Program Review Report

Elgin Community College
District 509
Elgin, IL 60123

September 2021

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:	2021

Directory of Reviews Submitted

Career & Technical Education				
College Name:		Elgin Community College		
Academic Years Reviewed:		2016-2020		
Program Identification Information				
Program Title	Degree or Cert	Total Credits	CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Service Technology	AAS	68-69	47.0604	BVS Automotive Electrical Specialist BVS Brake and Suspension Specialist BVS Engine Mechanical Repair Specialist BVS Engine Performance Specialist BVS Transmission & Drivetrain Specialist BVS Auto Heating & Air Conditioning

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 Student Learning Outcomes:** Upon completion of the program, students will be able to: • Describe and demonstrate shop safety practices • Demonstrate proficiency with various tools • Identify components and describe the purpose and function of various systems • Identify and describe basic operation of major systems • Describe the importance of and perform basic preventative maintenance • Perform diagnosis and repair on various systems
P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Skill-based outcomes are assessed by observation and by having the students complete task sheets. The students are meeting these outcomes as expected.

Past Program Review Action
P3. What action was reported last time the program was reviewed? Were these actions completed?
	Pursue ASE (Automotive Service Excellence) Student Certification. Explore incorporating the ASE Certification exams as part of the curriculum in AUT courses.
	Status: Complete
	    We currently are set up as an ASE testing facility for our students. Due to the cost of the exam, may need to explore increasing course fees to accommodate for the expenses.
	
	Make AUT-160: Electricity I the prerequisite for AUT-290: Automotive Heating and Air Conditioning.
	Status: Canceled
	    Initially thought to be a good goal. However, after

further discussion, it was decided to not have AUT-160 as the prerequisite for AUT-290. Although electricity is a part of automotive HVAC, it would have a negative impact for individuals pursuing the Automotive HVAC certificate only.

Partner with Institutional Research to explore other mechanisms of success in AUT courses
Status: Canceled

Withdraw courses AUT-100 & AUT-296.
Status: In progress
> Requested classes brought to Curriculum Committee in Spring 2021. Will be withdrawn effective 2022/2023.

Update class outlines to reflect the newest technology.
Status: In progress
> This is an ongoing process.
> A timeline will be created within the department and will be complete by FY'26. It is also a department goal.

Increase D2L usage among the automotive faculty.
Status: Complete
> All of the faculty are using D2L as of Fall 2020, up from 2 members in FY'17.

Become a testing site for ASE Student Certification
Status: Complete
> To date, 66 certificates have been awarded to students enrolled in the AUT program. Students continue to test at Elgin Community College if desired.

Work with the dean and college to pursue NATEF (National Automotive Technician's Education Foundation) certification
Status: Canceled
> After further exploration regarding the program, we have opted not to pursue this certification at this time. ECC students are much more equipped with an ASE certification to find employment.

Additional accomplishments not related to FY'16 goals:
> Although not a departmental accomplishment, but more of an Elgin Community College (ECC) accomplishment: In March 2020, the AUT faculty represented our area for SkillsUSA. Out of 49 participating high school students, only one was enrolled in a high school within the 509 District. This means that 98% of the students that participated in

	SkillsUSA will never enroll in an ECC automotive class. Consequently, the department has concerns about participating in this event, and how it contributes to potential enrollment in the AUT program.
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.	Gary Norden- Professor II of Automotive Technology, primary author. However, there have been numerous meetings, conversations, suggestions, ideas, etc. which were all important to the input of this review. The faculty and staff that participated over the years are: Len Fitzpatrick, Fabio Martinez, Dewitt Crofoot, Joe Foellmer, James Tiberi, Joel Perez, and Patrick Berke
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.	Data was provided by Institutional Research.

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

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.	There are no prerequisites to enter this program.
A2. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program requires high contact and credit hours due to extensive technology. The time is needed to teach the fundamentals and allow students to apply their gained knowledge in the shop. Additionally, the program is designed to expose students to the wide variety of vehicle systems from various manufacturers and keep up with the technology that changes every six months or so. Students need to be familiar with what is most current to be marketable when seeking employment.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	Steady – auto shops in the district (and nationwide) will always be seeking qualified individuals. Students that want to work will always have job security. While many car owners still do their own maintenance, repairs are too technical for the average consumer. Elgin Community College currently offers six basic vocational certificates. Engine Mechanical Specialist, Automotive Electrical Specialist, Transmission and Drivetrain Specialist,

	Heating and AC Specialist, Brake and Suspension Specialist, and Engine Performance Specialist, which all stack towards the Associate's degree. With these certificates, the student can gain employment at an independent shop, dealership, or national chain. The top jobs are: brake repair, suspension repair, engine service/lubrication technician, and basic electrical troubleshooter. According to ONet, the average technician earns $43,970, 10% make $25K or less, 10% earn over $78,040.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Enrollments have decreased over the past five years, though this occurred college-wide. The outlook for the next five years shows a steady level of demand with only minor fluctuations.
1.3 What labor market information sources are utilized?	The college relies on various sources such as EMSI, O-Net, IDES and DOL. Research within the program finds that economic factors and trends currently show 1 out of 9 jobs in the U.S. is vehicle-based. There are 4.5 million registered vehicles in Illinois, with the majority in the NE region. The average age is 12.6 years. The program connects locally through advisory committee discussions and networking with industry professionals. Trade organizations are also very helpful such as Automotive Service Association, Special Equipment Marketing Association (SEMA), and various technical periodicals like *Automotive News*.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The program often brings high school students on campus for a visit and tour of the shop. Graduates who want to continue their education in the field are steered towards Southern Illinois University.
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. The program reviews its curriculum regularly. The prerequisites and sequences, scheduling/delivery seem to be working well, though the course outlines need minor revisions. The instructors are very good with keeping up with the technology through training, reading, classes, being involved in the industry, etc.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised	The program is excellent the way it is run. A suggestion for the future is to expand to offering body/collision repair and diesel repair, however, these programs will take time, resources, people, and money. The government is currently expanding its plans for more green

recruitment, reducing/expanding program offerings)? Please explain.	energy vehicles (electric). General Motors is expecting 30 new electric models by 2025 and to be 100% electric by 2035. The college may want to explore ways to develop an electric vehicle program, though this has the same resource constraints.
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?	Total costs in FY'20 $583,497.68, 90% of which is in salaries and benefits. Operational expenses and instructional equipment make up the remaining costs in the AUT program.
2.1b How do costs compare to other similar programs on campus?	Overall costs of the AUT program represent less than 10% of total cost of all programs in the sustainability, business, and career technologies division. Compared to similar-type programs, e.g., manufacturing, industrial maintenance, HVAC-R, AUT costs are higher, due in large part to the number of full-time faculty compared to the previously mentioned program. However, total expenses for the AUT program is comparable to total expenses for the welding program, where operational costs and instructional equipment expenses are higher.
2.1c How is the college paying for this program and its costs(e.g. grants, etc.)?	Ed Fund (tuition and fees) is a primary source of funding. Perkins funding has been leveraged substantially for equipment purchases.
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.	Perkins funding remains a source mostly for instructional equipment to keep pace with technology changes in the auto industry. The program of study application is in progress to retain Perkins funding as a source for equipment purchases, which is due in FY'23.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The budget is managed closely to ensure responsible and conservative spending. The instructional coordinator uses several vendors when purchasing supplies/equipment for the department in order to select the best prices. Donated vehicles are obtained for student practice, rather than purchased ones. Instead of paying a waste hauler, waste oil is donated to shops in the area that use it for heating. The department has also reduced its printing costs by enhancing all class sections with D2L.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Tuition for the full AAS degree is approximately $11,000, including lab fees and books. Students also have an expense for safety glasses, protective clothing and hand tools, which can range from $300 to $1200, depending on quality and brand. The department can explore the potential of purchasing these items through Perkins funds to offset costs for students. The loaner items can be managed through the deans' office.

	Knowing that textbooks represent a significant cost to students, the program reviewed the books in use and decided to use one comprehensive text for *all* courses in the program instead of separate ones (up to 8) for different courses. This represents savings to the student of approximately $1,400. Students also are directed to print up the tsk/lab sheets from the publisher themselves instead of purchasing $35 lab books for each course, for savings of approximately $300.

Financial aid is available for students who need assistance. Students are made aware of the many scholarship opportunities available to them within and outside of the college. |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | The program may need to replace two sets of drive-on ramps and wheel alignment equipment for an approximate cost of $70,000. Scan tools will also need to be replaced, which is an ongoing issue, for approximately $20,000. |
| **Indicator 3: Quality** | **Response** |
| 3.1 What are the program's strengths? | The program is staffed by dedicated, intelligent, professional faculty who care about the students and their success. While the courses offered are similar to other community college programs, Elgin Community College has higher credit/contact hours to allow greater depth of learning opportunities.

All of the Automotive instructors are ASE Professional Level certified, and many are Master Technicians. There is at least one instructor that is certified in Automotive, Body, Truck, Engine Machinist, and Advanced Level Performance, and one holds as many as 20 certifications, including Master Technician Status in several areas. Local shops are aware of the quality training from the program and seeks out ECC students for employment opportunities.

The faculty are continually updating their knowledge and skills as the industry evolves, which includes new diagnostic practices, repair strategies, and new tools and equipment. Awareness of current, new and upcoming technology and trends is enhanced through active memberships within key educational and trade organizations, including:
- Special Equipment Marketing Association (SEMA),
- Automotive Aftermarket Parts Expo (AAPEX),
- Mobil Air Conditioning Society (MACS),
- Illinois College Automotive Instructor's Association (ICAIA),
- Automatic Transmission Rebuilders Association (ATRA),
- Automotive Service Association (ASA),
- Automotive Engine Rebuilders Association (AERA),
- Automotive Service Excellence,
- Society of Automotive Engineers. |

3.2 What are the identified or potential weaknesses of the program?	The primary issue for the program is the persistent lack of space, which has been noted in prior reviews. This includes space for instruction as well as equipment and parking space for the shop vehicles. As much as the program would like to increase the offerings, the lab is being used to its full capacity.
	The program needs newer vehicles for student practice, and these are more difficult to obtain via donation.
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 Spring 2020, all instruction was provided through the Face-to-Face modality and there were no plans to alter the format. Over the review period, instructors have expanded their use of D2L and publisher's online components to enhance the in-person classroom/lab experience. The learning management system has allowed to the program to become paperless and lets the instructors proctor exams, collect homework, and post calendars, assignments, and resource materials (articles, videos, etc.) for students.
	Sections are routinely scheduled for shorter than 16-week duration to allow flexibility and swift progression. Courses are run in 5, 6, and 8-week blocks across various times (morning, afternoon, evening, and Saturday options) to match students' schedules.
	Summer courses are offered to prepare the students for Fall, to meet prerequisite requirements, or to meet the needs of those who could not enroll due to waitlists. Some classes have waitlists, especially now that section caps have been lowered due to COVID-19. The solution is to add more classes; however, our lab cannot accommodate more sections.
	In June 2020, 8 out of the 10 classes were brought back to the Automotive Lab on campus to complete the tasks to finish out the Spring term. Due to social distancing, the schedule was altered, but the students were accommodated. The classes concluded by mid-July. The other two classes were not brought back to the lab, rather the remaining material was finished with online instruction.
	The college did not run AUT courses for Summer 2020. Classes were run for 2020/2021 with reduced course caps of either 9, 12, or 14 depending on the lab the class is held in. Classes are all hybrid with either synchronous or asynchronous delivery. The instructors and students all agree that F2F is the best instruction for the AUT technology and scheduling will return this way when it is safe to do so.
	The Institutional Research department routinely provides access to course success data disaggregated by delivery method. A new category was created for Spring 2020: F2F – Moved Online for those traditional face-to-face classes that had to migrate online due to the emergency closure.
3.4 Is this program part of a Program	Elgin Community College's Automotive Service Technology

of Study as defined by Perkins V and approved by the ICCB? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	program is not yet an approved Program of Study under Perkins V, though this is underway for submission in May 2022 and approval for FY'23. **A) Incorporates challenging State academic standards:** N/A **B) Addresses both academic and technical knowledge and skills, including employability skills:** *Met.* Yes. In addition to technical skills, the program develops students into professional technicians. Candidates with this combination of skills is important to the local shops and reflects well on the program and the college. **C) Is aligned with the needs of industries in the economy of the State, region, or local area:** *Met.* The program is in constant communication with the shops in the district as well as the Advisory Committee members. In addition, instructors are involved with updated training provided by resources in the State, region, and local area. **D) Progresses in specificity:** *Met.* The program trains students across the eight major systems of the automobile in stackable certificates. **E) Has multiple entry and exit points that incorporate credentialing:** *Met.* The program is structured to offer six Basic Vocational Certificates towards an AAS degree. Only three of eleven courses have prerequisites, so yes, the program has multiple entry and exit points. **F) Culminates in the attainment of a recognized postsecondary credential:** N/A
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	**A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:** Shops are constantly asking for ECC students to work for them, which indicates the program is meeting the needs of the regional economy involved. **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:** Students are educated and trained to be successful in the workforce, though this is not an apprenticeship program. **C) Includes counseling to support an individual in achieving the individual's education and career goals:** The program maintains a good relationship with the shops in the district, makes students aware of career opportunities and offers job placement assistance. The academic advisors are very familiar with the program and can guide students appropriately.

	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: The program is designed to educate students with career-focused instruction and training. Students practice their skills on shop vehicles which directly simulate the work experience. **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:** Classes are offered at different times to accommodate students' scheduling needs. Sections are typically shorter than 16-weeks which also accelerates progress. **F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:** Requests for dual credit opportunities from local high schools are beginning to emerge and likely will be part of ongoing discussions in FY'22 and beyond. **G) Helps an individual enter or advance within a specific occupation or occupational cluster:** Yes, the program offers six specialty certificates which build students' skills in specific areas of the service occupation.
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?	Innovation (such as a course for electric vehicles) cannot take place until the more basic needs of space and funding are addressed. The high credit/contact hours of the program also limit the development of new coursework.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Dual-credit courses are offered in Districts 300, 301, and 303. High school students can earn 17 credits by successfully completing three automotive courses: AUT-151: Engine Mechanical Repair Specialist BVS, AUT-172 & 171: Brake and Suspension Specialist BVS. These provide dual-credit students the best foundational learning opportunities. Due to the structure of the lab, there is not current opportunity to expand to more AUT courses. However, one way to expand early-college credit opportunities for automotive students is to have then enroll in one of the general education courses required in the degree, such as technical math, physics or business communication. Even if the student did not continue to pursue the full degree, these specific courses will still help them become successful in the workplace. Articulated agreements with some high schools were not renewed in FY'19. In conversations with the high schools, there was an agreement that articulation credit does not benefit the student in the same way as dual credit opportunities.

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 are encouraged to work in the field at local shops during their time at Elgin Community College. This, of course, is a recommendation, but is not a requirement. Otherwise, the lab-based learning provides direct preparation to the work environment.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No industry accreditation is required to run the Automotive program. Optional certification is available from the ASE Foundation (formally NATEF), which is discussed by administration every five years or so. However, time, money, and resources would be needed to secure and maintain such certification. The college would need to analyze the return on investment to pursue certification. The ASE Foundation has a required tool and equipment list, as well as learning standards for newer vehicles. Program faculty are not certain these standards would raise the quality of learning enough to justify the investment, particularly since there is not current capacity to expand enrollment by a significant degree. Still, Elgin Community College has become a testing center for entry-level ASE exams. The program promotes participation to students though most are focused primarily on their courses. Some shops may require ASE Professional Technician certification for employment.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Employers recognize the skills embedded within the systems-based certificates. As mentioned above, student can test for entry-level ASE certification at the college if desired.
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.	As discussed above, Elgin Community College is a testing site for ASE entry-level certification related to one or more automotive systems. The pass rate set by ASE is 51%. All of the students that take the exams pass.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The program used to have articulation agreements in place with district high schools, but these were not renewed in FY19. The AAS degree transfers seamlessly into SIU's Automotive Technology Bachelor's degree program, which is the only university in Illinois offering an Automotive degree.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The program has partnerships with varied organizations such as SIU, district high schools, Navistar, Fiat-Chrysler, NAPA, Volkswagen, McGrath dealerships, and countless shops within District 509. The shops in the area often contact the department directly seeking current students and graduates for career opportunities. Several have donated equipment that helped

	strengthen the program.
	Program faculty serve on the advisory committees for both District U-46 and Oakton Community College.
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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline.
	Within the Automotive program, instructors take advantage of the college-offered resources when they feel they need it. Training sessions within the industry are critical in an ever-changing environment. As COVID-19 fades, travel restrictions should be lifted to allow in-person attendance at such sessions.
	Topics include industry updates in the following areas and technologies: stop/start, skip fire, misfire diagnosis, R1234yf AC systems, dual clutch transmissions, gasoline direct injection, turbochargers, charging systems, starting systems, dual battery systems, variable valve timing, advanced driver assistance systems, engine oils, EPA regulation updates, CAFE regulation, emission controls, Controlled Area Network technology, electric power steering, tire pressure monitoring systems, oscilloscope usage, diagnostic trouble code strategies, transmission and drivetrain updates, and others.
	Such opportunities are held through the following: • Automechanika (when hosted in Chicago), • Special Equipment Marketing Association Conference, • Automotive Aftermarket Expo, • Illinois College Automotive Instructors Association Semi Annual Conference, • Mobile Air Conditioning Annual Conference, • Performance Racing Industry Conference. • And various online training hosted by NAPA, Hunter, AERA, CarQuest.
3.16 What is the status of the current technology and equipment used for this program?	The program is appreciative of the college's support of its tool and equipment needs. Current holdings are generally sufficient to teach the curriculum; however, ever-changing technology is monitored for new program needs. As mentioned in the Cost section, the program will need to replace two sets of drive-on ramps, wheel alignment equipment and scan tools.
	From an instructional standpoint, the program would like to add smartboards in the classroom.
3.17 What assessment methods are used to ensure student success?	The program provides knowledge as well as hands-on skills, so assessment methods include both formal exams and student demonstrations of their abilities. Students must be able to fix a

	vehicle, pass an exam, describe system operation, name the components, and diagnose.
3.18 How are these results shared with others at the institution for continuous improvement?	Assessment results are shared within the department during departmental meetings. The results are posted on the shared drive for the division and college to review.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	None at this time. Results thus far have been as anticipated if not better, and have not suggested need for changes. The program feels that the assessment process (both college and departmental) is very good. Additionally, the program has strong relationships with shops in the district and will hear first-hand if something is lacking from the students. The program is open to ideas on how hit can include more global and multicultural literacy to support the college's General Education Student Learning Outcomes.
3.20 How satisfied are students with their preparation for employment?	To the program, the greatest form of recognition is when former students send an email, calls, or stops by to let faculty know their role in the automotive field and how Elgin Community College made a difference in their lives. It should be noted that several students are enrolling just to enhance their knowledge and learn new things, not to secure employment in the industry. The students are satisfied with their experience in the Automotive department (content of courses, lecture/labs, equipment, etc), though in the survey comments there was mention of the lack of space and need for newer cars. Areas where they are less satisfied are with information on employment. The program maintains a good rapport with many of the shops in the district, who will either contact ECC's Career Services department, or contact faculty directly. Since there is a shortage of good technicians overall, many of the students gain employment without help or assistance from the College.
3.21 How is student satisfaction information collected?	Student satisfaction is collected by the college through the career-technical follow-up survey conducted annually by Institutional Research. Feedback is also solicited from students via the student evaluation of instruction process, though this data is only provided to each individual faculty.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Local employers hire ECC students. They donate equipment and serve on the advisory committee.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The committee members are a mix of educators, shop owners, managers, and manufacturer employees. All of the members have a similar goal but different perspective to the industry. The newest/current technology trends are discussed. Collision repair, truck/diesel repair, and electric vehicles have been

	brought up in the past years. Everyone is in agreement that these areas are important to the technology, however, space and major funds will be required.
	The program believes the college/division should be administering the advisory committee meetings, not the departments.
3.24 How satisfied are employers in the preparation of the program's graduates?	The employers are satisfied. The program has a good relationship with many of the shops in the district and they hire ECC students. They understand the quality of the instruction provided.
3.25 How is employer satisfaction information collected?	The information is collected through the advisory committee and from the many strong relationships between the program and the local shops.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The course outlines need to be touched up without major revisions. This was scheduled to be done in Spring 2020, but teaching and running the program through COVID-19 was the priority. The program will then abide by the assessment calendar created in Fall 2019 to ensure each course is formally assessed.
	Expansion of the program, either by topic or enrollment, cannot be supported with the current building and space. This report has discussed the additional resources that would be required.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

As discussed, space is a critical limiting factor for the program. A larger shop with better parking would facilitate expanded teaching and learning.

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	AAS Automotive Service Technology
CIP Code	47.0604

	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled *(*XVGS UnDuplicated Headcount)*	221	203	196	206	198
Number of Completers					
AAS Automotive Service Technology	12	13	13	17	17
BVS Automotive Electrical Specialist	34	34	40	19	29
BVS Brake and Suspension Specialist	36	56	40	23	46
BVS Engine Mechanical Repair Specialist	74	64	75	40	69

BVS Engine Performance Specialist	33	28	25	24	21
BVS Transmission & Drivetrain Specialist	8	17	19	11	15
BVS Auto Heating & Air Conditioning	35	23	40	22	21
Other: *OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals*	89%	90%	91%	86%	90%

PE1. How does the data support the program goals? Elaborate.	**ENROLLMENT** The program has maintained a pretty flat enrollment over the past five years. Compared to the college overall, numbers are within 8% of highest credit hours generated. In 2020, enrollment is down by 6% compared to the highest credit hour year, 2016. Aside from the changes from remote learning, changes by modality are not relevant. **SUCCESS** There have not been significant changes in course success over the five years, with the program average being 85% for this time period, getting as high as 91%. These figures meet and or exceed the college averages. Rates vary by course with AUT-151: Automotive Engine Service & Repair as the lowest and AUT-180: Fuel & Ignition Systems Fundamentals and AUT-271: Diagnostics & Engine Performance have the highest. This is a typical pattern, where an intro course is a starting place for students exploring the topic and industry. By the time they advance to the final courses, they are committed to their path and are dedicated to finishing strong. **COMPLETION** Completion figures for the AAS degree are steady and slightly increasing. The figures above demonstrate that more students are pursuing individual certificates, the most popular ones being Engine Mechanical Repair Specialist and Brake and Suspension Specialist. These tend to rise as more classes are offered.
PE2.What disaggregated data was reviewed?	Through the expertise provided through the 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, including their overall program enrollment and the highest enrolled course. Depending on programmatic need and interest, additional subgroups can be created and include more courses.
PE3.Were there gaps in the data? Please explain.	A review of the data provided for this report shows little course success differences between male and female students and based on Pell eligibility. Success seems to increase very slightly with student age. Black/African-American students have a lower success rate than peers from other groups, particularly in the highest enrolled course, AUT-171, though this is a similar pattern to the college overall. Graduation data shows that Latino students and those that are Pell-eligible are less likely to earn a credential.

PE4.What is the college doing to overcome any identifiable gaps?	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. Within the AUT program, specific activities or research are not yet underway regarding equity, though the topic is discussed at each department meeting. Once the pandemic-related remote teaching and learning are over and the program can get back to "normal," exploration can begin.
PE5.Are the students served in this program representative of the total student population? Please explain.	The program review pivot tables provided by Institutional Research show that the AUT program tends to enroll more Latino students the college overall, 61% to 45% in FY'20. While it is not uncommon for Black/African-American students to be a smaller group, the Automotive program has enrolled less than ten over the past few years, with only 2% of the program's enrollment in FY'20 (n=4). This is important to note regarding the success disparities noted above. It is not surprising that women are underrepresented in the program, which is typical in several of the trades. 17 women were enrolled in FY'20 which is the highest number for the review period. Lastly, the program tends to skew younger, though this will fluctuate with dual-enrollment. In FY'20, 79% of students were age 22 or younger, compared to 57% at Elgin Community College.
PE6.Are the students served in this program representative of the district population? Please explain.	See above.
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.	Automotive technology is rapidly changing and the need for qualified technicians is growing. Shops in District 509 rely on the ECC Automotive program to educate, train, and prepare the students to gain employment and make a difference in the community. The program is situated to provide quality teaching and learning for the current slate of certificates. Expansion to new and innovative topics such as electric vehicles, diesel, and collision repair will take time, resources, a

	new building and money.

Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Create a 'general maintenance' basic vocational certificate for students that successfully complete AUT-152.**
	Timeline: End of FY'22
	
	2. **Update the outlines and curriculum. This is an ongoing process.**
	   a. AUT-151, AUT-152, AUT-160, AUT-171, and AUT-172.
	     Timeline: FY22-24
	
	   b. AUT-153, AUT-163, AUT-180, AUT-253, AUT-271, and AUT290.
	     Timeline: FY'24-26
	
	3. **Evaluate space needs.**
	Timeline: This is an ongoing process.
	
	4. **Opportunities for dual credit students. This is an ongoing process and contingent upon discussions with D-509 partners**
	Timeline: FY'23-TBD
	
	5. **Participate in local Skills USA event**
	Timeline: TBD
	
	6. **Revisit equity data & post pandemic impact. This is ongoing process**
	Timeline: FY'22-FY'26
	
	7. **Replace instructional equipment**
	   a. Wheel aligners & lifts @ ~$70K
	   b. Scan tools @ ~$20K
	   Timeline: FY'24

R3. Resources Needed	This report has discussed the resources needed to maintain a quality program – it needs more lab space, newer vehicles, and better parking for the fleet. From there, it can focus on innovation.
Responsibility R4. Who is responsible for completing or implementing the modifications?	Gary Norden, faculty and Instructional Coordinator, division administration, and Elgin Community College.

Career & Technical Education

College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Early Childhood Education	AAS	60	13.1210	BVS- Early Childhood Education VS-Early Childhood Education
Human Services Early Childhood Education Option	AAS	60	13.1210	VS- Human Services Early Childhood Education

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 Student Learning Outcomes:** • Apply knowledge of child development to create appropriate learning environments for young children. • Create relationships that respect and support families. • Use authentic assessments to help discern the needs of young children. • Use developmentally appropriate practices to positively influence each child's development and learning. • Design curriculum that promotes the needs of all young children. • Demonstrate reflective practices about one's own personal and professional development. • Critique the quality of a variety of early childhood settings. • Maintain habit of approaching all stakeholders, content and settings through a lens of awareness and sensitivity to diverse backgrounds and needs.
P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The program outcomes are adequately represented throughout the course curriculum and are aligned to the competencies of Gateways to Opportunity. Students formally demonstrate mastery of outcomes during Gateways to Opportunity assessments in a major project in each course where a standard rubric is employed. Most students meet the outcomes by the end of their program of study.
Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?	1. **Begin regular course assessment according to established chart (Shared with EDN)** Status: Complete. 2. **Meet once monthly with ECE-EDN faculty (Shared with EDN)**

Status: Complete.

Monthly department meetings began in September 2016. EDN and ECE faculty are invited as well as the education placement coordinator. Meetings have been sporadic for the past two years.

3. **Reorganize to merge ECE and EDN (Shared with EDN)**

Status: Complete.

The organizational change was approved by Cabinet in Summer 2016. ECE now resides in the Education department (removed from Human Services). Budget and staffing adjustments have been made accordingly. The 2017-18 catalog reflected this change, listing ECE under Education. In some ways this move was good but in some ways it has been a challenge. The ECE program straddles the two departments: ECE fits with some of the professional practice in EDN but fits with HUS in philosophy and style.

4. **Establish web presence to articulate education pathways at Elgin Community College (Shared with EDN)**

Status: Complete.

There were initial delays pending upgrades to college website, and separate ECE/EDN department web pages have been established.

5. **Pilot contextualized reading-writing support in Early Childhood Education courses: Collaborate with literacy faculty experts to identify opportunities to strengthen student reading and writing skills in ECE courses which have no minimum competency requirements. Literacy and ECE faculty member will review course materials, textbook, and assignments to identify opportunities for collaboration.**

Status: Complete.

After scope of work and pay rate were negotiated with ECCFA, faculty began conversations. Summer 2018 faculty developed action plan to implement activities Fall 2018. Reading contextualization assignment and activities were added to courses in Fall 2018 and continue to be used.

6. **Expand advisory committee to include early childhood education program high school faculty**

Status: Complete.

Advisory committee invitations and minutes show district high schools with early childhood education programs were invited and one attended. They continue to be invited to participate.

7. **Revise curriculum to meet Gateways for Illinois credentialing standards**

Status: Complete.

New BVS certificate and AAS curriculum effective summer 2017. Working to establish partnerships with four-year institutions for seamless student transfer. Piloting the Gateways ESL/Bilingual Credential with new course, ECE-226: Methods

of Bilingual & ESL Education, to begin Spring 2021.

8. Reduce number of electives in ECE program offerings
Status: Complete.
Revised ECE curricula effective Summer 2017. Eight core and five elective ECE courses and several EDN courses were retained; four ECE courses were withdrawn.

9. Hire additional adjunct for ECE
Status: Deferred.
No additional adjuncts have been hired as the full-time instructor and one adjunct instructor have been sufficient to staff the needed ECE classes. It would be helpful to hire an additional adjunct.

10. Explore ways to strengthen dual credit/tech prep partnerships with high schools
Status: In progress.
Tech prep enrollments for ECE have been declining in recent years.

The school district U-46 Career Academies are modeled after the national Early College High School program. Elgin Community College faculty and staff are not familiar with this model. In June 2018, a team of 4 faculty and 3 admin visited South Texas College to learn more about this model.

In spring 2018, ECE faculty began meeting with U-46 regarding establishing expanded dual credit opportunities for high school students. An initial course map was drafted in April 2018 to include ECE, EDN, and general education courses. This draft requires further refinement. The planning will support the implementation of the U-46 Career Academy in Education, Training & Human Services which is expected to be implemented at multiple high schools in 2020-2021.

11. Add prerequisites for 200-level ECE courses based on curriculum revision
Status: Cancelled.
This will not be implemented due to the barriers it represents for students.

12. Explore further articulation agreements for ECE with four-year colleges
Status: In Progress.
Expanding ECE curriculum to add transfer program track due to revisions in Illinois Gateways credentials. 2+2 agreements completed with Roosevelt (FY'2017) and NIU (FY'2018). ECE faculty developing transfer degree curriculum.

13. Continue to explore collaboration with the Elgin Community College ECE lab school
Status: Completed.
Discussions renewed with Lab School in Spring 2017. Lab School director retiring October 2018. Fall 2017 college

	determined integration between ECE and Lab School would not take place. Collaboration is happening between the academic side of ECE and the Lab School, new director and faculty are working to "build a bridge". **14. Rewrite program-level learning outcomes for ECE** <u>Status:</u> Complete. Rewritten and posted within online catalog as of 2019/20.
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.	Dr. Dawn Munson, Faculty & Instructional Coordinator, lead author Dr. Kristina Garcia, Associate Dean Communications and Behavioral Sciences, reviewer
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.	Tanya Ternes, Director Institutional Research, data support. Additionally, some of the curriculum need came from advisory committee. Campus-generated curricular needs go through advisory committee as well.

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

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.	ECE is an open-admission program with no pre-requisites to entry other than standard college policies. The program was recently streamlined from many scattered courses to six core courses and electives needed to meet credentials. Any new courses developed will be to offer more credentials to students. Placement testing (to satisfy minimum competencies for general education courses) is an area of concern in ECE. Many students choose to take the writing and math requirements from the Business department, as high placement test scores are not required. Support services personnel that understand student concern and need for help would be beneficial.
A2. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Does not exceed.
Indicator 1: Need	**Response**
1.1 What is the labor market	There are currently more jobs than students. There were 653

demand for the program?	unique jobs posted from Jan-Dec, 2020. There are an additional 2,610 jobs in this SOC code across Illinois.
	The regional need for qualified Early Childhood teachers is great. In the local area, employers cannot find candidates to hire that have the requisite college coursework, training and IL Gateways credentials for their open positions. Top skills reported for Preschool Teachers-Other in the EMSI data include teaching, preschool education and customer service.
	Students are already working when they enter the program or are hired before they graduate. Students can work in child care as teachers or teacher assistants. They can work as para-professionals in the school district and Level 5 Gateways credentialed students can work in Preschool for All. Additional positions supported by the program include Child Care Center directors, qualified at the AAS degree level according to IL DCFS Day Care Licensing.
	There is a severe teacher shortage in Illinois in both early childhood and education. There are changes happening at the state level. A new early childhood state agency is being formed to organize all ECE. There is legislation to introduce a community college Bachelor's degree in Early Childhood.
	Low salary is a concern discussed across the country. Median local pay is $14.67 for a child care teacher. If legislation increases the minimum wage, this would affect the figure. Child care directors make between $30,000-$50,000 depending on the size of the center. Paraprofessionals are currently making $13-17 dollars per hour depending on the school district and type of care provided.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand remains consistently strong as child care is always needed by families. The outlook will remain strong and may increase with changes at the state and national levels. IBHE projects a 14% increase in Early Childhood Education workforce. The demand for qualified ECE teachers will also continue to grow due to teacher retirements and expansion of Preschool for All programs in Illinois.
	In addition, demand has increased for ECE professionals who have completed the AAS in CDEV (Child Development) to qualify them for jobs as child care directors. In July 2017 the IL DCFS raised the minimum qualifications for directors who are now required to have an Associate's degree with 21 ECE-related credits and an ECE management course. This change significantly drove an enrollment increase and provided more motivation and desire to complete the degree.
	There is an estimate of growth of 6.8% from 2020-2026. However, the need for highly qualified and credentialed early childhood professionals will continue to outpace supply of replacements. It is not uncommon for labor sources to not use

	appropriate turnover calculations. For instance, IDES only utilizes a 3% turnover rate and within the child care/early childhood field the turnover rate is significantly higher.

Turnover rates for staff in child care and early education programs is higher than many other occupations. According to IDHS, 33.6% of Early Childhood teachers left their position within the two years preceding the Illinois Salary and Staffing Survey of Licensed Child Care Facilities FY'2017. Furthermore, research within the Illinois' Early Childhood Education Workforce Report (2017) indicates "with increasing levels of education, the percentage of teachers that stayed in the field of ECE remained relatively constant, but the percentage of those that (left and) took positions in public schools began to increase." Of those staff who left their positions in Early Education facilities in the same report, 31.7% of Associate degrees teachers and 40.4% of "no degree" teachers left and began employment in a different field, thereby creating a "need" for a new recruit to the ECE workforce. In addition, of the total who left an additional 16.2 % (Associate level) and 19.7% (no degree) left to take positions in public schools. This research suggests that of the teachers with Associate degrees that leave their jobs, 52.1 % stay in the field but just switch employers. There is a constant need for replacement teachers.

Sources:
- EMSI Occupational Overview Q3 2019 Data Set
- IDHS (2017) Salary and Staffing Survey of Licensed Child Care Facilities.
- Whitehead, J. (2018). Illinois' Early Childhood Workforce 2017 Report. Bloomington, IL: INCCRRA. |
| 1.3 What labor market information sources are utilized? | The program reviews Bureau of Labor Statistics, EMSI Occupational Overview and IDES. As noted above, however, these sources often to allow for proper nuance or local context, providing an incomplete picture of "need" related to ECE/ CDEV employment. Faculty, therefore, are very adept at their own research within their professional networks. |
| 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?) | Outreach is done through community organizations, child care centers, participation in state organizations, dual credit offerings, career night on campus, spring break activities with high school district U-46 and many other activities in the area.

ECE courses are the first two years of a stackable credential program through Gateways to Opportunity and the college continues to work on transfer opportunities.

On the incoming side, the pipeline is currently not so smooth. Enrollment from the high schools has declined continually over the past ten years. Although ECE is a viable career pathway, it is not often suggested due to the low pay. |

	Honestly, there are not enough students to fulfill the labor market demand. There is a great need for early childhood educators in the state. The lower rate of pay and prestige for the profession is not something the program can directly control.
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.
	Curriculum changes in ECE are usually prompted by changes in credentialing through Illinois Gateways to Opportunity. The entitling agency reviews courses, curriculum, course content, objectives, competencies, and stackable degrees, therefore, the most significant changes and updates over the past five years were driven from this external source. Curriculum has been created and submitted for the ESL/Bilingual credential pilot program based on local need for the college. As Gateways credentials are added, the program may also need to create courses to match the requirements of the credential.
	Dr. Munson is involved with state-level committees regarding early childhood curriculum and will be aware when curriculum changes are coming. When such updates need to occur, they are discussed at department meetings, with the Associate Dean and with the Dean. The Advisory committee has supported the current curriculum and is happy about the new ESL/Bilingual credential. They have also expressed support for a possible national accreditation through NAEYC depending on time, cost and benefit to the students.
	Through the statewide networks, a lot of work is also being done to align and connect to Bachelor's programs which may affect curriculum, such as: • Aligning early childhood preparation at two-year and four-year institutions with Illinois teacher standards. • Creating seamless pathways between two-year and four-year institutions and providing the necessary advisement to ensure seamless transfer for students. • Creating flexible pathways for degree attainment that allow students to take some coursework at community colleges and other coursework at four-year universities. • Working across two-year and four-year institutions to develop and implement curriculum improvements in critical areas such as early math, infant toddler development, and cultural and linguistic competency.
	The college is also giving consideration to changes in the National Association for Education standards regarding community college degree programs. The program may

	consider new courses if the decision is made to pursue accreditation from NAEYC (National Association for the Education of Young Children).
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.	Even after the Gateways revision, ECC's offerings are lacking in transfer options. This currently is being improved upon as transfer institutions slowly agree to courses submitted for IAI articulation approval. Dr. Munson is also on the IAI – ECE panel. Dr. Munson is actively involved in much of the curriculum and credentialing work at the state level. To move towards NAEYC accreditation, and for other desired activities, staffing must be addressed, as the load can be very challenging with just one full-time faculty member and minimal dedicated support.
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 ECE budget is combined with Education (EDN) for $310,749 in FY'21. This budget primarily covers salaries, instructional coordinator stipends, instructional supplies, and other operational costs. Funds to cover meeting/conference expenditures are dedicated to enhance liaison relationships with district schools and other institutions of higher education.
2.1b How do costs compare to other similar programs on campus?	The budget of the early childhood education program is a separate one relevant to other departments in that it is basically salary for full-time faculty and part-time faculty, plus supply line. However, this department is also provided with additional amount for accreditation and accreditation related travel cost, both for instate and out of state travels.
2.1c How is the college paying for this program and its costs(e.g. grants, etc.)?	This is paid through the Ed Fund, from tuition, course fees, and local property tax.
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.	Generally, this does not apply to the ECE program. Perkins funds were used in 2016 to send the full-time instructor to the NAEYC conference.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Courses are scheduled in a strategic rotation to ensure that sections are full whenever possible. Additionally, in an effort to promote student success, CABS leadership will sometimes permit low-enrollment classes to run to ensure that students are able to complete their desired programs of study in a timely fashion (for example – to not wait until it may be offered again months later). It is a balance between fiduciary responsibility and drive for student success. Enrollment saw a decline from

	2016-2017 but has remained stable from 2017-2020.
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?	Primary costs to the students are for tuition, course fees (ECE-124: Curriculum Planning) and textbooks. They also need to provide their own transportation to their field experience worksites. The faculty are examining resources to reduce textbook costs, such as OER. The full-time instructor works with students who need help with textbooks and materials for curriculum planning.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	If the program considers the community college Bachelor's degree, another full-time faculty member and a dedicated academic advisor may be required. In the meantime, a second adjunct would be useful but there is difficulty finding someone who meets qualifications.
	Pursuit of NAEYC accreditation would need between $3,000 - $6,000.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	ECC's Early Childhood Education program enjoys community collaboration, stackable credentials, transfer pathways, and meaningful field experience hours. Coursework is aligned to Gateways entitlement and credentials which positively impacts employability for students.
	The program is led by a dedicated faculty member who is committed to excellence, innovation, and opportunity for students. She has participated in various statewide committees (ACCESS, PDAC, IAI, NAEYC peer reviewer) and won several awards (NISOD, 2018; Rouche, 2018; Dale P. Parnell, 2018).
3.2 What are the identified or potential weaknesses of the program?	The main barrier is time and staffing support. There is much to do with credentialing, curriculum, field experience placement, etc. and one full time faculty member to balance it all. There are problems with articulation with high schools and 4-year programs.
	Though the Gateways alignment is significant for students and their employment potential, those credentials are only recognized within Illinois.
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 COVID-19 disruption, several ECE courses were regularly offered in an online format to meet the flexibility needs of students: ECE-174, ECE-102, ECE-220, and ECE-201/202. Most other classes were face-to-face in the 12:30-1:45 time slot, which is naptime at child care centers and works well for dual credit students. Evening sections were also available. Classes in the summer were based on current student and community need. This had been working well, though there have been many requests for more online courses.
	Research into expanding online offerings was being explored; however, the current faculty contract specifies a 60% load cap

	which limits more ECE classes being offered online since there is not enough enrollment to warrant more faculty.
	Classes 2020/2021 were offered online in an asynchronous format after it was determined synchronous meetings would not match student availability. Also, many students do not have access to the necessary technology at home or at their workplace. The asynchronous format allows them to continue their educational journey while also working. Many ECE students were considered Essential Workers.
	From March 2020 and into the fall, all course materials were moved to online availability through D2L, the college's Learning Management System. Students could access videos, PowerPoints, syllabus and other course documents online at any time. The use of Wakelet to create collections has been implemented to explain the Gateways to Opportunity system.
	Unfortunately, D2L does not play nicely with other platforms. There are OER resources available for ECE that a state group is working to incorporate into the curriculum. These OER resources work with Canvass, Moodle, etc. but are difficult to incorporate into D2L.
	As operations resume more normally post-pandemic, the mix of delivery methods will likely return to the old status quo due to the 60% cap. The program is interested in exploring hybrid options – students can experience a sense of community but also come to campus less often. Many students are moving to fully online Bachelor's degree programs instead of ECC due to the convenience and flexibility.
	The college's Institutional Research department routinely provides access to course success data disaggregated by delivery method. A new category was created for Spring 2020: *F2F – Moved Online* for those traditional face-to-face classes that had to migrate online due to the emergency closure.
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 ECE program is developing a Program of Study defined by Perkins V to be approved by ICCB. The program of study is due by 4/23/22. **A) Incorporates challenging State academic standards:** *Met.* The ECE program is based on the credentials from Gateways to Opportunity, which also employ rigorous assessment methods and competencies. **B) Addresses both academic and technical knowledge and skills, including employability skills:** *Met.* The curriculum integrates academic and career content, and provides work-based training opportunities and career services. **C) Is aligned with the needs of industries in the economy of the State, region, or local area:**

Met. Gateways to Opportunity has aligned the levels and credentials with industry needs. The program ensures it is poised to meet local based on labor market data and advisory committee input.

D) Progresses in specificity:
Met. Begins with dual credit opportunities at an introductory level and progresses to more specific knowledge and skill through stackable credentials and work-based training opportunities.

E) Has multiple entry and exit points that incorporate credentialing:
Met. Students can start the ECE program in high school. There are no other barriers to program entry. Students can take just a few courses that satisfy a credential or work towards certificates which stack to a degree. Students can exit for employment and continue to a 4-year program if desired.

F) Culminates in the attainment of a recognized postsecondary credential:
Met. Gateways Credentials are symbols of professional achievement that show students' knowledge, skills and experience in caring for and educating children. Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. Students can earn:

- Level 2-4 ECE credential
- Level 1 Director credential
- Level 1 Infant Toddler credential
- Bilingual/ESL credential

3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	**A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:** Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development and are directly aligned with the needs of the industry, including: • Level 2-4 ECE credential • Level 1 Director credential • Level 1 Infant Toddler credential • Bilingual/ESL credential **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:** Students can begin their ECE studies in high school and pursue various awards and credentials with value in the workforce. The program leads to jobs in a high-demand industry. As discussed above, early childhood education ensures that participants have multiple entry and exit points into the field. There are stackable

credentials and degrees in early childhood education. Many program students are concurrently employed in education or child care.

C) Includes counseling to support an individual in achieving the individual's education and career goals:
Students are offered counseling support through academic advisors and program coordinators often beginning in high school. Students in the program received individualized guidance from the full-time instructor. Students have access to on-site child care at the Elgin Community College lab school.

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:
The program is designed to integrate academic and technical content to meet foundational professional skills. Students have the opportunity to earn credit while working in local childcare centers in the two field experience courses. The program maintains partnerships with local child care centers to serve as field experience sites for the ECE 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:
The credentials have been created to be efficient, but aren't currently set up to be accelerated. Students can enroll in dual credit courses to earn up to 12 credits before starting at Elgin Community College. Classes are offered at night and online to meet the scheduling needs of the student population. Modularization is being discussed at the state level although a decision is yet to be made. The full-time instructor has participated as a faculty fellow in reviewing modules created by Gateways.

F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:
Students can follow this pathway: dual credit, BVS, VS, AAS. Each certificate/degree stacks on the previous certificate/degree. Students are not able to complete the BVS requirements exclusively in high school.

G) Helps an individual enter or advance within a specific occupation or occupational cluster:
The Gateways credentials indicate the career ladder for advancement within the ECE field. Students can take just the required courses to advance according to the model.

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?	Innovation in early childhood education involves using creative solutions and collaboration to teach students. Currently, the program is looking at the use of Wakelet and OER as technological innovation ideas for early childhood courses.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Four of the core courses are offered through dual-credit with districts U-46, D300, D301, and D303, representing 12 of the 18 credits for the BVS certificate: • ECE-100: Health, Safety, Nutrition of the Young Child • ECE-102: Introduction to Early Childhood Ed • ECE-124: Curriculum Planning/Young Child • ECE-174: Child Growth and Development Discussions continue with school districts about partnering on pathways. As discussed earlier, dual credit enrollment is in decline. There is room for expansion with college instructors going to the high school or more high school students coming to campus. Due to the credentialing agency, instructors must meet certain qualifications to teach ECE courses for college credit, including having experience in the field of early childhood.
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?	Six credits from the program core are directly related to work-based learning - ECE-201/202: Field Experience & Seminar I & II. Additionally, the elective ECE-106: Experiential Learning in ECE utilizes a course project which can be completed at the worksite. Nearly all ECE courses include observation hours and interviews. Students are also encouraged to join both NAEYC and Gateways.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The program does not require industry accreditation. However, Elgin Community College does have voluntary Gateways to Opportunity credentials in ECE, Infant Toddler Care, Illinois Director Credential, and Bilingual Education. The program is considering seeking voluntary accreditation from the National Association for the Education of Young Children (NAEYC) in the next five years.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	There are state recognized credentials embedded throughout the program. There is no state examination at this point in time. Students can gain a BVS, VS and/or AAS which are stackable credentials.
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	• Roosevelt University – Elgin Community College and Roosevelt University, A.A.S. Early Childhood Education

cooperative agreements/initiatives are in place for this program?	to Bachelor of Arts in Early Childhood Education • NLU - Elgin Community College and National Louis University, A.A.S Early Childhood Education to the Bachelor of Arts in Early Childhood Practice or Education Discussions are being held with Northern Illinois University and other local four-year schools. There is an ECE program in the works with NIU.
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?	Relationships continue to be strong with the local K-12 school districts and new partnerships with local childcare centers have been developed. The ECE program has collaborated on Spring Break activities with U-46 for the past two years. Internally, Dr. Munson serves on the Academic Procedure Review Team and the Safety Committee and was a previous member of the college's assessment committee. Such connections help keep the program aware of campus activities and procedures.
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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline. Within the ECE program, faculty participated in classes through Center for the Enhancement of Teaching and Learning (CETL) about online learning, cultural competency, bilingual education, teaching methods, and guidance. Additionally, the adjunct faculty participates in training through school district U-46 related to her full-time job. Full-time faculty Dawn Munson is completing the Master Online Teacher program from University of Illinois Springfield in Summer 2021. NAEYC and the NAEYC Professional Institute, and Gateways to Opportunity Higher Education Conference are primary professional conference opportunities the faculty really should attend regularly.
3.16 What is the status of the current technology and equipment used for this program?	The current technology is fine in the classrooms so long as it is kept updated. The program could benefit from some new manipulatives, games, and art supplies once standard operations return to campus. Usually, these are purchased throughout the year and the supplies have run dry. Students, however, need support in this area. The instructors spend time teaching some of them how to use computers and D2L, time better spent on instruction.

3.17 What assessment methods are used to ensure student success?	Informal assessments include projects, writing samples, quizzes, exams, student created quizzes, and presentations. Formal assessments include exams and projects.
	Students are assessed on the Gateway to Opportunity competencies in each course through a major project or exam. Dr. Munson is participating at the state level to develop a competency assessment toolbox for ECE courses.
	In general, students are meeting the competencies in the ECE courses.
	The department is also researching and learning more about how competency-based learning can be used in the higher education system.
3.18 How are these results shared with others at the institution for continuous improvement?	Results are easily discussed between the two faculty members when needed. As many of the formal assessments were developed at the state level, their use and the results are discussed with other ECE educators. As part of this development, Dr. Munson participated in an assessment review through Gateways to Opportunity.
	ECE has had inconsistent involvement with the college's formal course-assessment process. Attention can be given to allowing this college process to be informed by artifacts and results from the Gateways assessments, removing unnecessary duplication of effort.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	As needed, exams are updated and all course curriculum was adapted to the new online format for remote learning. Overall, the program curriculum has remained the same since the overhaul in 2017-2018.
	In the last five years, focus has been on studying how the new Gateways assessments work for students. Dr. Munson collaborated with a Reading specialist to rework an assessment in ECE-102 that was easier to read and clearer for students to understand. This activity would be beneficial in each class, but time is a significant issue.
	Faculty have tightened up the way the Gateways projects are assigned. Students do better when submitting them in parts throughout the term rather than as a whole at the end. This allows them to scaffold their learning, manage their time, and revise their work based on formative feedback. Videos have been prepared for the major assignments to explain the expectations and serve as a resource that students can turn back to as needed.
3.20 How satisfied are students with their preparation for employment?	A small survey of students showed that students are happy with online options. Most ECE students are working in child care centers and are considered essential workers. Online offerings give them the opportunity to further their education while still taking classes toward a certificate or degree. Some students miss

	seeing each other and the community but most are happy with taking classes online. Enrollment has not been impacted as it has remained steady.
	Based on field experience placement, 95% of students are employed before graduation from Elgin Community College. Students who are not employed are usually transferring to a four-year program. The program has a Facebook page to provide job listings for current and former students. The full-time instructor also provides individual guidance to students on job placement.
3.21 How is student satisfaction information collected?	Student satisfaction is collected by the college through the career-technical follow-up survey conducted annually by Institutional Research. Feedback is also solicited from students via the student evaluation of instruction process, though this data is only provided to each individual faculty.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers sit on the advisory committee and serve as field experience sites for students. Employers help to inform the faculty about what is happening on the ground in early childhood education.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory committee provides advice regarding changes to the curriculum and gives ideas for updates. Members often are employers and field sites, and are knowledgeable about the trends and legislative changes in the field.
	The advisory committee has agreed that the program should consider seeking NAEYC national accreditation, however, this is difficult with only one full-time and one adjunct faculty member.
	The engagement could be improved if the faculty was not completely in charge of organizing and managing the committee. It takes time to contact members, plan and hold meetings. Administrative support would be very helpful to increase communication and engagement.
3.24 How satisfied are employers in the preparation of the program's graduates?	Students from the ECE program are well-prepared to work in the field. Unfortunately, due to the employee shortage, the bar is low for early childhood education teachers. Employers would like to see higher enrollment in the program, but realizes the constraints from the crisis situation in Illinois.
3.25 How is employer satisfaction information collected?	The full-time instructor speaks with the advisory committee and local employers to get feedback on the program graduates.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Not directly from this review.
	Actions to consider include NAEYC accreditation and allowing more than 60% of the full-time instructor's load being taught online to meet ECE student need. Additional faculty, whether full- or part-time, would aid capacity for desired improvement

	efforts.
	The program would benefit from a dedicated advisor who understands the specific needs of early childhood education students. Many students are advised out of the program or given inaccurate information.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Barriers from the industry:
- The many pathways of ECE are confusing and the workforce is fragmented.
- DCFS standards are minimal for teachers in the field; only requiring 60 college credits, with 6 from ECE, and they do not have to complete a degree.
- The industry suffers from low pay and high turnover.

