Revamped ESL workshops – adult education workshops were revamped to emphasize the expectations of students entering the program, to answer student questions, and to discuss progression through the program. They were also changed so that all low-level students (not just Spanish speakers) were addressed in the orientation process.

5. Re-configured NRS meetings with faculty to include more explicit information – so that our faculty were more familiar with testing and reporting for the state, faculty have meetings with administrators to review NRS reports and outcomes. During this meeting, faculty learn how to read their testing reports and faculty share ideas on how they think the department could improve its outcomes.

6. Increased in-house professional development – while adult education faculty are required to complete 12 hours of professional development a year, there is no specification of which classes or training they must take. Faculty struggle at times to find professional development that is specific to their teaching situation. In order to address specific professional development needs for our faculty, ABEC began to offer more professional development activities in-house. These are focused on areas that are identified by faculty in their self-assessments or in the faculty evaluation process. These are specific to increasing retention and success in ESL classes.

7. TABE training/ Blueprints training for instructors who teach ABE/ASE for ESL classes – with the implementation of the new TABE 11/12 test, it was important for instructors to understand the changes in how our students would be tested since the TABE 11/12 feeds directly into our success measurements. Instructors were required to take training specific to the exams so that they would understand the format and how to interpret the results to better support student success.

8. Increased student awareness of outcomes/ ESL stars – students are given their testing scores so that they can talk to their instructors about their progress. When a student makes a level gain, they get to put a star with their name on it on the wall by the testing center. This has been motivational to students who like to see their names on the wall as successes. Faculty also celebrate student success in the classroom.

9. Revised curricula/ increased rigor – with the new state content standards, an emphasis on college and career readiness has been

	integrated into adult education classes. The curricula for ESL classes was revised to meet the new standards. This increased rigor has led to students to being better prepared for college coursework and the workforce.
	10. Created departmental assessments – in order to create more uniformity in course expectations and to ensure that students were learning the new standards, faculty created departmental assessments for the beginning, mid-term, and end of semester.
	11. Changed Student Assessment Reporting Forms (SAFs) – the forms used to assess student progress on the outcomes for state reporting were also updated to match the new content standards.
	12. The college has supported the adult education program by providing it with one full-time student transitions coordinator. The transitions coordinator works with advanced students to develop educational plans, help with filling out college applications, providing financial aid information (including scholarships), etc. She also provides tours of the campus to advanced levels students so that they are aware of college programs and services that are available.
	13. The ICAPS program (which is college-wide) has two student support specialists who come into the adult education classes to discuss IET programming and meet individually with students who are interested.

List any barriers encountered while implementing the program.

Staffing
- An additional student support specialist/transitions coordinator who would be available to students beyond those in the advanced levels is needed to ensure student success in retention, completion, and transition. The current transitions coordinator does an excellent job but there are a lot of students still underserved. Currently, only the advanced level students are encouraged to see the transitions coordinator. The transitions coordinator serves both ABE/ASE and ESL, so her plate is full serving the advanced level students and making presentations to different classes about different educational opportunities and scholarships.
- A curriculum specialist would also be helpful as there is always additional work to do with curriculum development, and this is difficult to do with only one full-time instructor. This would allow for more development of innovative programming.
- Current staffing also affects how much can be done with course assessment, where the biggest challenges are time and staffing. With having only two fulltime ESL instructors who teach a limited number of courses and not having a faculty instructional coordinator, most of the responsibility falls on administrative staff as the majority of courses are taught by part-time faculty only. Part-time faculty are expected to participate in the assessment of student learning outcomes within their classes but are not required to do a deeper dive into other reports or help with course assessment report writing. In order to get meaningful data and have meaningful recommendations, a deep dive is necessary.

Resources

- The department needs to continue to identify areas wherein instructors could use more professional development. The use of technology as a teaching tool is one area where the department could grow.
- The department would benefit from having additional Chromebooks, computer classrooms, or other ways for students to access technology. This need has temporarily shifted during the COVID-19 disruption, and will be reassessed when face-to-face courses become standard again.
- With the current COVID-19 situation, the program is facing many additional barriers, including its dependence on face-to-face processes and face-to-face instruction. There will be a lot of work needed to adapt the program to a remote learning environment.