Barriers for Elgin Community College:
- The primary barrier for faculty is time and staffing support. In addition to instruction and student support, there is much to do with credentialing, curriculum, field placement, advisories, etc.
- The program is committed to exploring new technologies to better support students and their learning, but again, time is needed to research and develop those resources, and some students have significant learning curves with computer technology.
- The pipeline from high school dual-credit students is lacking.
- Several courses are eligible for IAI articulation (ECE-220, ECE-224), but the panel has been having trouble getting submissions from 4-year schools.

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

CTE Program	Early Childhood Education

CIP Code	13.1210

	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Total Number of Students Enrolled *(*UnDUPLICATED XVGS Grade file)*	232	199	212	200	208
Total Duplicated Seatcount *(*DUPLICATED SR/SU file)*	426	401	463	411	419
Face to Face Seats	276	277	279	285	335
Online Seats	150	124	184	126	84
Number of Completers	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**
AAS Early Childhood Education	(new)		7	4	8
VS - Early Childhood Education	(new)		16	9	15
BVS - Education Early Childhood	(new)		25	16	20
Withdrawn Credentials — AAS Human Services Early Childhood Education Option	8	16	12	3	N/A
Withdrawn Credentials — VS - Human Serv-Early Childhood Education	11	18	11	N/A	
Other: *OVERALL COURSE SUCCESS RATE (A-C, excluding withdrawals)*	87%	89%	89%	83%	90%
Face to Face	92%	94%	90%	81%	89%
Online	75%	75%	86%	84%	90%

PE1. How does the data support the program goals? Elaborate.	**ENROLLMENT** Enrollment is expected to remain consistent as it has for this review period. ECE did not see the same declines as other CTE programs and the college overall since 2016. Students will continue to choose ECE because it is a fulfilling, in-demand career even though the pay is low. Some of the small fluctuations can be attributed to the curriculum changes and the core courses being offered more regularly since implementing the revisions. Electives are offered every third semester or upon community need. ECE-174: Child Growth and Development is consistently the highest enrolled course. This is the only IAI course that we have submitted. It transfers easily to other schools for child development. The program is paying attention to the downward trend in high-school enrollment. This may be due to the lack of encouragement for ECE as a career pathway due to pay.

	SUCCESS Many ECE courses have average success rates above 90%, exceeding the average for Career-Technical programs. ECE-174: Child Growth and Development, however, has the lowest success rate at 70%. This makes sense as it is the highest enrolled course and the Gateways Competency project process is introduced in this course. Similar content is also covered in 4-year programs. It also is a course where students decide if ECE is the best fit for them. The success gap between standard face-to-face and online modalities has narrowed over the years for ECE-174. Online success rates for other ECE courses are also slightly higher than the CTE online average. **COMPLETION** Prior to the curriculum redesign and the formal separation from the Human Services program, completion data was difficult to disaggregate between the sub-programs. courses are required to be a qualified teacher or director in a child care setting. The number of awards earned by ECE students will continue to be monitored. Most students in ECE are working full time and taking classes. The average age student is 30.6 and many also have families. Students progress sometimes 2 classes per semester through the program. The coordinator works with students individually to make sure their needs to progress through the program are met. It also is important to note that some students are just taking classes to meet state guidelines for ECE teachers rather than to complete a degree or certificate.
PE2.What disaggregated data was reviewed?	Through the expertise provided through the 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, including their overall program enrollment and the highest enrolled course. Depending on programmatic need and interest, additional subgroups can be created and include more courses.
PE3.Were there gaps in the data? Please explain.	Initial review of the prepared output shows that Black/African-American students have a lower success rate in ECE classes than white students, though their performance is higher than like students in the division and other CTE courses. Within ECE, the Black/AA group is small, on average 7% of enrollment. Program faculty want to take a deeper dive into this data. For example, the success is lowest for them in ECE-174. In which classes are they doing better and what can be learned about how those courses better serve the subgroup? Other observations include that success increases with age and that men are not as successful as women (though they are only 5% of the enrolled students).
PE4.What is the college doing to overcome any identifiable gaps?	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.
	Within the ECE program, equity is a critical topic, both for the professionals and their job opportunities, but also for the children being taught. The field faces unique challenges and barriers due to the low pay. Black and LatinX educators are underrepresented in higher paying ECE positions. It is important to the program that all students are provided the needed supports to enhance their learning. This may include: flexibility in regards to internet access, family situations, accommodations, and more.
PE5. Are the students served in this program representative of the total student population? Please explain.	The field is overwhelmingly female, which is reflected in the enrollment figures of 93% women in FY'20. The majority of the students in ECE are Latina or White, with a slightly lower percentage of Latina than the college, slightly higher on White. Black/African-American students in ECE are the smallest group (6%), but this generally matches the college percentage of 5%. The program has slightly less students age 16-22 and slightly more age 23-29.
PE6. Are the students served in this program representative of the district population? Please explain.	See above.

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 shows consistent enrollment with fully revised curriculum as of 2018. Prior to COVID-19, online sections served the needs of working students quite well. The year of remote learning has shown that even more students can be reached in this (or a hybrid) modality. COVID-19 also brought to light the struggles students go through with technology. The faculty are better able to see how teaching and learning can be strengthened with solid pedagogy, regardless of delivery method.
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Examine the benefits/deficits of accreditation through National Association for the Education of Young Children (NAEYC)** Timeline: AY22 - AY23 2. **Examine transition to OER textbooks** Timeline: Ongoing. 3. **Continue to evaluate curriculum based on NAEYC and Gateways**

	standards Timeline: Ongoing. 4. **Participate in state work on alignment of NAEYC and Gateways standards.** Timeline: AY22. 5. **Participate in Elgin Community College Education structure project with EDN program and division leadership** Timeline: AY22 – AY23 6. **Update the evaluation instrument used for student field experience and ensure connection to career-readiness** Timeline: AY22 – AY23 7. **Partner with Assessment office to connect assessments required by Gateways to what is desired from the college** Timeline: AY22 – AY23 8. **Participate in state-level work on Prior Learning Assessment with Gateways to Opportunity** Timeline: AY22
R3. Resources Needed	NAEYC accreditation would be a benefit to the program. The full-time instructor would need staffing support to make this a reality as well as funds for the application and visitation.
Responsibility R4. Who is responsible for completing or implementing the modifications?	Faculty and Instructional Coordinator, Dawn Munson

Career & Technical Education	
College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Human Services Generalist Option	AAS	60	51.1502	VS Human Services Generalist
Human Services Substance Abuse Counseling Option	AAS	62	51.1501	VS Human Services Substance Abuse Counseling

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 Human Services program is divided into three parts: Generalist, Family Violence, and Substance Abuse Counseling. At the core there is some curricular overlap before the specialties diverge from the Generalist. As such, learning outcomes are as follows: **Generalist / Core** • Demonstrate knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. • Develop knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. • Incorporate human service values and attitudes and promote understanding of human services ethics and their application in practice. • Develop awareness of the students' own values, personalities, reaction patterns, interpersonal styles, and limitations. **Substance Abuse** • Develop an awareness of the interaction between biology and environment in the etiology of and recovery from addiction. • Demonstrate the interaction of outreach, assessment, and appropriate treatment and intervention methods in the effort to treat the addicted individual, serve those emotionally close to the addict, and ease the burden of addiction on society. It is important to note that much of the curriculum and course content is mandated by the three accreditation bodies which recognize the programs.

P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The program is designed to introduce students to all required aspects of the professions, provide the knowledge base and sufficient opportunity to develop the required skills in supervised field experiences. These are not professions that can be mastered through education alone; they require a lifetime of experience. Elgin Community College's program provides students with the necessary foundation, that regardless of whether or not they move directly into employment or pursue ongoing education that they have the skills to successfully continue their journey. In addition, the Substance Abuse majors must pass a written state exam to achieve certification. Current pass rates suggest that students are learning what they need to learn both in class and on Field Experience. The majority of students are not only passing the exam, but gaining employment and/or continuing their formal education.

Focus groups are conducted at the end of the semester for several courses to gather student feedback, specifically around the following areas: overall reflection on the course, materials used, assignments, what needs to be changed, the instructions, and any advice current students would offer for future students. It is from this data that several changes have been made to the structure of the course and the assignments used. For example, based on student responses more check in dates and meetings have been added to larger projects, some readings have been added to classes, while others are modified or removed, and a final example from students is the inclusion of more intentionally homogenous groups for groupwork, especially around language – i.e., folks who speak Spanish being in a group together. These are a few of examples of how student feedback can be incorporated.

Due in part to the multiple accreditations, program faculty spend a great deal of time reviewing, explaining and assessing teaching and learning outcomes. Curriculum and programming are integral pieces of each of the respective accreditation processes and are therefore routinely analyzed. The program also benefits from the outside perspectives from the accrediting bodies.

As human service workers, as well as instructors, the faculty are keenly aware of the challenges their students face and are committed to equity in all aspects of society beyond just the college environment – no institution or community exists in a vacuum. Experiences during COVID-19 have reinforced faculty awareness of the inequities in our society. This small program had at least three of students die during this pandemic. Multiple other students had disruptions in their education due to illness, the death or illness of family members, as well as additional work burdens in their roles as essential workers. All of this has hit the faculty pretty hard and they are grieving alongside their students. This experience has reinforced their commitment to ECC students and our communities. |
| **Past Program Review Action** | 1. **Realign faculty and class schedules due to reorganization** <u>Status</u>: Complete. |

P3. What action was reported last time the program was reviewed? Were these actions completed?	Faculty and course schedules were realigned after the Early Childhood Education program moved out of the Human Services umbrella and aligned with Education. One core full-time faculty member was also replaced after a retirement.
	2. Evaluate modality effectiveness of HUS-200 Pre-Field Experience
	Status: Complete.
	HUS-200: Pre-Field Experience was evaluated for modality. The online format was strengthened to include in-person meetings with students. A hybrid format was also explored, but it was decided to maintain online only. Revisions made since 2017 meet the majority of students' needs.
	3. Reevaluate need for Family Violence Counseling program
	Status: Complete.
	The Family Violence Counseling program's AAS and certificate were withdrawn effective Summer 2017 based on analysis completed by faculty during program review in FY'2016. There are other ways to blend content into the Generalist program and still get students the desired credentials.
	One distinct course from the program was retained, HSG-150: Violence Against Women, and is taught in partnership with the Community Crisis Center (CCC), a domestic violence shelter and service program located in Elgin, IL. The CCC is also the regionally approved training program for domestic violence and sexual assault services. Students can earn two certifications by completing this course – domestic violence and sexual assault intervention specialists.
	Since eliminating the complete certificate program, enrollment in the single class has increased, drawing both Human Services Generalists and Substance Abuse students.
	4. Begin regular cycle for course assessment
	Status: Complete.
	Course assessment plans and reports have been completed.
	5. Update Human Services core courses (HUS-102, 110, 200, and 205)
	Status: Complete.
	These outlines and syllabi were reviewed to meet Council for Standards in Human Service Education expectations (see conditional accreditation letter received March 1, 2015) in preparation for the next accreditation visit in Oct 2019. Revisions approved by Curriculum Committee, effective summer 2017, included textbooks; realignment of course prefix and numbering, easing students' academic planning. A completely new CSHSE accreditation application was completed for the October 2020 site visit.
	6. Explore revising Human Services program name

Status: Complete.
Program review discussions explored concern the public may not relate to the "Human Services" name as it is not connected to job opportunities/titles. Research was done in Spring 2017, though advisory committee determined better to retain the current program name.

7. Monitor external trends for program impacts
Status: In progress.
Monitor trends outside of ECC such as funding levels or new statewide initiatives (e.g. the Certified Community Support Specialists), that will impact the program. Exploring certificate for Certified Community Support Specialist (CRSS). The State of Illinois has authorized a private not-for-profit entity, the Illinois Certification Board (ICB) to create a model for the accreditation of training programs for CRSS Certificates, ICB released the model and application in August of 2020. It covers both mental health and substance abuse community recovery support specialists. A decision will be made following consultation with the Advisory Board, ICB, and an assessment regarding an estimate of student interest. Much of potential student interest will hinge on an assessment of whether having the certificate will be required by employers. It is not currently required by state statute.

8. Renew accreditation for NASAC and IAODAPCA
Status: Complete.
Reaccreditation completed for NASAC, IAODAPCA and most recently, CSHSE (Nov 2020).

Additional accomplishments since FY'Y16 not related to goals above:
a) As mentioned above, the prefixes and numbers on numerous courses were changed to aid the students in mapping their education plans more clearly. The curriculum updates have eliminated the problem of students registering for unnecessary courses and missing required courses. This has been successful as measured by our having to do far fewer Waiver and Substitution forms. The number is almost down to zero, and now consists mainly of students switching majors within the program.
b) The number of transfer destinations has increased, including the University of St. Francis, as well as the social work program at Aurora University. More students are now transferring to Aurora in pursuit of a degree in Social Work.
c) Elgin Community College completed an agreement with National Louis University (NLU) beginning in the Fall of 2020 to move onto ECC's campus.   NLU will be offering a Bachelor's Degree in Human Services and Behavioral Sciences as well as a Master's Degree in Counseling. NLU accepts all of the credits from ECC's Human Services program. NLU joins Columbia of Missouri in offering a Bachelor's Degree on the

	ECC campus that accepts all credits from the Human Services program.
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.	Joseph Rosenfeld, full-time faculty, instructional coordinator and lead report author. Liddy Hope, full-time faculty, report reviewer, contributor and gentle critic.
Stakeholder Engagement P5. 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 Advisory Board contributed regarding the CPRS/CRSS program.

CTE Program Review Analysis

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

| 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 Human Services program has few barriers to admission, and its scheduling and sequencing are as flexible as possible allowing students to complete in acceptable numbers.

The program is currently exploring making HUS-102: Principles and Practices a prerequisite for HSG-205: Introduction to Group Processes. The complexity of the content in the Groups class is such that it would benefit students to have a foundational knowledge of the field and of core concepts prior to take HSG-205.

For example, the skills required to work with groups are often more complex versions (and/or build off) of the skills used to work with individuals; however, working with groups requires a higher level of these skills. For example, instead of reading the non-verbals of one person, we are now reading the non-verbals of each group member as well as the group as a whole.

Another rationale is the complexity of the approaches and models used in HSG-205, these theories and approaches build on the theories, skills and models learned in HUS-102. Students who have not already taken HUS-102 often feel behind compared to the other students.

Finally, the major project in HSG-205 requires a great deal of collaboration and trust in both the process of the class, classmates |

	and the professor. Students who have taken previous classes in HUS are more comfortable, confident and prepared for this level of work because they've already done some of it. HUS-102 and HSG-205 are taught by the same professor, thus allowing an even greater connection and ability to engage in the work of HSG-205.

Above all, this idea comes strongly recommended from the students in the HUS program; it is already their informal practice to take HSG-205 in a subsequent semester; making HUS-102 a pre-req will only formalize what is already being practiced.

These are just a couple of examples. Essentially, HUS-102 lays the foundation for the future work and classes, including and especially HSG-205. |
| A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | In all cases where the credits exceed 30 or 60, it was necessary to satisfy the requirements of one or more of the three external accrediting bodies. They require a certain level and type of content, and supervised experience. The program is as streamlined as necessary to meet the requirements of CSHSE, NASAC, and ICB.

• AAS Substance Abuse Option, 62 credits
• VS Generalist, 33 credits
• VS Substance Abuse, 38 credits |

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	The program has two main areas of focus – the Generalist program, which includes every part of human services: youth work, homelessness, hunger, social justice, criminal justice, etc., and the Substance Abuse Counselor training program. Certification is required by Rule in the Substance Abuse field driving demand for that program. Students completing the certificate programs are employed as substance abuse recovery counselors. Those earning the AAS degree as Human Services generalists also find employment in many human services agencies, although the general expectation among the students and faculty is that they will continue their formal education.

The program is directly linked to what training and certifications are required for employment in the state of Illinois and is responsive to occupational mandates from the State of Illinois. For example, at one point the state considered requiring certifications for Geriatrics, Mental Health Technicians, and Substance Abuse Prevention but did not follow through resulting in insufficient enrollment. As discussed earlier, the program identified a faster method to certify students for work in Domestic Violence not requiring a full college credential. Before the program formally proposes a new Certified Recovery Support Specialist certificate, assurance from the state regulators will be desired. |

	Labor market demand is also related to various external funding sources and trends which impact employment opportunities for Human Services students. For example, the Fair Tax was not approved during the November 2020 elections which will likely result in across-the-board budget cuts to state funded services. On the other hand, the need for many of these services has never been greater due to COVID-19, and the new federal administration may provide monies for the needed services. Within Illinois, the new Speaker of the House may be more generous with human services than his predecessor.
	The Affordable Care Act also impacts employment opportunities and labor market demand. The ACA, in theory, provides insurance for everyone in the United States. Under the ACA, both mental health and substance abuse services are supposed to be reimbursed exactly like other physical health conditions though insurance companies are not always compliant and the provision has not been enforced. It is yet to be seen how enforcement and compliance may change under the new administration.
	Lastly, the Human Services field tends to have a very high staff turnover rate. There always seems to be a demand for the program's students. When they want a job, they can get a job. In fact, many students turn down job opportunities to pursue additional education.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	COVID-19 has had little negative impact on employment opportunities since the needs of people in the community have increased across the board. Rates of domestic violence, hunger, violence, addiction (including stress related relapses), etc. have all increased. The challenge has been to provide services in a pandemic with no additional funds. These students and the current workers, many who are in face-to-face situations, continue to move forward and are front-line heroes.
	The exception may be the lower number of graduates being hired as full-time substance abuse counselors versus Certified Recovery Support Specialists which is a lower status, lower paying job. This trend may not last, as there is a shortage of counselors in the recovery business, and agencies may find it advantageous to have a greater number of specifically training substance abuse recovery counselors on staff. This pendulum has swung both ways in the past. However, it is because of this we are discussing with our Advisory Board the creation of a Certified Recovery Support Specialist training program, as we have discussed elsewhere in this Program Review.
	Nationwide, there is a severe shortage of Substance Abuse Disorder Counselors. This is less of an issue in Illinois where the issue is more a severe lack of treatment capacity due to underfunding by the State.
	Our biggest change from lack of external demand was the elimination of the Family Violence Program; both the AAS and the VS since very few students were pursuing these majors. However, a

	core course was retained (HSG-150) which provides students with two State sponsored certificates in the field.
1.3 What labor market information sources are utilized?	Locally, the program relies on an Advisory Board that consists of the leadership of both Substance Abuse Treatment agencies and local Human Services providers.
	Within the profession, workforce development projections come from the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Department of Labor.
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 majority of Elgin Community College's HUS students are hired by their Field Experience sites. To ensure a healthy pipeline, the program needs to continue working with the academic advisors and Admissions Specialists, informing them that the program is a viable career path for those "seeking to help people," and that we are not a terminal degree. Often, such interest is instead funneled to Psychology. Human Services offers a much more broad approach to helping people that includes applied Psychology, Sociology as well as social justice and advocacy.
	Due to accreditation, programs at other community colleges are nearly identical. However, many surrounding colleges do not offer a human services program, so ECC is able to draw students from McHenry County College, Kishwaukee Community College, Triton Community College, and the Rock Valley Community College communities.
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.
	Within this program, curriculum is guided by the requirements from three different accreditation bodies. For example, the Illinois Certification Board required that all training programs increase the time given to electronic record keeping, so this was added to the Rules and Regulations course. Field experience opportunities are also monitored to ensure that students are exposed to their sites' record keeping systems. Faculty will continue to consider additions and modifications in the curricula as the professional environment evolves with new research and evidence-supported practices.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review itself has not caused the program to pursue any changes, though several are still under development at this time.
	As the result of a recent accreditation site visit, the program will consider adding a few more electives to the curriculum, such as the ethnic/racial literature classes being offered in the English department. This would provide an additional pathway for students to gain more cultural competence. Faculty are consulting with the Psychology department about the creation of a cross listed Research

Design class that emphasizes culturally competent research methods. Literature and psychology have been intertwined with the Human Services profession for a long time. Such considerations are in the initial discussion phase.

Finally, the program is considering a new certificate for Recovery Support Specialists. The ICB published a training model in Summer 2020 for the creation of such a certificate. This is a dual certificate in that it encompasses mental health recovery support specialists (Certified Recovery Support Specialist) as well as substance abuse recovery support specialists (Certified Peer Recovery Specialist). The training requirements for these two (combined) certificates look to be too specific to stack them toward the Certified Alcohol and Other Drug Abuse Counselor Certificate (CADC), which required training hours in different skills.

Preliminary discussions were conducted with the Advisory Board in the Fall of 2020, and a more formal presentation will be given to the full Advisory Board in the Spring of 2021. The Advisory Board voted to authorize faculty to move forward with the project. We are moving forward with the program, and are undergoing administrative review on August 13th, and we have begun working ion the ICCB application. Still to be researched is the likelihood the credential would lead to employment, how many jobs would be available, and whether or not the vocational certificate would be required through the State of Illinois Rules.

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?	$330,791 annually which primarily covers salaries for two full-time faculty and 4 part-time faculty. Funds are also budgeted to maintain program accreditation.
2.1b How do costs compare to other similar programs on campus?	Program costs are generally less than other programs within the division of Communications and Behavioral Sciences (CABS), though the budget is unique in that it includes resources for accreditation. It is challenged by the small class sizes and the quantity of courses to cover in each cycle for students to graduate on time.
2.1c How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is supported through the Education fund based on tuition/fee revenue, property tax and state allocation. Grants are not a primary source of funding.
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.	Prior to the pandemic, the program was exploring the use of Perkins funding for student travel to conferences. It is possible this inquiry will resume when conferences begin to be held in person again.

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The Human Services program is already quite cost effective and does not put undue financial burden on students.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Students must pay standard tuition/fees and textbooks. Additionally, they must travel to and from their field sites and may require special clothes for the job. Students are not required to attend conferences, but they are good learning experiences. As mentioned above, the program had been exploring grant opportunities to support student attendance which otherwise is paid out-of-pocket by the students. Due to the service nature of the program, instructors are aware of community resources should a student disclose that they are having financial issues. An overview of community resources is covered in class, including an introduction to the Elgin Community College Foundation and work study opportunities. Program faculty make a concerted effort to control the cost of textbooks. Copies of most are kept on reserve in the library, allowing students to complete some courses without buying the book or at least able to start a class without yet having the book(s). Faculty also do not require texts that are not essential for course success. Many in use are considered "keeper books" – those students will retain for use after graduation for reference. Last, students are allowed to buy earlier editions of books which typically are available at lower prices. Truthfully, many texts don't change much between editions.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review did not result in any actions or modifications regarding cost. However, the visiting accreditation agency commented that it is best that the department increases its number of full-time faculty from two to three to reduce the workload of each faculty member. Such an action would increase the budget significantly.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The program's greatest strength remains its **dedication to the students**. Faculty work closely with students to ensure they are prepared for the next step, whether it is a career in human services, or continued education. Some evidence of this dedication can be seen in the ongoing program engagement from program alumni, the work of faculty to promote students to attend and present at professional conferences, and finally that each of the full-time faculty have been nominated and received awards attesting to their dedication to students and their work. The faculty represent all potential aspects of the professional field – social work, marriage and family therapy, substance and mental health treatment, domestic violence and psychology. Faculty serve **as advisors to students**. Since students may be heading to employment, ongoing education, or both, faculty actively encourage students to consult with them as they progress toward their

goals. This mentoring relationship doesn't end with graduation, many students remain in touch (several serve on respective program advisory boards) for many years after completing Elgin Community College.

All of the program's **faculty are active clinicians** with appropriate licenses and certificates which require continuing education CEUs. Attending these training sessions informs faculty teaching, as does working with actual real-world situations, keeping their knowledge and skills current and sharp. The six faculty (2 full-time, 4 part-time) come from a variety of professional backgrounds and represent over 100 combined years of experience. The Human Services Program is a student-focused, culturally responsive program. The faculty approach teaching and learning as a collaborative endeavor, partnering with students to foster a lifelong love of learning through experiential learning and opportunities. Refer to the Appendix A of this chapter for more detail.

The HUS program is an **open-enrollment program**, there are no prerequisites for the Human Services Department. This allows access to a career path and education to any student. Once enrolled in courses, faculty work diligently with the students to help them learn the skills necessary for success in both other ECC courses and in those they may take upon transferring to four-year institutions. Within the program, students learn from working directly with human service organizations and actual clients.

An additional strength is the **diversity of the students**. The Human Services program has one of the most diverse student bodies on campus. This diversity is reflected in varying ethnicities and cultures as well as many other demographic characteristics. The age range spans from the classic 18-year-old new college student to a significant number of retirees, and third career seekers. Their prior education will range from high school and GED diplomas to Master's degrees and Ph.D. holders (mostly among substance abuse majors). Finally, these students bring a diversity of background and life experience, with a number being consumers of mental health or substance abuse services, persons who have spent significant time incarcerated, persons who have been or are homeless while attending school, and persons juggling childcare, job, and academic responsibilities. This personal experience deeply enhances the classroom learning environment.

The HUS program **employs block scheduling** to best fit the needs of our students. All of the courses run during the day and night over an academic year. This means that students can complete either program in its entirety as a day OR a night student fitting most work shifts. Courses are taught in three-hour blocks, reducing the commuting time and optimizing their time on campus. With proper planning a student can take nine hours of credits on a single day and only have to drive to campus once per week. As District 509 spans rural areas and the program serves other college districts without a

	Human Services program, this feature is particularly critical with students living an hour or more away.
3.2 What are the identified or potential weaknesses of the program?	The decline in enrollment over time is a challenge. This mirrors the general pattern at the college, though external forces are also impacting employment opportunities. As discussed elsewhere, the program needs enhanced communication with admissions and advisors to ensure the Human Services program is not seen as just a terminal degree. The recent accreditation visit suggested a designated advisor for the program. Remote operations during the pandemic have stymied these efforts. Also noted during the visit is the limited full-time faculty (two), which leaves the program vulnerable to disruption should something unforeseen occur.
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 pandemic, all but one course were face-to-face. HUS-200: Pre-Field Experience was designed as an online course to demonstrate to the accreditors that the program's students were able to use computers, as using technology is a key learning outcome. The learning management system, D2L, is leveraged for student communication and class materials such as PowerPoint slides, syllabi, calendars and the gradebook. It should be noted that the Illinois Certification Board (ICB) does not currently accredit any online schools. ICB has only reluctantly agreed to online learning during the pandemic. Beyond the ICB requirement, human services education, by its very nature, is mostly an in-person pedagogical experience. Still, faculty are now aware of a few students who began the program during the pandemic because all classes were remote. These students and others have expressed that the flexibility of being online works well for them, especially given their family life and work situations. Dr. Hope and Dr. Rosenfeld are assessing the quality of teaching and learning in the currently remote Field Experience courses (HSG-201 & 202, SUB-201 & 202). If student success and outcome attainment remain unchanged from in-person learning (generally 100%), and if no significant adverse events occur, it is likely the online modality will be retained for the courses moving forward. This will be a great benefit to the students as many have to travel great distances to attend a one-hour seminar. One consideration, however, is that as licensed clinicians with a role in supervising interns (ECC students engaged in their Field Experience), the faculty have "vicarious liability" for their behavior. In other words, faculty can be held responsible for students' mal-practice should it occur, so removing face-to-face interaction is a significant decision. As mentioned within the Strengths item above, all face-to-face courses are offered in three-hour blocks to make commuting and class time as efficient as possible for the student.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the	Human Services is not yet fully recognized as Program of Study under Perkins V. Still many elements are still met or in as outline below.

| 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. | **A) Incorporates challenging State academic standards:**
Met. The program meets not only state but national standards and its separately accredited by three bodies: The Illinois Certification Board (ICB), the National Addiction Studies Accreditation Commission, and the Council for Standards in Human Services Education (CSHSE). Elgin Community College is the only school in Illinois accredited by all three bodies.

B) Addresses both academic and technical knowledge and skills, including employability skills:
Met. This again is ensured by the accreditations discussed above, though the program goes beyond the standard in to additional ways. First, innovative learning experiences such as topical events on campus and within the community allow students to become active and engaged throughout the program. Second, the curriculum and culminating Field Experience courses focus success beyond just knowledge and into the realm of the life-long learning the profession requires for critical thinking. The Conduct and Disposition forms outline and ensure these skills are in place prior to students completing the program, setting them up for success in their careers.

C) Is aligned with the needs of industries in the economy of the State, region, or local area:
Met. There is strong demand for Elgin Community College Human Services completers as demonstrated by the Department of Labor projections and feedback from the Advisory Boards.

D) Progresses in specificity:
Partially met. It is highly recommended that students complete the program in a sequential order, which is outlined on the website and in the brochure used by Advising. However, prerequisites do not force this sequence in order to allow students the freedom of taking courses when they fit their busy lives. The exception to this is the Field Experience. Students must first complete HSG/SUB-201, which ensures the student and the chosen site are ready for a successful learning experience and outcome.

E) Has multiple entry and exit points that incorporate credentialing:
Partially met. Many students enter the program as *reverse transfers*, meaning they come into the program with an existing degree, and are enrolling to secure a new credential or degree in a specified area to advance or switch careers. For some, the available certificates are sufficient. For those without a prior degree, the full AAS is typically the ticket to employment.

F) Culminates in the attainment of a recognized postsecondary credential:
Met. In the Generalist program, students can earn certificates for Domestic Violence Counselor, Sexual Assault Counselor, and Human Services Generalist. Though these are not set up to be stackable certificates, they can be earned through electives towards the AAS |

	degree. In the Substance Abuse & Recovery program, students are eligible to test for the Substance Abuse Counselor certificate. Once earned, they are eligible for additional certificates and endorsements through both training and work experience.
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:** In order for an agency to employ a substance abuse counselor, per Illinois Administrative Code 2060, that individual must have either certification as a CADC (Certified Alcohol or Drug Counselor), or another recognized mental health services license such as a Licensed Clinical Social Worker or a Licensed Clinical Psychology. Per 2060, an agency may hire a person without this requirement provided the employee secure it within two years. This is the impetus behind the Addiction Counselor Training Program. Similar State requirements exist for those serving domestic violence and sexual assault survivors per the Illinois Domestic Violence Act. These certificates earned are Certified Sexual Assault Counselor, and Certified Domestic Violence Counselor. The need for these credentials is not driven by labor market data, but rather on State mandates that dictate who can provide those services. That said, the Federal Department of Labor predicts that counseling, addiction rehabilitation, and social work are growth industries. In addition, all agencies represented on the program's Advisory Committees are employers of ECC students. A standard item these semi-annual meeting agendas is the local labor market, as well as a discussion on the ability of ECC students to meet employer needs and expectations. **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:** It should be noted that the program has a mixed bag of students. In the Addiction Counselor Training program there is a substantial number of students who have already earned Bachelors, Masters, or Doctoral Degrees. These students will coincidently earn an AAS as they earn the Advanced Addiction Counselor degree. These afore-mentioned students transfer into Elgin Community College a large number of class credits. This only applies primarily to the Addiction Counseling majors. Though there are some generalist students who come into the program with existing degrees and are seeking to gain the skills and certification, most are here to earn the Associates Degree and are all encouraged to continue their education. The program's many affiliation agreements and the "in-program" advising/mentoring encourages students without a prior degree (BA, MA or doctoral) to continue their education and become life-long learners, a key to becoming a successful human services

professional. To the extent that each degree earned can lead to a higher degree, the program is stackable.

The program cannot promise students that their chosen career path is one of high pay. Unfortunately, faculty must be explicit in explaining that human service professionals are undervalued in our society and that high wages rarely exist in human service agencies. However, they are also informed that a higher wage can be earned with a Master's level license and a lucrative private practice niche.

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

The Human Services Department faculty explicitly offer mentorship in addition to that provided by the college's Academic Advising and Career Services offices. Some students take advantage of this offer and some do not. Career pathways are discussed in many of the classes, often as part of each section's first day. Some courses also incorporate a project dedicated to career exploration. Students are also exposed to career pathways through their Field Experiences where they interact with individuals already established within their careers. Finally, the program utilizes multiple community events and speakers which serve as additional exposure to possible career options.

However, much of this element is really a whole college activity, beyond a single program. There is not staff or release time at the department faculty level to engage in high levels of community engagement. However, because the programs require Field Experiences, both full-time faculty maintain deep and ongoing relationships with various Human Services programs and agencies throughout the region. Further, the advisory board is composed of community members from these agencies which helps foster pathways and relationships for the program and the students. The program has been actively working to grow student engagement through professional organizations and conferences, which hopefully can return post-COVID-19.

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:

The Human Services curriculum is designed from accreditation requirements which in turn meet certification and employment needs. ECC's program has many employers that regularly provide notice of job openings in their organizations, maintained on a job board outside of the primary classroom. During COVID-19, these listings were instead forwarded through the students' email accounts. As mentioned elsewhere in this report, most students are offered employment from their Field Experience sites. Some accept and some do not.

There is a specific "technology" to the therapy process. While these are trained across all program courses, a few of them are much more explicit about technology skill, such as Basic Substance Abuse Treatment, and Introduction to Groups.

The program incorporates two work-based learning opportunities. First, all students do two Field Experiences where they work under supervision in human service agencies. For Generalists this is 300 total hours, and for Substance Abuse majors it is 500 total hours. Second, Human Services Generalists have the opportunity to create targeted service/learning opportunities for themselves through HSG-106: Experiential Learning. These self-designed opportunities are forty-five hours in length (three semester hours).

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

The program's accreditation bodies require a certain amount of curricular content and in the case of the Illinois Certification Board, a gatekeeper to the State Certification exam, a certain number of hours are required in select content areas. There is no opportunity to accelerate progress beyond being a full-time student instead of a part-time student, and students cannot start the program while in high school. However, the program strategically schedules the courses throughout the semester and over two years to ensure sufficient opportunity for students to take all requirements. In addition, the Illinois Certification Board does not accredit any online schools. They have only made an exception, reluctantly, due to COVID-19.

F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:

This is not available within the Human Services program. Further, the Illinois Certification Board requires a high school diploma or a GED for anyone seeking to take the certification exam. It is possible for students to begin the general education requirements of the AAS degree while in high school.

G) Helps an individual enter or advance within a specific occupation or occupational cluster:

As will be discussed later in this report, Human Services program faculty are participating in various college initiatives to identify, study and overcome barriers and equity gaps, key activities embedded within this element. The program enjoys high course-level success rates, though it is not uncommon for even successful students to not complete the full program as they learn more about the profession and come to realize they are not called to serve in

	this fashion. As mentioned elsewhere, students are often offered employment at their Field Experience site.
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?	Recent innovations relate to co-curricular experiences offered for the students and the college. Dr. Hope has taken community education and outreach out of the classroom and into the college and wider community through workshops often in collaboration with other college academic and student services departments. Examples include two Wellness Summits, sessions aimed at working with and supporting military-connected people, and during Spring 2021 the HSG-210: Working with Families class partnered with The Boys and Girls Club of Elgin to provide training on behavior interventions. These events and the Human Services and Recovery Clubs allow students to gain real-world experience in leadership, planning, advocacy, and service.
	Post-pandemic, the professors will resume the exploration for increased opportunities for Human Services students to both attend and present at statewide and national conferences, in cooperation with the Perkins Grants, and additional collaborative opportunities with the Psychology Department such as a mental health/substance abuse outreach day, and more formally, the development of cross-disciplinary and culturally sensitive courses.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	The program does not offer dual credit courses. Employers in the area require incoming employees be over eighteen years of age with a majority requiring that employees be over twenty-one years of age. This includes Field Experience students.
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 requires two field experience courses which are unpaid at this time. However, over sixty percent of students are ultimately employed by their Field Experience sites. Many other students turn down job offers because they are pursuing additional education. Elgin Community College is providing a service to the community through the placement of its students in these local organizations.
	Students in the Human Services Generalist program have an additional opportunity to participate in a Service Learning course in which students volunteer at a site, do research on the population served at that site, and blend the service and research in a reflective portfolio. They are encouraged to present and/or attend conferences connected to their area of interest. In Spring of 2019 a student presented at the Midwest Sociological conference. In Spring of 2020 a student was scheduled to present at the National Perinatal Association, but the conference was cancelled due to COVID-19. Students in the Addiction Studies program are encouraged to join NAADAC, and to attend or volunteer at annual conferences sponsored by IAODAPCA.
	As introduced in item 3.6 above, the program also sponsors a Human Services Club recognized by the College that engages in various types of human service activities such as supporting the ECC Food

	Pantry and organizing collections for people seeking clothing for job interviews. The Human Services Department is well integrated into the milieu of the campus. Examples of this include Substance Abuse Awareness Day in conjunction with Student Services, planning and running a Mental Health Awareness conference and many student-run workshops and events throughout the year. These activities not only enhance campus life and benefit the community, but also provide students with real life service-learning activities. The program will continue to look for opportunities for students to enhance their knowledge and skills in this fashion.
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).	All Illinois Human Services programs are accredited by the same organization, the Illinois Certification Board (IAODAPCA), which certifies Substance Use Disorder Counselors for Illinois. This accreditation allows graduates to sit for the state exam, which is required to work in the addiction recovery field for longer than two years and who does not already hold a different sort of mental health counseling license (Clinical Psychologist, Licensed Clinical Social Worker, Licensed Clinical Professional Counselor, Licensed Marriage and Family Therapist). In addition, as Elgin Community College has earned two additional voluntary accreditations. The Council on Standards for the Accreditation of Human Services Education (CSHSE) was pursued to ensure that the human services program meets objective standards of excellence. The second is from the National Addiction Studies Accreditation Commission (NASAC), pursued for the same reason. Additionally, this accreditation ensures that ECC students can transfer *all* of their credits to select out-of-state schools such as the University of South Dakota, and that students can be licensed in select other states such as Wisconsin and Arizona. Last, the Substance Abuse and Mental Health Services Administration (SAMSHA) has an aspirational goal of a single national certification or license for substance abuse recovery counselors, and NASAC accreditation will be required should that occur.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	There are two industry recognized credentials embedded in the program. The elective course HSG-150: Violence Against Women, is taught by a third party for Elgin Community College. Students who successfully complete the course will earn certificates as Domestic Violence Counselors and Sexual Assault Counselors.
3.11 Is this an apprenticeship program? If so, please elaborate.	No, this is not an apprenticeship program.
3.12 If applicable, please list the licensure examination pass rate.	IAODAPCA certifies Substance Use Disorder Counselors for Illinois. This accreditation allows graduates to sit for the state exam, which is required to work in the addiction recovery field. Currently over 70% of our students pass the exam on their first try, and 90% on their second attempt.

	Rates for the external certificates within HSG approximate 90%, the success rate of the course.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	University of St. Francis, Psychology Aurora University, social work National Louis University (NLU) will be offering a Bachelor's Degree in Human Services and Behavioral Sciences as well as a Master's Degree in Counseling. NLU accepts all of the credits from ECC's Human Services program. NLU joins Columbia of Missouri in offering a Bachelor's Degree on the ECC campus that accepts all credits from the Human Services program. Judson University, Bachelors in Human Services Northern Illinois University, Bachelors in Human Services The program will continue to work closely in this area to secure additional educational resources for students beyond the completion of their AAS degrees which transfer for many of them.
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 Human Services Program has strengthened its relationship with the college community through collaborating with Student Life to sponsor an Addiction Awareness day on campus each semester. This is a class project through SUB-122: Basic Substance Abuse Pharmacology. Further, in both HUS-102 and HUS-110, students are exposed to a myriad of resources and people from across the campus and external community in the form of guest speakers and in-class workshops. In Spring of 2021, Human Services collaborated with the ESL program on an interviewing project. This project was anchored in two HUS courses, HUS-102 and HSG-210. Students set up and completed interviews with students from the ESL program, giving them a chance to develop and practice their interviewing skills while allowing the ESL students to practice their English language skills. Externally, faculty have connected with local police and fire departments. The Advisory Board asked suggested offering the faculty's expertise to these local agencies regarding the management of people with mental health disorders. The program reached out to every department in the 509 District and gave presentations at two different police departments. Eventually, it became clear that professional consulting firms were emerging to provide these training opportunities.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	There are various and plentiful professional development opportunities for faculty at the college, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline.

	Within this program, faculty partake of industry specific opportunities by attending and presenting at conferences and meetings held by NAADAC, IAODAPCA, National Organization for Human Service, the National Intensive are Unity Parenting Network, and the National Alliance for Partnerships in Equity (NAPE). They have made presentations to the Ecker Center for Mental Health (a local agency), a keynote at the 2019 National Perinatal Conference and have published articles.

Further, as licensed clinicians, the Human Services Faculty, including adjuncts, are required by their Licensing Boards to receive annual continuing education. Dr. Rosenfeld meets with the adjunct faculty, informally, at least once each year, communicates regularly by phone, text, and email, and conducts the annual classroom visits. |
| 3.16 What is the status of the current technology and equipment used for this program? | The current technology and equipment in use by the program are sufficient. There are no additional needs. |
| 3.17 What assessment methods are used to ensure student success? | The program monitors student success across multiple categories; retention of students, engagement in classroom activities, feedback from Field Experience sites, and employment (if that is the student's goal). For those in the Substance Abuse option, success is also measured by pass rates on the ICB (State of Illinois) Certification Exam. The program attracts a wide variety of students with varying motivations for enrolling. The same success metric cannot be used for these different groups. Some will want employment directly after earning the AAS and others will take the degree and continue in a Bachelor's program. Some are already practicing in the field and take additional courses for professional development, while others are taking them for self-improvement. These students often are retirees or adults with a family member with a mental illness or substance abuse disorder. Across all of these groups are students with a personal history with substance abuse or mental illness, who are particularly vulnerable to life disrupting their path. Those wanting to pursue an academic career may defer their education for some time and often reappear after a period of years have passed in order to complete their journey.

Due in part to the small size of the faculty and the manageable number of students, each faculty has the same students a number of times. This results in significant relationships between faculty and students, but also between the students themselves, which builds familiarity and self-advocacy. When students feel something can be improved, they speak up. Tools such as within-semester and end-of-term assessment surveys and focus groups are designed to gauge how students are doing, what's working, and what else may be needed. Dr. Hope also asks students what advice they would provide the next group to take the course, which also is a professional skill they are developing. Instructors also actively assess individual student progress, can share concerns with fellow |

	faculty who also know the student, and then together as a team to aid the students in their studies.
	Due to the nature of the course work, faculty interact closely with students. And, because of their skills in clinical observation, at-risk students are not difficult to identify. The faculty are all human service professionals who are aware of peoples' affective states, state of being, and general levels of anxiety or mental health. Instructors see when they are struggling with classroom activities; notice if they disappear from class; and perceive changes in demeanor and/or classroom behavior within a semester or from one semester to the next.
	Prior to entering the Field Experience capstone courses, students must meet with the professor overseeing their track (Rosenfeld or Hope) and complete a Conduct & Disposition form (See Appendix B) which is an evaluation of the students' readiness to enter the field as an intern working with real clients. This is a concrete, quantifiable means to measure a student's success or struggles. Tough the form and consultation only happens once or twice during the student's tenure, all prior coursework is directed towards preparing for the Field Experience and as such, the requirements and expectations are promoted and discussed throughout the program. Monitoring this readiness has become more difficult due to COVID-19 and the inability to fully "see" the students within remote learning. The diminished opportunities to interact with students is greatly missed, particularly in the more informal settings such as before and after class, on break, and during classroom small group activities.
3.18 How are these results shared with others at the institution for continuous improvement?	The faculty intentionally maintain their offices in close proximity to each other to facilitate both formal and informal consultation. Each serves in various cross-functional committees and are well-known throughout the college. Both full-time faculty have presented at internal college events such as Assessment Diaries and TeachECC.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	As noted, the curriculum itself is strictly guided by the accrediting agencies. Pedagogy and instruction, however, can be more adaptable. For example, recently a Field Site supervisor asked that more time be spent with students about the ins and outs of talking with insurance companies. That request was honored and additional material was added to HUS-151: Rules and Regulations.
3.20 How satisfied are students with their preparation for employment?	According to the college's feedback survey, students seem very satisfied, particularly with the courses specific to their field versus the general education courses. However, three of the past five years of the survey also included Early Childhood Education students before it was split off into its own program.
3.21 How is student satisfaction information collected?	Student satisfaction is collected by the college through student evaluation of instruction and the career-technical follow-up survey conducted annually by Institutional Research. Evaluation data is only provided to each individual faculty.

	Within the Human Services program, additional input is sought from students regarding how well the courses have prepared them for the activities in which they engage at their field experience sites.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged in several ways. First, a number of employers sit on the Advisory Board which meets twice a year and where their experiences with the program's students are always on the agenda. Further, employers are consulted for curriculum design feedback, as currently underway for with the Recovery Support Specialist. Last, local employers comprise the Field Experience sites. Faculty contact each site with student placements to see how the students are doing, how well they are prepared and what opportunities may require follow-up.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Human Services curricula is mandated by the external accrediting bodies, so advisory committees do not have much sway in what is taught. However, they are invaluable in providing feedback regarding the quality of training that they perceive the students are receiving, as well as informing the program regarding opportunities and challenges they see in the human services profession. The only suggestion received this past year is to spend more instructional time on how to effectively communicate with insurance companies. This is a reflection that more of the program's substance abuse majors are working for private for-profit agencies than for in previous years and this is a more prominent job task. Two of these programs have opened in or near Elgin in the past few years. Aside from curriculum, the input of the Advisory Board is invaluable when considering the development of a new program as is being done now. It also should be noted that none of the current Advisory Board members have any hesitancy in contacting the program outside of meetings with any concerns, as it happens occasionally.
3.24 How satisfied are employers in the preparation of the program's graduates?	A strength of this program is the level of preparation provided to students for either entering the workforce and/or continuing their education. Success in these areas is reflected in the opinions of the advisory board members who seek out Elgin Community College students for both Field Experience and employment, as well as in comments made by graduates regarding their sense of preparation as they have continued their education or entered the workforce (or both).
3.25 How is employer satisfaction information collected?	Most of the advisory board members are also employers of the program's students. Their feedback is elicited at each Advisory Board meeting regarding how their employees are doing overall, and if there are specific areas in which the program could improve its focus.
	The review has prompted faculty to plan a deeper dive into SUB/HSG-215 to ascertain why completion rates in this course may be lower than the program's average.

3.26 Did the review of program quality result in any actions or modifications? Please explain.	As discussed, the accreditation reviewers from CSHSE concluded at their site visit this past Fall (2021) that the program is thin in its faculty. They had concerns about the many extra duties the faculty perform, and about disruptions to program continuity should one of the instructors suddenly leave or fall ill. They recommended the addition of a third faculty member. CSHSE accrediting body also recommended that HUS have a dedicated advisor in the Academic Advising office for the program, as this was a major source of concern and confusion for students. Current program faculty wholeheartedly agree with both recommendations.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Program enrollment is affected by two internal challenges. First, the shrinking number of students enrolling overall at Elgin Community College. Second, the Academic Advisors steering students into Psychology instead of considering Human Services when interest is expressed for "helping people." This may be occurring for two reasons: a lack of awareness regarding the Human Services Program, and/or a failure to grasp that the AAS in Human Services is not a terminal degree. Elgin Community College has many transfer agreements in place for students to continue towards a Bachelor's degree (or more). Program faculty continue to work with staff in Admissions and Advising on these issues though efforts are currently stymied by the pandemic. Concerns with Advising were raised during the latest accreditation site visit and the reviewers recommended that Human Services have a designated advisor. No action on this recommendation has been taken to date. After the 2016 program review, faculty sought to address the issue by meeting with the academic advisors annually. This practice was disrupted in 2020 and has yet to occur for 2021. Still, stronger one-on-one relationships have been built with advisors, often working in tandem when students need help.

Field placement also is challenging in multiple ways First, students have to get there, and for some students, a lack of dependable transportation limits the distance they can travel to secure a site. This is addressed by helping the students locate sites near their homes and by having them begin applying to sites as early as possible. Second, there is substantial competition for sites as students from other schools at other levels of education (Bachelors, Masters, or Doctoral) are also looking for sites. This is addressed by getting ECC students out there looking for sites as soon as possible. Third, Field Experience is a substantial commitment of time, 150 hours for the generalists, and 250 hours for the substance abuse recovery students per semester. This is addressed by integrating a planning assignment in the Pre-Field class (HUS-200), and by making students aware that they can have an incomplete and additional time if necessary. Finally, the program must ensure that students get sufficient supervision and clinical exposure as sites are often quite busy and these things can fall by the wayside. This is addressed in three ways: by having the site supervisors sign a Learning Plan that specifies the time and day of weekly supervision sessions; by having the students keep their faculty informed of their activities and supervision sessions; and by conducting regular site visits.