Data

- The department will continue to collect information from student assessment forms and DAISI (CASAS testing). In the future, it would also like to leverage information from TOPS PRO (CASAS) to collect more specific information regarding testing such as how students perform on specific types of items on the CASAS test. This would provide even more information about curricular changes that need to be made.
- The department would like to get more information from students and their progress from their perspective. This is tricky because the types of questions the department would like to ask may not get approved.
- The department would also get feedback from other divisions in the college and from workforce partners on satisfaction of ESL student performance once they leave the program. Again, this is tricky because not all second language learners go through the grant-funded ESL program. Getting this information may not be possible because there is the issue of how to identify ABEC students without infringing on their privacy.
- ABEC would also like to work more closely with IR to create dashboards that might provide us with more specific information regarding student success once they leave ABEC.

Review Results	
Rationale RR.1 Provide a brief summary of the review findings and a rationale for any future modifications.	The program was already taking steps to bring more learning technology into the classroom and experiment with hybrid methods prior to COVID-19. The sudden pivot to online learning has created urgency to develop processes and procedures to run the program remotely for fall 2020. For many reasons, the ESL student population may be less adaptable to this format, and from an equity standpoint, additional measures may be required. The ESL curriculum is always evolving. Over the review period, program outcomes were adjusted to reflect the rigor and expectations of the state content standards, but individual courses (curriculum and assessment) still need to be updated to include blended learning (using D2L in all classes), employability skills, infographics, and technology

| | more explicitly. There was discussion about offering more specialized classes (e.g., reading/writing and speaking/listening) as well.

Training for faculty specific to teaching blended, hybrid, and online; developing objectives, outcomes and assessment; and integrating employability skills are needed due to changes in curricula and student need. Part of the discussion also included more regular opportunities for collaboration (e.g., faculty roundtables or coffee talks) and the development of a faculty website (one has been started but needs development). Finally, training for new faculty needs to be addressed: for example, collaborating with CETL to develop an ABEC new faculty orientation so that new faculty aren't asked to do three new faculty orientations (one at the state level, one at the college level, and one at the program level).

In addition to modality options, there was a lot of discussion about providing more learning formats and scheduling options to improve student enrollment including a) expanding to new sites such as the Burlington campus; b) expanding career pathways by creating bridges in business management and administration as well as in information technology and developing additional ICAPS programming; c) developing more alternative transitioning models such as learning communities.

Developing and growing student support systems was identified as another area needed to encourage retention, completion, and transition. This would include engaging in more intrusive advising (earlier in the program and more often) to help students make the transitions between levels, to improve retention and completion, and to improve transition to college. For this, the division would need additional dedicated student support specialist/transitions coordinator.

In order to improve the program's reportable outcomes to the state, additional supports that were discussed included tutoring, additional software purchased by the department, and the development of a student website that would include learning resources, program information, on-campus activities, community resources, etc. It was also determined that the program needs to develop more systems for feedback from faculty, staff, and students (e.g., surveys, focus groups) in order to better determine what gaps there are in the program as well as to improve current services.

While the program receives a lot of data through its DAISI system, it was determined that certain types of data were missing. These are primarily related to retention, student tracking, and completion. The primary question is "when do students stop out and why?" in order to determine when interventions should be made during a semester. What can the program do to help students persist? Also related to data collection was the importance of sharing specific testing reports with |
|---|---|

faculty to help inform instruction and to use class-level reports to determine changes that may be needed to curriculum.

Although enrollment has been stable over the past few years, there is still a large population that is not be reached. There is a need to find effective ways for marketing and recruitment. The dean and associate dean have visited other programs to discuss their marketing strategies, and the associate dean has been working on the state Advisory Council on this topic. Ideas including using social media in more strategic ways (e.g., geo-fencing) sound promising. The department is waiting on the Advisory Council's final report and has approached marketing about some new suggestions/ideas. Another piece to increasing enrollment is continuing to develop relationships and referral systems with WIOA partners.

With regard to course offerings, Elgin Community College is among the programs with the most diverse and innovative course offerings. It is a leader in bridge programming and IET (ICAPS) programming. Only one or two programs in the area have more bridge and IET offerings than Elgin Community College. Two bridge classes that may be of future interest for programming would be a bridge to information technology and a bridge to business management and administration.

Several other themes emerged, including the need to continue to revisit curriculum and outcomes; the need to incorporate more information and assistance regarding college transitions, career pathways, and students services into all programming (curriculum, orientations, and workshops for teachers and students); and the need to continue to support faculty with quality professional development.

While the program is reaching out to the community in both recruitment and services provided, it could do more to support struggling students and to connect students to Elgin Community College; faculty and staff are routinely assessing and adjusting practices but could be better at helping students to make informed decisions; and while the program has made registration easier and has added some flexibility within course scheduling, they could be better linked to the college and K-12 schedules.

Finally, as a result of some faculty and attending the NAPE equity trainings and discussions this spring (2020), it was determined that a specific plan for addressing equity needs to be developed by the division.

Intended Action Steps RR.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	**Respond to immediate issues with COVID-19:** • Create intake, registration, placement, and orientation systems that can be done remotely so that students can enroll for fall classes (FY20-21, in progress now). o Develop a more permanent system for future use (FY21-25).

- Develop synchronous/asynchronous online classes for fall 2020 (FY21 – in progress now)
- Develop systems to provide student and faculty support in remote teaching situations (FY20-FY21 in progress now)
- Revise student assessment forms for remote classes (FY20-21).
- Develop systems for collecting all ICCB required student and faculty paperwork electronically during disruption (FY20-21).

Other activities:
CURRICULULM
- Develop permanent hybrid classes (FY21) and discuss development of online classes (FY22-23)
- Follow a regular schedule for assessing and updating current curriculum (FY21-FY25). Course review will mirror this cycle: Year 1 – Beginning ESL; Year 2 – Intermediate ESL; Year 3 – Advanced ESL and Year 4 – specialized courses (e.g., computers) and bridges. Discussions about developing specialized classes will be ongoing.
- Expand career pathways by creating bridges in business management and administration (FY21-22) and information technology (FY22-23). Continue to research other bridge opportunities such as pre-bridges (FY-FY25).
- Develop additional ICAPS pathway (FY22) and develop ICAPS continuation plan (FY22-23)

TEACHING/LEARNING
- Continue to expand tutoring for ABEC students (started in FY20 as a pilot)
- Research alternative transitioning models such as Learning Communities for possible development (FY22-25).
- Share specific testing reports with faculty to inform instruction and use class-level reports to identify possible curriculum updates (started but interrupted in FY20 – goal for FY21-22).

RECRUITMENT/MARKETING
- Expand to new sites such as the Burlington campus (FY21)
- Develop a student website that would include a regular newsletter, learning resources, program information, on-campus activities, community resources, etc. (FY22-23)
- Develop effective plan for marketing and recruitment (FY21-23), including improvement of referral systems and communications with WIOA partners.

ANALYSIS/QUALITIY IMPROVEMENT
- Continue researching means to improve student gains (FY21-22).
- Visit other programs that are meeting state targets (FY20-25).

	• Develop systems to receive feedback from faculty, staff, and students (e.g., surveys, focus groups) to understand gaps and improve current services (FY22-25). • Develop systems to determine when students stop out and why, and create appropriate and timely interventions (FY21-25). • Develop plan for addressing equity within the division (FY21-22). **STAFFING/DEVELOPMENT** • Hire an additional Student Support Specialist/Transitions Coordinator for ABEC students specifically for students in intermediate levels (FY22) • Seek out and/or develop trainings for faculty specific to topics of need: teaching across new modalities; developing and assessing learning objectives and outcomes; integrating employability skills (FY21-23) • Provide more regular opportunities for collaboration (ongoing) • Meet and exceed state targets for faculty completion of Content Standards Training (ongoing) • Expand development of faculty website that includes resources, FAQs, regular newsletter, programmatic updates, faculty forums for discussion, etc. (FY20-23). • Collaborate with CETL to develop an ABEC New Faculty Orientation so that new faculty aren't asked to do three separate orientations when starting in the division (FY21-22).
Resources Needed RR.3	To accomplish these goals, the new transitions coordinator will need to be hired, and the division staff will need to collaborate with various other offices across the college, such as Workforce Transitions, Distance Learning, CETL, Tutoring, Assessment, and Institutional Research. Financial resources will be required for hiring, course and program development and continuation, modality enhancement, services at the EWC, and trainers/coaches for an Equity Plan.
Responsibility RR.4 Who is responsible for completing or implementing the modifications?	Intake, testing, and registration; data and student records; WIOA referrals – Mary Lloyd ICAPS continuation plan, marketing, purchases, new hires/positions – Elizabeth Hobson Curriculum, course/program review, and course/program development; student and faculty orientations; tutoring; faculty trainings; student and faculty communication; and equity plan – Marcia Luptak