Performance and Equity

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

CTE Program	Human Services				
CIP Code	51.1501/51.1502				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**

Total Number of Students Enrolled *(*SU/SR DUPLICATED SEATCOUNT ENROLLMENT)*	632	483	376	393	390
Face to Face	574	442	358	363	377
Online	58	41	18	30	13
Number of Completers	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**
AAS Human Services Generalist Option	4	3	3	3	6
AAS Human Services Substance Abuse Counseling Option	18	21	16	10	6
VS-Human Services Substance Abuse Counseling	7	5	10	1	4
VS-Human Services Generalist	4	2	9	4	10
External certificates for Domestic Violence / Sexual Assault Counselor *(Successful completion of HSG-150)*	10	0	11	12	19
Other: *OVERALL COURSE SUCCESS RATE (A-C, excluding withdrawals)*	93%	89%	85%	91%	91%
Face to Face	93%	89%	85%	91%	91%
Online	91%	88%	83%	87%	89%

PE1. How does the data support the program goals? Elaborate.	**ENROLLMENT** Enrollment has dropped since the highpoint following the economic downturn of 2008. This reflects the overall downturn in college admissions. It is noted that the college's Spring 2021 headcount is half the headcounts of FY'12 – FY'14. Many Human Services students are older, so the program is sensitive to the economy. People enjoying good jobs and wages are less likely to consider school. The actual enrollment in the program hit a low point in FY'18 but has been swinging back up the past two years. In the 2016/2017 period the program had to cancel the spring section of SUB-122: Basic Substance Abuse Pharmacology due to low enrollment, but did not have to do the last three years. **SUCCESS** Course success data demonstrates high levels of performance in comparison to other CTE students and those in the CABS division. Retention rates, however, can be affected by more factors. It should be noted that many Human Services students are in recovery and/or addressing their own or their family's mental health issues, which can also have an impact on success rates. Human Services is a "calling" in that people can think they want to pursue it, but change their minds when they gain more knowledge on what it entails. The drop in overall success in FY'20 is likely due to COVID-19. Many of the program's students are essential workers, lower income, and likely to

	have less access to technology along with more competition from family members for the technology they have. In addition, the students skew to an older demographic who may be less likely to embrace online learning. Program faculty did what they could in terms of personal outreach and encouraging students to take advantage of the supports offered by the college, such as Chromebooks. Rates will be monitored through the period of remote teaching and learning.
	COMPLETION With lower enrollment will come lower completions. Generalist certificates and the specialized credentials from HSG-150 have been stable and somewhat increasing. This is not the same for the Substance Abuse Counseling emphasis. While the program gets 2-3 job opening notices per week, the exception may be the lower number of graduates being hired as substance abuse counselors versus peer recovery support specialists, which is a lower status, lower paying job. This is one reason why the advisory committee has led the program to discuss creation of the new RSS certificate program discussed elsewhere in this report.
	The program is also interested in exploring more nuanced data collection methods for students. As mentioned, many continue their education at transfer destinations. Information from the National Student Clearinghouse, provided by IR, shows the most popular destinations are Columbia College and Aurora University, with Judson, National Louis, NIU and Roosevelt also common. It also would be helpful to more closely track students who stop-out of the program to better understand their barriers and needs.
PE2. What disaggregated data was reviewed?	Through the expertise provided through the 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, including their overall program enrollment and the highest enrolled course. Depending on programmatic need and interest, additional subgroups can be created and include more courses.
	The Human Services faculty utilized the Tableau Dashboard tool more extensively and also examined success rates based on disability, veteran status and age groups. Further, the two full-time members are actively involved in a new campus group which is seeking to develop ongoing feedback for faculty regarding issues around equity and student success, the Data Collection Committee. Human Services will be among the first to utilize these self-assessment strategies once they are developed.
PE3. Were there gaps in the data? Please explain.	Given the program's smaller class size, and that the same students are taught in multiple courses, there is a sense, although anecdotal, of how individual students and groups of students are doing. This program review is an opportunity to match the anecdotal sense to data. Although, as the data disaggregates different groups the n will become smaller and smaller which may inhibit firm conclusions.
	Black/African-American student success rates were approximately 3-4% below the departmental average and Latinx students were 3-4% above

	average. With small n-sizes per group, it is assumed these likely lie within the standard margin of error. Only one student within the five years was coded as a Veteran. Age groups and those with disabilities appeared to have comparable success rates.
	One bit of data that stood out was the lower level of success of men in the program. This may be due to the significantly lower number of men who enroll in any of our Human Services classes, especially as Generalists. This low enrollment number reflects the "feminization" of the Human Services field. These numbers carry through to graduate level Psychology courses as well. There are slightly more men in the substance abuse portion of the program, and this is likely due to the large percentage of SUB students who are in recovery.
	Latinx students are earning slightly lower awards than their proportion of enrollment. This may have to do with a higher percentage of Latinx students being younger students, who also exhibit lower completion versus Black or White students. Younger students, particularly when compared to older recovering students, are likely to be more fluid in their career choices. After sampling Human Services, these younger students may be choosing other majors. The older are likely more set on their career path as they came to Elgin Community College specifically for this training opportunity.
PE4. What is the college doing to overcome any identifiable gaps?	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.
	Equity is a cornerstone of the human services profession. The program's faculty have a track record of engagement in equity work throughout both their academic and clinical careers, though they do not believe they will ever be satisfied with their efforts. Faculty know they need to be ever vigilant to remain equitable, which is a task they gladly accept.
	Dr. Hope is one of the founding members of TIDE (Teaching & Learning Inclusivity, Diversity and Equity), of which Dr. Rosenfeld is also a member. The course HSG/SUB-125: Special Populations is designed to focus on the unique needs of others, and cultural competence and cultural humility is integrated into all program courses. Finally, faculty have a strong commitment to mentoring all students through Elgin Community College and into their careers which brings them into close contact with the students, many with whom they have formed strong bonds. Faculty feel a commitment to students from underserved and marginalized populations as they are able, upon completion of their academic and vocational goals, to become strong advocates and leaders for their communities. Dr. Hope is in the beginning phases of a research project aimed at understanding belonging, connection and confidence in the classroom among Latina students. This project will be a collaborative effort with several students in the program, one of whom will serve as one of the primary investigators with Dr. Hope.

PE5.Are the students served in this program representative of the total student population? Please explain.	As stated earlier, the program enrolls significantly more women. There is a higher percentage of Black students than the college overall, and almost equal numbers of Latinx and White students. There are a lower number of Asian students than either the District or the college. The program has a lower number of 16-22-year olds, an almost equal number of 22- 29 years old individuals, and higher numbers of all older age groups.
PE6.Are the students served in this program representative of the district population? Please explain.	See above.

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.	As stated throughout this review, the program is in a continual state of improvement, motivated internally as well as encouraged or required by the three accrediting bodies.

Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Develop new CRSS/CPRS Certification Program.**
	   Timeline: Summer/Fall 2021 and ongoing until complete at all internal and state levels.
	
	2. **Decide whether to retain HSG & SUB 201 & 202 as online courses or convert it back to live or a hybrid.**
	   Timeline: December 2021.
	
	3. **Explore whether to partner with Psychology and/or Sociology on any addition HSG courses.**
	   Timeline: May 2022.
	
	4. **Make sure that the titles of the courses conform with the content and are up-to date.**
	   Timeline: May 2022.
	
	5. **Facilitate transition of Instructional Coordinator role.**
	   Timeline: AY'24-25.

R3. Resources Needed	From the accreditation agency's comments, it is best that the department increases its number of full-time faculty from two to three to reduce the workload of each faculty member.

Responsibility R4. Who is responsible for completing or implementing the modifications?	Professors Rosenfeld and Hope will lead the efforts.

Appendix A

Dr. Rosenfeld serves on the Board of Directors of the International Consortium of Addiction Science Educators (INCASE). He is the current chair of the Membership Committee. He is also the Chair of the Presentations Committee for the National Addiction Educators Conference which was to be held in Philadelphia in November 2020, but has been moved due to COVID to November 2021. The Committee had completed its work prior to the decision to delay the conference. Dr. Hope, and Drew Beck are also members of INCASE as the college has an institutional membership.

Dr. Rosenfeld sits on the National Addiction Studies Accreditation Commission (NASAC) as a Commissioner. This Is a two year appointment. Dr. Rosenfeld is also a reviewer for applications. Through his work on NASAC, Dr. Rosenfeld has consulted with a community college regarding deficits in their application. In addition, he has served as a portfolio reviewer for a community college submitting an application for Accreditation.

Dr. Rosenfeld serves on the Editorial Advisory Committee for the magazine, Advances in Addiction and Recovery: The official publication of NAADAC, the Association for Addiction Professionals. He reviews articles on a quarterly basis and participates in setting editorial direction.

Dr. Rosenfeld has joined the International Consortium of Universities for Drug Demand Reduction (ICUDDR). He also belongs to national NAADAC: the Association for Addiction Professionals, the State of Illinois affiliate of NAADAC, The National Organization for Human Services and the American Psychological Association.

Dr. Hope is a member of the following professional organizations: National Organization for Human Services, Midwest Sociological Society and the American Association of Marriage and Family Therapists. Each of these organizations offers insights, education and engagement in the field of Human Services.

Dr. Hope also serves on the Sociologist for Trans Justice committee and is co-chair of the education committee.

Andrew Beck, Adjunct, is a member of the National Association of Social Workers, and the State of Illinois Forensic Division.

Dr. Rosenfeld serves the college community as a member of the Curriculum Committee, where he serves as vice-chair, and on the Grievance Committee. Dr. Rosenfeld currently sits on two Tenure Committees. Finally, he is a member of TIDE (Teaching, Inclusion Diversity, and Equity) at the college. Dr. Hope serves on the Wellness Committee, the Faculty Development Committee and is a member of TIDE and MAGIC. Dr. Hope also serves in an advisory role to the Marketing Department as it works to redesign the ECC website. Finally, Dr. Hope is serving as the advisor to the Human Services Club.

Dr. Rosenfeld attends the annual NAADAC conference which has an Addiction Counselor Training Track throughout. He also attends the annual Illinois Alcohol and Other Drug Abuse Professional Counselor Association (IAODAPCA) Spring Conference. Dr. Rosenfeld also attends two mandatory meetings each year sponsored by IAODAPCA for approved Addiction Studies Training Programs.

Dr. Rosenfeld has presented "Getting through Difficult Times," and "Client Engagement from the Beginning" at the Ecker Center for Mental Health's Annual Training Day (June, 2016); "Ethical Issues for Leaders (A Training of Leaders Presentation)," and "Clinical Supervision: What early career practitioners are looking for" at the annual fall conference of IAODAPCA (October 2017), and presented both of those workshops again at the annual spring conference (March, 2018); and "NASAC: the Accreditation Process" in a Webinar hosted by NAADAC (January, 2020). Dr. Rosenfeld also published

the article, "Addressing the Negative Socialization of Student Interns," in the online publication
<u>Addiction Educator</u> (Winter, 2020).

Dr. Hope served as the keynote speaker at the 2019 National Perinatal Conference. The talk focused on the role of medical providers in creating and maintaining safe spaces for patients.

Dr. Hope attended the National Organization for Human Services in October of 2019. Dr. Hope continues to attend the regional meetings of this organization, which are currently held via Zoom.

Dr. Hope is presenting at "The Language of Equity and Inclusion" at the National Intensive Care Unit (NICU) Parenting Network National conference on October 20th, 2020.

Dr. Hope is enrolled in the Equity Coaching Program through the National Alliance for Partnerships in Equity. This program should be complete in Spring of 2021.

Appendix B
Conduct and Disposition Forms

Elgin Community College
Human Services Department
Disposition and Personal Conduct Indicators[1]

Student: _____   Date: _____

Instructor: _____

Disposition and Professional Conduct Indicators	Rating	1 Deficient	2 Developing	3 Proficient	4 Above Average	5 Outstanding
Attendance and Punctuality		Absent often: rarely on time	Occasionally late or absent	Usually Present and on time	Rarely absent or late	Never absent or late: always on time or early
Cooperativeness: Positive View of Others		Seldom works well with others	Occasionally does less and cooperates less than desirable	Generally works well with others: does own work well	Frequently exceeds expected standards of cooperativeness	Always cooperates fully: Views self and others as a resource
General Attitude – Enthusiasm and Excitement		Shows no enthusiasm or interest in topic	Shows little enthusiasm or interest in topic	Displays minimal enthusiasm or interest in topic	Displays expected levels or enthusiasm and interest in topic	Displays a high interest in the topic: and is exceptionally enthusiastic
Dependability and Responsibility		Can seldom be counted on	Frequently unreliable	Responsible although needs some direction	Very dependable and responsible: requires little supervision	Totally dependable and responsible: needs little or no direct supervision
Personal Appearance – Professional Demeanor		Appearance is totally unacceptable	Appearance needs improvement	Usually neat and reasonably well groomed	Neat and appropriately groomed: a good role model, sets a good example	
Physical Stamina		Seldom has strength or energy to participate in assignments	Sometimes lacks strength and energy to participate in assignments	Has strength and energy to attend to immediate assignments	Strength and energy exceeds standards	Never fatigued, always capable of doing more
Critically Evaluates Self		Unable to identify own strengths and weaknesses	Minimally able to identify strengths and weaknesses	Adequately able to identify strengths and weaknesses	Good ability to identify strengths and weaknesses	Excellent ability to identify strengths and weaknesses
Accepts and Uses Suggestions for Improvement		Unwilling or unable to accept and act on feedback and suggestions	Minimally able to accept and act on feedback and suggestions	Adequately able to accept and act on feedback and suggestions	Willing to accept and act on feedback and suggestions	Very positive about accepting and acting on feedback and suggestions
Understands and Demonstrates the Importance of Confidentiality		Violates confidentiality in the classroom or workplace				Never violates confidentiality in the classroom or workplace, and can explain it to others: demonstrates a true understanding

[1] Matrix adapted from similar forms used by Illinois Valley Community College and College of Lake County.

Demonstrates Lifelong Learning Skills		Has no skill at developing and carrying through self generated learning experiences	Demonstrates some skill at developing and carrying through self generated learning experiences	Demonstrates adequate skill at developing and carrying through self generated learning experiences	Has good skills at skill at developing and carrying through self generated learning experiences	Has superior skills at developing and carrying through self generated learning experiences
Demonstrates Cultural Competency and Gender Equity		Fails to demonstrate and understanding of cultural or gender equity	Shows little understanding of cultural or gender equity	Adequate ability to demonstrate an understanding of cultural or gender equity	Good ability to demonstrate understanding of cultural or gender equity and act on that knowledge in a meaningful manner	Excellent ability to demonstrate understanding of cultural or gender equity and act on that knowledge in a meaningful manner
Demonstrates behaviors and attitudes congruent with the values of the Human Services Profession		Fails to demonstrate behaviors and attitudes congruent with the values of the Human Services Profession	Occasionally demonstrates behaviors and attitudes congruent with the values of the Human Services Profession	Generally demonstrates behaviors and attitudes congruent with the values of the Human Services Profession	Often demonstrates behaviors and attitudes congruent with the values of the Human Services Profession	Actively demonstrates and endorses behaviors and attitudes congruent with the values of the Human Services Profession
Is aware of how one is perceived by others, and responds appropriately		Is unaware of how one is perceived of by others, and is unable to adjust even with faculty prompting.	Is aware of how one is perceived and can adjust interpersonal interactions with a significant amount of ongoing faculty prompting.	Is generally aware of how one is perceived and is able to adjust interpersonal interactions with minimal but repeated faculty prompting.	Is aware of how one is perceived and responds appropriately most of the time with minimal faculty prompting.	Is aware of how one is perceived, and responds appropriately in a manner which enhances interpersonal interactions without faculty prompting.

Additional Comments: _____

_____

_____

_____

_____

Documentation of Student Conference

Student_____   Faculty _____

Others present _____

Elgin Community College
Human Services Department – **Substance Abuse Counselor Education Program**
Disposition and Personal Conduct Indicators

Student: _____   Date: _____

Instructor: _____

Disposition and Professional Conduct Indicators	Rating	1 Deficient	2 Developing	3 Proficient	4 Above Average	5 Outstanding
Language		Uses stigmatizing or demeaning language regarding addicts in general and clients in particular	Occasionally uses stigmatizing or demeaning language regarding addicts in general and clients in particular	Does not use stigmatizing or demeaning language regarding addicts in general and clients in particular	Shows an understanding of the reasons for non-stigmatizing language and always uses it.	Shows an understanding of the reasons for non-stigmatizing language and always uses it. Appropriately confronts such practices in others.
Values		Is judgmental regarding clients' lifestyles or actions	Is occasionally judgmental regarding clients' lifestyles or actions	Does not vocalize a judgmental attitude regarding clients' lifestyles or actions	Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior	Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior, and confronts other counselors about their judgmental behavior
Self-Disclosure and Boundaries		Poor or non-existent boundaries or inappropriate self-disclosure and failure to respond to instructor remediation	Occasional boundary violations or inappropriate self-disclosures with some responsive-ness to instructor remediation	Occasional boundary violations or inappropriate self-disclosures with adequate responsive-ness to instructor remediation	Few if any boundary violations, or inappropriate self-disclosures with good responsive-ness to instructor remediation	No boundary violations and no inappropriate self-disclosures, and can articulate the necessity of such boundaries in clinical as well as classroom settings.

Personal Behavior		Engages in activities that are contrary to those specified in the Ethics Code of IAODAPCA[2]	Occasionally engages in activities that are contrary to those specified in the Ethics Code of IAODAPCA	Does not engage in activities that are contrary to those specified in the Ethics Code of IAODAPCA	Does not engage in activities that are contrary to those specified in the Ethics Code of IAODAPCA, and can explain the importance of the Ethics Code for the profession and the clients	Does not engage in activities that are contrary to those specified in the Ethics Code of IAODAPCA, and advocates for the codes within and outside of the profession.

Approved: 1st _____   2nd _____   Not Approved: _____

Provisional, pending successful completion of remediation(s) list below: _____[3]

Comments:

Concerns:

Plan:

Student Signature _____   Faculty Signature _____

Date _____

[2] The Illinois Alcoholism and Other Drug Abuse Professional Certification Association
[3] Failure to successfully remediate by registration will result in withdrawal of approval

Career & Technical Education	
College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IST/Maintenance Technology	AAS	62.5	47.0303	BVS-Automated Electronic Systems BVS-Industrial Maintenance

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 Student Learning Outcomes:** Outcomes were established at each certificate level when the program was instituted. **Automated Electronic Systems: Students will perform the following at an entry level:** • Define and test programmable controllers • Perform Basic PLC programming • Design a PLC motor control systems • Develop and test discrete I/O interface components • Design, test and troubleshoot a PLC timer • Perform PLC systems troubleshooting • Design and program event sequencing **Industrial Maintenance: Students will perform the following at an entry level:** • Identify and troubleshoot hydraulic power systems • Troubleshoot basic hydraulic circuits • Describe principles of hydraulic pressure and flow • Describe and calculate hydraulic speed control • Design pressure control circuits • Identify and design hydraulic DCV applications • Identify hydraulic cylinder applications • Define hydraulic relief valve operation • Calculate and measure hydraulic check valve applications • Identify pneumatic power supply components • Identify basic pneumatic circuits • Identify principles of pneumatic pressure and flow • Identify and design pneumatic speed control circuits • Perform pneumatic maintenance

	- Define pneumatic system construction - Identify and calculate metal piping systems - Interpret and design metal piping installation schematics - Identify and assemble metal tubing systems - Construct hose assemblies - Construct power devices - Design and construct control relays - Describe and construct sequencing controls - Identify and construct basic electronic sensors - Define operational theory of electronic sensors - Definite startup, shutdown and adjustment of pressure compensated pumps - Test and troubleshoot pumps - Test and troubleshoot hydraulic systems - Describe mechanical drive systems - Select and identify key fasteners - Install power transmission systems - Calculate and install v-belt drives - Calculate and install chain drives - Calculate and install heavy duty v-belt drives - V-belt selection and maintenance - Describe heavy duty chain drives systems
P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Instructors assign various projects/assignments that involve specialized trainers (from Amatrol), that mimic what students will experience in industry. The projects are very specific in nature and address all the elements of industrial maintenance, including hydraulics, electrical motors/measurement, and pneumatics. As students are performing tasks, instructors are making visual observations and documenting each task. Upon completion of the program, students are job-ready to enter the labor market.
Past Program Review Action P3**.** What action was reported last time the program was reviewed? Were these actions completed?	**1. Create a manufacturing student driven club** Status: Cancelled. At the moment there is no strong interest from students and faculty. We will continue to research other opportunities. **2. Review courses in IST program to align with current labor market demand** Status: In progress (still). The department has consolidated six courses into three over the past year. This will reduce the high credit hour count on the degree and certificates. IST Maintenance Certificate will decrease from 25CR to 16CR decreasing the completion time for students. This last change will go to Curriculum Committee in Fall 2021.

3. Evaluate current certificates and determine if they are still relevant and meet industry needs and if new certificates are needed (Supply Chain Technician)

<u>Status:</u> In progress.

To evaluate the success of a certificate takes a few years. The department is having completion rates success with the industrial maintenance certificate. Supply chain management added effective FY'19.

These are still ongoing discussions for the Industrial Mechanic/Technician certificate, as well as exploring potential for an HVAC partnership for Building Maintenance certificate.

Curriculum work is underway for a Mechatronics certificate. Funding for the Mechatronics equipment is possibly going to be released in FY'21.

4. Develop Supply Chain Technician certificate

<u>Status:</u> Complete.

Supply Chain Management program established within stand-alone department, SCM and aligned with the Business program. Instead of a technician certificate, mechatronics has been made a priority due to industry requests.

5. Engage an advisory committee of industry professionals to provide direction and feedback

<u>Status:</u> In progress.

Local industry professionals provide feedback, as they are hiring ECC students. These conversations have historically been one-on-one.

6. Create clear, structured, achievable completion pathways for certificates and degrees.

<u>Status:</u> In progress.

- The industrial maintenance certificate has been active for one year and the course sequence seems to be correct. Now the department can focus on adding a second level certificate for the program, though faculty bandwidth to complete pathways continues to be a challenge. A new full-time faculty member has been hired.
- The new course scheduling offers 8 a.m. classes. The process has also been streamlined to support students in a cohort model.
- This has been very successful over three years in apprenticeships.
- One action item that remains is to update the brochure so students and advisors can clearly see the pathway for certificates or degrees with minimal obstacles.

7. Promote all available BS degrees with AAS degrees

Status: Pending.
Once the department ensures information is accurate and posted, this goal will be complete. This will be met when the brochure is updated.

8. Ensure trainers are repaired
Status: In progress.
Trainers that are repaired have been in use. Faculty finding the time to repair the trainers is an ongoing challenge.

9. Implement and assess new teaching formats.
Status: In progress.
Due to COVID-19, faculty had to shift focus to remote training and completed college-required certification for online instruction with D2L.

Using the learning management system will continue as a matter of practice. As normal operations slowly return, all IST courses are being converted to a hybrid model. Students still have "hands on" lab practice, with some content being in an online format.

10. Ensure that IST program is meeting the needs of industry by using advisory committee as a source.
Status: New.
Advisory activities have been conducted in a one-on-one format with industry members.

11. Compare IST program to competitor colleges and determine needs that need to be addressed.
Status: In progress.
Finding the time to visit colleges with a small number of faculty is a challenge, particularly when the semester is in session. The faculty have visited several schools that utilize the same trainers, including Black Hawk Technical, WI, Daly College in Chicago, and Greenville Tech in South Carolina. They learned that ECC facilities rival what's currently on the market and are the only ones with a traditional lecture/lab format.

12. Work with industry to create partnerships
Status: In progress.
The program has partnered with ICATT to create an apprenticeship program which began in 2016. It has grown every year, with an average of nine students every year. This program has shown the most rapid growth in IST.

13. Create clear pathways of completions for certificates and degrees
Status: In progress.
Classes have been combined or removed to greatly reduce redundancies, and make the pathway less burdensome, effective

	Summer 2018 (IST-115 & IST-136 were combined to create IST-135: Piping Systems & Power Distribution. This will continue as the program expands (such as in the areas of mechatronics). **14. Create a marketing plan to promote new certificates** <u>Status:</u> Pending. By having a marketing plan when the certificates are complete will let our students, employers, and community know the services Elgin Community College has to offer. Enrollment should increase when the word gets out. The brochure is currently being updated. Apprenticeships are continuing to grow, as more industry moves into the area.
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.	Steve Wood, Faculty; Cathy Taylor, Dean; Yolonda Barnes, Associate Dean.
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.	Data was supplied by Institutional Research.

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	
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.	There are not program pre-requisites to begin IST. In Fall 2017 curricular updates were made to the program, including the clarification of some course pre-requisites and proficiency codes.
A2. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The AAS degree is 62.5 credits. Some courses within the program are 4 credits (Technical Math, Industrial Power/Piping Systems, and Welding II) leading it to be slightly over.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program?	Employment projections show an increase between 11 and 14 percent for the top 3 occupations in this field – Industrial Industrial Machinery Mechanics, Maintenance Workers, Machinery, Millwrights. Entry-level salaries are $38 - $40,000 with experienced average salary ranges between $63 - $75,000. In addition, most maintenance workers can earn more as a result of available overtime.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There is a predicted growth in job openings projected through 2026. With manufacturing growing in America, there is and will be a need for skilled personnel to install and maintain the machinery. The outlook has remained consistent and positive, despite the COVID-19 Pandemic.
1.3 What labor market information sources are utilized?	EMSI, and the IDES labor market information for Illinois economic region 4-Northeast.
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?)	One method is through relationships with area industries with the establishment of advisory councils and the apprenticeship programs. Students in the program are kept informed regarding local industry hiring, as well as companies offering apprenticeships. Elgin Community College has an apprenticeship coordinator who is responsible for reaching out to area manufacturing companies and informing them of available programs for their employees. Many former students are successful, and are now in positions to hire program graduates. Enrollment is expected to remain strong due to expansion of apprenticeships and the influx of more manufacturing into the area, even during and beyond COVID-19.
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. Evaluation of the IST program is an ongoing process. Changes to curriculum, content, and delivery is driven by the needs of industry. The strong apprenticeship program serves as a valuable source to ensure that regular discussions on curriculum, prerequisites, and scheduling take place.
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 review has confirmed that previous and ongoing changes are working. This IST program is a strong and growing program and will continue to rely on the advice of the advisory committee, as well as feedback from industry in general, and the input of current and former students.

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?	Salaries, benefits and operational expenses make up the majority of costs for the IST program.
2.1b How do costs compare to other similar programs on campus?	Compared to other programs, the IST program expenses are much less than other CTE programs. This is in large part due to having only one full-time instructor in the program, and little investment into instructional equipment over the last three to four fiscal years.
2.1c How is the college paying for this program and its costs (e.g. grants, etc.)?	Revenues for the program are generated primarily through state funding, tuition, and lab/course fees.
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.	There are no grant funds allocated to the IST program at this time.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	As stated earlier, because of the interest in the program by local employers to train apprentices, the cost-effectiveness of the program is expected to improve. However, there remains a need to invest in instructional equipment, professional development/training of existing faculty, and the hiring of new faculty to keep the program current with industry needs.
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 are primarily responsible for tuition and lab fees associated with the program. The college seeks to provide scholarships and grants to help underserved and underrepresented students offset these costs. Students who are enrolled as apprentices do not incur tuition costs as this is paid through their employer.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	None at the moment, however, this is still TBD based on growth and expansion of the program.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	The IST program has quickly become an in-demand program, largely due to the education, skills and training needed in the local labor market. This is evidenced by the increased number of companies that have signed on with the college for apprenticeship training, whereby the college provides the related-instruction. The IST program experienced a nearly 20 percent increase in the number of apprentices enrolled between FY'20 and FY'21, despite reduced capacity due to COVID-19. Fall 2021

	enrollment is slightly less than Fall 2020 enrollment, however, as apprentices matriculate through the program in cohorts, the college expects to see continued increase in three-year increments.
	In addition, the strength of the IST program continues to produce a significant number of students being hired, and as companies see the successful skill increase in the apprentices that they send to the college, they are increasing the number of apprenticeships to the IST program.
3.2 What are the identified or potential weaknesses of the program?	The potential weaknesses of the program include the need to expand and grow with changes in industry. Emerging technologies make it necessary to stay abreast of maintenance trends such as sensors that enable predictive maintenance, increased need for data collection and analysis driven by the Internet of Things (IOT), the need to reduce downtime on machines, and the increased use of virtual technology. These future predictions of the future of industrial maintenance services stem from Advanced Technology Services, Inc., headquartered in Schaumburg, IL.
	For Elgin Community College, it will mean constant communication with local industry maintenance professionals who operate in this space to ensure the IST program remain relevant to industry needs. However, with the increase in apprentices enrolled in the IST program, the retraining of incumbent workers, and the opening of opportunities for underserved and underrepresented in the Greater Elgin community, a need for additional faculty with skills in the areas articulated above is anticipated, plus instructional equipment to align with curriculum.
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 COVID-19, the program was run in a face-to-face format over 8-week terms, consisting of a lecture presentation followed by a class lab with task demonstrations by the instructor, skill practice for the students and then skill assessment. Where applicable, additional content was added through YouTube videos, which greatly aided students in seeing the subject matter transform from the two dimensional to the three dimensional.
	Student feedback reflected the popularity of this technique. Instructors began to make their own videos, utilizing the trainers available at the school. This delivery model aided the transition to remote learning for the pandemic. For Fall of 2020 and Spring 2021, classes were developed into hybrid classes. Instructors utilized both synchronous and asynchronous delivery. Both were supplemented with online content such as applicable videos. Because the IST classes are "lab heavy", the goal after COVID-19 is to return to face-to-face instruction. However, the program will retain D2L and some online components to supplement the face-to-face instruction and labs.

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.	Industrial Mechanics and Maintenance Technology is not currently a Program of Study (POS) as defined by Perkins V and approved by ICCB. Drafting of the application is scheduled to begin Fall 2021 with submission to the ICCB in May 2022. Compliance with the elements is described below.
	A) Incorporates challenging State academic standards: *Not yet met.* The IST Program is steering in the direction of providing the technical knowledge and troubleshooting skills as provided from the input of industry partners. This includes incorporating the requests from company human resources to focus on work ethic, time management, and proper attitude.
	B) Addresses both academic and technical knowledge and skills, including employability skills: *Met.* The IST courses focus on real-world faults in equipment, and applicable technical knowledge. Course labs are designed by faculty with the input of local industry maintenance personnel to provide realistic troubleshooting scenarios, so as to mirror equipment failures that are happening every day in industrial facilities. Evidence of this is the increased size of apprenticeship enrollments already full for Fall of 2021.
	C) Is aligned with the needs of industries in the economy of the State, region, or local area: *Met.* The advisory committee has a diverse makeup from local industry leaders where a majority of students are employed. The program has received helpful and productive input from that committee in the past.
	D) Progresses in specificity: *Met*. Course progression builds on prior knowledge from previous courses. Evidence of this is in the "stackable" certificates and credentials.
	E) Has multiple entry and exit points that incorporate credentialing: *Not Yet.* No pathway from secondary, however there are apprenticeships, credentialed exit points and pathways from the AAS to NIU and SIU for continued studies.
	F) Culminates in the attainment of a recognized postsecondary credential: *Not Yet.* IST near future goal is to go before the curriculum committee to present a plan for Stackable certificates.
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	Industrial Mechanics and Maintenance Technology meets most elements of career pathway programs as described below.
	A) Aligns with the skill needs of industries in the economy of the State or regional economy involved: *Met.*
	B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options,

college will improve the program based on the career pathway elements.	**including apprenticeships registered under the National Apprenticeship Act:** *Met.* Program has official Department of Labor registered apprenticeships.

C) Includes counseling to support an individual in achieving the individual's education and career goals:
Met. In addition to the college's academic advising and career exploration resources, the IST program has an ICAPS program that includes a student support specialist assigned to the ICAPS students to provide personal and individualized counseling and support; including resume workshops, interview skills, and job placement skills.

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. The ICAPS and Apprenticeships students receive extra support at the college such work-based learning. An example of this is apprentices going to school while being compensated by their employers.

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. The training and coursework are industry-driven. Assessments reflect real-world hands on activities. Labs are structured as best as space and resources allow to reflect real-world manufacturing scenarios, whether it be a manufacturing process or troubleshooting system or component faults. All applications are contextualized for the industry. The integration of ICAPS is designed for students to earn a certificate in one academic year. One more will earn the student an AAS. The credentials are stackable.

F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:
Not yet met. At this time the program does not have a dual credit high school pathway. However, discussions are underway. At one time the ICAPS program included a high school equivalency/GED component, however it was adapted or adjusted by removing the GED or concurrent High school equivalency.

G) Helps an individual enter or advance within a specific occupation or occupational cluster:
Met. Apprenticeships have advancement opportunities in the form of merit or proficiency increases in salaries, as incentives for student progression. By nature, apprenticeships require employer engagement, on the job training, and enable

	participants to gain entry into, and advance from within the industry sector. ECC's office of Strategic Partnerships & Experiential Learning works closely with the employers, the college and the students to coordinate the learning modality, sequencing of courses, and on-the-job training.
	The ICAPS program was designed for students with barriers or basic skill deficiencies, to help them overcome those barriers by integrating a dedicated support instructor who has both industry knowledge and Adult-Basic-Education skills. The data shows that the success rate for students enrolled in ICAPS programming is higher than for those who are not. In fact, many of them continue past the 1-year ICAPS program (having attained a certificate) and go for the AAS (stacking in the first year certificate.)
3.6 What innovations that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Introduction of the aforementioned supplemental videos, whether from YouTube or faculty created, has been an innovative application within the program. Student now have a more clear presentation of how the training equipment worked. The result was student confidence in using the lab trainers, and understanding the labs increased.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	At this current time, there are no dual-credit partnerships with local high schools. However, there are talks currently underway between the college and the local high school districts.
	As these talks continue, the administration worked in partnership with faculty from the math and the manufacturing depts to align MTH-107 (tech math) with the Postsecondary & Workforce Readiness Act, Statewide Transitional Math Competencies and Policies. Furthermore, the discussions with the districts includes the development of the Manufacturing-Engineering pathway, of which a few courses from the IST program will be included.
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?	As discussed, training scenarios are based on real-world troubleshooting problems. Apprenticeships offer direct work-based experience.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No, accreditation is not required for this program.
3.10 Are there industry-recognized credentials embedded within this	While the program promotes taking industry excellency tests, and pursuing industry professionally recognized credentials,

program? If so, please list.	there has been little interest in this by students.
3.11 Is this an apprenticeship program? If so, please elaborate.	The program has been very successful with collaborating with industry in the area of apprenticeships and ICAPS programs and their expansion is an ongoing priority. Success is reflected in the number of companies sending their workers to be trained at Elgin Community College. The first cohort is scheduled to complete May 2021.

<table>
<tr><th>Cohort Start</th><th># of Students</th></tr>
<tr><td>Fall 2018</td><td>2</td></tr>
<tr><td>Spring 2019</td><td>1</td></tr>
<tr><td>Fall 2019</td><td>8</td></tr>
<tr><td>Fall 2020</td><td>5 *</td></tr>
</table>

*1 student a transfer from Triton College's Fall 2019 cohort

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?	IST degree completers have a pathway to continue at NIU or SIU.
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 growing apprenticeship and advisory partner relationships definitely enhance the quality of the program. The IST faculty has been asked to give input in course development by the education company that provides e-learning and trainers to the IST program.
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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline. Within the IST program, faculty regularly attended summer discipline training at select training sessions up until the COVID-19 restrictions. Faculty took advantage of technical and instructional design training in Summer 2020 to prepare for remote learning. Program specific professional development is needed through the Amatrol training center. Prior to COVID-19, faculty attended summer sessions to receive updated training, and current industry trends, which resulted in additional content insertion into the program.
3.16 What is the status of the	New equipment has been installed to modernize and upgrade the

current technology and equipment used for this program?	program. This was in response to industry needs.
3.17 What assessment methods are used to ensure student success?	The formal method assessment is the e-learning component, as well as the instructor's lectures, PowerPoints, and video clips. The use of homework, quizzes, exams, and the lab "hands on" tasks. The informal use of extra credit "hands on" projects serve to show the instructor the students grasp or lack of the tasks he/she would be required to know out in industry.
3.18 How are these results shared with others at the institution for continuous improvement?	There is sharing of information between the manufacturing programs, including the instructor contract, which covers employability skills, i.e., attendance, tardiness, proper dress code, teamwork, etc. Instructors in Welding, for instance, have shared syllabi language with instructors in the IST program in this regard. IST instructors in turn, have integrated the language into their course syllabi and use it as one form of assessing student performance in the classroom throughout the semester.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Updates were made to the program effective Summer 2018. One significant change was to combine two separate courses together (IST-135: Piping Systems & Power Distribution). Previously, they were redundant and duplicative. With the combined course, students are focused on a process at one time and are better able to learn the content.
3.20 How satisfied are students with their preparation for employment?	Based on post-completion surveys, it appears students are satisfied with ECC's Integrated Systems Technology (IST) program. In three categories of questions, students were at or over 75% Very Satisfied. The data shows students are 49% very satisfied with Information on Current Employment and 68% very satisfied with Preparation for Further Education.

Student satisfaction is key to the success of any program, and ECC's IST program continues to work towards this as the program continues to experience student growth. |
| 3.21 How is student satisfaction information collected? | Student satisfaction is collected by the college through the career-technical follow-up survey conducted annually by Institutional Research. Feedback is also solicited from students via the student evaluation of instruction process, though this data is only provided to each individual faculty.

As a smaller program, IST faculty get such information informally from the students as well. |
| 3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | Engagement with employers is mostly on a 1:1 basis with faculty. Employers have in the past helped to inform curriculum design, and continue to be active in this regard. As stated throughout this program review, the IST program has become an in-demand program for local employers looking to train their apprentices. This results in 3-year agreements between the college and the employer to train and educate the local workforce. However, the program is pursuing more intentional |

	work-based learning opportunities.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory committees in the past have helped to inform the program by offering sound analysis of specific needs from the program. The quality is part of the employer feedback that contributes to a commitment of continuous improvement in the program. Pending release of state funding, the IST program will launch a mechatronics program. The program will be aligned with existing curriculum that focuses on electrical and programmable logic controllers. Engagement in this area can be improved by expanding the number of employers with whom the college partners, and on a more frequent basis.
3.24 How satisfied are employers in the preparation of the program's graduates?	At this point, the best way to assess employer satisfaction is by the number of companies who continue to partner with the college and the program to enroll their employees in the apprenticeship program. Unfortunately, now formal survey to measure employee satisfaction has been performed, so much of this is based on anecdotal evidence. However, as stated earlier in this program review, students are hired before completion of the program. The focus now is to work with employers to gain assurances that they will indeed allow students to continue in the program through to completion. The college is looking for innovative ways to remove financial barriers.
3.25 How is employer satisfaction information collected?	At this point, employer satisfaction is collected in 1:1 conversation. However, the division administration is committed to putting better assessment in place.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Starting in 2016 when the leadership changed, there was an awareness that the program was subpar and needed improvement. At that time after completing a detailed assessment, significant changes were made to both curriculum, and instructional delivery methods. There still is work to be done, but the progress and momentum has been strong.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Over the past 5 years, the program has continuously adjusted the scheduling options, and believes it has now reached a point that really meets the needs and convenience of students, while also satisfying the demands of special programming such as ICAPS and Apprenticeships.

It is challenging, yet critical, that the program must continually be preparing for change as it needs to keep current with the technology used by industry.

Due to industry demand for skilled-labor to close the middle-skills gap, ECC's IST program is well positioned to be an economic driver. With the launch of the mechatronics and robotics program, students will have access to the latest technology to leverage into career opportunities. With this will come the need for additional equipment, i.e., robotics, trainers, etc., to advance the program and to keep pace with industry need. Moreover, as the program continues to expand, there will be need for trained faculty with the specialized industry knowledge.

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	IST/Maintenance Technology
CIP Code	47.0303

	FY16	FY17	FY18	FY19	FY20
Number of Students Enrolled *(*Unduplicated headcount by year, from XVGS grade file)*	91	102	129	99	110
Number of Completers					
AAS – IST/Maintenance Technology	5	7	6	4	2
BVS - Automated Electronic Systems	11	14	4	0	4
BVS - Electrical Systems	11	18	2	(withdrawn)	
BVS - Industrial Maintenance	3	6	6	12	9
Other: *OVERALL COURSE SUCCESS RATE (A-C, excluding withdrawals)*	96%	97%	95%	98%	100%

| PE1. How does the data support the program goals? Elaborate. | Overall enrollment varies year to year, but the general trend over the five years is an increase since 2016, counter to the general trend at the college. The increase in overall credit hours surpasses the increase in students, suggesting that they are enrolling in more credits. Course success rates have remained stellar for the review period. Since COVID-19 only touched half of the last semester of 2020, impact to enrollment, success rates and completion will need to be monitored going forward.

While the percentage of overall course success rate is greater than 90 percent, there are variables to be considered in the number of completers for the AAS degree vs. the BVS. As stated earlier, because of the industry demand for skilled-labor in industrial maintenance in the local economy, many IST students complete the BVS and leverage it into a career opportunity. Fortunately, for them, the BVS is structured so that it stacks into the AAS degree should a student choose to return to the college to complete the degree. This is consistent with the on-ramp/off-ramp tendencies in career tech education programs.

Furthermore, the college is cultivating relationships with local employers who tend to hire away the program's students to encourage the educational focus of the program. To make this more of an appealing option to employers, the college works with employers to consider the apprenticeship program, whereby students can continue to work while continuing to pursue education. Part of the rationale during these discussions is to demonstrate to employers how the apprenticeship |
|---|---|

	program works to alleviate turnover and contributes to employee retention for the long haul.
	With a focus on meeting employer need for in-demand skills and educating the next generation of skilled workers, the college is committed to seeking ways to bolster completion rates in the IST program. This will be accomplished through targeted marketing and communications aimed at students as well as employers, K-12 partners, economic development councils, and local chambers of commerce. Moreover, there is a continuing need to review methods of scheduling, instructional design and curriculum updates to promote enrollment and success.
PE2. What disaggregated data was reviewed?	Through the expertise provided through the 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 (i.e. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course. CTE programs also compare students who enroll in a program compared to those who earn a credential.
PE3. Were there gaps in the data? Please explain.	From the metric of course success, IST overall performs better than the division and other CTE programs. Additionally, no difference is noted between Black/African-American, Latino and White students, each group achieving 95% success over the five years. Though a small proportion, female students achieve the same success rates overall within the program and even slightly exceed the men within IST-105 – 100% to 94%. The difference in success for students eligible for Pell grants (a proxy for low-income) is very small, 92% to 95%, though the program may consider monitoring student progress for possible financial barriers.
	Some gaps are noted when comparing the proportion of students enrolled in IST with those who earn a credential from the program. For the past five years, White students comprise 47% of the enrollment, but earned 56% of the certificates and degrees. The pattern for Latino students is reversed, with them representing 40% of the enrollment and only 26% of the completions. Black/African-American students are small in numbers but suggest a positive outcome, earing 9% of awards compared to their enrollment proportion of 4%.
	The numbers for women in the program are very small and must be looked at cautiously. For the five-year period, three of the graduates were women, which is 3% of the total, yet they are 8% of the enrollment. Like Pell status above, this can be monitored. Wider gaps were noted for different age groups. The youngest students under age 23 are less likely to complete, 45% of total enrollment but 12% of the completions. Students age 30 and over are more likely to earn awards. Those age 30-39 are 43% of the completions and 18% of the enrollment. Those age 40 and older are 9% of enrollment and 20% of graduates.
PE4. What is the college doing to overcome any	Institutionally, Elgin Community College is committed to analyzing, discussing and strategizing improvements to success equity gaps. The

identifiable gaps?	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.
	Specific to IST, the program is committed to working with employers to identify high potential employees (HPEs) to enroll in the IST program in order to become better trained in their current roles. This will require intentional conversations with employers to identify those who are underrepresented in the community to be part of this initiative. In addition, there is an opportunity to strengthen the partnership with the college's workforce development and continuing education divisions to promote the IST program to adult learners in the community. Lastly, IST will continue to partner with the college's marketing and communications department to conduct outreach to targeted special populations, as well as use publications, like IMPACT magazine, to highlight accomplishments of minoritized students/adult learners in the program and leverage the successful hire of former students as tutors and adjunct instructors who represent the district's diverse communities.
PE5.Are the students served in this program representative of the total student population? Please explain.	Similar to some other CTE programs, IST skews heavily male, with three to four women each year. The program is slightly higher for white students than the college, 46% to 38% in 2020, and slightly lower for Latino than the college, 40% to 45%. However, the proportion of Latino students increased from 2019 to 2020, 33% to 40%, so this is a trend to be monitored. Less than ten Black/African-American students are in the program each year, though this matches the college proportion of 5%.
	The IST program sees fewer students from the "traditional" age group of 22 and under, 30% to 57% in 2020, but an increase for the program from 23% in 2019. The majority of the program's students are between 23 and 39.
PE6.Are the students served in this program representative of the district population?	See above.
Review Results	
Action (check one)	**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	Due to industry demand for skilled-labor to close the middle-skills gap, ECC's IST program is well positioned to be an economic driver. With the launch of the mechatronics and robotics program, students will have access to the latest technology to leverage into career opportunities. The

chosen action.	program's value is demonstrated by the fact that industry partners regularly call to have IST train.
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Create a Mechatronics/Robotics program** Contingent upon release of $200K from State DCEO Timeline: FY'22-23 2. **Development of new program: Mechatronics Automation Vocational Certificate** To include existing IST courses, plus development of new curriculum, i.e., Mechatronics I and II, Robotics I and II. The new Mechatronics Automation Certificate plus Gen Eds, will lead to the Mechatronics Automation-AAS. Timeline: FY'23-24 3. **Update equipment needs (i.e. trainers) and acquire equipment for mechatronics and robotics** Timeline: FY'22-23 4. **Integration of basic concepts IST and IMT programs to create a more well-rounded skilled worker.** This is designed to find relevant synergies between the two programs and maximize for opportunities in the continued evolution of advanced mfg. and automation. Timeline: FY'24-25 5. **Continue to seek new instructors, as needed.** Candidates will require specialized skills in mechatronics/robotics, mechanical engineering, automation, data analysis (for mfg.), and cybersecurity. Also provide professional development and training for existing faculty. Timeline: FY'23-24 6. **Modify the Industrial Maintenance Certificate** Will stack into the Industrial Maintenance II Vocational Certificate. The Industrial Maintenance II Vocational Certificate, plus Gen Eds will lead to the Industrial Maintenance-AAS. Timeline: FY'22-23
R3. Resources Needed	• Two (2) Mechatronics trainers, FY'22-23 • Two (2) Robots trainers, FY'23-24 • 15-20 Laptop computers, FY'23-24 • Two (2) Full-time faculty, FY'23-24
Responsibility R4. Who is responsible for completing or implementing the modifications?	The instructional coordinator will partner with IST, IMT & WEL faculty, employers, students, alumni, and division administration, including the dean, associate dean, and support staff to complete these modifications.

Career & Technical Education	
College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020
Program Identification Information	

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Physical Therapy Assistant	AAS	71-74	51.0806	N/A

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

Program Objectives
P1. What are the overarching objectives/goals of the program?

The PTA program is guided by standards set by the accrediting agency, Commission on Accreditation in Physical Therapy Education (CAPTE). Goals and program learning outcomes are outlined below.

Goal 1: To prepare graduates who possess entry-level skills and knowledge that full function under the direction and supervision of a physical therapist.
- Collect, understand and analyze written, verbal, performed, and observed data about a patient.
- Provide accurate and appropriate interventions within the plan of care under the direction and supervision of a physical therapist.

Goal 2: To ensure graduates possess critical thinking and problem-solving skills applicable to real-world situations for contemporary evidence-based practice.
- Apply knowledge of principles, indications and contraindications for physical therapy interventions.
- Make adjustments within the plan of care to accommodate patient condition and other variables.

Goal 3: To graduate students who practice effective communication skills in the clinical setting.
- Demonstrate effective oral, written and nonverbal communication with patient's, families and members of the interdisciplinary health care team.
- Educate colleagues, volunteers, patients and families. Caregivers and other members of the healthcare team as appropriate.

Goal 4: To graduate individuals that demonstrate ethical and professional behaviors.

	• Demonstrate professional behaviors consistently in the classroom, lab setting and clinical environment • Demonstrate ability to effectively communicate the role of the Physical Therapy Assistant (PTA) • Discuss and apply concepts of multi-cultural awareness in professional behavior in the classroom and clinical environment
P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The students' progress and achievement are measured consistently throughout the curriculum and each course in didactic and clinical environment through skills validations activities, authentic skills assessments exams, case scenarios exams, projects presentations, hands on skills assessments, and clinical performance instruments (CPI). Data to measure the standards, goals and outcomes is collected each semester and monitored for meeting required thresholds. ECC's program is meeting or exceeding the CAPTE standards. Per requirements, key metrics are available on the college's website.
Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?	1. **Review the newly revised PTA Program Goals and Expected Outcomes** Status: Complete 2. **Update all PTA course outlines and course outcomes in CurricUNET** Status: Complete 3. **Implement an inter-professional activity between PTA and Dental Assisting, Fall 2016** Status: Complete 4. **Collaborate with Institutional Research to update the employer survey** Status: Complete 5. **Recruit and secure additional affiliation agreements to support student clinical experiences and meet CAPTE requirements** Status: In progress. The Elgin Community College PTA program secured additional clinical sites including: outpatient neurology affiliation, additional subacute rehab clinics, pediatric, and outpatient orthopedic clinical partners. 6. **Continue discussions regarding the process of skill validations/lab examinations** Status: Complete. Skill validation paperwork/process has been streamlined. Utilize a skill validator who works with program faculty to ensure consistency in assessment. 7. **Develop an online information session to supplement the required in-person information sessions.**

Status: Deferred.
Face to face information sessions were held prior to COVID-19 pandemic. Virtual information sessions via Zoom were implemented to allow students to gather information about the program and satisfy program admission requirement of attending an information session. Virtual information sessions are expected to continue through Summer 2021.

8. **Develop an online resource of frequently asked questions related to the PTA program**
Status: Deferred.
The additional information and links are provided on the ECC PTA program website with information regarding admission and the application process, including the updated Health Professions application.

9. **Develop simulation training options using the nursing department simulators for more hands-on learning related to patient scenarios**
Status: Complete.
Time needed to develop/schedule a simulation has presented challenges.

10. **Collaborate with other ECC Health Professions programs to develop another inter-professional learning experience in addition to the Dental Assisting collaboration**
Status: Complete.
Developed interdisciplinary activities with Massage Therapy program. Invited ECC employees and students to participate. Attendance was minimal from the ECC community.

11. **Collaborate with a DPT program to develop an inter-professional experience between DPT students and our PTA students**
Status: Deferred.

12. **Develop 1-3 continuing education PowerPoint learning modules which will provide Illinois Physical Therapy Association (IPTA)-approved CEUs for clinical instructors to meet CAPTE requirement of providing education to clinical instructors**
Status: In progress.
The program and education series are in the development stages. One learning module has been developed and a second is in progress. First session was scheduled in April 2020, but had to be canceled due to Pandemic.

13. **Develop an annual event for clinical instructors offering free continuing education on-campus to promote collaborations and partnerships, and meet CAPTE requirements of providing education to clinical instructors**
Status: Cancelled.

The annual event for clinical instructors was developed by the Health Profession division for Spring 2020, but was cancelled due to COVID-19 meeting restrictions.

14. Continue to monitor and revise the admission process to enhance students' successful completion of the program
Status: Complete.
Admission process was updated to provide prospective students with a clear picture of the duties of a PTA. The goal of this change is to help with program retention.

Additional accomplishments since FY16 not related to goals above:
- The number of new clinical affiliation sites was developed with a variety of physical therapy services provided. Graduates of the Elgin Community College PTA program have been a source of great support for the program and take an active role in establishing new clinical affiliations.
- The ECC PTA students are members of American Physical Therapy Association (APTA) and participate in IPTA related professional development activities.
- The students now have an opportunity to take advantage of new services and technology to study and take the PTA licensure prep course.
- The ECC PTA students have been successful in passing the PTA licensure exam and the majority of graduates obtain employment in a variety of clinical settings.

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.	The review was led by the Program Director, Barbara Ostrowska. All faculty were participants of this review: Kimberly Tarver, Elisabeth Holmer, and Filomena Ricci. They contributed and provided feedback related to the historical data and information regarding curriculum, course content and development, future, and needs of the program. The faculty provided information related to their specific course content, student's success, and information regarding needs for future program development.
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.	The information for this program evaluation was gathered from several departments: Institutional Research (IR), Teaching Learning, Student Development (TLSD), various student support departments, clinical affiliations, advisory committee and employers.

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	
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.	No changes are made to the requirements for the PTA program within this review. Updates are made as needed based on accreditation needs and standards.
A2. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	• The PTA degree ranges from 71 – 74 credits, in excess of the standard 60 credits. • The credits and clock hours for clinical practice must meet the specific guidelines of the Commission on Accreditation of Physical Therapy Education (CAPTE) and licensing regulatory bodies in IL. • The clinical education courses (PTA-123/231/232) require 624 hours, which is set by the Illinois Department of Financial and Professional Regulation (IDFPR) for licensing test eligibility.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	The data analytics predict an increase of available jobs from 530 to 736 in the local communities during the next 10 years, suggesting a 21% increase in the employment opportunities in the local counties (Kane, Du Page, Lake), slightly less than the national rate of 26%. The PTA profession is listed as #3 of desired jobs by US News Research.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for PTA has been consistently growing in the last five years and is predicted to continue to grow next ten years. The need for PTA will continue to grow since the need for physical therapy services increases as alternative treatment approaches are used for patients with chronic pain and illness, including aging baby boomers who are active and living longer. Recently, challenges related to post-COVID-19 recovery and long-hauler's syndrome may contribute to even increased demand for PT services.
1.3 What labor market information sources are utilized?	The program relies on various sources including: • Bureau of Economic Analysis, U.S. Census Bureau, Bureau of Labor Statistics; • local, state and federal governmental agencies data and research; • data from IPTA and APTA; • feedback from local business owners who serve on the Program Committee, clinical affiliates, and local employers.

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Faculty promote the PTA program through activities related to networking with IPTA, APTA, and through pieces produced by the Elgin Community College marketing department including; exhibitions, presentations to local high schools, educational organizations, and Information sessions offered several times a year, and annual conferences.
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.
	The PTA program's curriculum sequencing, course schedule and content must be consistent with CAPTE requirements and changes to PTA programs. The course content is evaluated to ensure that learning outcomes are met and are consistent with students achieving goals as designed. Updates to content ensure new evidence and research is included in the course and is consistent with trends, guidelines, and regulations related to the Physical Therapy profession.
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 PTA program requires more clinical sites offering sophisticated Sport medicine clinics, subacute centers, pediatric settings, and other clinical settings where students are exposed to 21st century technologies and applications.
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 PTA program are split between salaries and benefits for teaching faculty, skills validators, tutors, and administration (approximately 77%) and operating expenses (approximately 23%). The operating expenses include: maintenance and contractual services, instructional and office supplies, printing, computer software, dues and subscriptions for program staff, and conference and meeting costs for professional development, accreditation, and the annual advisory committee meeting.
2.1b How do costs compare to other similar programs on campus?	The costs for the PTA program are comparable to other Health Professions programs at the college that employ full-time faculty. Because of the high contact hour to credit hour ratio found in health professions curricula, these programs are generally more expensive than programs with low contact hour ratios or programs without specialized equipment requirements.

2.1c How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for the PTA program using money from the Ed Fund and occasional supplemental funds requested through the college Foundation.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The number of full-time and part time-faculty and the program director are sanctioned by CAPTE requirements. Cost-effectiveness can be gained through efficient use of human resources and supplies, use of the grants and use of technologies to streamline daily practices. The faculty and program director must complete required training sanctioned by APTA, IPTA, and state IDFPR to ensure the staff members are eligible for re-licensing so they all use professional membership discounts for CEUs to meet these professional requirements.
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 Elgin Community College PTA program estimated student costs include:

Tuition, 1st & 2nd year	$2,904$ / $5,808
Enrollment fee	$36
Text books	$1,597
PTA Lab fees	$975
Medical/Castle Branch	$230
Uniforms	$220
Total Estimate	**$8,659**

Upon completion, students must apply to take the licensing exam for $795.

The program offers students a variety of scholarships, in-district discounts, tuition assistance, student worker opportunities, professional organization membership discounts, discounted books, and grants for discounted rates.

Several discussions have taken place to address issues of cost by increasing the number of scholarships available to the students, providing grants, and subsidizing opportunities, purchasing discounts for bulk items and applications, membership to professional organizations, and utilizing alternative teaching tools to replace some text books.

2.5 Did the review of program cost result in any actions or modifications? Please explain.	None resulted from this review. However, due to the growing number of new strategies and application of new treatment protocols in physical therapy, students will require more time practicing skills and may require increased time for skill validation and tutoring services which may increase the cost to provide these services.

	Related to teaching for the 21st century healthcare environment, the program will continually need to replace outdated technologies and equipment, and introduce new software applications in use throughout the industry.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The Elgin Community College PTA program strengths include: • Program longevity with dedicated faculty who strives to learn new skills and are open to implement new strategies to teach. Student-centered approach. • High student program satisfaction • High licensing test pass rates and employment rates • High levels of student support throughout the program, including academic advising, wellness support, tutoring and skill validators. • The PTA program faculty and Program Director are consistently engaged with research for new applications and technologies to support student success and professional development. • The graduates are often part of the clinical education mentorship programs. Additionally, program faculty and the program director are very active in the professional associations of the discipline. All are members of APTA and IPTA and specialty sections including: Orthopedic, Geriatric, and Sports Medicine. Professor Kimberly Tarver (full-time faculty) is also a member of Illinois PTA Educators Consortium, has been IPTA Northern District Representative and has served on the IPTA Diversity Task Force, 2017-2018. She also was the 2016 recipient of the Orrin G. Thompson Teaching Excellence Award. Through these organizations and relationships, faculty members have the opportunity to advocate for the profession and the Elgin Community College PTA program with extensive opportunities to exchange and collaborate with other programs to develop effective teaching strategies and to utilize new technologies improving student success and engagement.
3.2 What are the identified or potential weaknesses of the program?	The PTA program has identified a few opportunities related to the student success support systems: • Due to personnel changes, the communication from academic advisors to the students and faculty may be delayed and miss a timely opportunity to address students' learning and/or wellness concerns. • The limited technical support for the faculty related to Learning Management System (LMS) has been an issue and frustration for the faculty. • In non-COVID-19 times, course delivery was limited to face-to-face modality on campus.

	• The recent increase in the number of new PTA competing programs in the area significantly decreased the number of qualified applicant pools and competition for clinical placements.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	All PTA courses are only in the face-to-face format, aside from remote learning due to the pandemic. It is anticipated that the college will assist comparing course outcomes during the emergency order to similar sections prior to March 2020 as well as to the 'new normal.' As the college moves forward, the program should consider new modalities such as hybrid for PTA program delivery.
	The college's Institutional Research department routinely provides access to course success data disaggregated by delivery method. A new category was created for Spring 2020: F2F – Moved Online for those traditional face-to-face classes that had to migrate online due to the emergency closure.
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.	PTA is not currently a Program of Study (POS) as defined by Perkins V and approved by ICCB. Progress towards the elements is described below. **A) Incorporates challenging State academic standards:** _Met._ The PTA program incorporates state requirements for PT healthcare professionals including 600 hours of clinical practice and at least grade C (75%) for all PTA coursework PTA to complete the program as required by state IDFPR and Illinois Practice Act guidelines to sit for the licensing test. **B) Addresses both academic and technical knowledge and skills, including employability skills:** _Met._ The PTA program includes all requirements to provide students with skills and abilities to graduate as a competent, knowledgeable, entry-level PTA, prepared for taking licensing exam and practice as a licensed clinician. All PTA clinical courses allow students to develop their skills with real life patients and case scenarios to prepare them to work with other team members, experience clinical problem solving, reasoning skills and experience challenging healthcare environment. **C) Is aligned with the needs of industries in the economy of the State, region, or local area:** _Met_. PTA program curriculum and course content are updated on a consistent basis to ensure that the program meets the needs of the current and developing strategies and trends in the healthcare industry in PT community, state and local businesses. **D) Progresses in specificity:** _Met._ The PTA courses are specific to the physical therapy and healthcare industry, with increasing depth, breadth, complexity and difficulty through the program.

	E) Has multiple entry and exit points that incorporate credentialing: *Not Met.* The PTA program is selective admission and follows a specific curriculum sequence through a cohort model. The program does not have an opportunity to enter and exit at multiple points. Students only complete with the AAS degree.
	F) Culminates in the attainment of a recognized postsecondary credential: *Met.* The PTA graduates of CAPTE approved programs can sit for licensing exams after completing the AAS and can then work as licensed professionals if they pass.
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:** The PTA program curriculum and coursework deliver graduates who present with skills needed to be successful in the always changing healthcare environment. Upon graduation students are required to take and pass the test to become licensed PTA. The PTA program engages in discussions, assessment, and evaluation of the employers needs to ensure the program meets the demands of the competitive healthcare job market and skills of the PTAs match the needs of the 21st healthcare industry. The PTA program develops clinical affiliations with local healthcare organizations and seeks feedback and input from business owners to ensure the PTA graduates are equipped with knowledge and skills to provide excellent patient care and PTA services meet the needs of the clients and employers. The Elgin Community College PTA program utilizes data from local employers, healthcare industry, local and federal regulatory agencies to ensure program course work and curriculum accommodates the needs of the local, state economy and produces skilled, competent, and creative healthcare providers. **B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act:** The PTA program will not offer apprenticeships, nor are early college credit opportunities available at the secondary level (beyond General Education courses). The program encourages future applicants to research data and gain observation hours prior to applying to the PTA program in order to be knowledgeable about the PTA occupations and healthcare environment prior to pursuing application. The PTA program coursework and coaching strategies encourage students to develop lifelong learning skills to stay competent and competitive in the healthcare industry. The PTA program professional membership is encouraged to develop further specialty areas during course work and continue specialization post-graduation.

C) Includes counseling to support an individual in achieving the individual's education and career goals:
Elgin Community College as well as the PTA program provides students with a variety of support services to eliminate financial, social, and academic barriers preventing students from successful completion of the program. Students are advised about many programs and departments which can offer them financial and academic support to successfully participate in the education process. The PTA program faculty and Program Director participate in college activities to promote college programs and services to students from a variety of backgrounds. The PTA program students are encouraged to utilize wellness, tutoring services as well coaching and mentoring from faculty and academic advisors. One of the final courses, PTA-250: PTA Seminar, reviews the roles of the healthcare team and provides assistance with career and professional planning.

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:
The PTA program offers three different clinical courses (PTA-123/232/242) where students learn practical real-life skills with patients in a clinical environment. The PTA course content emphasizes developing skills like critical thinking, clinical reasoning and problem-solving strategies to prepare students to face work and life situations, develop coping strategies and pursue further education and professional development. The PTA-250 seminar course offers training to prepare students to interview, resume writing, and working on healthcare team activities. The ECC PTA students are encouraged to participate in on-campus recruiting activities. They have a frequent opportunity to participate in local and national professional meetings where they have a chance to network and search for potential employment.

E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable:
The PTA program curriculum and course scheduled is sanctioned and approved by CAPTE and cannot be accelerated as each course builds upon the skills learned prior. However, students are encouraged to take the General Education courses early in the curriculum or prior to joining the program. The PTA students follow a specific curriculum which requires taking courses in sequence from less difficult to more complex.

F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:

	This does not apply to the PTA program. High school students are not eligible, and there are not any preliminary certificates prior to earning the AAS degree.
	G) Helps an individual enter or advance within a specific occupation or occupational cluster: Program applicants have an opportunity to present their previous experience in the area of rehabilitation or other healthcare industry settings. Those applicants who have worked as Rehab technicians are strongly encouraged to apply to the program and often bring letters of recommendation from their current employer. Once licensed and working as a PTA, the graduates may develop new skills with different patient types or treatment applications, providing them wider choices of employment setting.
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?	Since 2016, several new technologies, learning methodologies and platforms have been used to enhance students' learning to facilitate successful student experience: • The use of new technologies and applications for Home Exercise Programs, patient education and self-learning, clinical simulation applications (ICE, PhysioU) and electronic medical records (EMR) records in clinical settings. • Students have access to take prep licensing exam (PEAT) which provides them with structured learning and opportunity to assess their knowledge and skills prior to the taking official test. • The membership to APTA gives students ability to build professional relationship with other colleagues, search current data, and information related to PT profession, become familiar with legal issues related to PTA profession and become involved in the branding and legislative community. • Several new clinical affiliations were established with providers who specialize in delivery of advanced and sophisticated PT protocols including: computer gait analysis, treatment of balance disorders, Dry Needling, cupping, Blood Flow Restrictions, Graston technique and other Instrument Assisted Soft Tissue manipulation techniques. • With COVID-19, students also have been exposed to online telehealth technologies during their clinical rotations.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Currently no dual credit opportunities are offered for the technical courses of the PTA program. High school students can earn dual credit for other general education courses within the degree, including: BIO-110, BIO-245/246, ENG-101/102, and PSY-100.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The clinical component of the program is all work-based learning in varied settings with actual patients. Additionally, students become members of IPTA and APTA. They participate in state and local professional activities promoting PT services. They are encouraged to volunteer their time to promote the physical therapy profession to the public and seek specialty education to advance their skills in areas of interest. The program includes education and information about scholarly and professional organizations presented to the students in their curriculum, during mentoring sessions and when attending clinical education about opportunities for clinical advancement. These opportunities are key to the professional mindset of life-long 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).	The PTA program requires accreditation from the Commission on Accreditation of Physical Therapy Education (CAPTE). The Elgin Community College, PTA program is fully accredited and in full compliance.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Each student who graduates from a CAPTE accredited program must take and successfully pass licensing test to be able to practice as a licensed clinician and bill for professional services rendered.
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	Since, 2016 the Elgin Community College PTA program licensure pass rate is 100%.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The program has established several specialty clinical affiliations including Pediatrics, Neurology and several new Orthopedic sites to allow students access to a variety of sophisticated programs, advanced specialties and certifications during their clinical course rotations. The PTA students worked with the Dental Assisting program to cross train with wheelchair mobility and transfer which facilitated collaboration between two programs. The program has attempted to connect with doctor of physical therapy (DPT) university programs to meet new standards for DPT education specific to the role of the PTA. This has not been successful thus far due to extensive logistic processes.
3.15 What professional development or training is offered	There are various and plentiful professional development opportunities for faculty at the college, many of which switched

to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline.
	Within the PTA program, faculty and the program director attend annual National APTA conferences, Combined Section Meeting, APTA Academy of Education, and IPTA Annual Revitalize Conference.
	Elgin Community College offers extensive course work for faculty to improve efficiency and use of technology, aligning course objectives with learning activities and outcomes. Training from Quality Matters was leveraged over the summer of 2020 to prepare for the remote learning environment.
	Professor Tarver attended 2016 Illinois Consortium for International Studies and Programs (ICISP) International Exchange Program for Faculty & Administrators, Leiden. Professor Tarver presented to students and higher education administrators providing an overview of physical therapy education and practice in the U.S.
	Continual staff education and advancing professional development activities are needed to ensure students are exposed to contemporary and advanced treatment protocols and strategies in physical therapy. Faculty are also interested in pedagogical topics such as building student engagement in online environments, eliminating technological barriers for some students, implementing strategies from an adult-learning standpoint, and recognizing the difference between enabling and empowering students to achieve success.
3.16 What is the status of the current technology and equipment used for this program?	The CAPTE accreditation standards require the program to utilize contemporary technologies and equipment to ensure the program graduates clinicians who are equipped with depth and breadth of knowledge and expertise to work safely with the public in a healthcare environment. The tools and equipment offered during learning experiences and course work must be updated and safe to use in the lab to prepare the students to use in real life and work environments.
	The equipment is calibrated annually for safety. Old and outdated therapeutic modalities units are disposed of and new units are purchased or computer software is updated. The students have been able to become familiar with new applications used for patient management, to research data, utilized new applications for Home Exercise Program, and patient education. They have access to all equipment necessary for them to become competent users of therapeutic modalities in the lab and in the clinicals.
3.17 What assessment methods are used to ensure student success?	A variety of formative, summative, and authentic learning outcomes measures are utilized through the curriculum including:

	quizzes, tests, assignments, clinical and hands-on skills exams, research projects and reviews, case studies simulations, presentations, and Clinical Performance Instruments (CPI) utilized during clinical courses. Students participate in surveys during and after courses to assess course content and student satisfaction. Students are asked for informal feedback on how to address their concerns and questions related to course content, satisfaction with learning opportunities, and to improve motivation.
	A progression of patient-related responsibilities develops as the student progresses through the program, both in the classroom experience and clinical environment, where the student is learning under the direction and supervision of a licensed physical therapist (PT) and has an opportunity to practice and master their skills in authentic work-related learning environments. The students are learning to advance problem-solving, clinical reasoning, and critical thinking skills while working with real life patients and interacting in healthcare environments facing a variety of different clinical and work-related situations and challenges.
	The PTA department faculty and program director discuss the content, goals and learning outcomes and adjust content on a regular basis including individual and department meetings. The new additions of the research, manuals, and textbooks are updated and incorporated in the course. The need for new technologies and applications is planned, studied, and implemented.
3.18 How are these results shared with others at the institution for continuous improvement?	The information is shared with Advisory committee meetings, reports are submitted to the college, the outcomes are discussed during internal program meetings, communication via email and admin meetings. The areas and plans for improvement are discussed on all levels.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Assessment within the PTA program reviews and assures alignment of course content and curriculum progression with CAPTE requirements and contemporary PT service delivery.
	First year PTA courses (120, 123) and the capstone seminar (250) include *Choose PT* to sufficiently introduce topics in early in the program and also rely on CPGs, Clinical Summaries, etc. from the EBP (evidence-based practice) content on APTA website to ensure exposure to contemporary practice and skill development.
	The second year PTA courses (231, 232, 241, 242) have stronger content related to students' academic and lab skills practice and progression to clinical settings to implement and master those skills in real life and work environments.
	Throughout the program, faculty are encouraged to include learning activities which leads to increased engagement when the student learning experience is relevant, meaningful, autonomy is encouraged, and collaboration with peers is facilitated.
	The review of the courses and curriculum has helped facilitate the process of developing and gaining new clinical affiliations sites to

	address a variety of needs for clinical educators.
	The course evaluations led to offering PEAT pre-licensing tests to prepare students to successfully take and pass licensing exams. As a result, a higher number of students pass the licensing test on the first try.
	The PTA-250 seminar provides students with speakers who provide excellent patient care and have acquired sophisticated skills in specialty areas which allows students to observe, discuss and learn about, such as gait analysis, Dry needling, Instrument Assisted Soft Tissue Manipulation, and Cupping.
3.20 How satisfied are students with their preparation for employment?	The Elgin Community College PTA program graduates according to the college's data report of (30) surveys from the last five years indicate that students are satisfied with job preparation 70%. The majority of students surveyed report high satisfaction with course content, labs and skill preparation for future employment (above 80%). The 86% of survey students have been able to find employment immediately post-graduation.
	Informal interviews with previous graduates are also conducted indicating the high satisfaction with preparation. A small percentage of the graduates offer to become clinical instructors for the ECC PTA students.
3.21 How is student satisfaction information collected?	Student satisfaction is collected by the college through the career-technical follow-up survey conducted annually by Institutional Research. Feedback is also solicited from students via the student evaluation of instruction process, though this data is only provided to each individual faculty.
	Tools like surveys, questionnaires, and scales have been utilized to analyze student's motivation and engagement in specific courses. Informal mechanisms to assess the student's participation is incorporated during the learning activities, including observation and individual interviews with the students. The personalized approach can be helpful to create a tailored experience to understand what motivates the students, and measure their engagement. Observation of the students in the classroom, asking specific questions related to motivation, engaging learners in discussions, and creating open communication channels where students feel comfortable expressing their needs and addressing the challenges helps educators to understand student motivation for specific courses and allows faculty to identify barriers preventing students from engaging and performing well in the course.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Elgin Community College PTA program advisory committee consists of the members of the healthcare community, clinical instructors, faculty, college administrators, and program alumni. The advisory committee meets twice a year and addresses current issues related to the PT profession in the local communities as well as at the state and national levels. Members of the committee

	offer feedback and suggestions for the course content and provide information related to students' performance in the clinical and work environments. Members are also encouraged to communicate on an individual basis to facilitate conversation regarding program improvement. The feedback from the local community, employers and clinical affiliates assist the PTA program and faculty to ensure that course contents and students' preparation is consistent with needs of the healthcare organizations. The feedback and communication help to ensure the course contents and students are trained and equipped during didactic courses with knowledge and real life and work critical thinking, problem solving and clinical reasoning skills.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The faculty and program director discuss the utilization and implementation of new advanced technologies in the areas of electronic health records (EHR), patient's assessments, evaluations, and advances in treatment protocols to ensure course content is updated and consistent with the Physical Therapy standard of practice and work environment. The meetings also address topics of development of new clinical affiliations and creating effective procedures to improve student's engagement, success, graduation, and employment opportunities. The Advisory Committee consistently recommends updates to the courses and program related to development of current evidence-based treatment strategies, use of EMR documentation, utilizing current technologies in evaluation and treatment, and advancing patient education strategies utilizing new and advanced software applications.
3.24 How satisfied are employers in the preparation of the program's graduates?	The advisory committee views the current level of education, skills, and performance favorably. Recommendations are frequently made related to level of interpersonal skills, communication, and cultural competence skills. The program has responded by implementing authentic assessment activities including: one-on-one communication interactions, addressing customer services issues, and implementing topics related to corporate culture training. A few students have received job offers during their last clinical rotation, indicating high professional performance on their part and the employer's willingness to assume the student will pass the licensure exam.
3.25 How is employer satisfaction information collected?	The college's Institutional Research department helps the program collect data from current and past employers related to the students' level of preparation and employer satisfaction.
	The Elgin Community College PTA program works very closely with community employers and clinical affiliates to research and implement new treatment protocols and ensure students' performance is consistent with expectations. The data and information are gathered through clinical affiliate surveys, course assessment, and during program Advisory Committee meetings. The employers and clinical affiliates can provide feedback through surveys, course assessment, communication with clinical

	instructors, individual meetings and session and Advisory Committee meetings. The data we assessed and course work content is adopted to address the issues and knowledge gaps. The clinical instructors are asked for feedback frequently during clinical courses to ensure that students are well prepared to participate in the clinical rotations and ultimately graduate as competent entry-level clinicians ready to take and successfully pass the licensing exam.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Coinciding with this review are several initiatives to improve quality: • The admission and application process is under review • The pandemic may facilitate the process of discussing moving some course instruction to a hybrid format, which could add more flexibility to students' schedules and available hours for employment and family commitments. • The program offers students a variety of new applications to facilitate a better online learning experience.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

• The application process is currently under review to ensure the PTA program is recruiting, retaining and graduating successful and competent PTA providers from diverse backgrounds.
• The Elgin Community College PTA program utilizes the Academic Advising program frequently but occasional lack of consistent communication and personnel changes within that department contributed in the past to some students missing on the opportunities to get consistent sessions and feedback.
• The new clinical affiliations in the areas of acute care and specialty training are highly desirable but difficult to obtain due to the limited number of area hospitals and current pandemic restrictions.

Performance and Equity

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

CTE Program	**Physical Therapy Assistant**				
CIP Code	**51.0806**				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Number of Students Enrolled *(Unduplicated students by year via grade file XVGS)*	39	38	39	34	35
Number of Completers	18	16	15	14	6 & 7*

* Closures due to COVID-19 prevented many students from completing their clinical degree requirements prior to the final cut-off for Spring graduation, even with extensions from the college. The PTA program graduated an additional 7 students during Summer 2020 from this cohort.

Other: *OVERALL COURSE SUCCESS RATE (A-C, excluding withdrawals)*	100%	99%	98%	96%	97%

Other: *ECC PTA Program ultimate licensure pass-rate*	100%	100%	100%	100%	100%

PE1. How does the data support the program goals? Elaborate.	The program admits a cohort of 20 students each fall, which is based on the number of faculty and available clinical placements. High standards of performance are set by CAPTE for retention, graduation, licensure and employment. Elgin Community College's PTA program is meeting these thresholds. Completion rates might be dipping slightly, but still exceed the 60% standard set by the accreditor.
	The first year students face a challenging first fall semester when they learn a lot of new information about the healthcare PT profession and start learning and applying clinical reasoning skills. During the second year, students have to present with good clinical reasoning and should be able to consolidate and apply previously learned information to design and present a plan of treatment for the real-life case scenarios while utilizing safe and appropriate hands on skills. Students must achieve mastery in lower-level and less difficult courses to be able to progress to more advanced and complex courses in the program. The students are offered help in all areas to support their success including early identification of students who present with learning concerns and poor engagement, the tutoring and wellness services are offered to ensure students have didactic and emotional support if they struggle academically or emotionally.
PE2.What disaggregated data was reviewed?	Through the expertise provided through the 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 (i.e. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course.
	Depending on programmatic need and interest, additional subgroups can be created and include more courses.
	The PTA program is also interested in disaggregating the applicant pool.
PE3.Were there gaps in the data? Please explain.	There is no statistically significant qualitative or quantitative data to identify inequities in performance among participant groups. The majority of the students who withdraw from the program have difficulty with more complex clinical reasoning activities mostly related to academic commitment. The academic withdrawals are not related to lack of time, resources, and finance. These students who do not successfully complete more complex courses are not able to critically evaluate, problem-solve, and create strategies to complete the course assignments and validate high-level skills.
	The widest course success gap in the PTA program appears to be between Asian, AA/Black with 100% course success rate and Hispanic Latino 91%. And even here, this is likely not due to a specific equity gap. African-American/Black and Asian students are significantly underrepresented within the program. Such statistics will continue to be monitored for the

	emergence of any trends.
	As mentioned in item PE2 above, the program is currently investigating equity gaps at the front-end of the pipeline – the applicant pool. Most of the students who applied to the PTA program are white, the second group is Hispanic and a very small group of AA/Black students are admitted to the program. The very low number of applications from the same race groups is also noted. It is necessary and important to research data to identify what factors prevent students from minority groups from applying to PTA programs. What are the most significant factors which deter the students and influence those groups of students from pursuing PTA education? Then, how do admission criteria favor or disadvantage some students over others?
PE4. What is the college doing to overcome any identifiable gaps?	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.
	The Elgin Community College PTA program needs extensive marketing and promotional effort to address issues related to low enrollment from diverse communities including minority and students who have faced challenging socio-economic situations. The modified and restructured application and admission process will be utilized after review of the processes is completed. Ensuring all applications have features to accommodate students with learning disabilities and allow for the students access to learning will also be addressed.
	The extensive outreach to students who struggle to participate and complete the program is needed to ensure the students utilize all the services available to them to improve their success. The student success and support programs require more involvement to assist students in developing and mastering coping and studying, and time management strategies.
PE5. Are the students served in this program representative of the total student population? Please explain.	The students enrolled in the PTA program 2019/2020 reflect the similar trends to the district and college profiles, students in the PTA program reflect the similar ratio of gender, race distribution compared to the district and college course enrollment demographics. The only difference is noted in the age group where the highest percentage of students in the PTA program are in the age group 23 to 29 (61%) versus college courses; the highest number is the 17-22 age group (55%). The race and gender groups are noted to be in the similar distribution as college and district data.
PE6. Are the students served in this program representative of the district population? Please explain.	See above.
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 Elgin Community College PTA program consistently provides quality education to students and achieves CAPTE sanctioned program outcomes and requirements related to retention, graduation, and employment rates. The curriculum must continuously adapt to meet CAPTE requirements, developing technologies, and changes affecting the Physical Therapy industry. The 21st century advanced application and learning methodologies must be implemented to attract, retain, and graduate successful entry-level PTAs and meet advances in the provision of physical therapy. Several areas for improvement have been identified, including addressing gaps related to recruiting students from a variety of demographic and socioeconomic groups.

Intended Action Steps
R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.
	1. **Update and simplify the PTA application and admission process.**
	   Timeline: AY'22-AY'23
	
	2. **Create online Information Session as an introductory course to PTA program.**
	   Timeline: AY'23-AY'24
	
	3. **Develop and implement branding and marketing campaigns to attract students from a variety of demographic and socioeconomic groups to PTA programs.**
	   Timeline: AY'23-AY'24
	
	4. **Increase number of clinical affiliations partnerships to provide the students with access to a variety of clinical settings and specialties.**
	   Timeline: Ongoing
	
	5. **Continue to update course content to ensure the curriculum is consistent with current PT and healthcare innovations and technologies.**
	   Timeline: Ongoing
	
	6. **Continue to update current use of technologies and applications in the course delivery to allow students to experience the 21st approach to healthcare education.**
	   Timeline: Ongoing

R3. Resources Needed	• Financial support may be necessary to ensure new technologies and upgraded LMS are incorporated in the course work and curriculum. • Support from the division administrative assistant is necessary to allow the Program Director to spend more time and resources on establishing new clinical affiliations, and implementing program and course development technologies and curriculum updates. • The new and updated equipment and applications must be included in the budget to ensure the program addresses and allows the students to

	learn about contemporary healthcare technologies utilized in the clinical and work environment and meet standards sanctioned by CAPTE. • The faculty and Program Director will require time and effort to research, study, and implement a revised application and admission process. • The faculty and Program Director will require advanced education and support to study and implement the contemporary technologies in the program. • The college's student support and success departments will require dedicated resources to PTA program students to ensure and promote student learning and achievement.
Responsibility R4. Who is responsible for completing or implementing the modifications?	Responsibilities are assigned across the PTA team, led by the Program Director and faculty. Elgin Community College Marketing department will also be involved.

Career & Technical Education

College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Truck Driving Owner/ Operator	VS	30	49.0205	BVS Truck Driving BVS Certified Forklift Operator

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 Student Learning Outcomes:** Upon completion of the BVS certificate program, graduates will be able to: • Perform required inspections of commercial vehicles • Back up vehicles to minimum standards • Drive commercial tractor/trailer combos safely on public roadways
P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The priorities of the program have always been to teach a new skill to student, move them through the licensure process and, most importantly, have multiple job offers upon completion. This is designed to be accomplished in a one semester timeframe. The program defines success as the ability to pass Illinois State written tests to obtain a CDL Class A permit followed by completing a driving skills practical exam administered by the State of Illinois. As will be outlined within this report, students are overwhelmingly successful in advancing through the curriculum, the permit and licensure processes and securing gainful employment. Students are meeting these outcomes at a level of over 95% during the past five years, which is level unmatched by other similar programs. These milestones are measured within each course through typical classroom means such as written tests, by licensure pass rates, and informal records of employment. The curriculum is designed to meet (and exceed) state and federal requirements. Content is scaffolded through the three courses where they learn about the equipment and driving techniques, practice them on a simulator, and demonstrate competency while in a semi-truck with an instructor/evaluator following the governmental template. The course activities and

	skill demonstrations mimic what will be required to pass the State of Illinois licensure test.
Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?	**1. Increase usage of driving simulator with students spending additional time driving in an expanded number of situations.** Status: Complete Students now have scheduled simulator time each week. We continue to expand the simulator usage using updated software and additional driving scenarios. **2. Lay out an additional State skills course on the existing truck lot.** Status: Complete A second full skills training station has been painted in the truck lot. This has proved invaluable in getting students to have more practice time before their State test. Pass rates for the backing skills portion of the state test have noticeably increased. **3. Maximize space utilization on the skills course to maximize the number of students who can participate in the skills training at one time.** Status: Complete A smaller third skills training station has been added to the truck lot. The completion of this has allowed additional students more time to practice for their State exams. **4. Begin exploring the possibility of adding a fork lift training component to the truck driving certificate.** Status: Complete Forklift class added and reached capacity in its first semester; additional sections were added to accommodate student demand. All classes have run between 80% to 100% capacity. Forklift classes continue to be quite popular. **5. Expand the number of local companies seeking employees from our program.** Status: In progress Additional local companies have contacted us about hiring our graduates. **6. Consult with the outcomes assessment office to begin a regular cycle of course assessment reporting.** Status: In progress **7. Explore the possibilities of achieving third party certification for the program through the Professional Truck Driving Institute.** Status: Deferred State of Illinois has put a hold on moving their initiative to implement this policy.

8. **Redevelopment (reconfigure) of simulator lab to accommodate additional students for instruction and observation.**

<u>Status:</u> Complete

Simulator lab was reconfigured and furnished to accommodate 30 students for training & lecture purposes. Large screen monitor was purchased and installed to increase the viewing area for students during simulation exercises. Simulator was moved to a larger designated Truck Driving Instruction room. Simulator was updated with the most up to date software.

9. **Continue replacement of driving equipment to stay current with the industry. Develop replacement schedule.**

<u>Status:</u> In progress

Develop a replacement schedule for equipment to systematically and logically purchase equipment for training. Working to find funds to implement this schedule. Replacement schedule has been developed pending yearly funding availability.

10. **Continue marketing the college's career-tech programming with the use of graphics on trailers driven throughout the district.**

<u>Status:</u> In progress

All equipment driven off-campus in public space is branded with ECC graphics to market Elgin Community College and its programs.

11. **Explore the expansion of BRG-203: Defensive Driving.**

<u>Status:</u> In progress

Promote the benefits to all truck driving students, not just the Owner/Operator program. Additionally, with the use of the Driving Simulator Lab, explore possibilities of marketing the course to local businesses for their drivers. Working to develop the class into online instruction.

12. **Pursue the addition of a degree in Supply Chain Management, creating a Transportation, Distribution and Logistics pathway.**

<u>Status:</u> In progress

Using the existing program as a building block and possible Fork Lift training, a program could encompass all aspects of logistics from the business side through material handling and transportation.

SCM degree and certificate have been established, situated under the Business umbrella.

13. **Provide simulator training for more of the faculty tutors.**

<u>Status:</u> In progress

	As simulator training becomes available, additional advanced training will allow full use of the capabilities during student instruction. **Additional accomplishments since FY'16 not related to goals above:** • Secured a scholarship opportunity for students to apply for which pays entire tuition and secures a job with the company.
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 author: Don Anderson, Truck Driving Program Director
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.	Employers, such a McCarb, Focus Logistics, Get Fresh and XPO, have given their feedback and suggestions on current curriculum, what skills they would like from their employees and how to make the program align with the industry.

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

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.	Aside from age and medical entrance requirements, there are no program pre-requisites.
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 demand for BRG program completers is very high. Jobs include over-the-road/regional truck driver, local pickup/delivery driver, roadway and ready-mix construction truck driver, tanker driver, and forklift operator. Graduates are receiving multiple offers of employment immediately after graduation and licensure. In addition to local business freight movement, the Elgin and Greater Chicago area is a hub to most freight

	movement across the country. The movement of freight between railheads has created a great demand for intermodal drivers moving freight to, and between, railyards across the region.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has been on a steady increase for over five years and should continue for the foreseeable future. The demand has increased for residential delivery and the overall economy is expected to see an increase in demand for goods as the vaccine allows more spending to occur in 2021. This current and future demand is placing a premium on all driving positions including Class "A" tractor trailer drivers. The addition of freight between rail yards has increased and should continue to grow.
1.3 What labor market information sources are utilized?	The program is in contact with numerous trucking companies through its advisory committee and job placement sources. Also, the program maintains memberships with the Illinois Trucking Association and subscriptions to periodicals that focus on the general trucking industry.
	The college also sources such information from the EMSI tool, the BLS and IDES.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The program is listed and approved through the National Association of Publicly Funded Truck Driving Schools. Any online search of approved schools will lead students to Elgin Community College's program. The trucks themselves have been branded with logos promoting ECC and its career programs which spread community awareness throughout the district.
	Word of mouth also spreads news of the program, from successful students as well as from satisfied employers.
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.
	The BRG program uses two main sources – meetings with industry representatives either through advisory committee members or employers, and communication with the State of Illinois. The IL Secretary of State's office is the agency that enforces the minimum training standards set by the Federal Motor Carrier Administration which sets all minimum training standards for program content and length.
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.	Minor curriculum modifications have been implemented to keep the program in alignment with the IL SOS testing procedures. The program otherwise has not needed any other modifications to keep it in alignment with federal regulations.
	The program continues to operate at maximum levels of students within the constraints of space and teaching personnel. The

	logistics and feasibility for additional sections have been discussed and could be implemented in the future to serve more students.
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 primary cots to the truck driving program are in salaries, which comprise the program director who also serves as the only full-time instructor in the program. Additional salary costs are absorbed through adjunct faculty and tutors, which are required to ride along with students during actually driving time in the vehicles. Furthermore, fuel costs, which fluctuate year to year, vehicle maintenance, and costs of minor repairs make up the remaining costs to the program.
2.1b How do costs compare to other similar programs on campus?	Total expenses in the BRG program represents approximately 5 percent of total expenses division-wide. Even with the salaries and maintenance costs, the BRG program is less than the Fire Science & Safety program, which also has vehicle maintenance costs to absorb each year. However, salaries and benefits consume a lot of the expenses in the Welding program, which maintains three (3) full-time instructors vs. 1 individual who serves in a dual role as program director and instructor.
2.1c How is the college paying for this program and its costs (e.g. grants, etc.)?	Revenue from state funding, tuition, and lab/course fees are the primary funding sources for the BRG 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.	There are no grant funds allocated to the BRG program.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	There have been discussions on maximizing the use of the simulator to reduce program fuel costs. Also, the program will look at adding additional sections to meet the demand from students wishing to enroll. The program is looking at updating the classroom facility to bring it up to date technologically and general physical function.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The cost for a student to complete the BVS Certificate and become licensed is $4,630. The cost to complete the VS Certificate adds an additional 14 general education credits ($1,848) to the cost for a total of $6,478. The program is eligible for the Pell grant which may offset a large portion of the tuition. Also, the Kane County unemployment office offers students the WIOA program as a way to pay for the entire cost of the program. In addition, there is a scholarship offered by a local business which pays the entire cost and offers employment in the field upon graduation. Many of the companies seeking ECC

	graduates offer tuition reimbursement for any costs directly paid by the student as an incentive to join their companies. Additional scholarships are encouraged from our local companies who are looking for drivers.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program is looking at updating the classroom facility to bring it up to date technologically and to improve its general physical function. Purchasing and maintaining equipment that is representative of the current equipment used by industry is critical to keeping learning relevant. Also, the program will look at adding additional sections to meet the demand from students wishing to enroll which will increase cost efficiency.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The Program teaches students a new trade in an in-demand field and helps them find opportunities to use those skills. It is designed to put students to work in the field within one semester. All potential students must first meet with the program director prior to enrollment to discuss their eligibility for training and licensure. This ensures there are no unfortunate surprises upon completion of the coursework. For example, the program (and in turn, employers) must conduct regular drug and alcohol testing.
3.2 What are the identified or potential weaknesses of the program?	The weakness of the program is space. Classes could be larger if there was additional equipment and space. This would generate more tuition, be more cost effective to faculty cost, and put more skilled workers into the community.
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?	Most classes are held in a traditional, face-to-face method due to the nature of the skills being taught. Driving instruction of both the trucks and the forklifts do not lend themselves to anything other than in-person learning. In addition, the Federal government requires a minimum amount of actual driving before testing and licensure. The program has expanded the use of the driving simulators whenever possible, though that still requires a degree of in person contact. However, the program switched to an updated curriculum in 2019 approved by the Federal Motor Carrier Association, which had the capabilities and flexibility to move the initial classroom instruction to an online or hybrid format. Transitioning BRG-101 to a fully online version of will be considered as it consists of basic information presented via the textbook. Similar flexibility might also be available for the elective course, BRG-203: Defensive Driving. Both courses lend themselves to an online modality without significant changes in the curriculum if students would be interested. BRG-202: Truck Driving III has been reformatted to a hybrid

	version (describe the scheduling method). These sections will likely continue as they have worked well.
	The restrictions to instructional modality presented challenges when the college shut down at the start of the pandemic in March 2020. BRG-101 had already completed, but BRG-201 was suspended. The section was then restarted in June 2020 with face coverings and social distancing measures in place. Students completed without incident by mid-July, though some chose the no-harm option to withdraw and instead re-enrolled in BRG-201 in the Fall. The Summer classes were canceled to dedicate the time, space and resources to complete the Spring sections.
	Into the 2020/2021 school year, the program has been run with BRG-101 and BRG-202 in person, with reduced section capacity to comply with continued physical distance mandates. The 201-course continued in the hybrid format. The faculty have found the use of the simulator to be beneficial to teaching while being able to maintain physical distance mandates.
	The program has a defined niche in offering classes during the evening. No public driver schools and few private schools offer evening options. This allows options for an underserved group of students looking to go to school while maintaining regular daytime employment.
	Aside from 2020, instruction is offered during all three semesters to help meet the demand for training. Days and times are varied for the forklift course (BRG-110) to meet the needs of a wider population.
	The college's Institutional Research department routinely provides access to course success data disaggregated by delivery method. A new category was created for Spring 2020: *F2F – Moved Online* for those traditional face-to-face classes that had to migrate online due to the emergency closure.
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 Truck Driving program is not part of an approved Program of Study as defined by Perkins V, primarily due to element E: Multiple entry/exit points. Discussion on each element follows: **A) Incorporates challenging State academic standards:** *Met.* Curriculum is designed and required to follow and exceed State and Federal guidelines for content and length of training for licensure. **B) Addresses both academic and technical knowledge and skills, including employability skills:** *Met.* The program has multiple components to achieve a complete background of knowledge and skills to attain a license and be readily employable. Students spend time in a classroom setting to achieve the general knowledge for their permit. Then students are taught, and practice, the technical and hard skills

	necessary to achieve their license. These are the skills that increase their employability once they obtain their license.
	C) Is aligned with the needs of industries in the economy of the State, region, or local area: *Met.* The program is educating and producing students that are in high demand for businesses locally and within the region. Multiple employment opportunities are offered to each student upon completion.
	D) Progresses in specificity: *Met.* The program is designed to flow easily from the entry class, which focuses on obtaining driving permits, though learning how to operate the equipment. It concludes with skill demonstrations, final licensing by the State of Illinois and entry into the workforce.
	E) Has multiple entry and exit points that incorporate credentialing: *N/A.* The program is designed for expediency in gaining the credential. With a length of one semester to complete the three classes, students do not generally have, or need, to exit and re-enter. Under certain mitigating circumstances a student may exit and re-enter but it is rare.
	F) Culminates in the attainment of a recognized postsecondary credential: *Met*. Upon testing and graduation, students exit the program with their State issued license. This is what is needed to enter the field.
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:** Labor data shows a strong demand for heavy and light truck drivers across the Chicagoland region. Data also shows a projected increase in demand for individuals with CDL licenses over the next five years. The trend of driver shortages has been an ongoing issue for many years due to increased freight movement and an older workforce leaving the field. The program trains students to qualify for all driving jobs that may be available (i.e. Haz-Mat, tanker, double trailer combinations). The State and Federal regulations drive the core curriculum as the program must, and does, meet Federal minimums for content, length of training and demonstrative skills. Additional driving performance skills and soft skills are added to meet employer requests as relayed through advisory committees and recruitment visits from employers. The CDL Class "A" license issued by the State upon completion of the program and successfully passing the driving skills tests places students in a position to be immediately employed upon licensure. **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:
Due to the Federal Motor Carrier Regulations' guidelines for training, this program does not suit itself to apprenticeships. Students must be a minimum of age 18, and for some hazardous positions, age 21, so the program is not appropriate for the secondary/high school level.

C) Includes counseling to support an individual in achieving the individual's education and career goals:
The program provides individual assessment and evaluation of job prospects before entering the pathway to help students set realistic and achievable goals upon graduation. The program is designed to allow most students access to the Pell grant for funding if their needs qualify. The program also incorporates a scholarship opportunity that will pay full tuition, but also provides immediate employment upon graduation. The Kane County unemployment office, through the WIOA Program, also offers students a pathway through the program through financial assistance and a number of students choose that path to enroll.

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:
Job placement help is offered to all students while progressing through the program so that immediate employment can be achieved if desired. Companies make visits to talk with students about what jobs they have available and what skills a student will need to have to be prepared for that particular job. These skills are oftentimes above the training minimums expected by the State and are included into the curriculum for all students learn and master. In addition to program specific skills, students are instructed on job search techniques and the soft skills of presenting themselves as professional representatives of their potential employers.

E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable:
The program is designed to have students' progress through within a timeframe consistent with the Federal regulations. The program uses multiple instruction techniques such as classroom, hands-on and virtual learning to keep students engaged and progressing at the quickest rate possible within federal guidelines. Any duplication of information or training is kept to a minimum to keep the progression to licensure moving without delay. Students can complete the program in one semester, including the summer term.

	F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential: Students are not required to possess a secondary diploma for this program. However, attaining a secondary school diploma is encouraged and can open-up financial assistance options for the student. Due to age requirements, students cannot enter the BRG program while still enrolled in high school.
	G) Helps an individual enter or advance within a specific occupation or occupational cluster: The newer courses in the program, Fork Lift Operator and Defensive Driving, enhance a student's safety skills and their ability to contribute to their employer's operations. These are not required within the core program for licensure (the BVS certificate), but along with the business-focused courses of the VS certificate, add to the employability of a candidate.
	Additionally, the program has no barriers to enrollment and encourages diversity. Though the field has historically been largely male dominated, the program encourages, and has had great success with, training females into the profession. Employers emphasize their desire to employ a diverse workforce, which is communicated to the students as they enter the program. In fact, the program is now preparing to train students who have some physical limitations, as newly authorized by the Federal government. Waivers can be issued at the federal level to allow licensure regarding certain disabilities, so students are encouraged to apply for the waiver and enroll if they are eligible. These options are discussed in the pre-registration interview with the program director.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The use of simulators is an innovation employed with success over the past five years. This has allowed the program to expand the driving experiences for all students and expose them to critical driving situations that cannot be replicated on demand.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	The program does not offer or lend itself to dual-credit due to age restrictions.
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 simulation and on-the-road training within the program are direct links to work-based learning. Additionally, the program has partnered with potential employers, who help expose students to equipment used in the industry that the college does not have access to. Employers bring the equipment to campus and do demonstrations for the students in hopes of having students gain interest in their company and the jobs they can offer. This gives the students a broader knowledge of the industry and what to expect upon graduation.
	Related to Elgin Community College's newly established Supply

	Chain Management program, Truck Driving is seeking out employers who will offer students an opportunity to work in the logistics environment.
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).	New minimum training guidelines are due to be put in place by the federal government in 2022. All schools will need to have their curriculum approved by the Federal Motor Carrier Safety Administration. Applicants will be required to provide proof of training from an approved school prior to testing for a license in any state. Elgin Community College's curriculum currently meets and exceeds all of the proposed standards. The program will be applying for registration onto the government's approved list of schools as soon as the site is made active.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes. The process for state driving permits is embedded into the initial BRG-101 class. Successful completion of this process is a requirement for progression through, and completion of, the entire program. The final State testing and licensing is completed within BRG-202.
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	Students successfully complete the first step described in 3.10 above at a rate of 90%. Students complete State testing and are issued their State license at a rate of 97%.
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	This is not applicable for instruction. As discussed elsewhere, some employment arrangements are in place to pay the student's cost of attendance with employment arranged upon graduation.
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 mentioned, the program has developed a relationship with a local business which now provides full scholarships and job guarantees for up to two students per semester. This business has also donated equipment for training the students to become better drivers. The program was asked to conduct a presentation on this successful and popular program to the Elgin Community College Foundation. The program actively seeks additional relationships with employers to provide the widest range of choice across job opportunities. The program director collaborates closely with the adjunct faculty to review the curriculum and instruction. This ensures consistency across sections of the courses. The program also continues to build on its relationship with a local law enforcement association in helping law enforcement better understand the trucking industry. For instance, Human Trafficking education is now a required, mandated part of the classroom curriculum and has been included in the program since 2020. However, there are no formal partnerships with law enforcement at this time.

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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline.
	Within the BRG program, instructors participated in the 2020 training for developing and running classes online. Additional support related to online course delivery techniques would always be useful for traditionally face-to-face instructors.
	Membership in professional organizations and attendance at their conferences provide invaluable professional development of the program and the instructors. These include National Association of Publicly Funded Truck Driving Schools, Illinois Trucking Association, Illinois Truck Enforcement Association (ITEA). Program faculty have presented at the ITEA conference to law enforcement as experts on truck inspection and maneuvering.
3.16 What is the status of the current technology and equipment used for this program?	The equipment used in the program is identical that used in the industry. Much has been donated by local employers to use by the students to replicate real-life environments encountered in the workforce. As described in item 3.8 above, some employers bring in new technology to demo for the students.
	Additional equipment needs for the future would include automatic transmissions which are becoming more common in the workforce.
	Thus far, the technological updates in the classroom would include a new computer and overhead projection system to enhance classroom instruction.
3.17 What assessment methods are used to ensure student success?	The program defines success as the ability to pass Illinois State written tests to obtain a CDL Class A permit followed by completing a driving skills practical exam administered by the State of Illinois. The students are evaluated using the similar testing methods that are employed by the State. Every effort is made to replicate exams and practical procedures that students will undergo during their licensing procedure.
	The program undergoes assessment and review of goal achievement and curriculum outcomes during the State exam testing and this is reviewed each semester to evaluate if teaching methods and curriculum need to be revised. Maintaining a high level of student success in pass rates and licensure are indicators of program outcomes.
	Student success and job placement are evaluated each semester for possible revisions to curriculum and outcomes. Near the end of the class, students are asked about their job prospects and preferences and are offered guidance in securing the job of their

	choice. Additionally, the Advisory Committee members and other employers who visit the class are asked about what they would like to see in the graduates so our students remain in demand. Potential curriculum revisions are always considered to meet the needs of both student and potential employer. The faculty have been trained on the latest training methods enacted by the State. The program also offers additional study help for those students that are having difficulty with the curriculum and course materials.
3.18 How are these results shared with others at the institution for continuous improvement?	The results are reported and available to the Deans and any employers who may request this information for hiring purposes.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The program works with the State to revise methods of instruction to parallel the most recent changes in State testing. Specifically, the program has revised its vehicle inspection procedure and its driving skills methods to match the current State procedures. Otherwise, curriculum strictly follows the external guidelines.
3.20 How satisfied are students with their preparation for employment?	Based on post-completion surveys, it appears students are overwhelmingly satisfied with Elgin Community College's Truck Driving program. In all categories of questions students were over 90% Very Satisfied or Somewhat Satisfied, with most categories scoring over 80% Very Satisfied. Student satisfaction is also reflected in the fact that the program continues to experience more demand than there are openings using former student references and no outside recruitment.
3.21 How is student satisfaction information collected?	Student satisfaction is collected by the college through the career-technical follow-up survey conducted annually by Institutional Research. Feedback is also solicited from students via the student evaluation of instruction process, though this data is only provided to each individual faculty.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are heavily involved with the curriculum and with placement of students upon completion. As discussed, they also bring equipment to campus to give demonstrations to students. Employers also donate equipment to the program.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory committee members are asked to help identify any weaknesses they are seeing with drivers in their businesses and to make suggestions to the curriculum and instruction. This could be a general shortcoming they identify with all drivers in general, or specific to ECC students they have taken on as employees. For example, a recent committee member/employer suggested the students work on backing skills between actual trailers to sharpen the students' skills. They then donated equipment for this training so the college did not have to put its own equipment

	at risk of damage.
	Another recent suggestion has been with equipment. Automatic transmissions are becoming more commonplace and therefore student exposure to that type of technology needs to be considered over the next few years.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers appear to have confidence in the program and are satisfied with the graduates as they contact the director every class to speak with and recruit students for their companies. Employers have described Elgin Community College's program as a preferred source for potential new hires.
	Students are offered multiple job opportunities before they graduate and go into the workforce immediately upon licensure if they desire. Some employers will offer non-driving jobs while the student is in school with the understanding of moving into the driver's position when they obtain their license.
3.25 How is employer satisfaction information collected?	Generally, the program is aware of employer satisfaction through the Advisory Committee and the relationships built with the program director.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Major modifications are not warranted at this point. The curriculum will meet the upcoming federal regulations. Priorities during the next five years will focus on keeping training equipment up to current industry standards in order to emphasize the most desired skills and safety procedures sought out by employers.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

The Truck Driving program is always in need of qualified instructors. As mentioned elsewhere, there is limited capacity, both from staffing as well as space, to expand the number of students or sections to meet demand, a problem that has been exacerbated by the physical distancing guidelines for COVID-19. The program could investigate the possibility of hiring a full-time instructor in place of numerous adjuncts. This may help keep consistency throughout the classes and provide stability in the program.