APPENDIX A

Awards earned by division, faculty and staff

- Elgin Image Award – New Citizen Committee 2017
- 2016 Educator of the Year Award presented to Rebecca Walker, EWC Director, by the Village of Hanover Park.
- 2016 ECC's Extra Effort Team Award was given to the Education and Work Center team.
- 2016 ECC Orrin G. Thompson Part Time Teaching Excellence Award – Elizabeth Soderquist
- 2016 ICCTA Outstanding Part-Time Faculty Member Award – Elizabeth Soderquist
- 2015 Illinois Workforce Partnership (IWP) Award in the area of Innovative Solutions was awarded to the Education and Work Center.
- 2014 Reflejos (Spanish Newspaper) "Reflecting Excellence" Award in the area of Education was awarded to partners of the Education and Work Center.
- NISOD/ John & Suanne Roueche Excellence Award – Marcia Luptak (2013), Colleen Stribling (2014), and Liz McNulty (2015)
- ECC's Assessment Diaries Outstanding Course Assessment Award finalist (2014-2015), winner 2016; Outstanding Curriculum Re-design finalist (2018)

Memberships of division, faculty and staff

- Illinois Teachers of English to Speakers of Other Languages – Bilingual Education (ITBE)
- International Teachers of English to Speakers of Other Languages (TESOL International)
- Illinois Adult and Continuing Educators Association (IACEA)
- Coalition on Adult Basic Education (COABE)
- American Association of Applied Linguistics (AAAL)
- ProLiteracy
- Illinois Computer Educators (ICE)
- International Society for Teaching in Education (ISTE)

Board membership:

- Area Planning Council (509): Elizabeth Hobson Co-Chair (2016-2019)
- Adult Education Advisory Council:
  - o Elizabeth Hobson (2016-2019)
  - o Elizabeth Hobson, Chair (2017-2019)
  - o Marcia Luptak (2018-present)
- IACEA Board:
  - o Elizabeth Hobson (2013-2016)
  - o Marcia Luptak (2016-2018)
  - o Heather Martin (2019-present)
- Illinois Strategic Planning Sub-Committee – Elizabeth Hobson and Marcia Luptak (2018)
- ITBE Board – Marcia Luptak (2018-present)
- Workforce Innovation Board – Marcia Luptak (2016-present);
- One Stop Subcommittee (2019)

Conference Attendance

Local/State
- APC – Area Planning Conference, hosted at ECC
- Annual Northern Region Adult Education Conference
- ITBE Conference
- IACEA

National/International
- TESOL
- COABE
- AAAL
- National Learning Community Conference

Presentations made by faculty, staff within past five years:

Digital Literacy
- 2018 –*Technology as a Tool to Facilitate Student Collaboration.* Area Planning Council Conference. Molly Bryant and Kate Thommes.
- 2017 –*Using Quizlet for Vocabulary and Beyond*. Area Planning Council Conference. Sarah Burkhart and Silvia Schrage.
- 2017 –*Forming Digital Literacy in the ESL Classroom* Illinois Adult and Continuing Educators Association (IACEA) Conference. Colleen Stribling.
- 2016-2017. *Digital Literacy Champions* – series of 12 workshops for faculty. ECC. Colleen Stribling.
- 2015 –*Using Technology with Adult Learners.* Area Planning Council (APC) Conference at ECC. Karen Oswald.

English as a Second Language
- 2019 –*Pain-Free Writing Instruction: More Independence (for Students) and Less Stress (for Instructors).* Area Planning Council Conference. Sarah Burkhart.
- 2019 –*Teaching English Pronunciation.* Area Planning Council Conference. Claudia Lopez-Heinrich.
- 2019 –*Speaking and Oral Presentations in the ESL Classroom: Speaking Activities, Presentation Ideas, Technology Integration, and Rubrics.* Area Planning Council Conference. Molly Bryant and Kate Thommes.
- 2019 – *Bridging the Gap*. ITBE Conference. Erin Vobornik
- 2018 –*Interactive ESL Activities: Beyond Bingo.* Area Planning Council Conference; IACEA Conference. Karen Oswald.
- 2017 –*Integrating Math into the ESL Classroom.* IACEA Conference. Marcia Luptak and K Urquizo.
- 2017 –*Using Writing to Develop Higher Level Thinking Skills for English Language Learners.* Area Planning Council Conference; IACEA Conference. Svitlana Podkopayeva.
- 2017 –*I Feel Young, I feel Alive, I am Discovering a New World: Life Transitions and Identity Construction of Adult English Language Learners.* Area Planning Council Conference. Renata Gutowska
- 2016 –*Effective Strategies for Recruiting and Retaining English Language Learners.* ICSPS Webinar. Marcia Luptak.
- *Multi-level classes: Challenges and how to overcome them* presented at ITBE, COD Summer Conference, in-house for COD in-service day training, and for UIC Master TESOL Program. Monika Gadek-Stephan.