Performance and Equity

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

CTE Program	Truck Driving				
CIP Code	49.0205/49.0299				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Number of Students Enrolled in any BRG *(*XVGS UnDuplicated Headcount)*	44	42	87	115	91
Number of Students Enrolled	44	42	54	55	64

Excluding BRG-110: Forklift					
Number of Students Enrolled in BRG-110: Forklift	(new program)		39	65	30
Number of Completers					
VS Truck Driving Owner-Operator	0	0	0	1	0
BVS Truck Driving	36	31	45	49	26
BVS Certified Forklift Operator	N/A – New course		39	60	14
Other: *OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals*	99%	94%	96%	100%	97%

PE1. How does the data support the program goals? Elaborate.	**ENROLLMENT** Overall, the number of students in the program was on an increasing trend through 2019, supported by the addition of the Forklift Operator BVS program (BRG-110) in FY'18; however, most of those classes were cancelled for 2020. The BVS Truck Driving Certificate courses showed steady or increasing enrollment across the review period. This enrollment is very sensitive to economic conditions. As the economy grows, the demand for transportation workers expands. The program historically shows increases in enrollment when the economy is slow and individuals are looking to change profession. Also, when the economy is strong goods need to be moved. The profession is usually always in a strong growth mode and driver shortages are always a factor. As mentioned elsewhere in this report, the program could enroll more students each term when public health restrictions are eased and if staffing or physical space could accommodate more students. **SUCCESS** The program was on a steady increase in course success rates and also a steady decline in withdrawal rates for the period of 2016 - 2019. These results were not surprising as the program has refined its teaching methods to coordinate with the State evaluation procedures. This was done to increase chances of licensure and implement a curriculum designed for student success. The program has always had high success rates and is proactive with keeping its curriculum up to date with government methods and expectations. The COVID-19 disruption impacted students' abilities to stay on track for the remainder of Spring 2020, though many completed over the summer or returned in the Fall. The program has consistently outperformed the general CTE averages in both high success rates and low withdrawal rates. The course with the highest level of success is the newer elective, BRG-203: Defensive Driving. This is due to the fact that it is done on a flexible schedule for the small number of students who need it for the advanced Owner /Operator Certificate. Students find it easy to fit into their

	schedule. BRG-110: Forklift Operator is also very successful. It is run over a period of just two days and students are typically looking for certification to enhance their skill in a job they already have.
	BRG-101: Truck Driving I, while success rates are high, is the entry-level course where some students decide the profession is not what they wish to do. As such, the withdrawal rate is the highest in this course.
	COMPLETION There are fewer completions for the vocational specialist. The truck driving program is designed for students who wish to gain the additional knowledge to operate a small business as an owner/operator, the VS Certificate is also designed to meet the guidelines of funding for the IVG and GI Bill for veterans. This program is used mostly by veterans. Most students looking to be owner/operators enlist the help of the large trucking companies who have programs of their own.
PE2. What disaggregated data was reviewed?	Through the expertise provided through the 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 (i.e. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course. Depending on programmatic need and interest, additional subgroups can be created and include more courses.
PE3. Were there gaps in the data? Please explain.	The Program generally does not experience variation in the success rates, as they are overall very high. The BRG program is similar to, and in most cases, outperforms the average for CTE students and those within the SBCT division's other programs. The program is well-positioned in terms of success and outcomes which seem to indicate student outcomes are being met on a consistent basis. Students in the BRG program are most underrepresented in the area of gender (female). This is due to the field being traditionally male-dominated for many years. In addition, this program attracts slightly higher age groups due to the fact that the Federal regulations put major restrictions on students under 21 years of age. In most cases the students are completing in an equitable proportion to their enrollment. There is a gap in Latinx completers in comparison with enrollees. This may be an issue with English comprehension and language skills. The Federal government requires all testing, both written and verbal, be done in English. This may affect how many students are able to secure their driving permits. The data also shows a difference in graduation proportions for the mid-age students. This most likely is due to students exploring the field as a second career or change of career. Some students learn that this career may require a lifestyle change and determine it is not what they expected.
PE4. What is the college	Institutionally, Elgin Community College is committed to analyzing,

doing to overcome any identifiable gaps?	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.

Within the Truck Driving program, reviewing equity in instruction and monitoring outcomes happens routinely. The program director monitors the progress of all students throughout the classes through written evaluations done by the tutors on a weekly basis. This allows the director to identify students' needs, and also successes, so they can be identified, monitored and modifications in learning may be implemented. This also allows potential gaps in equity to be identified and corrected very quickly.

Regarding gender, this does seem to be slowly changing in the work environment and encouraging female students is a priority for the program and the industry. A concerted effort needs to be enacted to promote the trade to all genders as it has been thought of as an almost exclusively male dominated profession. Regarding the impact of language barriers, English language requirements are imposed by the government, so the program is not in control of an immediate remedy. |
PE5.Are the students served in this program representative of the total student population? Please explain.	A higher proportion of Black/African-American students enroll in BRG courses than the college overall, 19% compared to 5% for 2020. Latinx students are comparable at 43% to 45%, with White students being slightly underrepresented, 28% in the program compared to 38% at ECC. As mentioned, women are underrepresented, accounting for 9% of enrollment in 2020. Also, as mentioned above, enrollment for Truck Driving skews older than the college overall, due in part to the governmental age restrictions for licensing and employment.
PE6.Are the students served in this program representative of the district population? Please explain.	See above.
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 continues to meet the needs of students to successfully learn marketable skills and enter the workforce with a minimal amount of time and expense. Employers continue to seek BRG graduates for employment into their companies. The program will continue to encourage enrollment |

	by non-traditional students. The program will continue to implement any changes as directed by the federal or state governments.
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. **Encourage increased enrollment for non-traditional students** <u>Timeline:</u> Ongoing 2. **Update the training equipment (trucks) to stay current with industry** <u>Timeline:</u> FY'2022-23 3. **Prepare curriculum to align with upcoming Federal minimum training standards** <u>Timeline:</u> FY'2022-23 4. **Explore additional training on, and usage of, the driving simulator** <u>Timeline:</u> Ongoing 5. **Hire full-time instructor** to support growth and provide more stability in the program. Timeline: FY'2022-2023 6. **Consider adding additional sections to accommodate increased student interest** <u>Timeline:</u> FY'2023-24
R3. Resources Needed	The program continually needs to update equipment to the latest in the industry. Trucks are always changing and staying current is essential. Funds will need to be allocated to purchase equipment to stay current. Awareness for marketing and advising can help expose non-traditional students to the opportunities offered in the field of truck driving. Finding qualified instructors is a challenge and space limitations are a concern.
Responsibility R4. Who is responsible for completing or implementing the modifications?	The modifications outlined in this program review will be completed and implemented through a collaborative effort between the Program Chair, faculty, the SBCT administration, and the College.

Academic Disciplines

College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020
Discipline Area:	Anthropology

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?	**Program-Level Student Learning Outcomes:** By completing coursework in Anthropology and Human Geography, students will be able to: ● Describe the scope of human biological adaptations through time and space, noting our similarities and dissimilarities to other animals; ● Summarize human cultural adaptations with appropriate reference to location and era; and ● Explain the value of human cultural diversity in their society and across the globe.
RS.2 To what extent are these objectives being achieved?	The curriculum is designed to introduce basic concepts to first and second year students; as such, no course is designed for mastery of a given outcome. Students are sufficiently meeting the objectives of the courses.
RS.3 How does this discipline contribute to other fields and the mission of the college?	The courses in this department fulfill the behavioral science requirement (anthropology) and social sciences requirement (geography) for Associate's degrees at Elgin Community College and count towards general education requirements at 4-year schools. Courses are also available for the dual-credit program. Courses also contribute to the college's General Education Student Learning Outcomes, primarily Global and Multicultural Literacy.
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**1. Promote awareness of Anthropology & Human Geography** Status: Complete. Partnered with Student Life to sponsor a speaker in fall 2016 - Dr. Martin Farrell spoke on globalization and the elections of 2016. **2. Increase collections of osteological specimens** Status: Complete. Specimens purchased FY'2017. Additional purchases have been put on hold during COVID-19 quarantine and social distancing.

	3. **Adjust the prerequisites for GEO-116** Status: Complete. Added writing prerequisite spring 2016. Course already had college reading readiness. Effective Summer 2017. Results still need to be studied. 4. **Have a regular program of speakers in geography and anthropology** Status: In Progress. Student life no longer offers funding for these speakers. Funding will have to come from other sources such as the Humanities Center. Marc Healy was the featured Speaker at the Bill Pelz Global Speaker Series in Fall 2019 on the topics of migration and globalization, entitled "Walls, Bridges and the Price of Bananas." 5. **Incorporate fieldwork excursions to aid in classroom presentations** Status: In Progress. Produced video and audio clips from fieldwork excursions to aid in classroom presentations. Professor Healy continues to incorporate his fieldwork into classroom materials. On hold during COVID-19 remote learning.

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 of Teaching, Learning, and Student Development. 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?	Students are not recruited. They are usually informed by their advisors when they are looking to fulfill general education course requirements. Courses are also available to dual-credit high school 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?	The discipline has not added or removed options for the degree or major. Aside from COVID-19 related remote learning, online sections were added for three courses, GEO-216, ATR-250 and ATR-210.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Across both prefixes (ATR, GEO), the department has nine active courses. GEO-116: Human Geography is the highest enrolled course.
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 costs to students are simply tuition and textbooks; there are no additional fees, equipment charges or additional supplies. Primary costs to the college are for faculty salaries.
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?	Operational cost for ATR/GEO is generally less than other transfer programs within the division due to its small size. Costs will fluctuate with enrollment.
c. How many full- and part-time faculty are maintained for this discipline?	The budget covers salaries for one full-time and two part-time faculty members.
2.2 What steps can be taken to offer curricula more cost-effectively?	The department is already quite streamlined, and as such there are no processes underway to improve efficiency. The faculty are cost-conscious, and address costs to students through textbook adoption where price is an issue of concern.
2.3 Is there a need for additional resources?	A budget to bring in outside speakers would help fulfill one of the department's long-term goals, proposed at two thousand dollars per year. There are no large expenses or significant changes in revenues foreseen in the next five years. The current technology used is audio-visual in nature, and classrooms have been equipped with all the necessary modern technology. No further resources are needed.
Indicator 3: Quality	**Response**

3.01 What are the program's strengths?	The program offers several courses which are very popular for students wishing to get transfer credits and complete an AA or AS degree in two requirement categories. Anthropology courses fulfill the behavioral sciences requirement, whereas human geography courses fulfill the social sciences requirement.
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Prior to the COVID-19 disruption the discipline offered both face-to-face as well as online options, including summer offerings, that seem to have been meeting the needs of students at the time. The challenge to expanding standard online offerings had been finding instructors with D2L and online teaching experience.
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 worked at a strategic level to plan which courses were in need of online development to advance college goals. It remains unknown how the modality mix will shift once college operations return to the "new normal."
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 and rank of the faculty member. The program currently has two steady adjuncts, and full-time faculty Marc Healy works directly with them to facilitate student success.
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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline. Within the ATR/GEO department, faculty had not been able to attend conferences due to time constraints prior to COVID-19 removing the occurrence of in-person meetings. As anthropology and geography are both fieldwork-driven disciplines, opportunities for field observations are valuable for continued professional development when they again are available. Faculty belong to the American Anthropological Association and the Association of American Geographers

	which allow them to receive information on recent developments in the respective fields. Both Christine McGuire and Marc Healy have taken the online course management classes offered by the college.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	One faculty member, Marc Healy, has been involved in IAI panel review.
3.6 How does the discipline identify and support "at-risk" students?	At-risk students identify themselves at the beginning of the semester with letters of accommodation requests. Other students who may be at-risk are not formally identified by this program. The Minimum Competencies pre-requisites are one way to ensure students are adequately prepared to be successful in the program's courses.
3.7 To what extent is the discipline integrated with other instructional programs and services?	The program has collaborated with GIST and the Bill Pelz Global Speakers Series to bring the discipline into the co-curricular arena. Courses also support the dual-enrollment program.
3.7.1 What partnerships or collaborations have the program established to increase quality?	The program has collaborated with GIST and the Global Speakers Series.
3.8 What does the discipline or department review when developing or modifying curriculum?	Faculty modify curriculum as needed in terms of updating textbooks, changing assignments, etc., but no major programmatic issues have arisen. Recent catalogue changes have been merely in terms of changing dates and what not. Substantive rewrites to the catalogue or course outlines have not been necessary in this department. No curriculum changes have been made as a result of assessment results.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The sole full-time person in the department is the only one who sees them. There have not been problems with low retention in courses.
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. 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 still something new to many academic disciplines. Findings will be discussed in the "Performance and Equity" section of this report.

	Within this discipline, the department defines success as having students achieve a passing grade that they can transfer to another school, which represents grades of C or better. Measurement of learning in the classroom consists of mostly multiple-choice assessments. The department continues to monitor student progress to ensure that students are achieving grades commensurate with expectations of the college, namely, a C average. The program's priority is successfully passing as many students as possible.
	The department has a collection of teaching models of primate skulls that are used to give hands-on experiences to students studying fossil hominins and this method sufficiently supports student learning.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Anticipating the return to regular operations post-COVID-19, no modifications are deemed necessary based on the review of quality. Still, bringing in outside speakers could enhance the pedagogy of the department by providing students with different perspectives and opportunities for experiences outside the classroom.

3.12 List any barriers encountered while implementing the discipline.
The biggest weakness is the small size of the department; with only one full-time instructor, it is limited in the breadth of offerings that can be accommodated.

Performance and Equity
Provide the most recent 5-year longitudinal data available for each course.

Academic Discipline Area	Anthropology/Human Geography
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	Overall, the discipline has experienced enrollment decreases that have mirrored those of the college. These tend not to vary by modality, as the trends for F2F classes seem to be similar to those of online classes. In contrast, some classes have seen very little drop in enrollment.
	Still, robust enrollments are anticipated for the department because the courses fulfill standard gen ed requirements.
PE.2 Overall Comments Regarding Equity within the Program	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.

PE.3 Dual Credit Opportunities	ATR/GEO enrolls a handful of high school students in classes.

Curriculum Data

Definitions
Enrollment: Duplicated seat-count **Success Rate:** % C or better at the end of the course, excluding Withdrawals and Audit students ***Online:** Sections that began the SP20 term in a face-to-face format but had to switch to remote in March are still listed below as face-to-face. Data for the Online modality is pure, not related to the emergency closure.

Course Title	**ATR-120: Introduction to Anthropology**
Course Description	This course introduces the student to the four subfields of anthropology: biological (physical) anthropology, cultural anthropology, archeology and anthropological linguistics. The fundamental theme uniting the subfields is the search for understanding human diversity and the central role that culture plays in human society. The relationship between human biology and human culture is explored, as well as the variation that exists in human societies of all types. Major topics are: evolution of modern humans, our ecological adaptations, social organization and global relationships.

		FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	Face to Face	104	108	53	58	87
	Online	86	88	87	85	59
Total Credit Hours		570	588	420	429	438
Success Rate	Face to Face	88%	85%	90%	86%	93%
	Online	91%	95%	93%	93%	100%

IAI Status	S1 900N
How does the data support the course goals? Elaborate.	ATR-120 shows a slight dip in enrollment online in FY'2020, and a larger dip in enrollment from FY'2017 to FY'2018, which it partially recovered from in FY'2020. Success rates for ATR-120 are greater than the average in CABS and among all transfer students.
What disaggregated data was reviewed?	As described in PE.2 above, disaggregation for this cycle included gender, race/ethnicity and Pell status across the five-year period.
Were there identifiable gaps in the data? Please explain.	Inequities in this class are lower than among transfer students and CABS students in general.
Course Title	**ATR-210: General Prehistoric Archeology**

Course Description	An in-depth exposure to the concepts, principles, and methods employed by archeologists and cultural anthropologists in the reconstruction of culture history and prehistory. Illustrations from world prehistory will be used to establish familiarity with sequences of cultural development that have been learned through archeological analysis.				
	FY16	FY17	FY18	FY19	FY20
Enrollment	36	0	0	0	0
Total Credit Hours	108	0	0	0	0
Success Rate	72%				
IAI Status	S1 903				
How does the data support the course goals? Elaborate.	ATR-210 has not been taught as scheduled due to lack of staff/low enrollments. There is some evidence that upper-level ATR courses start to flounder when enrollments are lower, whereas the lower-level class seems to do just fine. The program will hold-off on a decision regarding withdrawing the course, as it still could be offered in the not too distant future once a post-COVID-19 normalcy is achieved.				
What disaggregated data was reviewed?	N/A, insufficient data over time.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	ATR-220: Cultural Anthropology				
Course Description	This course introduces students to the diversity of human culture and presents a framework for understanding its differences. Culture, as the adaptive mechanism which provides for survival of the human species, is presented as an ever-changing expression of human values, behavior and social organization.				
		FY16	FY17	FY18	FY19	FY20
Enrollment	Face to Face	41	25	41	37	58
	Online	67	44	26	86	48
Total Credit Hours		324	207	201	369	318
Success Rate	Face to Face	93%	92%	85%	92%	94%
	Online	86%	91%	88%	89%	87%
IAI Status	S1 901N				

How does the data support the course goals? Elaborate.	F2F classes for ATR-220 trended upward in FY'20, where online enrollment was down by a good measure compared with FY'19, but up substantially from two years before. Success rates for ATR-220 are greater than the average in CABS and among all transfer students.
What disaggregated data was reviewed?	As described in PE.2 above, disaggregation for this cycle included gender, race/ethnicity and Pell status across the five-year period.
Were there identifiable gaps in the data? Please explain.	Inequities in this class are lower than among transfer students and CABS students in general.
Course Title	**ATR-230: Field Archeology**
Course Description	The course will introduce students to methods of archeological excavation and survey of prehistoric and historic sites. Students will also explore mapping procedures as they identify and document basic artifacts discovered at the field site. Throughout the course, students will explore Midwest cultural history as they situate the artifacts within the proper time/context.

	FY16	FY17	FY18	FY19	FY20
Enrollment	0	0	0	1	0
Total Credit Hours	N/A			2	N/A
Success Rate				100%	

Form 13 Status	NIU 6/2018, UIC 9/2017, ISU 11/2017
How does the data support the course goals? Elaborate.	ATR-230 is a special course that provides hands-on training in archaeology through a local contract archeology firm. There is not a lot of student interest, but it costs the college nothing to offer the course so it will likely stay on the books. The field season was canceled in FY'20 as a result of COVID-19.
What disaggregated data was reviewed?	N/A, insufficient data over time.
Were there identifiable gaps in the data? Please explain.	N/A
Course Title	**ATR-235: Laboratory Methods in Archeology-formerly ATR-180**
Course Description	In this class, students will be introduced to the post-excavation phases of archeological research. Classes of artifacts and debris will be discussed. Methods and theories concerning their analysis will be examined in an historical perspective. In addition, students will be given the opportunity to work with actual material from archeological sites.

	FY16	FY17	FY18	FY19	FY20
Enrollment	0	2	1	0	0

Total Credit Hours	N/A	6	3	N/A
Success Rate		100%	100%	
Form 13 Status	ISU 11/2017, NIU 7/2018, UIC 9/2017			
How does the data support the course goals? Elaborate.	This course operates in the same contractual fashion as ATR-230 above.			
What disaggregated data was reviewed?	N/A, insufficient data over time.			
Were there identifiable gaps in the data? Please explain.	N/A			
Course Title	**ATR-240: Topics in Anthropology**			
Course Description	The course is designed to accommodate a wide range of special topics in anthropology. Course topics will focus on specific geographical areas, theoretical scopes, thematic concentrations and/or specific problems in archeology, cultural anthropology or biological anthropology and develop them in greater detail than would be possible as part of other courses.			

	FY16	FY17	FY18	FY19	FY20
Enrollment	0	0	0	0	0
Total Credit Hours	N/A				
Success Rate	N/A				
IAI Status	N/A				
How does the data support the course goals? Elaborate.	This course remains a placeholder should need arise.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	**ATR-250: Human Evolution**				
Course Description	Human evolution introduces students to the basics of evolutionary theory in both its historical and contemporary contexts as well as the role of genetics in increasing variation in nature including how closely related humans are to other primates. Several topics will be examined including evidence illustrating how the environment and technology have interacted with biological makeup to change the course of human history and changes and adaptations in modern human populations.				

	FY16	FY17	FY18	FY19	FY20
Enrollment	49	49	51	52	49

Total Credit Hours	147	147	153	156	147
Success Rate	84%	88%	92%	87%	94%
IAI Status	S1 902				
How does the data support the course goals? Elaborate.	The enrollments for ATR-250 have been remarkably stable, defying the departmental and college trends. Success rates for ATR-250 are greater than the average in CABS and among all transfer students.				
What disaggregated data was reviewed?	As described in PE.2 above, disaggregation for this cycle included gender, race/ethnicity and Pell status across the five-year period.				
Were there identifiable gaps in the data? Please explain.	Inequities in this class are lower than among transfer students and CABS students in general.				
Course Title	**GEO-116: Human Geography**				
Course Description	A survey of the many ways humanity has adapted to the various environments and the effects of human populations on the earth. Topics include population, race, religion, language, political, and economic systems.				

		FY16	FY17	FY18	FY19	FY20
Enrollment	Face to Face	255	265	139	115	170
	Online	86	145	141	146	115
Total Credit Hours		1,023	1,230	840	783	855
Success Rate	Face to Face	90%	85%	93%	90%	91%
	Online	97%	99%	99%	96%	96%
IAI Status	S4 900N					
How does the data support the course goals? Elaborate.	GEO-116 has seen a drop in enrollment in FY'2018 and 2019 in F2F classes, however internet sections did well, although they suffered a slight drop in FY'2020. GEO-116 Has seen a recent decrease similar to that of ATR-120. Still, this is the highest enrolled course for the discipline. Success rates for GEO-116 are greater than the average in CABS and among all transfer students. The popularity of the course could be attributed to it being an engaging alternative to other social science courses, such as Economics or Political Science.					
What disaggregated data was reviewed?	As described in PE.2 above, disaggregation for this cycle included gender, race/ethnicity and Pell status across the five-year period.					
Were there identifiable gaps in the data? Please explain.	Inequities in this class are lower than among transfer students and CABS students in general.					
Course Title	**GEO-216: Geography of the Developing World**					

Course Description	This class looks at the relationship between the less developed regions of the world in relation to resources, population, and migration in the context of globalization and seeks to understand the underlying causes of underdevelopment as well as the prospects for development in the future.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	19	27	55	50	48
Total Credit Hours	57	81	165	150	144
Success Rate	95%	96%	89%	92%	92%
IAI Status	S4 902N				
How does the data support the course goals? Elaborate.	GEO-216 has enjoyed robust enrollments. Since it was moved online for remote teaching and learning period in FY'21, it may be available in such a format for the future. Success rates for GEO-216 are greater than the average in CABS and among all transfer students.				
What disaggregated data was reviewed?	As described in PE.2 above, disaggregation for this cycle included gender, race/ethnicity and Pell status across the five-year period.				
Were there identifiable gaps in the data? Please explain.	Inequities in this class are lower than among transfer students and CABS students in general.				

Academic Course Review Results

R.1 Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This program is adequately serving the needs of the students and should be continued with typical minor improvements.
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.	**1. Continue to participate in IAI review of ATR/GEO courses** Timeline: Ongoing **2. Begin an annual outside speaker invitation** Timeline: AY'22 onward
R.3 Resources Needed	Hiring an additional full-time instructor and a line-item in the departmental budget for outside speakers would be great for the department. Money will be needed if outside speakers are to be invited. Honorarium budget of $1,000 – $2,000 is suggested to attract quality speakers when normal campus operations resume.
R.4 Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty/Instructional coordinator Marc Healy will manage the action steps.

Review Team **R5.** 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 Healy was the major author of this review. He oversaw and completed the whole process in conjunction with Associate Dean Kristina Garcia.
Stakeholder Engagement **R6**. 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.	Tanya Ternes provided support from Institutional Research.

Academic Disciplines

College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020
Discipline Area:	Economics

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?	**Program-Level Student Learning Outcomes:** Upon successful completion of courses in economics, students will be able to: 1. Identify scarcity as the generic economic problem: limited resources and unlimited wants, and the need of making choices in front of scarcity. 2. Examine the trade-offs and opportunity costs of making economic decisions. 3. Examine the role of incentives in a market economy. 4. Describe the concept of rational behavior as the allocation of resources to maximize utility choosing the best option attainable. 5. Explain how markets exist where buyers and sellers interact and how this interaction determines prices and quantities. 6. Assess the change in the market price and quantity as a result of supply or demand changes. Upon review and discussion of these learning outcomes, it was decided to add a seventh one: 7. Explore the role of government in the economy.

RS.2 To what extent are these objectives being achieved?	The department has been using departmental tests to assess the course learning outcomes in ECN-101, ECN-201, and ECN-202 which are the courses consistently offered every semester. Exam questions are linked to the program learning outcomes.
	
	• Results show satisfactory achievement for outcomes 1 – 6
	    ○ though somewhat lower in ECN-201 for 1-4, and
	    ○ somewhat lower in ECN-202 for 5-6.
	• Results for the newest outcome, 7, are less than satisfactory in ECN-101 and ECN-202.
	• Though outcome 7 is satisfactory in ECN-201
	
	If one would need to select one outcome that requires more immediate attention, the results point to #7 in ECN-101 and ECN-202.

RS.3 How does this discipline contribute to other fields and the mission of the college?	Economics courses are fundamental to business-related curricula: • AAS Accounting requires ECN-201 and ECN-202. • AAS Business requires ECN-201. • AAS Supply Chain Management requires ECN-201 and ECN-202 is an option. • ECN-201 and ECN-202 are required for economics and business-related majors 101/201/202 all count as social science general education requirements for Associate's degrees. The ECN coursework also directly contributes to student learning across the college's General Education Learning Outcomes, primarily Critical Thinking, Quantitative Literacy and Information Literacy.
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**1. Revise the prerequisites and learning outcomes for the core courses of Fundamentals of Economics, Principles of Microeconomics, and Principles of Macroeconomics** Status: Complete The learning outcomes and the prerequisites for ECN-101, 201, and 202 were revised. Only the learning outcomes for ECN-202 were modified to organize the content in a more manageable way. As part of phase 2, the department members plan to include a discussion about learning outcomes and prerequisites for ECN-101, ECN-201, and ECN-202. **2. Promote the active participation of all the faculty members in the newly created D2L site as a way of improving communication and sharing teaching and learning strategies** Status: Complete The D2L site for the Economics Department is available to all the instructors. There is agreement on the value of sharing classroom activities and engaging in teaching related discussions on the department's D2L site, with the goal of improving teaching across courses and sections. **3. Review textbooks and their resources to select the ones that better support ECC students' learning styles** Status: In progress Instructors have been choosing the textbook they wish to use for their sections. There has been a common book chosen amongst the adjunct instructors. Instructors agree that a greater variety of textbooks and therefore ideas can benefit students, and thus decided to continue to allow each instructor to choose a textbook to use. The department members will hold a discussion at a later time about the benefits and costs of including the textbook fee in students' tuition fee (course fee for immediate access to resources on day one). **4. Expand instructors' office hours to students in all the**

sections. If an instructor is teaching ECN-202, for instance, students from all the different sections of this class can take advantage of his/her office hours

<u>Status:</u> Complete

Instructors are invited to post their office hours on the D2L Economics Department site at the beginning of the semester if they are willing to meet with students of other sections in addition to their own students. Students have reported that Economics tutoring from the Tutoring Center has been somewhat rigid and a mixed experience. Faculty agreed to open office hours to students from other Economics instructors whose office hours do not work with the students' availability, and to communicate by email regarding this based on student demand/needs.

5. **Revise and modify the online delivery of courses with the goal of increasing students' success and retention**

<u>Status:</u> In Progress

Instructor is working to add videos into her online course for each topic; options identified from Khan Academy and YouTube, but others are only available through a textbook/course author (Coursera). Another option is to create original content, i.e., videos.

An overhaul of the three online courses (ECN-101, ECN-201, and ECN-202) was completed in Fall 2019 and implemented in Spring 2020. Three goals were followed throughout the overhaul, which were derived from students' responses to questions presented in surveys. The goals were (1) make all the resources clear and integrated regarding the learning outcomes, materials, and assessment instruments, (2) make a variety of learning resources available to students for them to choose the ones that correspond to their learning styles, and (3) create personalized plans when the resources students are choosing are not enough to achieve the learning outcomes based on assessment results.

The learning outcomes of all the lessons in the three classes were revised, as well as the quizzes to assess the learning outcomes. Short videos by section of each chapter are now available for students to watch. Some of those videos were piloted in Summer 2019. The improved videos were implemented in the three classes in Spring 2020. Dynamic Study Modules were added to ECN-201 and ECN-202.

It is early for drawing conclusions, but the preliminary results are encouraging. These changes seem to be improving students' success and retention in the online classes. For instance, in ECN 201 the success rate in the course (defined as % of students with C or better who are enrolled at the end of the semester) went from 50% in SP2019, to 33% in FA2019, to 69% in Spring 2020 when all the new videos and Dynamic Study Modules were available. The summer term is always different to the other two

semesters. Students who take the classes in the summer consistently outperform students who take the classes in the fall and the spring. The success rate, as defined before, changed from 83% in Summer 2019, where some of those videos were piloted to 87% in Summer 2020, where all the videos and Dynamic Study Modules were implemented.

It is relevant to mention that in Summer 2020, the online courses were offered as three sections due to all the sections being online. This implies that some students took the online option just because it was the only one and not based on their preferences. After considering the grades in the midterm exam for the section of ECN-201 this fall, the improvement appears to be present with 78% of the students having a C or better.

6. **Consider the creation of blended (hybrid) instructional delivery, starting with Fundamentals of Economics**
Status: Canceled
At this time, each course is offered as an online section. There are no plans to add a hybrid in the foreseeable future. This decision was made in the early March 2020 meeting. Since late Spring 2020, the department has been offering all three courses as online asynchronous and online synchronous sections and it will be offering hybrid sections for ECN-201 Principles of Microeconomics in the Fall 2021 semester. After further departmental discussions and review, we will also decide the types of modalities offered in the Spring 2022 semester and onward.

7. **Improve the assessment results for Fundamentals of Economics (101) and Principles of Macroeconomics (202)**
Status: In progress
This is an ongoing process with assessment results available through Spring 2019, which will resume in Fall 2021. Some gains were noted in Macro. Faculty have met to discuss results and are experiencing similar situations with some students engaged and others less so.

It is worthy to note that many Accelerate College students have been added to Microeconomics (201), so these students will be studied specifically within upcoming assessments.

8. **Implement actions that promote enrollment in economics courses. For instance, increase instructors' participation in activities like College Night and meeting with academic advisors**
Status: In progress
Enrollment has increased due to demand from the dual-credit program. The two full-time instructors met with academic advisors in February 2020 to discuss how the program's courses are recommended to advisees. A point of clarification will be to emphasize that ECN-101 is meant to stand on its own (a more

condensed version of content in 201/202), and students who need two courses should take 201 and 202 and not 101. A clarifying statement was added to the course description of ECN-101.

9. **Explore options for ECN-111: Contemporary Economic Issues and ECN-112: Comparative Economics. These are the two economics classes that are not offered due to low enrollment. These courses will be modified or withdrawn.**

Status: Complete

ECN-111 has been withdrawn. ECN-112 has been re-numbered to a 200 level course (ECN-210) and remains as an on-demand course. This course would benefit and transfer as an elective for economics majors; it can be revised with the goal of applying for IAI consideration.

10. **Create a new course, Macroeconomics in the Global Economy, which will combine the learning outcomes of Principles of Macroeconomics and add to it the study of the international perspective**

Status: Complete

This updated course was presented in Fall 2017 to the curriculum committee as a possible 4-credit course, ECN-203. This would be an option available for those students who would want to study more international aspects of the economy in addition to the traditional macroeconomics content. Course was tabled as the transfer adviser was not in favor of this idea. Due to restrictions on transfer credits, this outcome is complete with no results.

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 of Teaching, Learning, and Student Development. Within this proposal process, initiators are encouraged to review implications and discuss potential changes 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 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 applicability of various basic skills, pre-requisites in math and literacy, and IAI or other transfer implications. Section syllabi are expected to reflect the current course description and learning outcomes.
	The Economics department meets at least once a year to discuss the need for changes to its curriculum. In those meetings, the department members review the assessment results and changes in economics course offerings in other community colleges and 4-year institutions. Some of the department members attend national and regional conferences related to teaching undergraduate economics to learn about other perspectives and practices. The materials that are used during the department meetings are shared in the D2L economics department's site.
1.2 How will students be informed or recruited for this discipline?	Economics is a transfer discipline, part of the general education requirements. Students are informed by the academic advisors of the courses they need to take to satisfy this requirement, as well as business-focused students who need the courses as part of their degrees and possible transfer plans. As mentioned earlier, ECN-201 is part of the Accelerate College dual-enrollment program.
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?	No curriculum change related to the degrees was implemented during the last five years to respond to student needs and impact enrollment. The department has been tracking the impact of the curriculum changes introduced in FY'16 to evaluate the need for more changes.
	The department has discussed the different aspects of an AA degree in Economics. Other local community colleges offer such an option while Elgin Community College does not. Several questions were raised, including whether offering an AA in Economics would necessitate offering additional economics courses or not, and what would be the benefits for the college, the department, and the students. Additional courses that could be offered were also discussed, with focus on what could be transferred to 4-year institutions. Suggestions were made regarding considering finance related courses which usually have high student demand and the possibility of transfer to specific 4-year institutions like NIU by reaching out to see if an agreement could be worked out. Faculty agreed to continue to discuss these topics in future meetings.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are four ECN courses in the 20/21 course catalog, each are three credit hours: • ECN-101: Fundamentals of Economics • ECN-201: Principles of Microeconomics • ECN-202: Principles of Macroeconomics • ECN-210: Comparative Economics ECN-201 is the highest enrolled course.

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 costs to the college include instructor salaries and benefits, professional development and expense, printing, and division wide supplies.
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 costs for salaries and benefits are in line with other programs with two full-time instructors and 3-4 adjunct instructors. As there are no equipment or special instructional supplies required, costs for this program are small. The second full-time tenure track faculty was added for Spring 2020 based on growth fueled by increased demand from business students and increased demand from the dual credit program.
c. How many full- and part-time faculty are maintained for this discipline?	There are two full-time instructors and 3-4 adjunct instructors.
2.2 What steps can be taken to offer curricula more cost-effectively?	Economics is a cost-effective program without the need for the college to purchase specialized equipment or software. There is narrow opportunity to improve this efficiency. Sections generally run full, maximizing the faculty.
2.3 Is there a need for additional resources?	In Spring 2020, the department finally received an additional full-time instructor that was requested for more than 10 years. The department does not anticipate the need of additional funding resources at this time.
Indicator 3: Quality	Response
3.01 What are the program's strengths?	ECN is a small program, offering three primary courses in standard rotation. This small number allows faculty to really focus on studying and improving student success in a timely manner. The program has actively participated in the college's formal course-assessment process and has made changes based on the findings (discussed elsewhere in this report). The adjuncts are actively involved in assessment discussions, and the department welcomed a second full-time faculty in Spring 2020. The full-time instructor was selected as part of the first cohort of the ECC Faculty Research Community in 2016 and also received the Assessment Diaries Award for Program Review in February 2017. The program supports college goals by providing Honors and online sections (prior to the pandemic) and enrolling dual-credit high school students.
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling,	Each of the three main courses is offered in both face-to-face and online formats. The duration of the courses is 16 weeks in the fall and the spring and 8 weeks in the summer. There are honors sections for ECN-201 and ECN-202 offered in the fall and the

accelerated, team teaching, etc.)?	spring respectively. A 12-week online section of ECN-201 is added when the regular online section is full and there are several students on the waitlist. The day/evening scheduling options have been very consistent before COVID-19, with one section of each ECN-201 and ECN-202 offered in the evening and all the rest during the day. The department monitors enrollment during registration and considers how the current offerings are meeting students' demand. Prior to Spring 2020 there were no plans in place to research or develop additional delivery options. The department will consider offering different options for the classes, that is, online, face-to-face, and hybrid so students are able to select the option that works better for them. Faculty are eager to incorporate some remote teaching and learning techniques and lessons learned into standard instruction when the remote period is over.
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. It remains unknown how the modality mix will shift once college operations return to the "new normal."
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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline. Within the ECN program, some faculty members belong to the American Economic Association (AEA), the Midwest Economic Association, and the History of Economics Society. Belonging to these organizations helps them to be up to date with events and the latest advancements in teaching and research in economics as well as receiving access to AEA journals and archives. Various discipline conferences attended by faculty have included: • American Economic Association's (AEA) Conference on Teaching and Research in Economic Education (CTREE)

- Roundtable discussion participation at Economics in Community Colleges with Mark Maier, Saint Louis (2019)
- Federal Reserve Workshops
    - Also plan to watch recorded videos from the conference Racism and the Economy organized by the Federal Reserve Bank of Minneapolis in October 2020.
- Annual Meeting of the History of Economics Society (HES)
    - Attended E-conference in NIU 2016, 2017, 2018 with students enrolled in ECN-202 honors section.
- National Economics Teaching Association's Annual Teaching (NETA) Conference
    - Presented "Adverse Selection Outcomes in Financial Markets: A Classroom Game"
- Midwest Economic Association's Conference
- Adjunct Faculty Teaching and Learning Conference; seminars on Bandwidth Demands and Well-Being and Choosing Technology without Losing Your Mind.
- Diversity Symposium at Harper College
- Robert Morris University Economics Conference

Offerings local to Elgin Community College have included Assessment Diaries, TeachECC, NAPE Equity in teaching training (Micro-messaging to Reach and Teach Every Student, February 2020) and discussions in the Black Lives Matter series from MAGIC.

| 3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? | Professor Starkov has expressed interest in participating in an IAI panel but was told that there were no vacancies in Economics.

The Manager of Curriculum was contacted to request more information about how the IAI panels work, for instance when vacancies become available and why Economics does not have a major in IAI when disciplines like Physics or Psychology do. The Manager of Curriculum will contact IAI to ask if a faculty can be put on the waiting list for the Social Science panel.

New IAI codes can be explored for ECC's courses for the Interdisciplinary Social/Behavioral Science category for General Education. ECN-210: Comparative Economics could fit one of the more general IAI Interdisciplinary categories as there is likely to be topics crossing into political science, geography and cultural anthropology:
S9902D - The Study of Inequalities (3-semester credits) *"Social scientific analysis of power differentials of a combination of at least two categories such as race, religion, gender, socio-economic status, ability, sexual orientation, age, ethnicities, mental illness, institutionalized individuals, and other identities."* |
| 3.6 How does the discipline identify and support "at-risk" students? | As a program, there is no established process to identify and support at-risk students. However, each instructor has their own approach. For instance, one instructor requests that all students |

	who received a grade lower than C after the first test, communicate with the instructor to identify barriers for the student to succeed in the class and to prepare a plan to overcome them.
3.7 To what extent is the discipline integrated with other instructional programs and services?	As outlined in RS.3 above, ECN coursework is required within several AAS degrees and support the transfer degrees as general education options for the Social Science requirement. The program participates in Accelerate College and the Honors program.
3.7.1 What partnerships or collaborations have the program established to increase quality?	Honors students in ECN-201 and ECN-202 are active in the ECC honors societies, student government, and student trustee. Participation in the first cohort of the Faculty Research Community allowed some collaboration with fellow faculty from Psychology, History, and Physics. Ideas shared during that process contributed to the exploration of alternative ways of providing feedback to students and different ways to measure qualitative variables.
3.8 What does the discipline or department review when developing or modifying curriculum?	The department meets at least once a year to discuss the need for changes to its curriculum. In those meetings, the department members review the assessment results and changes in economics course offerings in other community colleges and 4-year institutions. Some of the department members attend national and regional conferences related to teaching undergraduate economics to learn about other perspectives and practices. The materials that are used during the department meetings are shared in the D2L economics department's site. In recent conversations the department discussed the possibility of creating new economic courses that may generate students' interest in topics related to inequalities, diversity, and globalization with the possibility of submitting for IAI consideration. The department members also expressed interest in being part of the Business Analytics program that was mentioned during the SBCT division meeting on January 9, 2020. Faculty also discussed creating videos to serve as introduction and preparation for basic algebra and other mathematical tools needed for students to be successful in economics courses. This would be especially helpful for students who come with a weaker mathematics preparation. After reviewing offerings from surrounding community colleges and some 4-year institutions, it was determined that the program's three core courses (101/201/202) correspond to what is available at other 2-year schools and the lower-level offerings from departments of 4-year schools. This review highlighted some interesting issues: • Most schools numbered Micro and Macro at the 200-level, which may imply that they recommend students take the classes in their second year. • Some community colleges offer an Associate of Arts (AA)

	degree in Economics as part of their transfer programs or Economics Pre-major. • Other courses found with IAI codes and related to economics are Economic Geography and Global Economies (offered by the Geography Department), International Relations, and Agricultural Economics. • Courses that show on the catalogs but not on the schedules and are listed as part of the economics department are: Economic Development Dynamics, Money, Banking and Financial Markets, Money and Banking, Public Finance, Comparative Economic Systems, Global Economic Issues, International Economics, Consumer Economics, Economies of Agriculture, and The American Economy. • Other courses offered in community college by other departments that are related to economics are Principle of Finance, Principles of Corporate Finance, and Introduction to Finance. • Perhaps with the goal to make the title more attractive, one community college titles its courses Macroeconomics and the Global Economy and Microeconomics and the Global Economy. • Some community colleges include notes on the three courses to differentiate ECN-101 from ECN-201- ECN-202, and include clarification about students not earning credit for both.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The department members had discussions about the lower than desired retention and success rates and implemented several changes over the last cycle. The title of ECN-101 was changed from "Basic Economics" to "Fundamentals of Economics" to avoid students' confusion that basic is equivalent to easy. The math prerequisite for the class was also increased from MTH-096 to MTH-098. The recommended order for taking the Micro and Macro courses was changed (201: Micro first). The online course shells were revised completely to strengthen alignment of each lesson to the learning outcomes, learning activities, and assessment methods. This process was completed in Spring 2020.
3.10 How does the college determine student success in this discipline? What assessment methods are used to ensure student success?	The program's priority is to facilitate students' reaching the learning outcomes of the courses. The department's conversations are about changes that could be implemented to increase student success, which include curriculum changes, format to deliver the classes (hybrid, online synchronous, online asynchronous, face-to-face), textbooks, learning activities and pedagogies that could be implemented. Other recent conversations include changing the numbering of the courses back from 200-level to 100-level, promoting study groups, learning communities, clubs, and other mechanisms that increase student engagement and success in economics courses. To assess and ensure adequate learning, faculty employ class discussions, practice problems, in-class assignments, quizzes,

	tests, papers, and projects at the classroom-level. As mentioned elsewhere, the program also facilitates course-level assessment with department-created exams in each of the three core courses. Other strategies that have been used are attempts to flip the classroom, using project-based learning, and organizing the courses focusing on the historical context of when the different theories and models covered were created.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Within the review period, the department reversed the recommended order of taking the 200-level courses if their plan is to take both. Students are advised to take 201: Micro prior to 202: Macro. ECN-101: Fundamentals is only recommended for those not requiring either 200-level course. Additional updates to numbering and course descriptions may be considered. The department will review and modify the assessment process, include a study of online sections as well as techniques which worked well during remote learning and can be carried forward.

3.12 List any barriers encountered while implementing the discipline.

The barriers are related to the level of preparation that students bring with them when they enroll in Economics courses, which can be the result of their previous academic experiences and socioeconomic background. Other barriers are related to the number of hours that students either must spend working or want to spend working as well as their family responsibilities. Effective student support services are needed, especially the ones related to advising, tutoring, wellness, and financial aid.

The level of students' engagement in the learning process has been negatively affected with remote learning. This modality is not for everyone and many students have taken it because no other option is available. When asked, some students express their desire to go back to the classroom because the human interaction, which is a crucial part of the learning process, is not happening at the same level with remote learning. Even with synchronous options, students do not stay engaged. There is a reluctance to turn cameras on during the meetings and to ask and answer questions, which is especially affecting the groups of students that are more at a disadvantage due to their academic preparation. Some students do not have a quiet place to join the synchronous meeting or the appropriate device and internet connection. Faculty members have been able to assist by offering options for students to turn in assignments and complete assessments.

Performance and Equity
Provide the most recent 5-year longitudinal data available for each course.

Academic Discipline	Economics
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	Overall, there has been small growth in enrollment for ECN as a whole over the five-year period, opposite of the college-wide pattern. Most of the growth is seen in ECN-201 and ECN-101 experienced a decline. Course-specific patterns will be discussed below. The department was concerned about the zero change in seat enrollment experienced in FY'19 and the 4% decrease in FY20 and looked for a comparison with other departments. Out of the departments selected (ACC, BUS, CHM, ENG, HIS, MTH, PSY, SOC, and BIO), it was found that all those experienced negative change in FY'19 ranging from -13.4% to -0.43%.

	In FY'20, four of the same departments had a negative change from -6.7% to -0.82%, the other five had positive changes between 2.2% and 6.3%.
	In comparing success rates with those from the division (Sustainability, Business and Career-Technologies) and for ECC transfer courses, overall success rates in Economics courses are lower. This can be partly explained through the fact that Economics courses tend to be on average more challenging and require a good understanding of basic algebra, as well as strong analytical skills.
	Fluctuations by modality for enrollment and success will be addressed for each course below as relevant.
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 a 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. Findings will be discussed in the "Performance and Equity" section of this report.
	The Economics department had not yet been having discussions related to disaggregated data prior to this review year. However, they all appreciate the ability to do so now that rich data and tools are available. Faculty believe the increased awareness of enrollment and success patterns based on student characteristics will definitely impact their attention to an equitable education for all students. Some overall observations for enrollment and success based on the standard demographic cuts provided are discussed below.
	ENROLLMENT: Regarding gender and enrollment, women are proportionally 8% higher than men at the college, while in the Economics courses, the proportion of women is 10 percentage points below men. With respect to race/ethnicity, Economics is under-represented among Latino students and over-represented among White students as compared to college enrollment. Finally, considering age, 80% of the Economics students are in the 17-22 age group. The same number for ECC is 55%. This imbalance can be attributed in part to the dual-credit students.
	SUCCESS RATES: The Economics education literature has documented higher course success rates for male students (as well as higher enrollment) than female students. These patterns are also seen within the college's data. It is interesting to note to the opposite pattern for transfer courses overall, where women tend

	to do better. Explanations in the literature are generally related to female students being less encouraged towards the study of mathematics as well as towards the business-focused disciplines of economics, accounting, or finance based on prejudiced perceptions. As a department with a larger than average women representation, the faculty plan to continue taking every opportunity to encourage female students of their potential and abilities in studying Economics.
	The data shows that Black/African-American students as well as Latino students are less successful than White and Asian students in Economics courses. The gap between the lowest achieving group (Black/AA students) and the highest (White students) is 13 percentage points. The gap between the highest achieving group and Latino students, the next largest group by enrollment, is 8 percentage points.
	While the data discussed so far is combined across the five years, when looking at the data in Tableau comparing the specific years of 2016 and 2020, significant improvement is seen in the success rates of Black/AA students from 44% to 73%, and for Latino students from 58% to 71%. The gap between the highest achieving group (Asian students) and Black/AA has declined from 27 to 9 percentage points, while the gap with Latino students also declined from 13 to 11 percentage points. These changes are viewed as signs of progress, though faculty are still left to wonder to what extent this might be due to differences in the academic background students bring to the courses or to new institutional programs or to pedagogical innovations implemented by faculty or other factors. It would be helpful for the Tableau tool to be able to more easily display such trends over time.
	The distribution by age shows that students between the ages of 23 and 39 have lower success rates than both younger and older students. The department believes that this pattern could be due to students younger than 23 including dual credit students (about 13% of this group) who are successful at about 97% rate, as well as to the fact that this group also includes students who are closer to the traditional college student who tend to work less and might not have as many family responsibilities as compared to the middle three groups.
	Students who receive Pell grants and therefore come from lower income families also perform less well in Economics courses, with a gap of 7 percentage points. This is similar to the differential in other transfer courses as well as for the division. Additionally, it was noted the gap between Pell and Non-Pell students has increased, which is concerning. Colleges will continue to play an important role in supporting lower income students financially as well as through academic support programs. As faculty, being aware of these gaps will also help them be more flexible with students when various life situations arise, while at the same time emphasizing the importance of academic responsibility.
PE.3 Dual Credit Opportunities	The program offers dual credit opportunities and most enrollment is seen in ECN-201: Principles of Microeconomics. The Assistant Dean of College in High School Programs shared that the high schools in the ECC district determined that the 201 content best satisfied the schools' requirements for economics. Students in the 1-year or 2-year Accelerate College programs

mainly come from the high schools in South Elgin, Dundee-Crown, Hampshire, Jacobs, and Saint Charles. Currently, there are plans to include additional high schools within the district.

Other high school students enrolling part-time in dual credit can take any of the three courses, ECN-101, ECN-201, and ECN-202 if they are part of their college plans. The Assistant Dean of College in High School Programs will provide data, by high school, for economics courses regarding enrollment and success rate of the students in the dual credit program. The Economics faculty do not participate in decisions regarding dual credit enrollment, rather, the high schools request the number of seats.

Curriculum Data

Definitions

Enrollment: Duplicated seat-count
Success Rate: % C or better at the end of the course, excluding Withdrawals and Audit students
*Online: Sections that began the SP20 term in a face-to-face format but had to switch to remote in March are still listed below as face-to-face. Data for the Online modality is pure, not related to the emergency closure.

Course Title		ECN-101: Fundamentals of Economics
Course Description		This course offers an overview of the foundations of economics. It includes an examination of the overall performance of the U.S. economy and its individual units. Topics studied include supply and demand, cost theory, market structures, economic growth, inflation, unemployment, the business cycle, fiscal and monetary policies, and the global economy.

		FY16	FY17	FY18	FY19	FY20
Enrollment	Face to Face	266	255	171	135	108
	Online	57	58	58	61	57
Total Credit Hours		969	939	687	588	495
Success Rate	Face to Face	71%	73%	73%	69%	69%
	Online	53%	63%	61%	59%	64%
IAI Status		S3 900				

How does the data support the course goals? Elaborate.	ECN-101 experienced a 49% five-year decrease since FY'16. In FY'17, the department was expecting a slight decrease in enrollment due to the changes introduced the prior year, however, the decrease was much higher than expected. Enrollment in online sections, however, has remained steady, leading to the conclusion that it satisfies a need for students wanting this course in a more flexible format.
	Success rates will continue to be monitored and discussed as this is the lowest performing course for the department. There is an encouraging pattern that success in the online modality is growing. The department wants to narrow this gap and increase success for all sections, regardless of modality.
What disaggregated data was reviewed?	Enrollment and success data for this course was examined by modality, race/ethnicity, gender, age, and Pell status. However, disaggregating small course-level n-sizes can lead to wider ranges of variation, requiring careful

	interpretation. Since this course draws a different type of student than 201/202, the program will pay attention to their unique needs.
Were there identifiable gaps in the data? Please explain.	Gaps in success are noted by race/ethnicity groups which are different than what is seen in 201/202, though they do vary year by year. As a department, faculty plan to continue to discuss ways to increase the success rate overall in this course as well as for these groups by reconsidering prerequisites, student expectations, course topics, and pedagogical methods.

Course Title	**ECN-201: Principles of Microeconomics**
Course Description	A basic course introducing the core microeconomic terms and models applied to the study of individual decision makers and markets. The class includes an overview of the economic way of thinking, elasticity of demand and supply, consumer theory, production and cost theories, market structures, resource markets, and the impact of government actions in individual decision makers and markets.

		FY16	FY17	FY18	FY19	FY20
Enrollment	Face to Face	330	339	412	473	461
	Online	75	93	77	89	76
	Dual-Credit		22	61	74	71
Total Credit Hours		1,215	1,296	1,467	1,686	1,611
Success Rate	Face to Face	87%	89%	83%	86%	92%
	Online	44%	49%	46%	53%	66%
IAI Status		S3 902				

How does the data support the course goals? Elaborate.	ECN-201 is the highest enrolled course for the department. Overall, growth was 33% for the five-year period including a slight dip at the end - a decrease of 4% from FY'19 to FY'20. As discussed elsewhere, this growth is largely due to dual-credit enrollment in face-to-face sections. Online enrollment has remained relatively steady, with slight increases or decreases year to year.
	A positive aspect noticed is that ECN-201 has higher success rates than overall for Economics courses and are generally comparable to the success rates of all ECC transfer courses and SBCT courses. Success in the face-to-face sections can also be attributed to the dual-enrollment students, who tend to be very motivated, focused and prepared.
	In contrast, the gap between the online and the face-to-face sections is very significant, though it is decreasing over the last five years. There was a 46-percentage point advantage over the online sections in FY'16 which has been reduced to a 26 percentage point difference in FY'20. The department will continue working on decreasing the gap between the two modalities with the goal of keeping the success rate of all sections above 80%.
What disaggregated data was reviewed?	Enrollment and success data for this course was examined by modality (discussed above), race/ethnicity, gender, age, and Pell status. However, disaggregating small course-level n-sizes can lead to wider ranges of variation, requiring careful interpretation.

Were there identifiable gaps in the data? Please explain.	The average gap over this period between the success rates of White students and Black/African-American students is 16 percentage points. The gap with Latino students is 11 percentage points. Looking at the trend over this period, we see the success rate of Black/AA students has increased from 62% in 2016 to 79% in 2020, while for Latino students it has increased from 59% to 77%. The trend in the gap between White students and these two groups is also encouraging as it has decreased to almost parity.
	Male students have performed at a higher success rate on average over this period and have also had a greater enrollment in this course. The average gender gap is 6 percentage points, with a decline from 2016 to 2020 from 11 to 5 percentage points, while success rate increased for both groups.
	Success rates by age show younger student under the age of 23 have the highest rates, and success rates seem to decline with age.
	The average success rate gap between Pell and Non-Pell students is 8 percentage points, but the gap shows an increase over time from almost parity in 2016 to a gap of 10 percentage points in 2020.