- *Incorporating Soft Skills/Employability Skills in the Beginning ESL Classroom*. COD Summer Conference. Monika Gadek-Stephan.
- *WIOA and Soft Skills in the ESL and ABE/HSE Classroom*. Northern Region ALRC Conference and ECC Conference. Monika Gadek-Stephan.
- *The ESL Learner*. Presented multiple times for District 214 Read to Learn Program. Monika Gadek-Stephan.
- 2014 –*Effective Pronunciation in the Classroom*. Area Planning Council Conference. Marcia Luptak.

Learning, Teaching Techniques, and Methodology
- 2019 –*Highly Effective Teaching Practices*. Forum for Excellence. Marcia Luptak.
- 2019 – *Facts Matter: Teaching Students to Recognize Fake News and Legitimate Sources.* Area Planning Council Conference. Karen Oswald.
- 2018 – *Integrating Career Exploration through Project-Based Learning.* Area Planning Council Conference. Erin Vobornik.
- 2016 – *Learning How to Learn: Practical Applications for the Adult Learner.* Area Planning Council Conference. Elizabeth Soderquist.
- 2015 – *Engaging Students with TedEd.* Area Planning Council Conference. Erin Vobornik.
- 2014 – *Meeting the Needs of Your Learners with Differentiated Instruction* Area Planning Council Conference. Marcia Luptak.
- 2014 – *Building Community and Raising Expectations for Student Success.* Area Planning Council (APC) Conference. Elizabeth Soderquist.

Career Awareness
- 2017 – *WIOA and Soft Skills in the ESL and ABE/ASE Classrooms.* Area Planning Council Conference.   Mira Bielat, Therese Burke, and Monika Gadek-Stephan.
- 2016 – *The Grass Looks Greener Over There: Sharing Ideas from ESL and ABE/ASE Classrooms.* Area Planning Council Conference. Amber Fornaciari and Kate Thommes.
- 2015 – *Two Heads are Better than One-Team Teaching: Integrating Levels of Adult ESL Classes for the Benefit of the Students and the Instructors.* Area Planning Council Conference. Molly Bryant and Kate Thommes.

Bridge Courses, Transitions & I-CAPS
- 2019 –*Integrated Career & Academic Prep System. A Guided Program to Career Pathways*. National Council for Workforce Education Conference, San Antonio, TX. Elizabeth Soderquist and Andrea Kuzniar
- 2017 –*Building Pathways to Student Success: Integrating Education and Training*. IACEA Conference. Marcia Luptak co-present with E. Vobornik.
- 2017 –*Accelerating Student Success: The Role of the Adult Education Support Instructor in an Integrated Education and Training Program*. ICCCA/ICCFA Conference. Marcia Luptak.
- 2017 –*AARP Back-to-Work 50+: Get Ready to Get Hired*. Association of Community College Trustees Annual Leadership Congress, Las Vegas, NV. Soderquist, Elizabeth
- 2017 --*Smooth Transitions: Bridging, Accelerating, and Supporting Students Entering Technical and Degree Programs at ECC*. IACEA Conference. Soderquist, Elizabeth; Colleen Stribling; Elizabeth McNulty
- 2017 – *Smooth Transitions*. Illinois Adult and Continuing Education Conference (IACEA). Elizabeth McNulty, Elizabeth Soderquist, and Colleen Stribling.
- 2016 –*How to Answer FAQs About College from ESL and HSE Students.* Area Planning Council Conference. Elena Gardea.