Course Title	**ECN-202: Principles of Macroeconomics**
Course Description	A basic course introducing the core macroeconomic terms and models applied to the study of the U.S. economy. The class includes an overview of the economic way of thinking, the description of the key macroeconomic variables, basic models to analyze changes in the level of real output and in the price level, the role of money and the financial system, economic policies and their implications, and international economics

		FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	Face to Face	232	257	269	242	249
	Online	48	59	80	72	83
Total Credit Hours		840	948	1,074	942	996
Success Rate	Face to Face	76%	80%	80%	88%	90%
	Online	55%	41%	59%	62%	57%
IAI Status		S3 901				

How does the data support the course goals? Elaborate.	Despite a dip in FY'19, growth for ECN-202 over the five-year period is 19%. The department was expecting a significant decrease right after the 2015 change to recommend students first take 201. The online enrollment (all *prior* to the pandemic) shows a very robust growth in the five-year period that magnifies the increase for the course overall. ECN-202 has not been a late-start 12-week offering as student demand has not required it. This course is not affected by dual-credit, enrolling less than 5 students per year. The increase may be due to more students majoring in business related fields, and it is also apparent students take advantage of the online format.
	The success rate in the face-to-face sections increased almost every year in the last five years and it was at least 80% in four of the five years. The success rate in the online sections is significantly lower and the gap between the two modalities fluctuates from 21 to 39 percentage points. The department will focus on decreasing the gap between the two modalities and

	keeping the success rate in the face-to-face sections above 80%.
What disaggregated data was reviewed?	Enrollment and success data for this course was examined by modality (discussed above), race/ethnicity, gender, age, and Pell status. However, disaggregating small course-level n-sizes can lead to wider ranges of variation, requiring careful interpretation.
Were there identifiable gaps in the data? Please explain.	The success rate of Latino students in ECN-202 has increased over this period from 61% to 72%, decreasing the gap between this group and White students. The success rate of Black/African-American students has also increased from 2016 to 2020 from 20% to 64%, and the gap with White students has decreased from 48 to 15 percentage points. It is noted, however, that while Latino students are the second largest groups (31% of all enrollment for the five years), Black/AA students are the smallest group, representing only 2.5% of course enrollment. This is even smaller than their proportional enrollment at the college of approximately 5%.
	The average gender gap shows male students performing better by 3 percentage points, while success rates have increased for both groups over this period. Male students have also consistently been enrolled at a higher rate in this course over this period.
	Even without a bump from dual-enrolled students, those younger than 23 have performed better than older students in this course, though this gap has decreased over the five year period.
	Although success rates for all groups have increased over this period, Pell students had a lower success rate on average, and the gap with Non-Pell students has increased from 1-2 percentage points to 8 percentage points.

Course Title	**ECN-210: Comparative Economics (*formerly ECN-112)***
Course Description	This course offers an opportunity to apply the basic economic theory to compare economic systems that coexist in the world today. It builds on students' knowledge of key economic terms and analytical tools to achieve a better understanding of how different economic systems have performed in the first decade of the twenty-first century. The class studies macroeconomic and microeconomic issues of countries that have followed different economic systems hand have obtained completely opposite results regarding economic prosperity.

	FY16	FY17	FY18	FY19	FY20
Enrollment	0	0	0	0	0
Total Credit Hours	N/A				
Success Rate	N/A				
Form 13 Status	NIU 4/2017, UIC 4/2017, SIUC 10/2017				
How does the data support the course goals? Elaborate.	The course has not run due to lack of sufficient interest. It was on the schedule twice and each time one or two students enrolled, so the sections were cancelled. The plan for the course is to determine if it can be revised to align with an IAI code, which could encourage enrollment. Should interest not respond to any IAI code, it will be withdrawn.				
What disaggregated data	N/A				

was reviewed?	
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 a rationale for any future modifications.	The program serves the demand from students to fulfill a general education social science requirement and provides needed foundations for students interested in a business-related major. Demand is also expected to increase and stay strong with the dual-credit program expansion. The review of curriculum, enrollment, quality, and cost indicates that only minor changes are required. The program is eager to leverage the new ability to disaggregate data by student characteristics. In looking at data over time, there are encouraging trends, such as narrowing the success gap for Black/African-American students. While it is not possible to pinpoint all of the reasons for improvement, the department is dedicated to an equitable education for all student groups. To the extent that faculty can gain access to additional data about student academic background and preparation, these views can be considered in further research and improvement strategies.

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.
	1. **Review and implement minor curriculum changes:**
	   a. **ECN-210:** numbering, description
	   b. **ECN-101:** reconsidering prerequisites, student expectations, course topics, and pedagogical methods.
	   <u>Timeline:</u> AY'21
	
	2. **Monitor and take steps to increase enrollment with the addition of sections that may include hybrid modality**.
	   <u>Timeline:</u> Ongoing
	
	3. **Design and implement changes to the assessment process.** <u>Timeline:</u> AY'21 – AY'23
	
	4. **Monitor and take steps to increase success and retention in sections that need it,** with attention to the success gap of online sections
	   <u>Timeline:</u> Ongoing
	
	5. **Discuss and implement actions to reduce the gap in success between groups, with special focus on the female, Latino/Hispanic, and Black/African American groups.**
	   <u>Timeline:</u> Ongoing

R.3 Resources Needed	When instruction resumes to a full post-pandemic format, changes to ECN classrooms would be beneficial for face-to-face sections. Currently, the projection screen blocks the white board which can interrupt a lecture when the screen needs to be pulled up. Faculty may recommend new hardware and software to support and enhance distance learning sections. The department looks forward to continued access to Tableau data, including custom views such as dual-credit and trends over time. Effective student services like tutoring, advising, and wellness will

	contribute to accomplish the goals for the department's students.
R.4 Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty.
Review Team **R5.** 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.	Roxana Idu and Leticia Starkov, full-time faculty, contributed to all sections of the report. Ranae Ziwiski, instructional coordinator, contributed to Cost section and reviewed all parts after submission by ECN faculty. Adjunct faculty Samira Chaker, Steve Tucholski and Archana Sunder Raj, contributed to various sections as needed and able, particularly related to curriculum, need, quality and equity.
Stakeholder Engagement **R6**. 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.	Faculty met with Rodrigo Lopez, Assistant Dean of College in High School Programs; David Rudden, Managing Director of Institutional Research; and Lisa Wiehle, Manager of Outcomes Assessment for questions, information and clarifications based on their areas of focus.

College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020
Discipline Area:	Education

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?	Education is a broad and multi-faceted field. Students are prepared to achieve the student learning outcomes below. **Program-Level Student Learning Outcomes:** • Demonstrate familiarity with major concepts, theoretical perspectives, and historical trends in education. • Communicate effectively in both oral and written formats. • Recognize the complexity of socio-cultural and international diversity. • Apply educational principles to personal, social, and organizational issues. • Demonstrate the ability to use computers and other technology for many purposes.
RS.2 To what extent are these objectives being achieved?	Students are sufficiently meeting these outcomes. The knowledge and skills are introduced at appropriate points within the program suggesting the course sequence continue to be reinforced through advising.
RS.3 How does this discipline contribute to other fields and the mission of the college?	The college's mission is "To improve people's lives through learning". The Education program directly contributes to this by training future educators and providing development opportunities for educators within the district.
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	1. **Begin regular course assessment according to established chart (Shared with Early Childhood Education/ECE)** Status: Complete. Completed course assessment plans and reports according to established schedule. 2. **Meet once monthly with ECE-EDN faculty (Shared with ECE)** Status: Complete. Monthly department meetings began in September 2016. EDN and Early Childhood Education (ECE) faculty are invited as well as the education placement coordinator. 3. **Establish web presence to articulate education pathways at ECC (Shared with ECE)**

Status: Complete.
Initial delays pending upgrades to college website. Department web pages established.

Strengthen transferability of EDN courses
Status: Complete.
Clarify transferability of IPTS courses with transfer institutions (EDN-100, EDN-204, CIS/EDN-112, and PSY-211/212). Roosevelt University alignment discussions began Fall 2016; new partnership Fall 2017. NIU alignment discussions began fall 2016; new partnership begins fall 2017. Revised perquisites on several EDN courses FY'2018 to improve student completion. Revised curriculum for EDN-105 and EDN-112 to improve transferability in Spring 2018. Aurora University; DePaul; National Louis. Resulting discussions helped identify needed curriculum changes.

4. **Examine EDN special topic courses: Explore rolling EDN-233, 234, 235, 236, and 237 special topic courses into a single course with variable credit (0.5 to 4 credit hours)**
Status: Complete.
EDN faculty prefer to keep separate courses due to options for offering professional development courses as needed for school districts.

5. **Evaluate need for EDN-205: Intro to Group Processes in EDN curricula (cross-listed with HUS)**
Status: Complete.
Determined course not needed for elementary education students. Course withdrawn effective Summer 2017.

6. **Further develop EDN-215: Literacy in Education**
Status: Complete.
Course offered for first time Summer 2018; has been difficult to get sections to make. Course has been identified by NIU, NLU as a transfer course. Student emails and advisors have noted the need to offer this course. Data collection will continue for a successful implementation of this course.

7. **Explore expansion of EDN offerings via distance learning (online and hybrid)**
Status: In progress.
EDN-204 had been offered online but was discontinued in FY'17. Due to the pandemic, as of March 2020, all EDN courses have made a successful transition to remote instructional delivery.

8. **Continue to strengthen partnerships/communications with academic advising and transfer director**
Status: Complete.
Updated advisor handout FY'18. Worked closely with transfer director regarding curriculum revisions. Sean Jensen and Elizabeth Herrera have strengthened EDN course/program transferability via building a 2+2 NIU/ECC Elementary

Education and Special Education degree programs.

9. Explore paraprofessional offerings
Status: In progress.
Curriculum and ICCB Form 20 drafted in FY'18, but lead EDN staff person resigned May 2018 prior to finalization. Uncertain if process will continue as students can achieve ParaPro positions via Early Childhood (ECE) courses/degree. With support from the CABS Dean, Dr. Raval developed EDN-102 and EDN-103 in response to growing input and interest from various community stakeholders. Based on this, there appeared to be a need for a para-professional program. However, after developing such courses, enrollment has not yet grown to be successful. Additional communication and partnership with surrounding districts is needed to improve enrollment in these courses.

EDN faculty created and led the EDN advisory committee on EDN curriculum expansion and explore strategies to increase enrollment. This collaboration resulted in EDN faculty writing three courses, two focused on paraprofessional education (introduction and a clinical component) and the third one on foundations of bilingual education. Taking EDN courses for paraprofessional serves as an advantage to students, who especially prepare to serve in bilingual/dual language settings and they may apply/transfer those courses should they wish to continue with a bachelor's degree in Education.

10. Explore course development for dual language endorsement
Status: In progress.
EDN faculty collaborated with LVPA faculty to write a new course on Spanish for Teachers. EDN faculty also wrote a new course, EDN-203: Foundations of Bilingual Education to begin meeting the needs of districts to have educators with a dual language background.

11. Reinvigorate program enrollment
Status: Complete.
Fall 2016 credit hours in Education courses increased 31% over the prior year. Spring 2017 credit hours in Education courses increased 52% over the prior year. Increases realized each year through FY'20.

12. Rotate offerings in daytime and evenings and alternative formats to maximize enrollments. (Shared division goal)
Status: In progress.
Scheduling templates now standardized for all CABS department use to collect faculty requests for classes. Template built based on analysis of historical data and illustrates room use. Section Monitoring Tool now used to monitor enrollment progress more efficiently. Starting Spring 2017, fewer sections planned were opened for registration at the start to ensure full time and senior UAII staff sections filled before opening more. Monitoring

enrollments by term for at least 80% of seats filled. Coordinated scheduling needs with transfer destination schools. Established 2+2 partner agreements have increased EDN enrollment.

Additional accomplishments since FY'16 not related to goals above:

- EDN faculty and ECC Clinical Coordinator successfully led EDN/ECE students in an early childhood competition in SKILLS USA, a statewide event held at Elgin Community College for two years.
- Successful clinical observation placements made in surrounding districts for EDN students
- Successful expansion of district placement options through the addition of school district 304 Geneva, IL
- Successful student recruitment resulting in growing *EdRising* student organization (22+ active members today).
- EDN faculty facilitate several MAGIC dialogues on diversity and education in collaboration with ECC EDN students and MAGIC leadership. EDN faculty continues to be an on-going contributor of MAGIC ad hoc committee.

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 of Teaching, Learning, and Student Development. 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.
	The program now includes EDN faculty input in curricular decisions as of FY'18. The EDN Instructional Coordinator

	examines various factors that contribute to curricular changes: i.e. EDN advisory committee, enrollment data discussions with administration and trends at a local education consortium through U-46, Interconnect partnership and are community colleges and universities (colleges of education). She also collaborates with ECC personnel connected to articulation, transfer and advising, Rodrigo Lopez, Sean Jensen, Elizabeth Herrera.
1.2 How will students be informed or recruited for this discipline?	Students are recruited from local high schools. Research from an EDN faculty sabbatical in 2015 highlighted the importance of building high school partnerships for future enrollment. Students in the dual-credit programs can take EDN-100 as part of the ECE program of study, or any EDN course that fit their transfer plans. Through these opportunities, high school students can earn early credit and decide if education is a path to pursue. Additional examples K-12 and community collaboration will be discussed elsewhere in this report (see 3.7.1).
	Articulation plans to Bachelor's degree programs also support recruitment, such as the NIU + ECC agreement for Elementary and Special Education which are managed by a dedicated ECC advisor. The expertise of this advisor supports the program by informing students of career path options within education, including para-professional and bilingual opportunities.
	It is noted that non-education majors also take the program's courses as electives based on interest as well as suggestions from their programs. This includes students from nursing, nutrition and management programs for example. Students also take EDN courses to prepare to be tutors, teacher assistants, professional development and other school-related positions.
	COVID-19 has quickly and drastically changed the education landscape in many ways. Its impact on labor market trends and EDN programs is yet to be realized.
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?	Students wanting to become teachers will generally earn an Associate's degree and transfer for a 4-year program. Based on data and input from the Education advisory committee and university partners, the department is considering numerous possibilities for new courses. This includes two courses to support the development of a paraprofessional certificate. New courses in literacy and for an ESL/Bilingual Endorsement may offer expansion opportunities for those already teaching. Harper College and Oakton Community College already have these. Some updates to current courses have been guided by the Illinois Professional Learning Standards (IPTS).
	In the past, there was consideration to withdraw the program's Technology course. Instead, it was moved from the CIS department, modified/updated to fit current needs and context and has now become a critical skill for all teachers.
1.4 How many total courses are	There are 16 active EDN courses in the 2021/2022 catalog, five

offered by the college in this discipline? What courses see the largest need (enrollment) from students?	of which are Special Topics courses with varying amounts of credit.
	The highest enrolled course remains EDN-100: Introduction to Education.

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 Education budget is combined with ECE - $310,749 for (FY'21). Faculty salary/benefits, technology, professional staff and development resources are the primary costs of the program.
	Unique costs to students beyond tuition/fees/books is the fee for a background check, which is required to complete the clinical course.
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?	Overall, operational cost for EDN is generally less than other programs within the division.
c. How many full- and part-time faculty are maintained for this discipline?	The program supports one full-time and three part-time faculty.
2.2 What steps can be taken to offer curricula more cost-effectively?	The program is quite efficient already.
2.3 Is there a need for additional resources?	Reserve funding may be useful for background check fees ($20-40) at Regional Office of Education (ROE). Additional funding may be considered for student club and service opportunities.

Indicator 3: Quality	**Response**
3.01 What are the program's strengths?	The EDN program has so much potential with an inclusive and equitable leadership based on communication and transparency. The program celebrates student course success rates at or above 90%.
	The program's enrollment has grown with expanded university partnerships, such as NIU's 2+2 Pledge partnership. Faculty and the *EdRising* student club regularly invite local university speakers to class to discuss transfer pathways and career opportunities. Fruitful and mutually beneficial partnerships have been cultivated with U-46 and other area school districts as well. EDN established an advisory committee with these partners in 2019. In 2019, the program faculty hosted an "Interconnect" consortium of local school district U-46 and university transfer partners on Education. EDN faculty and students presented a panel on "Experiences of Becoming a Teacher: College Students

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<td>Perspectives."</td>
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<td>The current EDN faculty, both full-time and consistent unit adjuncts represent diversity, and participate and promote inter-cultural experiences for students across the college. Dr. Raval was an invited faculty panelist for a MAGIC sponsored event, "Coming to America: Views from Abroad" in 2019. EDN faculty and students held a panel sharing experiences of Asian-American students on "The Model Minority Myth" in celebration of Asian and Pacific Islanders History Month in collaboration with Student Life and other ECC departments 2018.</td>
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<td>The EDN clinical coordinator has established the *EdRising* student club organization which hosts various events that relate to the field of education. She was awarded "Advisor of the Year" for 2019-2020.</td>
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<td>EDN faculty is a member of AERA (American Education Research Association), AACTE (American Association of Colleges of Teacher Education) and NACCTEP (National Association of Community Colleges for Teacher Education Programs). Memberships to these organizations assist in program development that are consistent with research and trends in teacher education.</td>
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<td>EDN faculty Dr. Raval applied and was accepted to a week-long professional development opportunity at Harvard University Graduate School of Education (HGSE) 2016 to explore concepts of 'deeper learning' and 'multiple intelligence theory' led by Dr. Howard Gardner.</td>
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<td>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</td>
<td>Over the current review period, and excluding Spring 2020, only one course has been offered in an online format - EDN-204: Exceptional Individual was online in FY'16. All other sections have been run in the face-to-face modality, with no other alternative teaching arrangements in place. Prior to the pandemic, three courses were adapted for online delivery: EDN-105, EDN-112 and EDN-201 but were not yet offered in the new delivery method.</td>
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<td>The pivot to remote teaching and learning, of course, drove the department to shift everything online, which has been successful. This consisted of a mix of mostly synchronous and several asynchronous EDN courses. There has been a challenge however, with the clinical observation component of select EDN courses (EDN courses with clinicals – EDN-100; EDN-204: EDN-211 and PSY-211), placements have varied due to different district guidelines for public health safety, though many were able to continue in a virtual format.</td>
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<td>When campus operations fully transition back to normal operations, delivery methods for the EDN courses will need to be reconsidered. A variety of instructional delivery options</td>
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	(online, hybrid, face to face) may be part of the "new normal" for EDN as all courses have updated online modules. Since teachers of the future may be expected to teach with virtual tools, it may be appropriate to incorporate more of them to the coursework. The program's experience throughout remote teaching/learning has shown this can be done effectively and successfully.
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. It remains unknown how the modality mix will shift once college operations return to the "new normal." The online section of EDN-204 had a 100% success rate.
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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline. Within the EDN program, faculty attend diverse professional development in the areas of educational research, colleges of education meetings, technology, arts and K-12 professional development meetings.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	IAI does not have an Education category, unfortunately. For future opportunities, EDN-100: Introduction to Education should be considered for IAI articulation.
3.6 How does the discipline identify and support "at-risk" students?	Data suggest members of BIPOC (black, Indigenous and people of color) are categorically underrepresented in teacher education. With the department's renewed leadership, more emphasis and support for students of color in EDN has been provided via individual EDN faculty and Interconnect (a U-46 and area colleges of education consortium). Based on educational

	research, if faculty and students of color are supported, they are empowered to impact student success. The concern continues to remain (based on various data points) to increase representation (EDN student, faculty, staff and administration) of individuals from BIPOC backgrounds and to support students who may also be Pell eligible. Opportunities are needed to bridge this significant equity gap.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Structurally, EDN is connected to the Early Childhood Education program. EDN is part of the dual-credit program, both full-time and part-time options. It also has formal agreements with university partners. Co-curricular experiences also support the mission and general education goals of the college. The clinical component of EDN-211 allows for work-based learning and professional skill development. The *EdRising* Club provides networking and service learning opportunities through campus and local community events.
3.7.1 What partnerships or collaborations have the program established to increase quality?	As mentioned elsewhere, the program has developed stronger partnerships with transfer destinations and with local school districts for clinical placements and observations as well as other development opportunities. The program has begun developing PDS (Professional Development Schools) with Huff and Coleman Elementary in Elgin. The program has established an Advisory committee to strengthen the program and to guide curriculum development and expansion. ECC also desires to continue hosting and participating within the "Interconnect" consortium partnership with U-46 and area colleges of education. The EDN students can interact with the campus and local community in many ways beyond their clinical coursework. Examples include the annual SkillsUSA competition, and a "March into Health" event with Elgin Community College Child Care Center and Gail Borden Library (Elgin, IL). Additionally, EDN faculty research suggests that bridging future teachers' clubs, such as Elgin Community College's *EdRising*, with the program and into the community can result in increased enrollment and success. Faculty has established a collaboration with the future teacher's club at Larkin High School and invited those students to sit in on an EDN-100 lecture.
3.8 What does the discipline or department review when developing or modifying curriculum?	Recent curriculum work integrated the IPTS (Illinois Professional Learning Standards) learning outcomes and pre-service teacher standards within all course outlines. Course development and enhancements have been made based on community and transfer needs (courses for paraprofessional and bilingual topics, EDN-112: Technology in Education, EDN-215: Literacy in Education and PSY-211: Educational Psychology). Ongoing coordination is still needed to ensure the EDN

	curriculum and course patterns are clearly and correctly communicated on Transfer Guides for Elementary Education Majors (paper and online versions).
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The course success rates are addressed by individual faculty. Due to the aforementioned department reorganization, this process may need to be clearly defined with clear roles, expectations and accountability in this department to overcome the history of exclusion.
	More broadly, COVID-19 has put a spotlight on equity and race/ethnicity in the United States. Data show that only 20% of teachers in the county are BIPOC. The department has an opportunity to impact diverse student needs by addressing this need. One such resource would be to recruit and retain male faculty (of color) and secure genuine support from faculty and administrators from overrepresented groups (race/gender) to diversify the EDN program and "see" the hard work being led and done by faculty of color.
3.10 How does the college determine student success in this discipline? What assessment methods are used to ensure student success?	Individual faculty collaborate with students for course completion at a variety of points in the semester. The EDN faculty collaborates with the EDN clinical coordinator to establish guidelines which ensure student success with students' clinical placement and experience.
	More conversations are needed that clearly define the roles and expectations as they relate to priorities at the program and division levels.
	The program uses traditional (quizzes and tests) and authentic measures (projects, technology-based and integration and interviews) to assess student learning. Performance-based projects and presentations are used to demonstrate mastery of program outcomes across a variety of assessments. This is especially prominent within EDN-211: name where students develop and present lessons in preK-12 classrooms.
3.11 Did the review of quality result in any actions or modifications? Please explain.	To continue meeting the needs within the district, course development and implementation is needed for paraprofessional education, literacy and bilingual/dual language. Transfer agreements will continue to be developed and strengthened, as well as the advising tools used to guide student enrollment at Elgin Community College.
	The program will continue to ensure that all EDN courses integrate IPTS (IL Professional Teaching Standards) and the learning outcomes are aligned with Illinois State Board of Education (ISBE) and COE (Colleges of Education) requirements.
	With the strong growth, faculty would like to establish an independent on-campus classroom designated for the K-12 EDN program that could be utilized by faculty, students/*EdRising*, and local area school district educators for workshops and other

	community- and identity-building purposes. Such a space could be utilized for professional development which advances ECC's institutional presence in the community. It would also help with marketing and raising awareness of the program.
	Finally, if the budget allows, it is recommended to assign a part-time EDN student position to maintain this classroom which would include a Children's book library, equipment, lesson material and manipulatives, etc.

3.12 List any barriers encountered while implementing the discipline.
The 2015 reorganization of ECE/EDN to become a department has caused hurt and harm. In the past 2015-2018, the biggest barrier has been a lack of communication, transparency and equity in the department's decision-making process. These factors have impacted the culture, relationships and morale in the department. While much of this has been resolved, a continued challenge may be the different mission and program goals for the two portions of the department – Education and Early Childhood Education. However, since 2018, new strides are making positive impacts, including branching out to the Advising, Transfer and High School Partnership departments.

Performance and Equity

Provide the most recent 5-year longitudinal data available for each course.

Academic Discipline	Education
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	**ENROLLMENT** Overall, enrollment has steadily increased in EDN courses over the review period, counter to the college decrease. This is a positive sign that the leadership reorganization, faculty inclusion, internal collaborations, community partnerships, and recent curriculum updates are having the desired impact. Since FY'18, improved communication and transparency has also reduced the withdrawal rate from EDN courses. **SUCCESS** Overall, EDN courses' success rates are about 90%, well above the institutional success rate of 72%. These data points for course success rates should be highlighted as many EDN courses require 5-50 clinical/field observation hours in addition to the successful completion of required course assignments in order to meet course outcomes. **TRANSFER** While it is not possible to calculate graduation or transfer rates for EDN students, it seems many are continuing their career development paths with 4-year programs, such as NIU, ISU, U of Illinois, EIU, National-Louis and Aurora University. Roughly two-thirds of education students are pursing the AA degree.
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.
	Equity is essential to the education field. Since FY'18, the inclusion of EDN faculty in departmental planning and leadership has coincided with increases in enrollment and a sustained excellent course success rates. EDN faculty as well as the department's students of color need support and opportunities to succeed.
	Initial impressions of the EDN data disaggregation include: - More (self-identified) females enrolled than males - Average age group is between 17-25 years - Lower representation from Black/African-American and Asian students
PE.3 Dual Credit Opportunities	EDN-100: Introduction to Education is embedded in the part-time dual Credit CTE program for Early Childhood Education. Within the two-year full-time dual credit program, students have the opportunity to complete any EDN courses that meet their transfer plans. Although enrollment numbers are small (n=8), data show that high school student success rates in EDN courses was 100%.

Curriculum Data

Definitions

Enrollment: Duplicated seat-count
Success Rate: % C or better at the end of the course, excluding Withdrawals and Audit students
*Online: Sections that began the SP20 term in a face-to-face format but had to switch to remote in March are still listed below as face-to-face. Data for the Online modality is pure, not related to the emergency closure.

Course Title	**EDN-100: Introduction to Education**				
Course Description	This course will introduce the topic of education both as a professional pursuit, and as an institution. Students will study historical, social, and philosophical foundations of education, as well as organizational structure, school governance, legal and ethical issues. A minimum 15-hour clinical component is required for this class.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	55	106	105	106	128
Total Credit Hours	165	318	315	318	384
Success Rate	92%	90%	86%	90%	90%
Form 13 Status	ISU 3/2021, NIU 1/2021, SIUC 4/2021				
How does the data support the course goals? Elaborate.	The work of the EDN full time faculty, coordinated with administrative support, has contributed to an increased enrollment in the highest enrolled course for the department. Also related are transfer coordination, school				

	district partnerships, the student club and community events have also contributed to the increase. Students must complete 15 clinical hours, five each at elementary, middle and high schools.
What disaggregated data was reviewed?	Enrollment and success data by demographics were reviewed.
Were there identifiable gaps in the data? Please explain.	In examining the student enrollment and success data, demographics for EDN-100 showed mostly female students (85%) and mostly age 17-22 (83%). Course success gaps data include -2% for African American students, +1% for Latinx students and +2% for White students; these gaps are actually quite narrow.

Course Title	**EDN-102: EDN 102 Intro to Paraprofessional Education**				
Course Description	The Introduction to Paraprofessional Education course provides an overview of the paraprofessional position, role and responsibilities. This course will prepare participants for a career as a paraprofessional educator, instructional aide or teacher assistant. Participants will identify instructional strategies, classroom management, cross-cultural, exceptional, legal and ethical perspectives in paraprofessional education.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	N/A (New Course)				
Total Credit Hours	N/A				
Success Rate	N/A				
Form 13 Status	NIU 1/2020, SIUC 2/2020, UIC 2/2020				
How does the data support the course goals? Elaborate.	This course has not been offered yet due to recent curriculum committee approval. With support and marketing, a good baseline of enrollment data is expected.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	**EDN-103: Paraprofessional Clinical Experience**				
Course Description	This course provides opportunity for observation or clinical experience in PreK -12 settings for students who want to pursue a paraprofessional career. This course offers 35-40 hours of hands-on experience through, shadowing, service learning, tutoring, before and after school learning experiences. This course will meet as needed on campus for preparing, processing and reflecting upon pre-clinical experience.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	N/A (New Course)				
Total Credit Hours	N/A				
Success Rate	N/A				
Form 13 Status	Bradley 3/2021, Loyola 4/2021, SIUC 4/2021				
How does the data support	This course has not been offered yet due to recent curriculum committee				

the course goals? Elaborate.	approval. With support and marketing, a good baseline of enrollment data is expected.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	**EDN-105: Art in the Classroom**
Course Description	Students will explore the practical applications for art and creative activities in both a specific and general elementary education curriculum. The course is designed to increase understanding of the child and his/her creative work at various stages of development.

	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	0	0	9	10	9
Total Credit Hours	N/A		27	30	27
Success Rate	N/A		89%	100%	89%
Form 13 Status	ISU 5/2018, NIU 6/2018, UIC 6/2018				

How does the data support the course goals? Elaborate.	This course has lower enrollment than other courses in the department, though success rates are comparably as high. Enrollment for Fall 2020 is showing some growth. Continued support from advising and updated transfer guides can ensure a more full section. The instructor of the course has noted that it is not listed on the transfer guides as one of the EDN Fine Arts Elective options. At last review, only EDN-128 (Music) is listed even though EDN-105 transfers exactly the same. Students may believe they need to enroll in EDN-128, not realizing EDN-105 is an option. Looking beyond the review period, enrollment for the Fall 2020 term was higher and the hope is to grow enrollment even more with support from advising and updated transfer guides as discussed here.
What disaggregated data was reviewed?	Enrollment data by demographics was reviewed.
Were there identifiable gaps in the data? Please explain.	Demographics data show mostly females (96%); age range from 17-25 with mostly Latinx (45%) and White (48%).

Course Title	**EDN-112: Technology in Education**
Course Description	This course provides hands-on experience in using technology for education majors. Content includes finding, analyzing, organizing, presenting and implementing information related to use of technology in education; analyzing role of technology in education in society; developing strategies to compensate for possible digital divide among students. Focus is on increasing technological fluency, and developing creative and meaningful integration of technology into teaching in today's inclusive classrooms.

	FY16	**FY17**	**FY18**	**FY19**	**FY20**
	CIS-112		EDN-112		

Enrollment	25 (online)	(N/A)	0	0	37
Total Credit Hours	75	(N/A)			111
Success Rate	88%	(N/A)			94%
Form 13 Status	ISU 3/2021, NIU 1/2021, SIUC 12/2018				
How does the data support the course goals? Elaborate.	This course used to be housed within the computer science department and was called CIS-112: Instructional Technology in Education. Though the adjusted success rate was high, the online section had a 32% course withdrawal rate. The CIS version was formally withdrawn from the catalog effective FY'17. At the same time, the new course was launched, EDN-112 which ran for the first time in Summer 2019 after a few more updates to the outline. The course should yield very high enrollments as it now is required by many 4-year schools. The pandemic as well has made the content more relevant than ever. In Fall 2020 a second section was offered in response to a waitlist.				
What disaggregated data was reviewed?	Enrollment data by demographics was reviewed.				
Were there identifiable gaps in the data? Please explain.	Demographics data show mostly females (89%); age range from 17-25 with mostly Latinx (88%) and White (92%); 74% Pell eligible.				
Course Title	**EDN-128: Music for the Elementary Teacher**				
Course Description	Students learn various methodologies as well as musical concepts involving music literacy to adapt their knowledge to the classroom setting. The course explores basic music structures from different cultures with practical applications in the elementary school setting.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	8	16	17	26	25
Total Credit Hours	24	48	51	78	75
Success Rate	100%	100%	100%	100%	100%
Form 13 Status	Loyola 3/2021, NIU 1/2021, ISU 3/2021				
How does the data support the course goals? Elaborate.	FY'16-FY'18 had lower enrollment due to canceling this course in fall and moving it to only spring. Since FY18 the data show an increase in enrollment with a 2+2 NIU/ECC articulation. This growth may suggest a section should be offered in both fall and spring. This course enjoys a stellar success rate.				
What disaggregated data was reviewed?	Enrollment data by demographics was reviewed.				
Were there identifiable gaps in the data? Please explain.	Demographics data show mostly females (95%); age range from 17-25; mostly Latinx (57%) and White (45%); 42% Pell eligible.				
Course Title	**EDN-201: Intro to Cross-Cultural Education**				
Course Description	This course is designed to increase the student's awareness of other cultures, other perspectives, and his/her own involvement in the global community. The course will also concentrate on the study of effective teaching strategies and resources for multi-cultural teaching				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**

Enrollment	32	48	52	74	67
Total Credit Hours	96	144	156	222	201
Success Rate	97%	98%	96%	99%	95%
Form 13 Status	ISU 3/2021, NIU 1/2021, UIUC 3/2021				
How does the data support the course goals? Elaborate.	Offering a section of this course at night has helped to bolster enrollment, meeting the needs of working students. Additionally, para-educators, in-service teachers, and even those mployed in other sectors could benefit from this course, which is relevant to today's workplace. Since FY'18 EDN full time faculty member (with administration's support) was able to develop an online module (FY'19) We were able to utilize the online module to pivot during Summer 2020 which has increased enrollment and contributed to a successful pivot during Pandemic remote instruction.				
What disaggregated data was reviewed?	Enrollment data by demographics was reviewed.				
Were there identifiable gaps in the data? Please explain.	Demographic data shows mostly females (92%); age range from 17-25 with mostly Latinx (47%) and White (43%); Black/African-American and Asian students have low representation with 7% and 8% respectively; 55% Pell eligible. This course was taught by an African-American male faculty member with a PhD, K-12 experience and serving in communities of color. During FY'17/18, he was not asked to continue teaching this course (not clear why). It was assigned to another part-time faculty at the last minute without transparency or communication, first offering it to the full-time faculty. This last-minute unplanned faculty change impacted equity, transparency, faculty seniority, and the department culture. Since FY'18, efforts have been made for more inclusion, transparency and equity. Faculty and students of color need to be supported and offer opportunities for success.				
Course Title	**EDN-203: Foundations in Bilingual Education**				
Course Description	This course provides the fundamentals of bilingual education through the understanding of language and cultural diversity in schools and communities from a historical, political, philosophical, legal, pedagogical, and sociocultural perspectives. This course introduces instructional models and theories of language acquisition process in bilingual and ESL classrooms.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	N/A (New Course)				
Total Credit Hours	N/A				
Success Rate	N/A				
Form 13 Status	ISU 10/2019, NIU 1/2020, SIUC 5/2020				
How does the data support the course goals? Elaborate.	This course has not been offered yet due to recent curriculum committee approval. With support and marketing, a good baseline of enrollment data is expected.				

What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	From her sabbatical research, Dr. Raval aligned and designed this course to reflect ECC students' heritage and trends in school districts partnerships bilingual/dual language programs – which also may ensure equity. Baseline data will be collected with course offering.

Course Title	**EDN-204: Exceptional Individual**
Course Description	A survey course that presents the historical, philosophical and legal foundations of special education, as well as an overview of the characteristics of individuals with disabilities, the programs that serve them under the Individuals with Disabilities Act, and the diversity of the populations of individuals with disabilities. A 30-hour clinical component is required for this course.

		FY16	FY17	FY18	FY19	FY20
Enrollment	Face to Face	23	30	31	40	57
	Online	20	0	0	0	0
Total Credit Hours		129	90	93	120	171
Success Rate	Face to Face	100%	93%	100%	98%	98%
	Online	100%	N/A			
Form 13 Status		ISU 3/2021, NIU 1/2021, UIUC 3/2021				

| How does the data support the course goals? Elaborate. | Enrollment has almost doubled from FY'18 (31) to 2020 (59) with success rate range from 93%-100%. These data exceed expectations, as EDN-204 along with EDN-211 have a 32+ hour clinical observation commitment in addition to required coursework.

Prior enrollment patters were exacerbated with a part-time online faculty leaving the program. Another section in a different modality may increase the reach of the course moving forward. |
|---|---|
| What disaggregated data was reviewed? | Enrollment data by demographics was reviewed. |
| Were there identifiable gaps in the data? Please explain. | Demographics data show mostly females (94%); age range from 17-25 with mostly Latinx (37%) and White (52%); 47% Pell eligible.

It should be noted that from an equity lens, in special education specifically, there is a great need for teachers and more teachers of color in particular to address the over- and under-representation of students in special education programs. |

Course Title	**EDN-205: Introduction to Group Processes**
Course Description	This course is designed to meet the needs of the student who will help others on a group basis. The major focus is on increasing communication at all age levels, interpersonal knowledge and leadership skills in an atmosphere that allows students to study themselves and their relationships with other people. The course is taught using the experiential approach which gives students the opportunity to experience the small group

processes and theories being studied. Students are encouraged to examine their own value base, self-concept and interpersonal style, and the implication that these have in working with adults as well as children. *Special Note:* This course is offered concurrently as HUS-205. The student must decide whether to earn credits in Education (EDN) or Human Services prior to enrolling.

	FY16	FY17	FY18	FY19	FY20
Enrollment	6	11			
Total Credit Hours	18	33		(withdrawn)	
Success Rate	67%	91%			
Form 13 Status	N/A				
How does the data support the course goals? Elaborate.	Cross-listed with Human Services. EDN determined course not needed for elementary education students; withdrawn effective Summer 2017.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	**EDN-211: Pre-Student Teaching Clinical Experience**				
Course Description	Documented clinical experience involving observation of and interaction with children and practitioners at work, according to specified guidelines, within the appropriate subject matter and age category. The experience, comprising a minimum of 30-50 hours, is planned, guided, and evaluated by both a college supervisor and a teacher on-site. The experience can occur in a variety of educational settings.				

	FY16	FY17	FY18	FY19	FY20
Enrollment	11	10	18	17	22
Total Credit Hours	22	20	36	34	44
Success Rate	100%	100%	95%	100%	100%
Form 13 Status	ISU 3/2021, NIU 1/2021, SIUC 4/2021				
How does the data support the course goals? Elaborate.	Enrollment has shown a steady increase to 2020 (26 attempts) with course success rate 95%-100%. These data exceed expectations, as EDN-211 along with EDN-204 have a 32+ hour clinical observation commitment in addition to required coursework.				
What disaggregated data was reviewed?	Enrollment data by demographics was reviewed.				
Were there identifiable gaps in the data? Please explain.	Demographics data show mostly females (93%); age range from 17-25 with mostly Latinx (48%) and White (41%); over the review period there has been 1 Black/African-American student and 2 Asian students; 49% Pell eligible. These data show a more need for African-American, Indigenous and Asian American future teachers.				
Course Title	**EDN-215: Literacy in Education**				

Course Description	This course is an introduction to theory and practice in literacy and language development: speaking, listening, reading and writing. It examines theoretical framework and classroom application for diverse learners. This course provides an introduction to English Language Arts Common Core State Standards. This course is for anyone interested in becoming a teacher or working with children language and literacy.

	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	3	0	0	6	0
Total Credit Hours	9	0	0	18	0
Success Rate	100%	N/A		100%	N/A
Form 13 Status	ISU 3/2021, NIU 1/2021, UIUC 3/2021				
How does the data support the course goals? Elaborate.	This is the lowest enrolled course for the department. It has been difficult to get sections to make, yet student emails and advisors have noted the need to offer this course. Data collection will continue for a successful implementation of this course. It will next be offered Summer 2021. Literacy education is a foundation to all education, and enrollment can be bolstered with better support. It now can be transferred to colleges of education, and will qualify for professional development for teachers within the area K-12 districts.				
What disaggregated data was reviewed?	N-size is too small for disaggregation.				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	**EDN-233: Special Topics in Education** *(0.5 credit)*
	EDN-234: Special Topics in Education *(1 credits)*
	EDN-235: Special Topics in Education *(2 credits)*
	EDN-236: Special Topics Course *(3 credits)*
	EDN-237: Special Topics in Education *(4 credits)*

Course Description	Designed to satisfy specific needs or interests of those in the education field. The topics will cover the lifelong learning that is necessary for educators and will reflect the rapidly changing skills and knowledge required to function in today's education settings. The following guidelines are to be used in selecting topics: 1) adequate and available material on specific topic; 2) comprehensive outlines for each topic; and 3) course should be designed to meet the needs of those practicing in the field. Course is repeatable.

	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	0	0	0	0	0
Total Credit Hours	N/A				
Success Rate	N/A				
Form 13 Status	ISU 3/2021, Loyola, 3/2021, SIUC 4/2021				
How does the data support the course goals? Elaborate.	Previous review suggested keeping separate courses for different use. Institutional practice continues to suggest keeping one special topics course with variable credit; therefore, the additional special topics courses are recommended to be withdrawn. EDN-236 will not be withdrawn, as it serves as Special Topics based on Trends in Education. This curricular				

	flexibility may benefit the program and the institution.
What disaggregated data was reviewed?	Disaggregation is generally not appropriate for Special Topics courses.
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	**PSY-211: Educational Psychology**
Course Description	This course concerns psychological principles underlying educational practice. Theories concerning cognitive and psychological development, human learning, and motivation are studied with emphasis on application for instruction, including assessment. Emphasis will also be placed on learner-centered instruction and diversity. (1.1) SPECIAL NOTE: A minimum 5-hour clinical component is required for this class. Students may be required to complete a background check/fingerprinting process in order to participate in the clinical. Students will be responsible for any fee charged.

	FY16	FY17	FY18	FY19	FY20
Enrollment	28	28	0	10	44
Total Credit Hours	84	84	N/A	30	132
Success Rate	100%	93%	N/A	89%	100%
Form 13 Status	NIU 4/2021, SIUC 4/2021, UIC 3/2021				

How does the data support the course goals? Elaborate.	Lack of enrollment in FY'18 was due to poor communication and coordination with EDN faculty who lacked support has negatively impacted enrollment. Renewed collaboration with school districts partnerships, Transfer programs, and administration will contribute to increased enrollment.
What disaggregated data was reviewed?	Enrollment data by demographics was reviewed.
Were there identifiable gaps in the data? Please explain.	Demographics data show mostly females (87%), yet more males than other EDN courses; age range from 17-25 with mostly Latinx (43%) and White (44%); Black/African-Americans (n=3) and Asian (n=6) have low representation; 50%. It should be noted that Pell eligible and student/faculty of color need to be supported and be provided opportunities for success.

Academic Course Review Results

R.1 Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Renewed collaborations since 2018 have reinvigorated the program with increased enrollments despite declines for the college, and a sustained course success rate above 90%. New courses and expanded articulation agreements are creating a more robust pipeline for future educators, as well as opportunities for paraprofessionals and professional development for current teachers. These options have contributed in adding value, relevance and quality to the EDN program. This success should be celebrated. Into the future, the program recommends supporting faculty of color as a visible means to support underrepresented students and expand equity.

| 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. | 1. **Implement/update EDN curriculum with IPTS (IL Professional Teaching Standards) in each course (as stated in 2016 program review by previous coordination)**
 Timeline: ongoing
 Update course outlines for EDN -201 and new courses EDN-203, EDN-102 and 103

 2. **Create collaborative spaces with school district partners;**
 Timeline: ongoing
 Specifically, EdRising seeks collaboration with K-12 partners, including Future Teachers Club at area high schools; market EDN courses for Professional Development at area school districts, Strengthen Inter-Connect Partnership (consists of School District U-46 and area colleges of Education) to collaborate on activities such as the clinical placements and experience, present topics related to teacher development at Inter-Connect meetings and coordinate high school student 'field trip' or visit to EDN classes.

 3. **Create collaborative spaces with transfer institutions**
 Timeline: ongoing
 The ECC +NIU, Pledge program partnership allows for solidifying curricular (transfer courses and create/update transfer guidelines) guides. Building on this model, seek partnerships with other transfer institutions.

 4. **Establish a classroom/space dedicated to PD (professional development) and EdRising Club for EDN to create a sense of belonging student/community** *(Reference: ERIC - EJ1245918 - Developing a Sense of Belonging in Community College Students, About Campus, 2019 (ed.gov);*
 Timeline: post-pandemic

 5. **With equity in education in forefront of our minds, expand curriculum/courses with research trends and labor market needs that are equity focused**
 Timeline: ongoing
 Specifically, paraprofessional courses, EDN-102 and EDN-103 will focus broadly on paraeducators, but more specifically, on serving the needs of individuals who are bi/multi-lingual, multicultural, and in special education.

 6. **Update web presence with EDN information regarding the program, curriculum, pathways, faculty**
 Timeline: asap

 7. **Create courses on equity and education; especially, focusing on males and BIPOC (Data show a tremendous need for male teachers and teachers of color) and cultural competence/culturally relevant pedagogy in education;**
 Timeline: asap
 Special Topics in EDN course should be utilized for offering a pilot class, "Gender and Education" (working title) that focuses on the need of self-identified males of color in education. This course would affirm |

<table>
<tr><td></td><td>the educational experiences of Males of Color and Explore pedagogical strategies that ensure success of this population in education. It would also meet the labor market need for more Males and Males of Color in Education. (Research on Males of Color in Education)

8. To promote equity as described in ECC Mission and Strategic Framework, department/program diversity must be a priority in faculty, program decisions and designing curriculum
<u>Timeline:</u> asap
Re-Evaluate and update all EDN courses with equity-based and focused outcomes and assessment plans. Each EDN faculty should have an opportunity to contribute and update EDN course(s). As an Education Department, explicitly illustrate and integrate tenets of equity and culturally responsive pedagogy within the program mission that supports ECC Mission and Strategic Framework.

9. **Advocate offering of courses outside of the department to meet EDN pathways and transfer expectations:** PEM-220: Physical Education at Elementary Level and MTH-110/113: Math for Elementary Teaching I/II
<u>Timeline:</u> asap
Data shows PEM runs about 1 section per year, MTH at least 3 sections. PEM-220 is housed in a different division; therefore, EDN department has no control over schedule, curriculum, staffing and course offerings. Anecdotally, students have expressed the need for this course to be offered more often.</td></tr>
<tr><td>**R.3 Resources Needed**</td><td>As EDN and ECE continue to grow in their own identities, both would benefit from clarity in department roles and expectations. Other needs mentioned within the report include the continued support and collaboration from key departments, dedicated campus classroom space, release time for faculty to develop EDN program (clinical, curriculum, licensure, transfer and research), and the recruitment and support for faculty of BIPOC heritage.</td></tr>
<tr><td>**R.4 Responsibility**
Who is responsible for completing or implementing the modifications?</td><td>As outlined above, responsibilities lie with EDN program faculty, Clinical Coordinator and division administration with collaboration from school district partners and Elgin Community College's Transfer, Advising and Marketing offices.</td></tr>
<tr><td>**Review Team**
R5. 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.</td><td>Dr. Garcia, Dr. Raval, and EDN part-time faculty, Dr. Hodges and Professor Matt were contributors to this program review. Support was provided by Lisa Wiehle (Assessment) and David Rudden (Institutional Research).</td></tr>
<tr><td>**Stakeholder Engagement**</td><td>Rodrigo Lopez, Sean Jensen and Elizabeth Herrera provided information about dual credit and transfer process, advising and partnerships. Clinical</td></tr>
</table>

R6. 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.	partnerships are essential to EDN program implemented by the EDN Clinical Coordinator in collaboration with local employers from area school districts. Elgin Community College administration, specifically, Dr. Mao, Dean of CABS and Dr. Garcia, Associate Dean of CABS are essential for EDN program growth and development. All of these individuals/stakeholders are vital to the workings of an EDN program.

Academic Disciplines

College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020
Discipline Area:	General Student Development

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? | **General Student Development Program Level Student Learning Outcomes:**
• Students actively participate in campus-wide events, co-curricular programs, and out-of-class learning opportunities to develop academic, leadership and life skills.
• Students develop, clarify and strive to meet personal, educational, social and career goals.
• Students understand ECC's learning-centered philosophy.
• Students feel welcomed and perceive Elgin Community College as a supportive and safe environment.
• Students feel Elgin Community College embraces diversity in its many forms and is inclusive of everyone within the campus community.

GSD-120: Exploring Careers and College Majors:
• Describe the developmental process of career decision making.
• Discuss the role that self-concept plays in making effective career decisions.
• Describe the various elements that comprise an individual's career self-concept.
• Describe the various resources available for engaging in the career exploration and planning process.
• Describe the role that work-related and core life values play in career decision-making.
• Narrow down career options to a few careers worthy of continued exploration.
• Explain why career decision making is a lifelong process.

GSD-150: Serve - Volunteer
• Demonstrate an understanding of civic responsibility by actively participating in a volunteer project
• Recognize community needs by selecting a volunteer agency from a list of volunteer options
• Express in written form the value and importance of |

	community service • Be exposed to the interview process • Demonstrate awareness of the opportunities and responsibilities of citizenship as they apply to the volunteer **COL-101: College-101 – Student Success** • Students will gain self-awareness; • Students will assume responsibility for their learning; • Students will discover resources for advancing academic pathways.
RS.2 To what extent are these objectives being achieved?	Three courses have been withdrawn as they were not current and/or no longer in use – GSD-101, GSD-160, and GSD-123. COL-101 is fulfilling the objectives as it prepares new students for success at Elgin Community College. GSD-120 serves undecided and other new students in gaining focus for their career choices. GSD-150 allows students to earn college credit and build professional skills while volunteering for local agencies.
RS.3 How does this discipline contribute to other fields and the mission of the college?	All General Student Development courses are electives designed to promote development of key learning and social skills needed for success in college. Typically, COL-101-type courses are offered at four-year colleges; however, transfer institutions hesitate to allow ECC's courses to meet their requirements as their courses familiarize first-year students with their campus.
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**COL-101** 1. **Refine curriculum and assessment to align with revisions suggested and agreed upon by COL-101 faculty and NIU CISLL.** Status: Cancelled The recommendations by NIU CISLL were made to a prior academic dean and not implemented. Still, faculty discussions were held in 2018-2019 to ensure clear and common understanding of the COL-101 course learning outcomes. Discussions largely focused on clarifying the third outcome - discover resources for advancing academic pathways - as faculty indicated they did not know how to address this outcome. The faculty created a unit plan that outlined not only the intended learning goals and tasks but also multi-week assignments and activities. Unit maps are to be completed for the other two course outcomes. 2. **Work to improve perception of the course with students.** Status: Cancelled More clearly defining the course outcomes for faculty has resulted in a meaningful academic pathways unit. As additional unit maps are defined, we anticipate this will further impact student perceptions of the course purpose and value.

3. **Work to include more individualized assessment of student needs and individualized curriculum to meet those needs.**
   Status: Complete
   FOCUS2 and Strengths assessments incorporated into COL-101, Fall 2019. As part of the academic pathways unit, individualized assessments were incorporated to allow students to learn about their strengths, values, interests, and potential future career options.

4. **Explore potential for alternative college success courses for specific populations e.g. returning non-traditional students, high-risk students**
   Status: In progress
   Course revisions to COL-101 and GSD-101 in progress. COL-101 is currently used to support specialized student populations in addition to the new first-year student population. These specialized groups include full-time dual credit students, residents at the Kane County Juvenile Justice Center, and as part of the summer high school program for TRiO students. As noted above, the COL-101 faculty plan to create unit maps to more clearly define learning goals, activities, and assignments for the other two course learning outcomes: self-awareness and responsibility for their learning.

GSD-101: (course withdrawn)

1. **The program plans to enhance the course by accompanying the textbook with a workbook to provide practice problems and more hands-on materials.**
   Status: Cancelled
   An updated textbook was identified in Spring 2019 for use in Summer 2019; however, the course content was not revised. GSD-101 continues to overlap with COL-101 which needs to be addressed. GSD-101 course revision was in progress Spring 2020.

2. **Upgrade the textbook and the partial workbook edition to enrich the course for future students.**
   Status: Cancelled
   Course requires revision, in progress Spring 2020.

Career Development Services

1. **Propose offering GSD-120 for Accelerate College high school students**
   Status: In progress
   This is still under discussion as future improvement to strengthen full-time dual credit program (Accelerate College) student support for District 300 and U-46 to have two-year students take COL-101 in their first year and GSD-120 in their second year.

2. **Evaluate Summer 2016 pilot of GSD-120 for young men at the St. Charles Correctional Center**
   Status: Completed
   GSD-120 has been offered to residents at the Kane County Juvenile Justice Center (KCJJC) for several years now. The College's partnership with KCJJC has been positive; however, the value of the one-credit hour courses (COL-101, GSD-120, and GSD-160) for the students who are not necessarily in-residence for more than a few days/weeks has been difficult to ascertain. The Associate Dean for School Partnerships has begun discussions with the Kane County Regional Office of Education to explore other course options that may provide residents with immediately applicable work-based skills after they exit the facility.

3. **Recruit more faculty for GSD-120**
   Status: Completed
   Additional faculty have been hired and trained to teach GSD-120 in 2019-2020 and 2020-2021.

4. **In Fall 2019 FOCUS2/career development will be infused into COL-101**
   Status: Completed
   As part of the academic pathways COL-101 unit, we have not only incorporated two FOCUS2 assessments but also worked closely with the Career Development Specialists (CDS) to design a lesson as part of this unit. The focus of the lesson is on connecting interests to careers. The Career Development staff have compiled resources for COL-101 instructor and student use.

5. **Reestablish Alternative Spring Break with Habitat and seek other service opportunities for students over spring, winter, and summer breaks.**
   Status: Cancelled
   Due to a staff departure and a realignment of the positions, Alternative Spring Break was last offered in March of 2015. The position is currently part-time and therefore, cannot participate in service activities during breaks. When the position is resorted as full-time, these opportunities could be reinstated.

6. **Market GSD-123: Peer Educator Development and recruit Human Services students as a vehicle to learn about the value of mentoring in this career field.** (course withdrawn)
   Status: Cancelled
   The mentoring course was new in 2016. Partnership with the Human Services department was not completed due to transitions with staff and faculty.

7. **Incorporate FOCUS2 into GSD-120 classes**
   Status: Completed

FOCUS2 is used in all GSD-120 classes to either provide career assessments and/or as a supplement to other career assessments. It is also used as a resource for career exploration.

8. **Text review**
   Status: Completed
   The GSD-120 textbook was updated in 2019-2020.

9. **Increase number of community service agencies and alternative service options for GSD-150**
   Status: Completed
   The SERVE (Students Educationally Receiving Volunteer Experience) program, GSD-150, maintains a relationship with approximately 31 social service agencies within District 509. The list of partner agencies ebbs and flows as their needs change. Offerings include volunteer fairs, Make-A-Difference Week activities, Project Backpack, blood drives, and The Big Event day of service.

10. **Increase number of academic courses using service learning partnerships.**
    Status: Cancelled
    There has not been an increase in academic courses using service learning partnerships. When the new department to oversee apprenticeships and internships was created, the institutional priorities have shifted to promotion of work-based learning. The only academic partnership is a learning community called Spartan Consulting which consisted of a CMS-101 Speech class, an ESL class, and GSD-150 SERVE (Fall 2019).

11. **Offer more sections of GSD-123 and increase the available faculty to teach the course.**
    Status: Cancelled
    Course was only offered once during the Fall 2015 semester. A Student Life staff member served as the instructor; however, when that person left the institution, the position was down-graded to part-time which resulted in no staffing support for the course. As mentorship programs increase at the college, the program may explore alternate means to train mentors who may be ECC students and/or community members. The course has been withdrawn.

12. **Explore relationship with and partner with peer mentoring program that will be created in FY17.**
    Status: Cancelled
    A mentoring program was created in 2017 but it did not yield a relationship with GSD-123.

Other accomplishments not related to prior goals:
- Withdrew GSD-160: Job Search Strategies. Content was outdated and supports are now provided to students via individualized meetings with Career Services staff.

	• Waived tuition for GSD-120 as part of the Pathways to Results Grant from 2017-2019. Upon conclusion of the PTR Grant, GSD-120 continued to be offered free to students due to funding provided from the Perkins Grant.

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 of Teaching, Learning, and Student Development. 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?	COL/GSD course enrollment relies heavily on the promotion of the courses by academic advisors; GSD-120 is also promoted by Career Development Specialists. COL-101 and GSD-120 are also courses that are included in the academic plans for full-time dual credit program students. Fluctuations in COL or GSD enrollments are not anticipated in the coming years.
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?	COL and GSD courses are not required for any programs of study. Both COL-101 and GSD-120 transfer to 4-year institutions as elective credit. GSD-101 and GSD-123 were recommended for withdrawal to the Curriculum Committee in Fall 2020.
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 2021/2022 course catalog, there are three General Student Development courses: • COL-101: College 101: Student Success • GSD-120: Exploring Careers and College Majors • GSD-150: SERVE - Volunteer

	COL-101 has the highest average enrollment, though GSD-120 is also robust.
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 primary costs for COL-101 and GSD-120 are instructor salaries. Most instructors are adjuncts, which is the least expensive faculty contract pay rate. In addition, the department pays adjunct faculty the hourly contractual rate for required faculty meeting attendance. Instructors for GSD-150 are Student Life staff who monitor student progress with community service as part of their staff position.
	Students enrolled in COL-101 and GSD-120 complete several self-assessment inventories as part of the course. When possible, free inventories are used and/or the department budget pays for the inventory access codes on behalf of students. Other instructional materials for these courses are minimal and most resources provided to students are done via D2L and/or other electronic means to minimize printing.
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 costs related to COL and GSD courses are the least expensive of any academic program at the college.
	Ed Funds are allocated annually. GSD-120 instructor salaries as well as the cost of assessments for students have in recent years been paid through the federal Carl D. Perkins Grant.
c. How many full- and part-time faculty are maintained for this discipline?	COL-101 and GSD-120 currently employ four part-time faculty for each course. One Student Life staff member facilitates GSD-150 as part of their position requirements.
2.2 What steps can be taken to offer curricula more cost-effectively?	Students enrolled in COL-101 pay for one-credit hour of tuition, at the current rate approved by the Board of Trustees, and textbook costs. Students enrolled in COL-101 have access to the course textbook via the ECC Library's reference desk for use on campus. Students are also given multiple options for purchasing the text via the Bookstore, including hard copy, e-book, and electronic course access codes. The cost of the COL-101 textbooks are reviewed annually. Students can also apply for financial aid and scholarships to get support in meeting tuition and textbook expenses.
	Students enrolled in GSD-120 and GSD-150 do not pay tuition nor have required textbook costs. Tuition, assessments used in class, and the textbook are provided to students at free of charge.
2.3 Is there a need for additional resources?	None specified.
Indicator 3: Quality	**Response**

| 3.01 What are the program's strengths? | COL-101 sections for full-time dual credit students are taught by two school district counselors. This has aided in fostering smaller learning communities as well as strengthening the support for high school students.

GSD-120 instructors currently work (or have worked) in the Career Development Services (CDS) office. Instructors utilize many of the same resources students would have access to in individual appointments with the CDS team which aligns the course delivery with the mission of the CDS department. This also allows students to gain consistent input & feedback on the career development process.

The strength of GSD-150 is that it offers community-minded students an opportunity to serve the community and earn college credit. It is also a variable credit course which often times helps students meet a certain hour load needed for athletics, financial aid or graduation requirements. |
| 3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? | COL-101 sections are scheduled in 8- or 12-week formats. This has continued in FY'21 during the pandemic. All course sections have been adapted for remote delivery, which has included fully online and synchronous sections. Both modalities have met student needs.

Prior to COVID-19, GSD-120 sections are scheduled in eight-week formats and were offered in-person and synchronously online. The days and times were staggered and chosen to meet student demands. This has continued in FY'21 during the pandemic. All course sections have been adapted for remote delivery, which has included fully online, synchronous and asynchronous sections. All modalities have met student needs. An evening section was offered during Spring 2021 to meet the needs of working students.

GSD-101 was typically only scheduled in the summer term. It was not offered in Summer 2020 as the Upward Bound program adapted its summer program to utilize workshops rather than courses. The course has subsequently been withdrawn.

GSD-150 does not require any in-classroom instruction. It is a class where students select a community agency to perform service for an agreed amount of hours during the semester. The service hours are tied to the credit hours earned. Communicating with the instructor of record happens via email or in-person (prior to COVID). Students also submit reflection essays of their experience which are used alongside completed hours to determine the student's grade.

COL-101 and GSD-120 will return to the original methods of delivery which were in-person and online. Much of the learning is acquired through engagement and activities which tends to be richer using in the in-person modality; however, there continues to be a need to provide these courses in an asynchronous |

	modality to meet student needs.
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 and success 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. In-high-school dual-credit instructors also receive a site visit annually which includes pre- and post-conferences along with detailed reviews of course materials to ensure consistently with classes taught by Elgin Community College faculty.
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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline. Faculty across General Student Development courses have engaged in training on best practices for instructional design, alignment and assessment methods. External resources utilized for professional development include: • National Career Development Association (NCDA) • Illinois Career Development Association (ICDA) • National Resource Center for The First Year Experience • Committee for the Underserved (Elgin) • and other various college-career readiness conferences.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Not applicable, these are not IAI-approved courses.
3.6 How does the discipline identify and support "at-risk" students?	Struggling students are contacted first by instructors. A next level of support is to document concerns using the College's Spartan Alert system which triggers follow up by assigned student support staff. It is noteworthy that key goals of the COL-101 course are for students to develop the skills to monitor their own performance in

	class and know when and where to reach for academic support.
	GSD-120 faculty have embedded videos into their D2L shells that recap the previous week's assignments and discussions. This allows for digging deeper into areas identified by students after the week's session that may have needed further information and/or explanation for understanding and application.
3.7 To what extent is the discipline integrated with other instructional programs and services?	COL-101 serves first-year ECC students as well as full-time dual credit program students. COL-101 and GSD-120 courses provide important classroom-based approaches for supporting and developing high school students taking college courses. The GSD courses are embedded within Career Development Services (GSD-120) and Student Life (GSD-150).
3.7.1 What partnerships or collaborations have the program established to increase quality?	The division of College Transitions and Secondary Partnerships partners with the four public school district and the Kane County Juvenile Justice Center. As noted above, COL-101 and GSD-120 courses are part of full-time dual credit students' course loads. Both courses are also taught on site at the Juvenile Justice Center. Both courses are also embedded in the summer Upward Bound academic program for rising high school juniors and seniors.
	Career Development Services has also partnered with the athletics program and the health professions division to pilot focused sections of GSD-120 to suit those students' specific needs.
	Student Life has not been able to greatly expand partnerships for the GSD-150 course due to staffing limitations.
3.8 What does the discipline or department review when developing or modifying curriculum?	General Student Development courses have no prerequisites. They are elective courses with no sequencing. Regular meetings are held with faculty to gather feedback on curriculum and content. Formative assessment information is also collected from students throughout the term. Updates to textbooks has been the most common revision requiring a change to the official course outline in the last five years.
	COL-101 instructors continue to discuss instructional strategies to promote student engagement and identification of non-textbook content to illustrate course concepts. They have applied the *Understanding by Design* framework to define the goals for transfer, meaning, and acquisition as well as outline consistent assessment methods across sections.
	GSD-120 is taught by career professionals who are active practitioners in student development in higher education. Discussion among instructors for the course is currently underway to: • Identify best practices in identifying opportunities to adapt the schedule to allow for activities and deeper discussions; • Evaluate synchronous, asynchronous and blended models to determine if there is a better modality for

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delivery;
- Evaluate current assignments;
- Offer assignments/activities that reinforce learning;
- Prioritize learning objectives; and
- Strengthen the connectivity between course topics to help students understand how the separate units will help them identify their career/college major through audio/video explanations.

GSD-150 is utilized when students need college credit for community service experiences. Given the individualized nature of students' service requirements, there is no instruction delivered. Variable credit is offered from 0.5 – 2 credits depending on the student's need, and the course is repeatable up to four credits.

In addition, the General Student Development academic leaders regularly read research and best practice information published within the first-year experience and career development fields. Ideas from this review are shared with faculty for consideration.

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3.9 When a course has low retention and/or success rates, what is the process to address these issues?

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COL-101 faculty review course success rates and discuss observations. Instructors report students not successful in the course due to lack of assignment completion. It is also noted that this course is not required for registration or graduation, which may lead students to not see it as important as other courses. To view success from an equity lens will require further data analyses with support from Institutional Research.

GSD-120 instructors identify potential problem areas and review the course content delivery as needed to best serve the students. Instructors report students not successful in the course due to lack of assignment completion. Instructors also work independently to review course content and delivery methods, and revise them, if needed, in order to best meet students' needs.

GSD-150 instructors have identified two main problems which interfere with students successfully completing the obligations of the course:
(1) The volunteer sites may not offer the number of hours or experiences required for the course which impacts students' ability to complete. Instructors work to vet each site each term as well as help students navigate volunteer site issues.
(2) Students themselves may lack motivation or sufficient time management to complete the required hours. The course requires discipline to serve on a weekly basis, and some students wait until the end of the semester, and the remaining hours becomes difficult and in most cases unmanageable. More oversight by instructors on hours completed throughout the semester would be an improvement.

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3.10 How does the college determine student success in this discipline? What assessment methods are used to ensure student success?	The college desires equitable success with all students passing their coursework, ideally with grade C or higher. Formative assessment methods are used within the COL/GSD courses to assist faculty and students in monitoring learning progress. These include reflective journals, application-oriented activities, quizzes, and other tools. Common summative course projects are completed by students in COL-101 and GSD-120 such as the Academic Pathway Portfolio, Self-Assessment responses, and the Occupational Research Paper. Faculty also rely on the standard evaluation of instruction feedback at the end of each semester. Student success in these courses is defined as a grade of C or better. GSD-150 primarily relies on a log of completed service hours and the end-of-term reflection essay. Faculty have reviewed student artifacts from the final common course projects. These reviews have resulted in revisions to assignment prompts, discussions about grading approaches, and other opportunities for faculty to share resources/information.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Three General Student Development courses have been withdrawn: GSD-101, GSD-123, and GSD-160. No specific actions were identified from the program review for COL-101 or GSD-120. These will be identified through the next course assessment cycle. GSD-150 plans to create a D2L class shell for the course, which will formalize the learning and provide more accountability for students. The shell will include the syllabus, volunteer sites and descriptions, sample reflection essays, and a discussion board for students and instructors to converse regarding their experiences, issues, and feedback. This will foster a community within the course since it self-paced and does not meet regularly.

3.12 List any barriers encountered while implementing the discipline.

As noted above, COL-101 and GSD-120 are elective courses, not required for enrollment or graduation, which makes expanding student enrollment difficult. Moreover, both courses are largely taught by adjunct instructors who typically have not completed pedagogical training. Oftentimes, students will report that the course content is something they already know and/or will learn as they go through college, so the perceived relevance and value are low. Still, there continues to be a growing body of postsecondary research highlighting the finding that students who complete general student development courses like these are more successful not only in their first semester or first year, but also in earning a college credential. Requiring these courses (or some combination of them) at Elgin Community College would require students to complete more credit hours than are outlined in most programs of study and time continues to be a significant barrier for students who are looking to shorten their path to a degree. Adding an elective course subtracts time from other required courses they need to successfully complete to earn a degree or certificate.

For GSD-120 specifically, there is a lot of content to be covered in a 1-credit course. Career development is not always a linear process, and requires significant self-reflection and research outside of class which may not lend itself neatly into an 8-week experience. Expansion to 3 credits and 16 weeks is not practical for an elective for which students may not have room within their educational pathway. Still, while the 8-week time frame might

be challenging for some to decide on the direction of their educational pursuit, feedback has shown that students have found it helpful to narrow down their options and identify their next step toward making a decision. In this capacity, it serves as a launching pad to provide students with insight into their personality, values and interests as well as tools as how to research occupations.

As noted above for GSD-150, barriers include availability from volunteer sites and student diligence in completing hours. Another challenge not yet mentioned is finding substantial service assignments of quality that will allow students to learn about the service industry and develop skills.

Performance and Equity
Provide the most recent 5-year longitudinal data available for each course.

Academic Discipline Area	General Student Development
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	As each General Student Development course is designed for a specific purpose, it is less relevant to study enrollment and success patterns by the course prefix. Individual analysis will be provided in the course tables 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 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. Across General Student Development, faculty discussions related to equity in these courses have not previously been a focus. However, they do recognize the need to incorporate persons of color in these discussions to explore why there may be inequitable success rates as the staff and faculty who support these courses are all White. Additionally, Student Life wants to do an inventory of GSD-150 community agencies to ensure they align with the diverse needs of Elgin Community College students. Individual analysis will be provided in the course tables below.
PE.3 Dual Credit Opportunities	Dual credit students who take a full-time course load at ECC enroll in COL-101 during their first term. The requirement aims to help high-school aged students socially prepare for college, which includes strengthening learning behaviors/skills and using the accommodations and services available. Full-time dual credit students from District 301, District 303, and

other private schools also take this course. Districts 300 and U-46 have counselors who teach COL-101 in order to provide regular support for students and foster student-to-student relationship building. COL-101 and GSD-120 were implemented as in-high school dual credit with District 301 Burlington Central in Fall 2019; however, the courses were not continued in 2020-2021. No other districts offer these courses as in-high school dual credit and it is not anticipated, as these courses do not meet secondary program requirements.

There are discussions underway to include GSD-120 for the full-time dual credit cohort in FY'23 as well as to implement it at Burlington Central High School.

GSD-150 is not provided as dual credit as it is designed for college-aged students, nor does it meet high school graduation requirements.

Curriculum Data

Definitions

Enrollment: Duplicated seat-count
Success Rate: % C or better at the end of the course, excluding Withdrawals and Audit students
*Online: Sections that began the SP20 term in a face-to-face format but had to switch to remote in March are still listed below as face-to-face. Data for the Online modality is pure, not related to the emergency closure.

Course Title	GSD-101: Keys to Success
Course Description	This course provides new students with an extensive orientation to college. Students will explore the various student support resources at Elgin Community College. Topics include: achieving success in college, managing finances, motivation and goal setting, learning styles, relating to others, and self-esteem. This class has a strong emphasis on group work and peer learning.

	FY16	FY17	FY18	FY19	FY20
Enrollment	11	5	8	20	24
Total Credit Hours	22	10	16	40	48
Success Rate	100%	100%	100%	100%	100%
Form 13 Status	N/A				
How does the data support the course goals? Elaborate.	Enrollments have varied based on the total number of students served in the summer Upward Bound program. The course has been withdrawn, effective Summer 2021. The program will review the COL-101 course to possibly serve these students instead.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	GSD-120: Exploring Careers and College Majors
Course Description	Exploring Careers and College Majors (GSD-120) provides students with guidance in making effective career decisions. Students learn about the

process of career decision making through numerous hands-on activities and in-class exercises. The course is designed to help students who are undecided or in the process of deciding on a particular career goal to increase their awareness of their career self-concept and to evaluate career options that correspond directly with their self-concept.

		FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	Face to Face	65	69	67	90	108
	Online	34	10	29	46	31
Total Credit Hours		99	79	96	136	139
Success Rate	Face to Face	78%	92%	80%	88%	77%
	Online	74%	70%	78%	67%	67%
Form 13 Status		ISU 12/2019, NIU 11/2019, SIUC 11/2019				

| How does the data support the course goals? Elaborate. | GSD-120 enrollments have increased over the five-year period. Sections are consistently offered both online and in-person. A small number (<10 per year) of dual-credit students have enrolled in over the last five years.

Some increase can be attributed to changes at the college. In 2017, an option was added to the application allowing students to choose *Undecided* as their program of study, making it easier to identify and recruit students to the course. Also in 2017, as part of a Pathways to Results (PTR) Grant, the college offered GSD-120 tuition-free to undecided students. Students who met with an advisor and identified as undecided were given a special permit to register for the class. Although the PTR grant has ended, the college continues to offer in-person sections of the course at no charge in part through the Perkins grant.

Success rates have varied, but remain within acceptable limits. Students who are not successful are those who do not attend class and miss completion of course assignments. Faculty also surmise the students may withdraw from this course more readily as in recent years they do not have to pay tuition. |
|---|---|
| What disaggregated data was reviewed? | Disaggregated data for enrollment and course success data were reviewed based on race/ethnicity and age. |
| Were there identifiable gaps in the data? Please explain. | GSD-120 course enrollment differs from the college by race/ethnicity - 11% Black (ECC 4%), 39% Latinx (ECC 27%), 2% Asian (ECC 8%), 38% White (ECC 59%) *(Source, IR Tableau dashboards)*.

Five-year course success rates for Black (60%) and Latinx (66%) students fall below those of Asian (82%) and White (75%) students. Students aged 26-29 (71%) and >50 (75%) have the highest success rates with the rates for students aged 17-25 very close.

Questions for further study include:
• Are the course assignments relevant and meaningful to all students?
• Is the course content culturally responsive and inclusive?
• How much background knowledge do students arrive with about career exploration?
• Do students have support people and/or structures outside of the classroom? What do they arrive with vs. need to develop? Who needs the most support? |

Course Title	**GSD-123: Peer Educator Development**				
Course Description	In this course participants will develop skills to successfully guide other college students by identifying complex issues that affect an individual's ability to make a successful transition. Participants are introduced to student development theory while learning mentoring, cultural competency and leadership skills. The skills are applied through experiential activities using reflection to reinforce learning, lead with theory and promote participant growth and development.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	10	0	0	0	0
Total Credit Hours	10	N/A			
Success Rate	100%	100%			
Form 13 Status	N/A				
How does the data support the course goals? Elaborate.	The course has been withdrawn, effective Summer 2021.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	**GSD-150: SERVE-Volunteer**				
Course Description	This course is intended to meet legislative guidelines which provide students with opportunities to participate in community service experiences. Students will select and be placed in an agency based on their skills, knowledge and interest. Opportunities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, animal shelter care, assisting the elderly or disabled, and providing mental health care.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	51	5	8	22	32
Total Credit Hours	47	7	8	24	36
Success Rate	63%	60%	88%	58%	77%
Form 13 Status	NIU 4/2021, SIUC 4/2021, EIU 3/2021				
How does the data support the course goals? Elaborate.	The number of students in GSD-150 has fluctuated over the five-year period. Such patterns are expected as course enrollment is influenced by college enrollment as well as varying student participation in community service activities. Enrollment is often larger when the course partners with other courses on campus or participates in large scale and institutionally supported services activities such as Habitat for Humanity. Most times enrollment is sought by students who need flexibility in class times or in need of adding credits to meet a criteria such as full time status or athletic eligibility. GSD-150 students control the pace of completion and success of this course by selecting their volunteer site and serving the required hours within the semester. Successful students are able to prioritize volunteer hours and do the work by distributing the hours across the 16 weeks.				

	Students who do not succeed find the hours to be unmanageable with other student/life responsibilities.
	The pandemic restrictions in effect during Spring 2020 did not allow for students to complete community service course hours needed for GSD-150.
What disaggregated data was reviewed?	Disaggregated data for enrollment and course success data were reviewed based on race/ethnicity and age.
Were there identifiable gaps in the data? Please explain.	GSD-150 course enrollment by race/ethnicity differs slightly from the college overall - 5% Black (college 4%), 44% Latinx (college 27%), 15% Asian (college 8%), 25% White (college 59%) *(Source, IR Tableau dashboards)*.
	Five-year course success rates for Black (20%) and Latinx (58%) students fall below those of Asian (61%) and White (65%) students. Students aged 23-25 (63%) and >50 (100%) have the highest success rates. Even with the five years combined, subgroup n-sizes are small and subject to wide variation.
	Questions for further study include: • Why do students enroll in this course? We think it is students who enroll in this course tend to be students who require an additional credit hour for athletic eligibility and/or to meet graduation requirements which may not necessarily students who are interested in community service and thus lack motivation to complete hours weekly. • Does the community service assignment site meet the student's expectations? • Do they feel comfortable to learn and/or receive mentoring?

Course Title	GSD-160: Job Strategies
Course Description	Students will learn strategies to conduct a successful job search. The course explores a wide variety of job search strategies and teaches students how to maintain their job search with a positive perspective.

	FY16	FY17	FY18	FY19	FY20
Enrollment	11	7	24	25	30
Total Credit Hours	11	7	24	25	30
Success Rate	92%	70%	75%	96%	78%
Form 13 Status	N/A				

How does the data support the course goals? Elaborate.	The course has been withdrawn, effective Summer 2021. The content provided in individual sessions with Career Services staff is more adaptable to meet student needs than course format.
What disaggregated data was reviewed?	N/A
Were there identifiable gaps in the data? Please explain.	N/A

Course Title	COL-101: College 101: Student Success

Course Description		This course will guide new students in learning effective strategies and identifying resources that will help them be successful in college. Key components of COL-101 include: responsibility for learning, self-awareness, success skills, and college resources				
		FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	Face to Face	856	334	231	227	223
	Online	54	18	15	8	0
Total Credit Hours		910	352	246	235	223
Success Rate	Face to Face	73%	73%	88%	92%	86%
	Online	62%	44%	67%	50%	N/A
Form 13 Status		DePaul 3/2020, EIU 1/2020, SIUC 2020				
How does the data support the course goals? Elaborate.		COL-101 enrollments have declined notably over the last five years. The primary mode of instruction has been in-person sections during this time. The decline since FY'16 was expected as the course was discontinued from the planning of first-semester students as part of new student orientation since the course cannot be graduation requirement. However, starting in FY'17, the course has been included in the academic plans for full-time dual credit program students. Enrollment in this course by dual credit students has grown from 38 students in FY'17 to 118 in FY'20. COL-101 dual credit student success is very high, exceeding 90% for the past five years. This is anticipated as these are high school students who not only meet the dual credit program entrance requirements but also demonstrate college-readiness in reading, writing, and math skills while in high school. The full-time dual credit program students also receive extra monitoring support from their school district and Elgin Community College dual credit program staff. COL-101 students are more successful in face-to-face sections compared to online-asynchronous sections. More students also withdraw from the online format than from face-to-face. This may be related, however, to the high school students, who do not take the course online and cannot withdraw from just one class.				
What disaggregated data was reviewed?		Disaggregated data for enrollment and course success data were reviewed based on race/ethnicity and age.				
Were there identifiable gaps in the data? Please explain.		COL-101 course enrollment is representative of the percentage of students enrolled by race/ethnicity in the college overall with modest differences. Five-year course success rates for Black (47%) and Latinx (60%) students fall below those of Asian (86%) and White (72%) students. Students in the age range that are likely to be enrolled in dual credit (17-22) and aged >50 have the highest success rates - 77% and 67% respectively. Questions for further study include: • How does dual credit program entrance requirements limit access? • Are the course assignments relevant and meaningful to all students? • Is the course content culturally responsive and inclusive?				

- How much background knowledge do students arrive with about course topics?
- Do students have support people and/or structures outside of the classroom? What do they arrive with vs. need to develop? Who needs the most support?
- What external life issues are impacting students' ability to be successful in this course?
- How are students finding out about COL-101?
- Does there need to be differentiation in content/delivery for 16/17 year old students given their developmental differences?

Academic Course Review Results

R.1 Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Oversight for the remaining General Student Development courses remains split across two divisions and three departments. Program review analyses of COL-101, GSD-120, and GSD-150 courses indicates minor improvements are needed to strengthen student learning and teaching. Student learning will be strengthened by instructors continuing to provide students with robust D2L course information for each section. This will be important even when on-campus operations are fully restored. Flexible support services will still be needed for students to better meet their needs. Post-pandemic faculty have expanded awareness of student challenges, the impacts of varied learning environments and support structures, which will be important to continue to learn about with each new group of students. The use of technology will continue to be prevalent both within instruction as well as in methods to support and engage students. There are concerns with expanded use of technology and course-related software that content/resources continue to be accessible to all students.
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.	1. **Implement course assessment at least twice in the next five years for COL-101, GSD-120, GSD-150.** Timeline: Schedule to be defined by course Responsibility: Faculty & academic leadership from each of the three areas. 2. **Expand discussions about the AACC Guided Pathways concept to establish an institutional approach for onboarding new students that may incorporate a course component like COL-101 and/or GSD-120.** Timeline: FY2022-23 Responsibility: Vice President of Teaching, Learning, & Student Development 3. **Refine course scheduling** – COL-101 will explore varied scheduling approaches (i.e., number of weeks, start date, etc.) Timeline: 2021FA online; 2022FA in-person section adaptations Responsibility: Instructional Coordinator and Dean of College Transitions and Secondary Partnerships 4. **Diversify faculty for COL101 and GSD120** Timeline: Ongoing

	Responsibility: Instructional Coordinator, Dean of College Transitions and Secondary Partnerships, and Associate Dean of Student Success 5. **Ensure COL101 and GSD120 faculty are meeting annually.** Discussions should provide professional development regarding pedagogy and instructional design best practices, examine student learning evidence, and review disaggregated success data to define strategies to address equity gaps. Timeline: Ongoing Responsibility: Instructional Coordinator, Dean of College Transitions and Secondary Partnerships, and Associate Dean of Student Success
R.3 Resources Needed	No additional resources required.
R.4 Responsibility Who is responsible for completing or implementing the modifications?	See above.
Review Team **R5.** 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.	These cross-departmental authors contributed to the writing of this review: • Mary Perkins, Dean of College Transitions and Secondary Partnerships • Tammy Ray, COL-101 Instructional Coordinator/Faculty • Gina Bobo, COL-101 adjunct faculty • Alexa Charsha-Hahn, COL 101 adjunct faculty • Joshua Stober, COL-101 dual credit instructor • Amybeth Maurer, Director of Orientation and Student Life • Peggy Gundrum, Associate Dean of Student Success • Sean Jensen, Director of Transfer Services • Marie O'Hara, Career Development Specialist
Stakeholder Engagement **R6**. 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.	Data was provided by Institutional Research.

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020
Discipline Area:	Psychology

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?	**Program-Level Student Learning Outcomes:** Upon successful completion of psychology courses, students will be able to: • Describe the major concepts, theoretical perspectives, and empirical findings in psychology. • Apply basic research methods in psychology including research design and interpretation. • Use critical thinking, skeptical inquiry, and the scientific approach to solve problems related to psychological processes. • Appropriately apply psychological principles to personal, social, and multicultural issues.
RS.2 To what extent are these objectives being achieved?	A mapping exercise confirms that these outcomes are adequately addressed throughout the department's courses. The Psychology curriculum also supports the General Education learning outcomes of the college, primarily Critical Thinking, Information Literacy and Scientific Literacy. The department has not systematically collected data to demonstrate students' level of achievement on these learning outcomes.
RS.3 How does this discipline contribute to other fields and the mission of the college?	PSY-100: Intro to Psychology is a popular option to meet the social and behavioral sciences requirement of the Associates degrees. PSY-100 is also an admissions or program requirement for several Career-Technical degrees/certificates (i.e. Criminal Justice, Fire Science, Human Services, Medical Imaging, Nursing, Physical Therapist Assistant, Surgical Technology,) or one of the recommended Social/Behavioral Science course options within a program (i.e. Accounting, Business, Early Childhood Education). PSY-218: Human Growth and Development is an additional requirement in many of the health-related programs (i.e. Nursing, Physical Therapy Assistant, Radiography). Two courses are concurrently offered in the Sociology department: PSY/SOC-215: Social Psychology and PSY/SOC-215: Human Sexuality, and are taught by faculty from either department. PSY-211: Educational Psychology is part of the Education department and taught exclusively by from that area.
Prior Review Update RS.4 Describe any quality	1. **Pilot PSY-100 and PSY-218 offerings to support Nursing program curriculum**

improvements or modifications made since the last review period.	Status: Complete. Nursing program accreditors had mandated that students be able to complete within five terms. Since PSY-100: Intro to Psychology is a pre-requisite for PSY-218: Human Growth and Development, the Nursing director requested piloting an 8+8-week scheduling option for these courses. The results of the first term FY'17 pilot was disappointing. Student success analysis demonstrated half of the students who enrolled were unsuccessful in both courses. Given this outcome, the Nursing program supported discontinuation of the back-to-back option due to the low levels of success, pre-Nursing major enrollment, and the fact that their program continues to be six terms in length due to a program prerequisite lab Biology course.

2. Reexamine faculty staffing needs
Status: In progress.
Replace two retiring faculty. Accommodate and support new faculty as a result of these retirements. One FT retirement May 2018. Position not replaced. Expect another FT retirement May 2019. Staffing levels remain stagnant. From the seven full-time positions in 2016, the staffing levels are currently at five full-time positions. Through negotiations, the department of counseling was RIF. The two positions from the counseling department were moved into the Psychology department, increasing the number of full time faculty from 5 to 7. With the retirements noted above, the number of full-time faculty members has returned to the starting amount. The workload shared by full-time and part-time faculty is now similar to other departments within the division.

3. Revisit PSY course prerequisites
Status: Pending.
The previous program review suggested the program revisit PSY course prerequisites, specifically with regard to writing readiness.

This specific activity has not been undertaken. Other success conversations within the program were focused on success in PSY-100 and (more importantly) the higher-level courses, to determine if prior or concurrent enrollment in the composition courses (ENG-101 and ENG-102) had a major effect.

4. Pilot supplemental instruction with PSY-100
Status: Cancelled.
The college has ceased using the SI model after several semesters in Mathematics.

Additional accomplishments since FY'16 not related to goals above:
- In the past two years, two new adjuncts have been onboarded to our department: Kevin Bab and Suman Khan-Ali.
- Prior to the pandemic a mental health awareness effort was planned to begin Spring 2020. This effort was a collaboration with the Human Services department, Student Life, and Wellness Services.

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 of Teaching, Learning, and Student Development. 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?	Admissions and Advising play a significant role, as well as the degree requirements which feed PSY-100. Students continue to upper-level courses based on program need, personal interest, and transfer plans. An average of 2,000 students in the last five years enrolled in PSY-100 (pre-pandemic), and a noticeable decrease was observed. However, if all other 200-level courses in psychology are considered as a block (program specific), the enrollment numbers were more stable over time, with an average of 1,200 continuing to more advanced PSY courses. Increasing interest and enrollment in the 200-level courses will create a more robust and stable program in the long run. The program would like to consider a formal marketing campaign to achieve this end.
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?	The psychology department has not contributed to any major changes in the degree options over the review period.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Including PSY-220: Special Topics in Psychology, the program has 13 courses in the catalog, though only nine have been run consistently during this review period. PSY-100: Intro is by far fulfilling the largest need, enrolling two-thirds of the program's credit hours for this review period, followed by PSY-218: Human Growth and Development.

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?	Salary and benefits for five full-time and five part-time faculty form the major portion of budget which was $975,797 for FY'21. No other direct costs are associated with the courses, with perhaps the exception of PSY-201: Experimental Psychology, related to software licenses and maintaining the Behavioral Sciences lab. The average cost to students for textbooks is approximately $65 per course, though it likely varies between PSY-100 and the advanced 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 PSY budged it is the second highest compared to the rest of the CABS division, behind the English department. Still, the department is a major transfer credit generator for the college and captures a larger revenue from tuition than its cost. The department absorbed the counselors from the RIF'd counseling department and had two additional full-time faculty in 2014. The budget/cost balance was achieved with the last two retirements from the department.
c. How many full- and part-time faculty are maintained for this discipline?	The current faculty balance of five full-time and five part-time is sufficient and consistent to handle the needs of the forecasted enrollment trends.
2.2 What steps can be taken to offer curricula more cost-effectively?	Enrollment decline seems to be the major challenge since the department is solely dependent on tuition revenue. Instructional costs are quite lean, so additional efficiencies are not practical.
2.3 Is there a need for additional resources?	1. Possibly funds to begin a student scholar program to provide peer-to-peer assistance and data collection tasks. 2. Office space that allows for better student-to-faculty meetings and addresses faculty mental health and physical needs.
Indicator 3: Quality	**Response**
3.01 What are the program's strengths?	Despite declines at the college overall, enrollment and interest in the program's courses are relatively high. The curriculum offers a variety of options beyond the entry PSY-100 course. Some of the faculty are trained in clinical counseling. Adjunct retention is high, leading to staffing consistency and stability. The demographics of the faculty are diverse. Of the full-time group, three of five are people of color – two Latinx males and one Black female. Faculty remain current in their fields with memberships to the American Psychological Association, Society for the Psychological Study of Culture, Ethnicity and Race, Society for the Teaching of Psychology, and the National Latinx Psychological Association.

3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Prior to the pandemic, the department has a good balance of online and in-person options. Late-start, non-traditional formats are not offered very frequently, and for the most part, these options are reactive to trends of enrollment rather than a planned choice from the beginning. Previous attempts at 8-week options did not result in very successful outcomes (see item 1 in question RS.4 above).
	After the pivot to remote learning, the department offered a mix of sections for Fall 2020 in hybrid (classroom and online) (2 sections), online-synchronous (13 sections) and online-asynchronous modalities (28 sections). Of note were the lack of synchronous sections in the evening in Fall 2020 and Spring 2021. What a "normal" schedule will look like in the future is still unpredictable, though there are a few factors to keep I mind:
	- Are departments driving the trends? Is online enrollment up because more sections were scheduled instead of a wider and more diverse slate of offerings (day, afternoon, and evening) for in-person and synchronous? - This could be a significant factor. The hypothesis is that there is a relationship between the amount and diversity of options students are presented for in-person options and the amount of students who chose an online course. The less options departments offer for in-person courses, the more likely students will opt for an online course. - It is also hypothesized that students who choose an online course because it is the only option that fits their scheduling need might be less prepared and less successful than one who more purposely chooses the format. - Are some courses more adaptable to an online environment with acceptable levels of student success? - Will the recent high school student experience with online courses/ online courseware affect student's comfort and confidence with online courses and increase enrollment (and success)? - Student registration and advising may influence these trends too; the way students are educated about the different options and the way they are supported in the process may impact the enrollment numbers by modality. In the author's time as counselor, when he had the opportunity to evaluate the student's skills and level of preparedness for an online course, students shifted their interest to an in-person option.
	It is advisable that the program review its scheduling practices and ensure an appropriate mix to meet student need. To increase a variety of offerings for students, this would mean a mix of morning, afternoon, and evening sections between in-person and synchronous-online courses with consideration given to possible 12- and 8-week options.
3.2 If the college delivers a course	Enrollment, success and retention data from Institutional Research is disaggregated by modality. Programs are also given college averages for

in more than one method, does the college compare success rates of each delivery method? If so, how?	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. It remains unknown how the modality mix will shift once college operations return to the "new normal."
	Rates of success in online sections of PSY-100 have improved over the review period and are higher than the college average for transfer courses with PSY-100 approximately 71% over the review period and transfer in the range of 62%. Success patterns will be discussed in more depth in the Performance and Equity section to follow.
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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline.
	Within the PSY program, faculty take advantage of development opportunities through discipline conferences such as APA Convention, Coalition for Immigrant Mental Health (Chicago-based organization), National Institute on the Teaching of Psychology (NITOP), and Midwest Psychological Association, as well as those more general to higher education such as, National Conference on Race and Ethnicity (NCORE), Achieving the Dream Conference, NISOD- International Conference on Teaching & Leadership Excellence.
	Suggestions for potential professional development topics that would benefit the department include: • Equity in teaching and learning (Assessments, policy development, student support systems) • Online teaching • Student-centered teaching • Mental health response • Belongingness and developing community (positive and welcoming climate)
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No ECC Psychology faculty have served on an IAI panel review.

3.6 How does the discipline identify and support "at-risk" students?	The program declines to classify students with the term "at-risk" because it follows a deficit connotation for a subgroup. Unfortunately, in many cases "at-risk" seems to be a proxy for students of color. Instead, the psychology department prefers to interrogate the support systems, practices, and pedagogies that best support *all* students. As a program, faculty may discuss issues related to course offering (variety of modalities and times) that may facilitate and improve access to students; faculty may discuss the cost of textbooks and technology; faculty may discuss the visual and physical representation of a more diverse climate (i.e. wall décor in classroom, hallways, and labs). Individual faculty may perform a review of their syllabus and policies to evaluate the impact on all students; Individual faculty may evaluate support systems and structures that accommodate the diversity of students who enroll in our classes; Individual faculty may evaluate assessment methods and tools (i.e. attention to more low-stake options) to encourage effective learning behaviors.
3.7 To what extent is the discipline integrated with other instructional programs and services?	PSY co-teaches cross-listed courses with Sociology. Some PSY faculty have embedded librarians and collaborate instruction with research-based projects. An example of this is Dr. Salgado's course where they explored the utility of a Library Services widget. PSY has consistently offered one honors psychology section. PSY is directly connected to Health Professions programs with the inclusion of PSY-100 and PSY-218.
3.7.1 What partnerships or collaborations have the program established to increase quality?	The psychology department has made recent efforts to collaborate with other college departments (i.e. Human Services, Student Life and Wellness Services) for the purpose of raising awareness of mental illness and suicide prevention. An example of an activity includes a Mental Health Week event. This collaboration was in the plans the semester the pandemic hit. Students from Dr. Salgado's PSY-100 course were going to share results from a mental illness investigation (project). Human Services students were going to share information specific to substance abuse and community services. Wellness Services and Human Services (students and faculty) were going to run workshops and presentations related to mental health. Student life was going to help coordinate and manage many of these efforts. These efforts are currently on hold but may be revisited. Currently, discussions are ongoing to strengthen the way this department collaborates with the Institutional Research staff to increase the collection, dissemination, and use of success data. Even prior to remote teaching for the pandemic, the department heavily relied on publisher text and modules. It can be an ongoing challenge to ensure consistency and reliability of the integration of third-party products with the college's learning management system. Continued relationships with Distance Learning and IT can support the faculty in this regard.
3.8 What does the discipline	Modifying curriculum is approached very deliberate by seeking to

or department review when developing or modifying curriculum?	understand student needs and program viability. When considering student needs factors that may be considered are: (1) transferability, IAI designation, (2) Psychology trending factors (how Psychology as a field and profession is changing), and (3) satisfying general education needs (i.e. critical thinking, research skills). With regards to program viability, some factors to consider are: (1) enrollment trends (seeking data from other community college institutions), and (2) course integration with other career technical degrees in the form of required course or option (i.e. Human Services, Early Childhood Education).

For this report, a review of other schools' psychology courses was completed. ECC's offerings are not unique with the exception of PSY-221: Forensic Psychology. Only one other college in the Skyway Conference and vicinity offers something similar (McHenry County College). After reviewing other catalogs, it appears a few opportunities stand out:

- Elgin Community College does not have an Introduction to Research course that four other institutions offer (i.e. Research and Methodology, Intro to Social Research…)
    - The closest course would be PSY-201: Experimental Psychology, but the course description is different. Experimental Psychology states "a laboratory course ... to give hands on experience with some of the equipment and issues involved when doing research…" whereas the other courses emphasize "methodology, procedures, ethics in research, psychological measurement, and basic data analysis… interpreting, reporting, and collecting data… students design, conduct, and interpret short survey." (COD, Harper, Waubonsee, Oakton)
    - The course has not run since FY'15. One section was typically offered every-other year.
    - The department is exploring a Research Methods course in collaboration with the Human Services program.
- Elgin Community College withdrew PSY-217: Industrial/Organizational Psychology in 2011, though seven of nine schools reviewed list a similar course in their catalogs.
    - The course would not fill when offered, leading to constant cancellations. It last ran successfully in FY'11. It is not known how often the courses run at these benchmark schools.
    - PSY-217 could be an additional transfer course for students to use to fulfill social and behavioral science requirements or electives that could be applied to their university transfer program. In addition, this course may broaden student's career options in the field of psychology. Finally, IO is a course that would partner well with Business related curriculums at the college, i.e. Business, Management, and Entrepreneurship.
- Other schools have interesting special topic courses in the discipline and ECC's program might consider such novel additions to its offerings:

	o Internship (College of DuPage) o Psychology of Women (Moraine Valley) o Multicultural Psychology and Understanding Diversity (Oakton)
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Faculty in the Psychology department are seeking opportunities to discuss student success data in more productive ways. During departmental meetings faculty are utilizing the space and time to discuss difficult topics about success, i.e. Black student enrollment and success in our courses, meeting the needs of students with disabilities, etc. In the future we hope to develop strategies and practices to address gaps in our student success data. A faculty member from the Psychology department (this report's author) is leading an initiative at the college to use disaggregated data to improve teaching and learning practices. As this spreads in the division, more faculty may become more comfortable with the data, and the department can have more productive discussions. Moreover, the goal of the initiative is to lay out strategies and/or solutions to could close some of the identified gaps.
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. 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 still something new to many academic disciplines. Findings will be discussed in the "Performance and Equity" section of this report. Within this discipline, student success is measured by looking at final course grades, including withdrawal rates. Programmatically, there are no investigations or strategies done by all faculty, instead this varies by faculty member. As well, there are no programmatically agreed-upon methods of assessment. Formal course assessment has not been a collaborative effort within the department leading to meaningful results. It primarily has been focused on compliance and reporting.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Curriculum: Re-offering of PSY-210: Personality; re-development of an Industrial Organizational Psychology course; and revamping of PSY-201: Experimental Psychology to offer a more "research methods" course. Staffing: A full-time faculty position may be warranted in the near future. Scheduling: Offerings may need to be more diverse to accommodate a new normal, i.e. online ASYNC, online SYNC, Hybrid, In-person, 12-week, etc. to meet student need and promote success.
3.12 List any barriers encountered while implementing the discipline.	
A major obstacle for this program is to improve the culture and climate among all faculty (full-time and part-	

time). Engagement and collaboration on various programmatic issues has been historically low. The Instructional Coordinator and other faculty agree that improving communication, trust, and collaboration among faculty are key ingredients to addressing the needs of students.

Performance and Equity
Provide the most recent 5-year longitudinal data available for each course.

Academic Discipline	Psychology
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	**ENROLLMENT** Who are psychology students? Looking at race/ethnicity data it appears that the psychology department mimics the institutional data, Asian (9%), Black/AA (5%), Latinx (36%), and White (46%). The program enrolls more females (64%) than males. Students come from a variety of enrollment statuses – 41% part-time, 36% full-time, 23% mix of FT/PT within an academic year. In terms of age, PSY enrollment skews younger, primary comprised of students ages 17-22 (74%) and 23-25 (11.6%). **SUCCESS RATES** Overall course success rates match or exceed college averages for transfer courses. Some variation is noted between courses and by modality, do be discussed within the course tables to follow. However, success rates alone do not provide a complete story of what may be happening with student learning in the classroom. For instance, in the high success rate courses, are students who pass at higher rates leaving the class with more knowledge and/or better prepared? Did they successfully learn the content? Did they leave with a positive learning experience? On the other hand, with regards to lower success rates, proportionally are students leaving the class better prepared or with a positive learning experience? The college might consider the need to broaden the metrics for success, above and beyond grades. For instance, midterm grades are highly predictable of final grades, therefore, is it possible to collect information about Supports provided to those with C or lower (high support vs low support), or at the very minimum summarize varying success between students who were sent to Spartan Alert versus those who were not? Data to examine these hypotheses should be available via special request to Institutional Research; however, time to compile and analyze findings is not easy to come by, nor is collaborative time for the faculty to review and propose improvement strategies.
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.

RACE/ETHNICITY
Overall success rates in Psychology are consistent with the institutional rates, growing from approximately 69% in FY'16 to 75% in FY'20. However, this is not true when disaggregated by race/ethnicity which reveals some glaring findings. Among all racial groups enrolled in the Psychology department, Black/African-American students have the lowest success rates, 58% for the review period. White students seem to do better than other racial groups at 76%. When comparing the department to other transfer courses in the CABS division, results are better in other CABS courses than in PSY, so the program is either attracting different students or the same students are performing differently in Psychology courses.

There is a need for a serious conversation about Black and Latinx student success in Psychology, which lags behind White and Asian students by 10 or more percentage points. Some may argue that this gap has more to do with small n-sizes than actual systemic inequality. However, even when representing less than 10% of enrolled students, up to 200 Black students enroll in a given year in Psychology. These students are in the same classes with the same professors as other students, and each case/student matters. Even if the rate of enrollment or cases is low, the trend in success outcomes for Black students is significant. It is difficult to provide an explanation as to why these numbers are the way they are, in large part, because students enroll in various sections (with different professors). Each professor has their own approach, pedagogy, course design, policies, and practices. However, as a general interpretation, the college has not designed its courses, aligned its pedagogical approaches, or developed teaching and learning practices that support the success of Black/African-American students.

It is revealing (and somewhat more motivating) to look at success gaps in terms of cases instead of percentages. In other words, how many students are not meeting success? Or, how many students must be impacted (achieve success) to close the gap? When looking at inequities from this lens, there are more Latinx students who can be achieving success. For the department, this means 615 more students are needed to close the gap, whereas for Black students, 221 students need to be impacted for the department.

GENDER
With regards to gender differences, it is clear that females do generally better than males, though the gap is wider for Psychology (7 point difference vs 3 college wide). 594 more male students would need to be successful to close the gender success gap in Psychology. And because they enroll less often than females in the courses, this represents a greater proportion of all males in the program.

What appears to be emerging as a way to close the gaps in the department is attention to Black and Latinx and Males. Further study can review success rates for these intersections.

MODALITY
On average student success in Face-to-Face modality was 75%, and 9% withdrawal whereas online was 67% and 21% withdrawal, figures that are in-line

with college averages for transfer courses. However, after reviewing the racial breakdown, a different story emerges as shown in the table below:

	Face-to-Face			Online		
Group	Success	W/d	N	Success	W/d	N
Asian	78%	8%	871	67%	24%	251
Black	61%	16%	502	52%	29%	173
Latinx	73%	9%	4,824	61%	26%	967
White	78%	9%	5,141	72%	17%	1,688

What is clear in this picture is that Black students' success rates are lower regardless of the modality and their rate of withdrawal is higher regardless of the modality. In addition, the success rate of Asian and White students is higher regardless of modality. The rate of withdrawal from online courses is lowest among White students.

ADDITIONAL ANALYSES
Finally, there is debate regarding how to best set benchmarks for gap analysis. Should it be the average of all students? The highest rate? The college has yet to decide or provide guidance on an ideal target and whether this should vary based on course-type or modality. Such decisions at the institutional level can ensure consistent expectations for this type of analysis as well as provide more reliable benchmarks within the college.

PE.3 Dual Credit Opportunities	Dual-Credit students appear to be doing much better comparatively speaking, averaging 94%, consistent with Elgin Community College's average in other subjects. Most PSY courses are eligible for dual-enrollment, though most is concentrated in PSY-100 which only has Minimum Competencies prerequisites. There is a notable upward trend for high school students enrolling in PSY-100, tracking with increased participation in the Accelerate College program. A few students have enrolled in PSY-212: Child Psychology and PSY-218: Human Growth and Development, but in minimal numbers, less than five students each.

Curriculum Data
Definitions
Enrollment: Duplicated seat-count
Success Rate: % C or better at the end of the course, excluding Withdrawals and Audit students
*Online: Sections that began the SP20 term in a face-to-face format but had to switch to remote in March are still listed below as face-to-face. Data for the Online modality is pure, not related to the emergency closure.

Course Title	**PSY-100: Intro to Psychology**
Course Description	Introductory analysis of human behavior with emphasis on practical application of the basic principles of everyday situations. Areas covered include Introduction/Research, Methods/History of Psychology, Biology and Behavior,

Learning, Memory, Motivation and Emotion, Personality Theory and Assessment, Psychological Disorders, Therapies, and Social Psychology.