- 2015 –*Preparing ESL Students for Career Pathway Success*. ESL Institute hosted by ALRC. Marcia Luptak.
- 2014 –*Smooth Transitions: Bridging, Accelerating, and Supporting Students Entering Technical and Degree Programs at ECC*. Area Planning Council Conference. Liz McNulty and Colleen Stribling

Writing and Transitioning to College-Level Writing
- 2019 –*Emerging Writers: Finding Purpose and Voice in the* Community. Illinois Teachers of English to Speakers of Other Languages – Bilingual Education (ITBE) Colleen Stribling, Students: Rosa Banuelos, Juan Chavez, Yumiko Imanishi, and Maria Araque
- 2018 –*Empowering Immigrant Writers: Finding Purpose and Voice in the Community* ICCFA/ICCCA. Allison Douglas, Colleen Stribling, and Rosa Banuelos (Student)
- 2016 – *Pedagogy with Purpose: Writing for the Community*. National Learning Community Conference in Kansas City. Colleen Stribling and Alison Douglas
- 2016 –Consortium for Illinois Leaning Communities –at Truman College in Chicago. Colleen Stribling and Alison Douglas
- 2016 – *Crossing Borders: Transitioning Adult ESL Students to English 101*. International TESOL in Baltimore. Colleen Stribling and Marilee Halpin.
- 2015 – *Building Bridges: Transitioning Non-native Speakers of English to College-level Composition*. Illinois Teachers of English to Speakers of Other Languages (ITBE) Conference - Colleen Stribling and Marilee Halpin.

Learning Communities/Professional Learning Communities
- 2019 *Using Learning Communities to Help Adult Education Students Transition to College*. Forum for Excellence. ITBE Fall Workshop. Marcia Luptak.
- 2016 –*Smooth Sailing: Easing the Transition to College for English Language Learners*. National Learning Community Conference in Corpus Christ, TX. Colleen Stribling, Alison Douglas, Sara Baker, and Marilee Halpin.
- 2015 –*Integration: A Maturation Process*. Colleen Stribling.

Invited Presentations
- 2019 – *Qualitative Research Design*. QUIC@NIU Graduate Qualitative Research Inquiry Conference (Invited Presenter) Colleen Stribling
- 2018 –*Accelerating Student Success: The Role of the Adult Education Support Instructor in an Integrated Education and Training Program*. Illinois Transitions Academy. Marcia Luptak.
- 2018 –*IET: Innovations and Lessons Learned from the Field*. ALRC Northern Region Fall Conference. Marcia Luptak.
- 2017 –*Promoting Students' Transitions through IET and Bridge Models and WIOA Partnership and One-Stop Partnership*. Panelist at State Administrators' Meeting. Marcia Luptak.
- 2017 – Using Google Forms in the ABE/ASE and ESL Classroom. Professional development series involving a face-to-face session followed by two hour-long webinars on digital literacy. Adult Learning Resource Center (ALRC). Marcia Luptak and Colleen Stribling.
- 2016 –*Using Digital Literacy in Instruction*. Forum for Excellence. Marcia Luptak with L. Martin, M. McDaid, K. Sanborn, and K. Urquizo.
- 2016 –*Practice Session for ELA Literacy*. Forum for Excellence. Marcia Luptak with L. Martin, M. McDaid, K. Sanborn, and K. Urquizo.
- 2016 –*Digital Literacy in ABE and ESL Instruction*. ALRC Fall Conference. Marcia Luptak with L. Martin, L. Clinton.
- 2016 –*Practice Session for Digital Literacy*. ALRC Fall Conference. Marcia Luptak with L. Martin, L. Clinton.

- 2016 –*Conference Panel*. ICCB Transitions Academy. Colleen Stribling
- 2015 – Illinois Teachers of English to Speakers of Other Languages – Bilingual Education (ITBE) Webinar - ITBE conference presentation was the highest audience-rated session on Friday of the conference, asked to repeat their presentation from the conference in a webinar for ITBE. Marilee Halpin and Colleen Stribling
- 2013 – *Transitions Academy Team Teaching* Webinar. ICCB Transitions Academy – Colleen Stribling was a member of the panel for this webinar.

Publications

Adult Language Investment: A Qualitative Study on Transitioning Adult Language Learners to Postgraduate and Career Certificate Programs (2018) dissertation available on ProQuest – Colleen Stribling

Earning the Right: Conducting Community-Based Research - Critical Questions in Education, Volume 10, Issue 3 (2019).– Laura Johnson, *Colleen Stribling*, Nicole Rivera,

Turning the Sugar: Adult Learning and Cultural Repertoires of Practice in a Puerto Rican Community– Adult Education Quarterly (2015), Authors: Laura Johnson, *Colleen Stribling*, and Anne Almburg

"I feel young, I feel alive, I am discovering a new world": Life transitions and Identity Construction of Adult English-Language Learners (2014) dissertation available on ProQuest - Renata Gutowska

ECC 5-Year Program Review Schedule

			Modified, prior arrangement	Moved to match ICCB schedule		Not required by ICCB	
				Current ICCB Report Manual			
ECC Div	**Program**	**CIP Category**	**FY17**	**FY18**	**FY19**	**FY20**	**FY21**
Adult Education	ABE/ASE					X	
	ESL					X	
CABS	Anthropology/Human Geog.	Social/Beh. Sciences					X
	Communication Studies	Communications	X				
	Developmental ENG/RDG	Develomental			X		
	Early Childhood Education	Teacher Ed					X
	Education	Social/Beh. Sciences					X
	English	Communications	X				
	Journalism	Communications	X				
	Literature	(Fine Art)	X				
	Psychology	Social/Beh. Sciences					X
	Reading	Communications	X				
	Sociology	Social/Beh. Sciences					X
HP/MSE - HP	Basic Nursing Assistant	Nursing				X	
	Clinical Lab	Medical Lab			X		
	Dental Assisting	Dental		X			
	Health/Wellness	Fitness Studies			X		
	Histotechnology	Medical Lab			X		
	Massage Therapy	Massage Therapy	X				
	Medical Imaging - Advanced	Diagnositc		X			
	Medical Imaging - Radiography	Diagnositc		X			
	Nursing	Nursing				X	
	Physical Education	Physical/Life Science					X
	Physical Therapist Assistant	Health Asst.					X
	Surgical Technology	Clinical Science		X			
HP/MSE - MSE	Astronomy	Physical/Life Science			X		
	Biology	Physical/Life Science			X		
	Chemistry	Physical/Life Science			X		
	Developmental Math	Develomental		X			
	Engineering	Physical/Life Science			X		
	Mathematics	Mathematics		X			
	Physical Science, Geology, PhysGeo	Physical/Life Science			X		
	Physics	Physical/Life Science			X		
LRIE	Distance Learning					deferred	
	International/Study Abroad						X
	Library					X	
	Tutoring			X			

			Modified, prior arrangement	Moved to match ICCB schedule		Not required by ICCB
				Current ICCB Report Manual		
ECC Div	**Program**	**CIP Category**	**FY17**	**FY18**	**FY19**	**FY20**	**FY21**
LVPA	Art	Fine Art				X	
	Communication Design	(Design Technology)				X	
	History/Political Science	Humanities (Soc/Beh)				X	
	Humanities/International Studies	Humanities				X	
	Modern Languages	Humanities				X	
	Music	Fine Art				X	
	Music Production	(Comm. Technology)				X	
	Theater	Fine Art				X	
SBCT	Accounting	Business, General			X		
	Automotive	Vehicle Repair					X
	Business (replace MMT, MMR, ENT, MKT)	Business		X			
	CIM/IMT	Engineering Tech	X				
	Computer-Aided Design	Engineering Tech		X			
	Criminal Justice	Criminal Justice	X				
	Culinary, Hospitality, Pastry	Culinary		X			
	Digital Technologies (CIS & OAT)	Admin Support	X				
	Economics	Social/Beh. Sciences					X
	EMT-P	Clinican Science		X			
	Energy Management	(Environ. Control)			X		
	Fire Science & Safety/EMT-B	Fire Protection		X			
	HVAC	HVACR			X		
	IST/Maintenance	Industrial Equipment					X
	Paralegal	Legal Studies	X				
	Public Safety Communication	Homeland Security		X			
	Supply Chain Management	Admin & Mgmt		(new)			
	Truck Driving	Ground transport					X
	Welding	Precision Metal			X		
SSD	Admissions		X				
	Advising					X	
	Athletics						X
	Career Development Services			X			
	Disability Services					X	
	General Student Development	Social/Beh. Sciences					X
	Recruiting		X				
	Registration & Records		X				
	Student Life/FYE						X
	Wellness					X	
Finance	Business Services						X
	Financial Aid				X		
Workforce Dev.	Vocational Skills						X