		FY16	FY17	FY18	FY19	FY20
Enrollment	Face to Face	1,834	1,737	1,619	1,514	1,707
	Online	186	249	327	296	148
	Dual-Enrolled High School	9	46	54	71	72
Total Credit Hours		6,060	5,958	5,838	5,430	5,565
Success Rate	Face to Face	76%	80%	81%	80%	83%
	Online	68%	79%	83%	87%	90%
	Dual-Enrolled High School	88%	93%	96%	93%	96%
IAI Status		S6 900				
How does the data support the course goals? Elaborate.		The number of online seats as a proportion of course enrollment had been increasing over the review period with a sharp decline in FY'20. The general pattern could reflect more students wanting the flexibility the online offering recommends. Success rates for the modality do not show compromise, which is a positive finding. Dual-enrollment high school enrollment has also been increasing with excellent course success, though prior to the pandemic, these were face-to-face only.				
What disaggregated data was reviewed?		Modality is a standard variable for disaggregation. Faculty author of this report has extensively reviewed course success data by Race/Ethnicity.				
Were there identifiable gaps in the data? Please explain.		For the current review period, Black/African-American students have the lowest success rate for this course, 56%; Asian students edge-out White students, but not by much; 76% vs 75%.				
Course Title		**PSY-201: Experimental Psychology**				
Course Description		A laboratory course to give students a basic understanding of the research behind the theories explored in PSY-100. Designed to give hands on experience with some of the equipment and issues involved when doing research with humans. Some of the topic areas covered are: learning and memory, visual perception, biofeedback, social psychology. For psychology majors or any student who found PSY-100 interesting and enjoys being active in the learning process.				
		FY16	FY17	FY18	FY19	FY20
Enrollment		0	0	0	0	0
Total Credit Hours		N/A				
Success Rate		N/A				
Form 13 Status		EIU 3/2021, UIC 3/2021, WIU 3/2021				
How does the data support the course goals? Elaborate.		Course has not been offered during the review period due to instructor availability, as this course is co-taught by two instructors. As discussed elsewhere in this report, consideration may be given to revamping the topics to be more in line with traditional research methods courses seen at other colleges.				
What disaggregated data was reviewed?		N/A				

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

Course Title	**PSY-210: Personality**
Course Description	An introductory treatment of some of the major theories about the structure, dynamics and development of the human personality.

	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	28	27	18	0	0
Total Credit Hours	84	81	54	N/A	
Success Rate	92%	93%	94%	N/A	
Form 13 Status	UIC 3/2021, WIU 3/2021, SIUC 4/2021				

How does the data support the course goals? Elaborate.	Prior to a faculty retirement, this course consistently ran one section per year and enjoyed one of the highest average success rates for the program. Being an elective and a 200-level course implies a higher level of interest in psychology on behalf of the students who might even be Psychology-related majors.
What disaggregated data was reviewed?	Faculty author of this report has extensively reviewed course success data by Race/Ethnicity as well as Gender.
Were there identifiable gaps in the data? Please explain.	Only three Black students and 20 Latinx students enrolled in this course during the three years reported above. Within this small sample success rates were 67% and 75%, respectively.

Course Title	**PSY-211: Educational Psychology**
Course Description	This course concerns psychological principles underlying educational practice. Theories concerning cognitive and psychological development, human learning, and motivation are studied with emphasis on application for instruction, including assessment. Emphasis will also be placed on learner-centered instruction and diversity. (1.1) SPECIAL NOTE: A minimum 5-hour clinical component is required for this class. Students may be required to complete a background check/fingerprinting process in order to participate in the clinical. Students will be responsible for any fee charged.
How does the data support the course goals? Elaborate.	NOTE: This course technically belongs to the Education program and will be discussed within that department's chapter of this report.

Course Title	**PSY-212: Child Psychology**
Course Description	Study of the many factors influencing the child's development from birth through adolescence. Particular attention is given to the role of the mother, father, family constellation and school. Basic problems of childhood and adolescence are investigated.

		FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	Face to Face	158	121	110	128	149
	Online	44	44	44	60	44
Total Credit Hours		606	495	462	564	579
Success Rate	Face to Face	86%	85%	84%	92%	91%
	Online	77%	76%	91%	74%	87%

IAI Status	S6 903				
How does the data support the course goals? Elaborate.	This course regularly runs several sections per year. Enrollment in online sections has been consistent, with a slight bump in FY'19. Success rates have shown variation but a slight general upward trend.				
What disaggregated data was reviewed?	Modality is a standard variable for disaggregation. Faculty author of this report has extensively reviewed course success data by Race/Ethnicity and Gender.				
Were there identifiable gaps in the data? Please explain.	Enrollment in this course is overwhelmingly female – 83% for the five years. Gaps in success rates are smaller for Black and Latinx students, perhaps due to the inter-play of gender.				
Course Title	**PSY-213: Psychology of Adolescence**				
Course Description	Development in the biosocial, cognitive and psychosocial domains will be explored from pre-adolescence into early adulthood. Emphasis will be placed on discussion of key issues in adolescent development including cognitive and moral development, social relationships, identity, family and culture.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	6	0	0	0	0
Total Credit Hours	18	N/A			
Success Rate	67%	N/A			
Form 13 Status	UIC 3/2021, WIU 3/2021, SIUC 4/2021				
How does the data support the course goals? Elaborate.	The course has not been offered since FY'16 and there are no current plans to reintroduce it to the schedule. Divisional leadership plans to work with the PSY department over the next year to explore the rationale for why these courses were originally developed and if they should continue to be offered.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	**PSY-214: Adulthood and Aging**				
Course Description	Psychological development from early adulthood through old age. Emphasis will be placed on biological, cognitive, social and personality development across adulthood.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	0	1	0	0	0
Total Credit Hours	N/A	3	N/A		
Success Rate	N/A	100%	N/A		
IAI Status	S6 905				
How does the data support the course goals? Elaborate.	The course has not been offered since an independent study in FY'17 and there are no current plans to reintroduce it to the schedule. Divisional leadership plans to work with the PSY department over the next year to explore the rationale for why these courses were originally developed and if they should continue to be offered.				

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

Course Title	**PSY-215: Social Psychology**
Course Description	The scientific study of social factors in individual and group behavior. Topics of investigation include the self, social perception, attraction, intimacy, social influence, attitudes, persuasion, altruism, aggression, group structures and group dynamics. *(*Cross-listed with SOC-215)*

	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment PSY-215	38	44	38	38	42
Enrollment SOC-215	11	8	13	16	13
Total Credit Hours, both	147	156	153	162	165
Success Rate PSY-215	70%	59%	62%	56%	74%
Success Rate SOC-215	82%	38%	55%	50%	23%
IAI Status	S8 900				

How does the data support the course goals? Elaborate.	This course consistently runs several sections of the cross-listed course with 76% of the enrollment going to the PSY prefix. Success rates are quite variable year to year and while each follows the same general rise and fall, the SOC students performed slightly lower in 3 of the 5 years. As these students sit in the same classroom with the same instructor, it is difficult to attribute cause. It could be that the PSY-100 pre-req better prepares students for the course taught by a PSY faculty member than the SOC-100 pre-req. For the five years combined, the course had average success of 48%, with 51% success in PSY and 39% in SOC. Divisional leadership plans to engage in a discussion with both PSY and SOC to explore why this may be the case over the next academic year. Though not shown above, withdrawal rates appear high for this course, peaking at 25% in FY'18.
What disaggregated data was reviewed?	Faculty author of this report has extensively reviewed course success data by Race/Ethnicity and Gender, and in this instance, Prefix.
Were there identifiable gaps in the data? Please explain.	Variation is noted based on Race/Ethnicity and which prefix the student enrolled in. Only five black students enrolled in the course for the whole five years, so computing their success is not viable. White students had higher overall success (55%) though had a 23% spread between PSY & SOC whereas Latinx students had lower overall success (36%) and a tighter spread between the prefixes (7%). *(Note, this data was computed by including Withdrawals, IR Dashboard Course Success/Demographic Rates).*

Course Title	**PSY-216: Abnormal Psychology**
Course Description	An inquiry into the causes, assessment and treatment of abnormal behavior. Theories and research findings are studied with a focus on factors related to normal versus deviate patterns of behavioral development. Special emphasis will be placed on various life adjustments and their role in the prevention of maladaptive behaviors as stated in DSM IV-TR.

		FY16	FY17	FY18	FY19	FY20
Enrollment	Face to Face	56	44	51	40	97
	Online	37	46	78	68	28
Total Credit Hours		279	270	387	324	474
Success Rate	Face to Face	86%	95%	86%	85%	96%
	Online	74%	82%	81%	88%	96%
IAI Status		PSY 905				

How does the data support the course goals? Elaborate.	Online enrollment for the course has outpaced the in-person sections until FY20 – this was largely due to instructor availability based on delivery method. This is the other course for the program with highest success rates which have generally increased for the review period. The no-harm grading policy in Spring 2020 may have contributed to the spike for FY20. The department plans to offer a section of this course (online and eventually an in-person section) during the 2022-2023 academic year.
What disaggregated data was reviewed?	Modality is a standard variable for disaggregation. Faculty author of this report has extensively reviewed course success data by Race/Ethnicity.
Were there identifiable gaps in the data? Please explain.	Only eight Black students enrolled in this course during this five-year period. Latinx enrollment ranged from 23 to 41 over the five years, and their success has ranged from 48% to 77% with an average of 63%.

Course Title	**PSY-218: Human Growth and Development**
Course Description	Emphasizes normal social, emotional, intellectual and physical development from the prenatal period through old age.

		FY16	FY17	FY18	FY19	FY20
Enrollment	Face to Face	369	459	427	368	390
	Online	189	151	153	185	140
Total Credit Hours		1,674	1,830	1,740	1,659	1,590
Success Rate	Face to Face	89%	84%	87%	86%	88%
	Online	78%	90%	85%	91%	87%
IAI Status		S6 902				

How does the data support the course goals? Elaborate.	This course also is seeking a balance between face-to-face and online enrollment, with roughly two-thirds to 75% in-person (pre-pandemic). Success rates are higher than the department average with online success just as high. This course enrolls a lot of Nursing students who tend to be very motivated. Future analysis might look at success patterns by student program.
What disaggregated data was reviewed?	Modality is a standard variable for disaggregation. Faculty author of this report has extensively reviewed course success data by Race/Ethnicity.
Were there identifiable gaps in the data? Please explain.	The success rates of Black students are still lower than the class average, but higher for the group than seen in other courses, ranging 55% to 74% with an average of 67%. Latinx success is slightly higher, ranging 74% to 82% with an average of 77%.

Course Title	**PSY-220: Special Topics in Psychology**
Course Description	Designed to satisfy specific needs or interest of degree programs, students, and the community. This course, however, would not necessarily be accepted by a senior institution as credit towards a major in psychology. The following

guidelines are to be used in selecting topics: 1) adequate and available literature in psychology; 2) comprehensive outlines for each topic; and, 3) course should be designed to increase skill and knowledge in field of psychology.

	FY16	FY17	FY18	FY19	FY20
Enrollment	0	0	0	0	0
Total Credit Hours	N/A				
Success Rate	N/A				
Form 13 Status	UIC 3/2021, WIU 3/2021, SIUC 4/2021				
How does the data support the course goals? Elaborate.	Special Topics courses are not often run, but are useful to have on the books when need arises, such as testing out new course material. This will not be withdrawn.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title	PSY-221: Forensic Psychology
Course Description	A practical foundation in the major areas of forensic psychology, such as police psychology, criminal profiling, testimony gathering, risk assessment, competency assessment, trial consultation, victimology, and psychological factors affecting the decisions regarding the ultimate issue.

	FY16	FY17	FY18	FY19	FY20
Enrollment	8	16	22	19	13
Total Credit Hours	24	48	66	57	39
Success Rate	75%	80%	59%	72%	75%
Form 13 Status	SIUC 4/2021, UIC 3/2021, WIU 3/2021				
How does the data support the course goals? Elaborate.	This is a newer course for the department and runs one section per year in the Spring in the standard face-to-face modality (pre-pandemic). Success rates have varied over the five-year period, which is expected due to the smaller n-size.				
What disaggregated data was reviewed?	Modality is a standard variable for disaggregation. Faculty author of this report has extensively reviewed course success data by Race/Ethnicity.				
Were there identifiable gaps in the data? Please explain.	Over the review period, only 3 Black and 23 Latinx students have enrolled.				

Course Title	PSY-225: Human Sexuality
Course Description	Study of social and psychological aspects of human sexuality. Includes sexual development, cultural influences, motivation and emotion, sex-role identification, values, and decision making. (1.1) Proficiency Credit Not Available Pass/No Credit Not Available NOTE: This course is offered concurrently as SOC 225. The student must decide whether to earn credits in Sociology (SOC) or Psychology (PSY) prior to enrolling.

	FY16	FY17	FY18	FY19	FY20
Enrollment PSY-225	20	8	8	0	5
Enrollment SOC-225	5	2	1	0	7

Total Credit Hours	75	30	27	0	36
Success Rate PSY-225	55%	43%	100%	N/A	60%
Success Rate SOC-225	20%	*	*	N/A	33%
Form 13 Status	NIU 4/2021, UIC 3/2021, WIU 3/2021					

How does the data support the course goals? Elaborate.	Like PSY-215, this course is cross-listed with the Sociology department, and is offered once per year as an elective in the Fall. Enrollment demand is generally larger for PSY with the exception of FY'20. Also similar to the 215 course, success is higher for PSY, perhaps again to the PSY-100 pre-req being better preparation than SOC-100. Success rates have varied over the five-year period, which is expected due to the much smaller n-size. Divisional leadership plans to engage in a discussion with both PSY and SOC to explore why this may be the case over the next academic year. *(* Rates are generally not published for cells <5)*
What disaggregated data was reviewed?	Faculty author of this report has extensively reviewed course success data by Race/Ethnicity and in this instance, Prefix.
Were there identifiable gaps in the data? Please explain.	15 Latinx students enrolled in this course (both PSY and SOC) during this time, and no Black/African-American Students. 75% of enrollment for the five years were females.

Academic Course Review Results

R.1 Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Enrollment in psychology courses continue to be consistently high. Overall student success rates are in-line with college wide success rates. Disaggregation reveals areas of improvement for Latinx and Black/African-American students necessitating a program-wide discussion of strategies to increase enrollment and success rates of these groups, and even more so for Black/AA and Latinx males. Some review of curriculum and scheduling with subsequent updates can ensure the department offerings are current, relevant and conveniently scheduled.
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.	1. **Encourage a more diverse offering of course scheduling, modality and duration format for students to choose from.** Timeline: FA 2022 Responsibility: Dean's office and Instructional Coordinator 2. **Discuss and implement solutions that are specifically focused on closing the racial gaps for Black and Latinx students. Increase Black and Latinx student success to 78% for every course.** Timeline: FA 2023 - SP 2025 Responsibility: Psychology faculty 3. **Conduct a Culturally Responsive Curriculum Scorecard for the program; with particular attention to PSY-100 and PSY-218.** Timeline: SP 2022 Responsibility: Psychology faculty 4. **Increase attendance at departmental meetings by 50%** Historically, the department has not had a culture of full attendance in department meetings. The hope with this action step, the department can demonstrate the value/utility of these meeting using a virtual format. Timeline: FA 2022 - SP 2025

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	Responsibility: Psychology faculty
	
	5. **Review program curriculum to consider value of updating or adding courses:**
	  • Develop and offer (reintroduce) an Industrial Psychology course, PSY-217 (SP22, bring to Curriculum Committee FA22, Implement SU23)
	  • Develop a complementary "research methods" course to the current Experimental Psychology course. Discuss course description, outline, and course outcomes with psychology faculty and other collaborating programs, i.e. Sociology and Human Services (SP24)
	  • Develop a new multicultural psychology course (SP24, bring to Curriculum Committee FA24, Implement SU25)
	Timeline: SP 2022 – SU 2025
	Responsibility: Instructional Coordinator
	
	6. **Design and implement a marketing campaign to increase the exposure and student familiarity with psychology-related majors and the psychology department specifically.**
	Timeline: FA 2024 to coincide with new/revised curriculum
	Responsibility: Dean's office and Instructional Coordinator
	
	7. **Investigate varied success rates between PSY & SOC students in cross-listed courses**
	Timeline: FY'22 – FY'26
	Responsibility: Dean's office, Instructional Coordinator and supporting faculty

R.3 Resources Needed	Physical space can be improved to provide options for single faculty offices (which may promote greater space and time to meet with students). Accountability of contractual obligations to attend departmental meetings maybe strengthened.
R.4 Responsibility Who is responsible for completing or implementing the modifications?	Varies as noted above, department faculty, Instructional Coordinator, Dean/Associate Dean.
Review Team **R5.** 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.	Dr. Manuel Salgado, faculty, instructional coordinator and primary author. Dr. Kristina Garcia, Associate Dean & Dr. Rick Mao, Dean provided review and feedback.

Stakeholder Engagement R6. 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.	Institutional Research and the Assessment office provided data.

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020
Discipline Area:	Sociology
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?	**Program-Level Student Learning Outcomes:** Upon successful completion of sociology coursework, students will be able to: • Summarize the major theoretical perspectives, major concepts, and empirical findings in sociology. • Apply basic research methods in the area of sociology. • Apply the *sociological imagination* to issues/events in students' personal world and the larger environment.
RS.2 To what extent are these objectives being achieved?	Students are generally meeting the program outcomes. Within the discipline, the SOC courses adopt a project-based approach where students are encouraged to examine real-world issues within their communities in alignment with the program's major concepts. This allows the curriculum to adapt to what is currently relevant to students while still meeting the core learning outcomes. Instructors review assessment results and consult with peer faculty and the instructional coordinator as needed - particularly if there are major gaps in knowledge among students. Faculty have nominated students for awards/experiences to recognize their work as well.
RS.3 How does this discipline contribute to other fields and the mission of the college?	Three SOC courses are cross-listed with other programs. Students may take Social Psychology as either SOC-215 or PSY-215; Human Sexuality as SOC-225 or PSY-225; and Criminology as SOC-230 or CRJ-230. Courses can fulfill social/behavioral science degree requirements, and most support various elements of the college's General Education student learning outcomes.
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	**1. Assess SOC-101/FMV-101 for overlaps in content** <u>Status:</u> Complete. Since the last review, the Human Services program withdrew the Family Violence Counseling programs, of which SOC-101: Introduction to Family Violence was a part. The course is still offered as an evening section each Spring as an elective. Enrollment decreased after the Family Violence Counseling program withdrawal, but there still is sufficient student interest to run.

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2. Implement standard schedule of course assessment planning and reporting

<u>Status:</u> Complete.

Course assessment plans and reports were completed; however, the Instructional Coordinator has been the only one engaged in the process. A new full- time faculty person was hired upon the retirement of one of the long-standing full-time faculty. The hope is that the new hire will become more involved in the assessment process.

3. Explore and discuss course prerequisites focusing on both reading and writing readiness

<u>Status:</u> New.

There has not been action on this goal over the past review period. The hope is that all sociology instructors will provide greater input on both the reading and writing readiness. Ideally, construction of a measurement tool (with input from all department faculty) will be possible.

4. Investigate students who have failed/repeat SOC-100

<u>Status:</u> New.

To date, the program has been unable to successfully cull the population of students who have failed and repeated the course. Students may come from other schools and faculty would not be able to readily have access to this information. The same would apply if students have taken a class with one ECC faculty and find themselves repeating the course with another faculty person. Faculty will need to partner with Institutional Research to make more informed analysis.

5. Develop a larger pool of adjuncts via professional networking and other creative means

<u>Status:</u> Complete.

As enrollments declined college-wide over the review period, it was difficult for the two unit-adjuncts to make load. Currently, staffing is adequate to meet enrollment needs. Some progress in diversifying the pool has occurred and the program will continue to make this an important variable when seeking new part-time faculty.

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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	Institutionally, degree requirements are vetted through the faculty-led Curriculum Committee and approved proposals are forwarded to the Vice President of Teaching, Learning, and Student Development. Within this proposal process, initiators are

programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	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?	It can vary. Some students are drawn to the discipline simply because they are interested in the topics being explored. The department also participates in the college's recruitment fairs where the department can be showcased. Over the past five years, the program has also adjusted how courses are promoted to students with brochures and marking materials to better showcase the content and how it can connect to their own lives.
	The course fulfills the Social/Behavioral Sciences requirement of degrees. It is required in Criminal Justice and is listed as a choice option with PSY-100 in several others.
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?	The Sociology department has not contributed to major degree changes or options over the past review period. As mentioned, the Family Violence Counseling program was withdrawn by Human Services based on industry needs.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Nine courses are active in the 2021 catalog, two cross-listed with the Psychology department and one with Criminal Justice. SOC-100: Principles of Sociology has the largest enrollment.
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 budget for FY' 21 was $402,608. The majority of the budget covers faculty salaries and benefits. Costs to the students consists of tuition, fees and textbooks.
b. How does the operational cost of this discipline compare to that	In the sociology department, both the full-time faculty and part-time faculty are long-time employees, with a high salary

of other baccalaureate/transfer disciplines and all programs offered by the college overall?	accumulated through the years. When retirements occur, the cost will be lower. A second factor is that in its effort to attract enrollment, more section options have been provided with a generally lower fill-up rate. Raising the fill-up rate would reduce the cost of the program as well.
c. How many full- and part-time faculty are maintained for this discipline?	There are two full-time and five part-time faculty.
2.2 What steps can be taken to offer curricula more cost-effectively?	Program faculty identify the most affordable textbooks for the quality and frequently utilize electronic versions of articles to reduce the costs to the student. The program could become more cost-efficient by improving the fill-rate of its schedule.
2.3 Is there a need for additional resources?	Within the Social Science Lab there is a need to ensure the availability of computers and printers to students, particularly as students can have limited access to technology outside of campus. Making more supplies available for adjunct instructors and ensuring those specific supply spaces are more readily available for adjunct faculty would be helpful. Post-COVID-19 it is anticipated that instruction will rely more heavily on technology, even when operations return to an in-person format. The program (as well as the college) should explore various ways to make technology accessible to the students.
Indicator 3: Quality	**Response**
3.01 What are the program's strengths?	The main strengths of this program include its dedicated and consistent faculty and its adaptability to changing needs. This department is fortunate in that it has adjunct faculty who have been with Elgin Community College for an extended period of time. This contributes to a collaborative spirit with decision-making and exploring new ideas/concerns with both full-time and part-time faculty. Two sociology professors, one full-time and one part-time, were chosen and participated in the Faculty Research Committee generating data on the ECC student body and campus climate during the Spring 2019 and Fall 2019 semesters. Patricia O'Brien's work was titled "Using Kahoot Quizzes as a Preparation for Course Exams" and Kimberly A. Reed's work was titled "To Sustain a Supportive Campus Climate: Assessment of Group Knowledge about Culture, Legal, and Workplace Issues for LGBTQ Identified People". In Spring 2021, the college's Student Success Infrastructure recently approved an initiative to provide research experience for students, to be led by SOC faculty Dr. Mia Hardy. This is an example of additional research as well as collaboration efforts

	across multiple academic departments at the college, including Business, English, and History.
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	The Sociology program has historically abided by the standard 16-week course structure as it appeared to best meet the needs of students rather than accelerated options. It has also offered team-taught courses with multiple courses having at least one team-taught option. Summer sections are regularly offered, though enrollment and demand has declined in the past few years. The program makes an effort to schedule classes during a variety of times (including weekends) to make courses available to students. Prior to the shift to remote learning for the pandemic, two courses were regularly offered in an online format as well as face-to-face: SOC-100: Principles of Sociology and SOC-210: Marriage and Family. For the period of remote learning, all courses were offered in a variety of online synchronous and asynchronous sections. As operations transition back to campus, the program anticipates more interest from students in face-to-face and hybrid instruction. A variety of options will be important going forward, and scheduling will adjust based on what needs are expressed by students.
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. It remains unknown how the modality mix will shift once college operations return to the "new normal." Overall, success rates in online SOC sections approximate the college average for online transfer courses.
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, many of which switched to a remote format for the pandemic. The faculty contract allows for professional development funds, and includes part-time faculty. The college offers in-house training on various subjects and many faculty utilize professional development funds to attend conferences in their discipline. Within the SOC program, professional development funds are

available for adjunct and full-time faculty. However, it can be difficult for adjunct faculty to take full advantage. Additionally, the college process of being reimbursed for such expenses *after* it occurs makes the program inaccessible to those who cannot afford to wait on reimbursement.

Faculty are involved in multiple regional and national professional associations related to sociology, community colleges, equity, and higher education overall. Faculty regularly attend teaching institutes and national conferences to remain up to date on emerging trends and practices. Membership includes:
- American Sociological Association
- Illinois Sociological Association
- Midwest Sociological Association
- Sociologist for Women in Society

Faculty have attended professional meetings both in the continental United States and internationally as well, namely the International Conference on Social Sciences, Humanities and Education in Nice, France in 2019, Budapest, Hungary in 2018, and Prague, Czechoslovakia in 2016.

3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No Elgin Community College Sociology faculty have been active in the IAI panel review during the past review period.
3.6 How does the discipline identify and support "at-risk" students?	This is done on an individual basis. As faculty work with students who may be struggling with specific skills/assignments, faculty direct them to academic resources. Though specific approaches can vary by instructor, students are frequently referred to resources and faculty also make use of the early Spartan Alert system. A major concern is related to students' access to reliable technology. Instructors frequently connect students to college resources so they can know their options but online learning poses challenges to students who may have limited space and technology access.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Faculty remain aware of campus resources and offer them to students when needed. This is particularly true for students who would benefit from the resources of Disability Services. Faculty will need to remain adaptable to students' specific needs and would benefit from additional education with how to approach this in the classroom.
3.7.1 What partnerships or collaborations have the program established to increase quality?	Given the nature of this program, collaborations and relationships are facilitated on an individual basis, as opposed to something generated by the curriculum. Faculty have collaborated with events on a campus-wide basis through MAGIC/GIST as well as participation on various committees.
3.8 What does the discipline	The instructional coordinator adopts an open-door policy and

or department review when developing or modifying curriculum?	welcomes feedback, responding to emerging needs as necessary. Because the contingent of part-time faculty work staggered schedules on M/W and T/TH, overlap is rare, but the department remains flexible. The department has included adjuncts in decision-making processes, such as the development of a student success measurement tool for the Intro course. Additionally, when discussing new possible texts, the department solicits feedback from all instructors.
	Historically, the department adjuncts teach the introductory courses and the full-time faculty manage the specialized courses, therefore, larger curriculum discussions still tend to be focused on a specific course. Discussions are typically centered around the following questions: What needs to be added? How do we increase student enrollment/engagement? How do we improve advertising (via flyers/images)? Conversations also include reviewing current trends from ASA and benchmarking of comparable institutions. Department discussions often consider a balance between what is possible given the scope of what a community college can offer.
	Currently, course offerings are consistent with what is being offered at other community colleges and/or transfer institutions. Elgin Community College's Sociology program is unique, however, in that it also offers a Criminology course. Even though criminology comes out of the discipline of sociology, it is not widely offered outside of Criminal Justice departments at the lower levels.
	In 2016, SOC-211: Principles Social Work and Social Welfare as withdrawn as it had not been offered for a lengthy period of time and the course content itself aligned more with the Human Services discipline. There are no current discussions to consider other major changes to the existing curriculum. However, it is noted that some course descriptions may not accurately capture the essence of what the course is and what students can expect. This can be reviewed in the upcoming period.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	Instructors will also make changes to instruction based on assessment results - this can include reworking/overhauling assignments if students struggle with course concepts. For example, in Criminology students had been struggling with writing assignments, entering the course without adequate skills. As such, the instructor adapted the assignments from larger papers to smaller assignments to better support learning and course success.
	Instructors have noted that students may be ill-equipped to meet the expectations of college-level work and assignment submission guidelines, frequently requesting accommodations that are closely aligned with the high school environment. Most often, these issues are addressed by the instructor who reiterates course requirements.

	Many SOC courses do not have sequencing pre-requisites. For example, a student can enroll in SOC-209: Racial and Ethnic Relations without first taking SOC-100: Principles of Sociology. In others, SOC-100 is a recommendation but not a requirement. The program believes the wider access to the curriculum is more important than enforcing a rigid order which would disadvantage students from a scheduling and access perspective. Additionally, some courses require Minimum Competencies in reading and writing, and others do not. This will need to be balanced with the knowledge foundation that an intro course can provide and still remain developmentally appropriate for students. Over the past five years, the program has ensured that a full-time faculty member be available to teach in the evening. This has been helpful in ensuring that SOC faculty remain aware of the differences in student needs based on time of attendance, keeping the pulse.
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. 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 still something new to many academic disciplines. Findings will be discussed in the "Performance and Equity" section of this report. Success rates in the SOC department varies by course and modality, but average approximately 75% including withdrawals. While improvement is always desired, this level is acceptable. Faculty generally choose their own assessment methods such as a specific paper, project, or practical project. However, faculty work together to make assessment tools available to everyone, as well as other texts and resources. A department-wide course assessment tool was created for SOC-100 to measure students' understanding of course concepts at the end of the semester as a multiple-choice quiz. This was particularly important to help ensure continuity across multiple adjunct instructors. Additionally, the Instructional Coordinator compares assessment results across sections/courses for alignment with program outcomes, which is taken into consideration when discussing potential course adjustments with the larger group of faculty. This course-level assessment needs to evolve as needs change. An example of this will be the return post-COVID-19. How might faculty need to change their assessment methods to better measure the changes in student learning as a result of this major shift to online instruction? What might students need upon their return? Everyone will need to continue to adapt.
3.11 Did the review of quality	The program will be working to return to post-pandemic teaching

result in any actions or modifications? Please explain.	and learning during a significant period of transition. Two long-standing full-time faculty have recently retired. One new full-time faculty came from the adjunct ranks and will be in the tenure process one more year. The newest replacement will begin in Fall 2021.

3.12 List any barriers encountered while implementing the discipline.

In reviewing success data related to PSY-215 and 225 (both cross-listed in SOC and PSY), SOC students do not perform as well as their PSY peers. There should likely be a conversation regarding learning outcomes and collaboration between the two departments – particularly to ensure that learning outcomes accurately reflect the past preparation of both student groups.

Additionally, a pressing challenge facing the program is significant transition as two full-time faculty retire and two begin. Though the department is up to the task, this is worthy of note as multiple transitions are likely to occur.

Performance and Equity
Provide the most recent 5-year longitudinal data available for each course.

Academic Discipline	Sociology
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	**ENROLLMENT** The program is uncertain of what enrollment patterns may look like for the next few years, though it is known that the volume of college-eligible students is expected to decrease over the next decade. The program is called to remain flexible based on student needs. It is possible to have enrollment increase as students better understand their learning and work needs post-COVID-19 and can identify options that work best for them. Enrollment in the introductory course is more stable than the specialized courses which experience inconsistent enrollment. This can be attributed in part to a lack of marketing efforts as some students may remain unaware of the specialized topics being covered or are uncertain as to the true content being explored. Course descriptions may not accurately capture the essence of what the course is and what students can expect, so it may be worthwhile to explore the descriptions to determine if changes are necessary. In terms of addressing low enrollment, the program is poised to explore ways to better market courses as the college's Marketing department does not typically promote individual courses. **SUCCESS** Department success rates have remained consistent overall in the 74%-77% range, though this is largely reflective of the SOC-100 rate since it comprises over three-quarters of the program's total enrollment. Rates in other courses offered face-to-face range from 61% to 100% over the five years. Online students experience a slightly lower rate of success compared to their face-to-face peers: 71% online, compared to 76% in the classroom for the department overall. However, these rates of success for online students remain at or above the 2020 ECC average for transfer courses. Faculty have observed that some students enroll in SOC courses without the abilities to adequately read and write, despite Minimum Competencies

	pre-requisites. This prompts questions related to how students are navigating the placement testing process and if there is something that can be improved. Faculty will refer students to academic support resources when warranted, but these gaps in knowledge may be difficult to overcome.
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.
	The topic of Equity is central to the discipline of Sociology. The faculty often discuss strategies to support equity and student success which includes ensuring that all faculty are knowledgeable about various on campus resources (academic, financial, wellness) in order to refer students properly. It is clear that student's educational success is not limited to in-classroom needs and learning - but attending to factors outside of the classroom that can inhibit student learning as well.
	Upon analysis of the Equity data provided as part of this review, faculty see the findings as consistent with their own observations. It remains clear that the department can do more to support Black/African-American students, who have the lowest success rates in the program. Additionally, female-identified students appear to perform better than male-identified students across the institution and in the SOC program.
	The pandemic has heightened the department's emphasis and understanding of available technological resources for students who may have limited access, technology and knowledge to succeed in online education. Additionally, ECC students hold a variety of identities and responsibilities including childcare, essential worker duties, and more. The experience with COVID-19 has called faculty to be responsive to students' changing needs and adaptable to issues that may change for students day-to-day.
	To explore these areas, it will be helpful to better understand how to support students with their needs outside of the classroom. What resources there are for students to attend to their basic human needs (childcare, food and housing insecurity). Faculty can better direct students to available resources to navigate these challenges once they are fully aware of the resources within the community.
	Lastly related to equity, the program will continue to improve the hiring

	pool to ensure that the faculty reflect the diversity of the student population. Progress has been made but it can remain an area of continued focus.
PE.3 Dual Credit Opportunities	As recently as 2016 SOC-100 has been identified as a course for dual-credit students. Elgin Community College's current dual-credit partner institutions include: District(s) 300, 301, 303, and U-46. Prior to 2016, SOC-100 had been a long-time Middle College course for high school seniors and juniors. While dual credit students are academically prepared for college-level work, some SOC faculty have found that there is difficulty for some students to navigate the independence necessary to be successful in college courses. Working closely with the division housing this program will ensure communication to parents and students regarding expectations for student initiative, autonomy, and privacy is of utmost importance.

Curriculum Data

Definitions

Enrollment: Duplicated seat-count
Success Rate: % C or better at the end of the course, excluding Withdrawals and Audit students
***Online:** Sections that began the SP20 term in a face-to-face format but had to switch to remote in March are still listed below as face-to-face. Data for the Online modality is pure, not related to the emergency closure.

Course Title	**SOC-100: Principles of Sociology**
Course Description	This course examines human society and the complex relationships that exist between individuals, groups and institutions. This examination will be facilitated by focusing on methods and theories used in analyzing and understanding changes taking place in contemporary society.

		FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	Face to Face	780	703	721	666	753
	Online	198	193	226	216	153
Total Credit Hours		2,934	2,688	2,841	2,646	2,718
Success Rate	Face to Face	83%	87%	84%	84%	82%
	Online	84%	79%	80%	84%	90%
IAI Status		S7 900				

How does the data support the course goals? Elaborate.	Enrollment has stayed relatively consistent with a dip in FY19. This course enrolls the majority of students for the program overall and fulfills the major Behavioral/Social Science requirement for most degrees. Minimum Competencies requirements in reading and writing seem to set them up for success. The course success rates exceed college averages, in particular for online students who do very well.
What disaggregated data was reviewed?	Disaggregated results were prepared based on race/ethnicity, gender and Pell status.
Were there identifiable gaps in the data? Please explain.	SOC-100 students from all R/E groups meet or exceed success rates for the rest of the division with the exception of Black/African-American. It is the college pattern for this group to perform lower, but success in SOC-100 is 56% for the five years compared to 60% in the division and 59% for other

transfer courses. Women out-perform men 78% to 72% and a gap is noted for Pell-eligible students, 71% to 80%.

Course Title	SOC-101: Introduction to Family Violence
Course Description	This course will examine the issues of family violence from the various perspectives of children, spouses, and the elderly. The course will focus on the dynamics, signs and symptoms, prevention and possible interventions for each age group. Students will examine physical abuse and neglect, sexual abuse and harassment, emotional abuse and exploitation.

	FY16	FY17	FY18	FY19	FY20
Enrollment	6	13	17	11	7
Total Credit Hours	18	39	51	33	21
Success Rate	83%	69%	75%	100%	86%
Form 13 Status	NIU 1/2021, SIUC 4/2021, UIC 11/2020				

How does the data support the course goals? Elaborate.	Enrollment in SOC-101 declined after the withdrawal of the Family Violence Counseling program in Human Services. Still, one section a year seems to meet demand. The course carries no pre-requisites. It is one of the few evening options available from the department and offers content of interest to students who have also taken a marriage/family and/or criminology course. Success is generally strong, though variation will be wider with lower n-sizes.
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	SOC-201: Social Problems
Course Description	This course utilizes sociological concepts and methods in the investigation and analysis of major social problems, including methods for alleviating them, such as: alcoholism, crime, drug addiction, mental illness, ethnic prejudice and marital discord.

	FY16	FY17	FY18	FY19	FY20
Enrollment	12	17	13	14	13
Total Credit Hours	36	51	39	42	39
Success Rate	77%	69%	100%	73%	79%
IAI Status	S7 901				

How does the data support the course goals? Elaborate.	Demand is sufficient to run this specialized course once per year each Fall. Students must meet Minimum Competencies requirements in reading and writing. Prior enrollment in SOC-100 is recommended, but not required. The course can fulfill the Social/Behavioral Science requirement for most degrees. Success is average with some variation due to the smaller n-sizes.

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	SOC-209: Racial and Ethnic Relations
Course Description	Study of the past and current racial and ethnic diversity of American society, and its implications and consequences for the various groups studied, and the entire society. The course will examine the roles and status of American ethnic groups originating in European and non-European areas but will focus primarily on the non-European. Examining race as a social, political, economic and historical construction, the course will examine the inter-generational and lasting impacts of ethnocentrism, and individual and institutional social structures.

	FY16	FY17	FY18	FY19	FY20
Enrollment	46	54	54	43	70
Total Credit Hours	138	162	162	129	210
Success Rate	80%	70%	66%	70%	77%
IAI Status	S7 903D				
How does the data support the course goals? Elaborate.	Enrollment for this course has risen over the review period, particularly for FY'20. It fulfills the Social/Behavioral Science requirement for most degrees and also applies to the Diversity designation requirement. Success rates are slightly lower than the department and college average. Minimum Competencies in reading and writing are required for admission to this course, but there are no other prerequisites.				
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	SOC-210: Marriage and Family
Course Description	A sociological analysis of the family and its forms and functions. The course analyzes marital practices and family structures in a variety of cultural settings, and may investigate the extent to which societal customs and mores affect the individual's conceptualization of these areas.

		FY16	FY17	FY18	FY19	FY20
Enrollment	Face to Face	55	28	32	29	42
	Online	0	43	46	63	38
Total Credit Hours		165	213	234	276	240
Success Rate	Face to Face	89%	93%	97%	93%	91%
	Online	N/A	79%	69%	84%	84%
IAI Status		S7 902				
How does the data support the course goals? Elaborate.		Interest for this course supports both face-to-face and online instruction (prior to the pandemic) and it is offered each term. Enrollment is slightly				

	increasing. Students must meet Minimum Competencies requirements in reading and writing. Prior enrollment in SOC-100 is recommended, but not required. The course can fulfill the Social/Behavioral Science requirement for most degrees. This course as well as SOC-220: Gender Roles and Social Change have the highest rates of success compared to others in the department. This is likely because these courses are more specialized in topics and appeal to the interests of students. The instructional style for these courses is highly interactive and includes multiple opportunities for practical application, exploring projects outside of the classroom. As a result, students within these courses were highly motivated.
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	**SOC-215: Social Psychology**				
Course Description	The scientific study of social factors in individual and group behavior. Topics of investigation include the self, social perception, attraction, intimacy, social influence, attitudes, persuasion, altruism, aggression, group structures and group dynamics.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	11	8	13	16	13
Total Credit Hours	33	24	39	48	39
Success Rate	83%	38%	55%	50%	20%
IAI Status	S8 900				
How does the data support the course goals? Elaborate.	This course is cross-listed with PSY-215 and is owned and maintained by the Psychology department. Refer to the PSY chapter of this report for the full data discussion.				

Course Title	**SOC-220: Gender Roles and Social Change**				
Course Description	The study of gender roles and inequality in the context of a changing world: examination of the causes, behavioral effects, behavioral prescriptions, as well as forms of change in a variety of social and institutional contexts.				
	FY16	**FY17**	**FY18**	**FY19**	**FY20**
Enrollment	15	9	12	12	6
Total Credit Hours	45	27	36	36	18
Success Rate	80%	100%	92%	92%	83%
IAI Status	S7 904D				
How does the data support the course goals? Elaborate.	Enrollment is small with one section running each spring and enrollment is slightly declining. Students must meet Minimum Competencies requirements in reading and writing. SOC-100 is a pre-requisite, though this can be waived with instructor consent. The course can fulfill the Social/Behavioral Science requirement for most degrees and also applies to the Diversity designation requirement.				

	This course as well as SOC-210: Marriage and Family have the highest rates of success compared to others in the department. This is likely because these courses are more specialized in topics and appeal to the interests of students. The instructional style for these courses is highly interactive and includes multiple opportunities for practical application, exploring projects outside of the classroom. As a result, students within these courses were highly motivated.
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	SOC-225: Human Sexuality
Course Description	Study of social and psychological aspects of human sexuality. Includes sexual development, cultural influences, motivation and emotion, sex-role identification, values, and decision making.

	FY16	FY17	FY18	FY19	FY20
Enrollment	5	2	1	0	7
Total Credit Hours	15	6	3	N/A	21
Success Rate	17%	50%	100%	N/A	33%
Form 13 Status	NIU 1/2021, SIUC 4/2021, UIC 11/2020				
How does the data support the course goals? Elaborate.	This course is cross-listed with PSY-225 and is owned and maintained by the Psychology department. Refer to the PSY chapter of this report for the full data discussion.				

Course Title	SOC-230: Criminology
Course Description	Nature of adult and juvenile crime with historic and conventional theories of causation. Interrelationship of punishment to solution and correction. A thorough study is made of the classes of crime, types of criminals, and procedures utilized in rehabilitating criminals. The various measures employed in deterring crime are also an integral part of this course. *(*Cross-listed with CRJ-230)*

		FY16	FY17	FY18	FY19	FY20
Enrollment	SOC-230	37	38	36	36	38
	CRJ-230	73	81	79	74	65
Total Credit Hours		330	357	345	330	309
Success Rate	SOC-230	83%	84%	89%	86%	76%
	CRJ-230	85%	76%	86%	75%	77%
Form 13 Status		NIU 1/2021, SIUC 4/2021, UIC 11/2020				
How does the data support the course goals? Elaborate.		This course is cross-listed with the Criminal Justice department. As shown above, students are twice as likely to enroll within the CRJ prefix. The Criminal Justice AAS degree requires both SOC-100 and CRJ/SOC-230. Enrollment has declined slightly since FY'17 but still fills sections each fall and spring. The program may explore the possibility of securing an IAI designation which may make it a more attractive elective for SOC students. Students do not need to meet Minimum Competencies requirements in				

	reading and writing. Prior enrollment in SOC-100 is recommended, but not required. Success rates are strong, though slightly lower for CRJ students.
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

Academic Course Review Results

R.1 Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Overall, the program performs well and above the 2020 college average in most cases. However, there are specific populations where faculty can work to better serve and change instructional methods. The program is committed to remaining responsive to students' needs and will adapt to the potential for more online and hybrid instruction as operations return post-pandemic.
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.	1. **Increase enrollment across all SOC courses** Timeline: AY'22/23 – AY'23/24 • The SOC department, with the support of administration, will work to reinstate SOC-100 as an option nursing students may take alongside Introduction to Psychology. Additionally, learning communities that are robust will be pursued with other departments to bolster enrollment in specialty courses. 2. **Revisit practice of pre-requisite requirements for SOC courses.** Timeline: AY'22-AY'24 3. **Review of Success Rates of SOC students in cross-listed courses.** Timeline: AY'22-AY'24 4. **Identify strategies to better support Black/African-American students within the SOC program** Timeline: AY'22/23 – AY'23/24 • Increased support of black/African American students will consist of collaboration with Student Life, BEST (Black Employee Support Team), and Advising. While roles and functions of faculty and staff at the college are distinct, more collaboration between departments to ensure the success of marginalized populations is critical to improving their outcomes and trajectories. • The Instructional Coordinator will secure meetings with each entity to determine how a collaborative relationship can positively impact students.
R.3 Resources Needed	Maintain high quality instructional staff - an example of this can be securing faculty who have experience and a knowledge base in criminology and domestic violence. Collaborating with the Human Resources Department to advertise employment postings to race and ethnic based professional affinity groups is a partnership that will be facilitated by the Instructional Coordinator. Explore marketing options for specific courses. Connecting with campus partners to better understand student success metrics and data availability. Institutional Research has collected a plethora of success data, disaggregated by race and ethnicity, and a deep dive of the

	findings will be a priority of the SOC department.
R.4 Responsibility Who is responsible for completing or implementing the modifications?	Instructional Coordinator will monitor enrollment and lead efforts to increase it. All faculty will participate in strategies to reduce equity gaps.
Review Team **R5.** 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 authors: Dr. Pat O'Brien – Faculty and Instructional Coordinator; Dr. Mia Hardy – Faculty.
Stakeholder Engagement **R6**. 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.	Associate Dean, Dr. Kristina Garcia, review, editing, and support. Data supplied by Institutional Research.

Vocational Skills	
College Name:	Elgin Community College
Fiscal Year in Review:	2016-2020
Review Summary	
Program Objectives What are the objectives or goals of the program?	Vocational Skills courses are subcategory of instructional offerings with a PCS code of 1.6. These typically exclude those in career-technical areas and non-credit "Community Education." In the past, the college has used this classification for courses not part of a formal certificate, and in some instances as a bridge to a credit classification, as was done years ago for the Massage Therapy program. Most recently, several internal faculty professional development courses were classified as Vocational Skills at a time when it was anticipated the courses could be offered (online) to participants from other schools.
To what extent are these objectives or goals being achieved?	The goals for these professional development courses have shifted. They now reside in the college's Center for Enhancement of Teaching and Learning (CETL), are intended solely for ECC personnel, and are classified in the traditional non-credit format. The remaining courses in the Vocational Skills category will be withdrawn, which include: • CVS-900: Techniques for Managing the Web-Enhanced Classroom • CVS-901: Online Instruction & Assessment Practices • CVS-902: Combining Onsite with Online • CVS-903: Instructional Strategies for Adjunct
How does this program contribute to other fields and the mission of the college?	The most recent vocational skills courses mentioned above were designed for internal professional development related to teaching and learning. They ensure consistent application of best practices and emerging skills, such as ensuring document accessibility to comply with ADA requirements. Most notably, they were deployed widely in Summer 2020 to assist faculty in their pivot to online teaching for the 20/21 academic year.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Since the last review, vocational skills courses (PCS code 1.6) that were no longer relevant or needed were withdrawn. These have included: • MMB-170: Principles of Bank Operations • RTP-101: Radio Techniques • CIS-098: Computer Fundamentals Since the faculty development courses are now internal offerings, they will be removed from the Course Master and CurricUNET and will no longer be included in non-credit enrollment reports sent to ICCB.

Review Analysis

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

Indicator 1: Need	Response
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	The division of Workforce Development & Continuing Education monitors the needs of the local community and workforce and connects often with instructional deans regarding feedback from employers and advisory group members. Should the need arise to create courses within the Vocational Skills category, interested parties would be guided by the Curriculum office.
1.2 How will students be informed or recruited for this program?	N/A
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Courses in question had no enrollment for the review period prior to their withdrawal.

Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	N/A
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	N/A
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	N/A

Indicator 3: Quality	Response
3.1 What are the program's strengths?	N/A
3.2 What are the identified or potential weaknesses of the program?	N/A
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	This type of assessment is ongoing within current occupational programs as well as emerging work-based learning settings, such as internships and apprenticeships.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	N/A

3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	N/A
3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?	N/A
3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	N/A

List any barriers encountered while implementing the program.

N/A

Review Results	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Since the goals for the remaining CVS courses have changed, the last set will be withdrawn. As future needs emerge, the college will consider if this course classification is the most appropriate for any new courses.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Formally withdraw remaining courses via CurrcUNET and Curriculum Committee: • CVS-900: Techniques for Managing the Web-Enhanced Classroom • CVS-901: Online Instruction & Assessment Practices • CVS-902: Combining Onsite with Online • CVS-903: Instructional Strategies for Adjunct
Resources Needed	None.

Responsibility Who is responsible for completing or implementing the modifications?	This will be led by the AVP of Teaching, Learning and Student Development.

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:	2016-2020
Review Area:	Athletics

Program Summary 1.Please provide a brief overview of the program or service being evaluated.	The objective is to build competitive, successful, student-centered athletes and teams that represent Elgin Community College competing against the elite programs in National Junior College Association (NJCAA) Region IV and the Illinois Skyway Collegiate Conference (ISCC).
	The mission of the Elgin Community College Athletics program: *to provide a positive competitive environment for student-athletes where they will be challenged to grow academically, physically and socially so that they are prepared to be successful in their next stage of life.*
	This is done by building character and life skills. The coaches prepare each athlete and their teams to grow, develop, and compete within their chosen sport. The services provide a foundation and opportunities for the athletes to continue their academic and athletic careers at four-year institutions; however, student-athletes (SAs) are also guided towards certificate options and job opportunities if their goals do not include a Bachelor's degree.

	Program-Level Student Learning Outcomes:
	• Student-athletes will demonstrate an understanding of policies, procedures and expectations of the Elgin Community College Athletic Department, and individual sports teams.
	   o Each athlete receives a student-athlete handbook detailing the athletic department policies, procedures and expectations.
	   o A survey is taken after the student-athlete mandatory athletic department orientation asking if they understood the outlining of the program.
	• Student-athletes will learn how to become academically and socially integrated into the campus culture.
	   o The Athletes Commit to Education (ACE) program provides a study hall and also provides resources for academic assistance (tutors, academic advising).
	   o By participating on a sports team, each athlete is integrated in a team culture and becomes identified as an ECC student-athlete.

	- The athletic department also refers SAs to college resources such as the Wellness Services. - Student-athletes will be able to identify the requirements of a college credential and for transitioning to four-year institutions and/or the workforce. - The athletic department has a designated academic advisor in academic and transfers advising services who assists SAs with courses at Elgin Community College and what requirements are needed to transfer to four-year institutions as well as workforce opportunities. While the majority of this report will focus on the Athletics program (team sports and support for student-athletes), this area also encompasses the college's Fitness Center, a 3,000 square foot facility that features state-of-the-art workout equipment for students, staff and the community. Equipment includes treadmills, ellipticals, stair-climbers, stationary bicycles, a rowing-machine, and Cybex weight machines. An adjacent 1,200 square-foot room offers Olympic weight sets, benches, squat racks and dumbbells.
Prior Review Update 2.Describe any improvements or modifications made since the last review.	**1. NJCAA Compliance test will be taken by all ECC coaches** <u>Status:</u> Completed All new coaches took the NJCAA Compliance exam until 2018. The exam detailed the bylaws, policies, eligibility, each sport code and requirements, and the basic structure of the NJCAA and Region IV. The NJCAA does not have a current exam. Therefore, we created a comprehensive coaches manual that covers current eligibility rules, sportsmanship guidelines, sports procedures, ECC internal coaching expectations, its athletic mission, and business services' purchasing flow chart. **2. Continue the Athletes Commit to Education(ACE) program to support and build student athlete retention, completion and transfer to four-year schools** <u>Status:</u> In progress It is a challenge to run the Athletes Commit to Education (ACE) program without a fully dedicated manager. Students would benefit from having such a leader/mentor in place. Student-athletes are required to participate in a mandatory study hall in the library where they sign in for a minimum of four hours a week. Majority of fall sports athletes are being retained to spring semester and 1st year student athletes are eligible for second season participation. Prior to a retirement in 2020, the athletic department dedicated one of the full-time Athletic Coordinator

	position to supervise study hall, a component of the ACE program, from Monday - Friday from 10:00am - 2:00pm to monitor the student-athletes to sign in and complete the 4 hours a week study hall, However, the college recently hired a full-time Sports Information/ Academic Support Specialist to manage the ACE program.
	
	3. Maintain yearly compliance with eligibility, regulations, dues with the NJCAA, Region IV, and ISCC
	Status: Completed
	    On a yearly basis, the athletic department completes student-athlete eligibility for every athlete that participates in NJCAA competition. Annually, the athletic department pays NJCAA, Region IV, and ISCC dues to participate. The Athletic Director and one of the Athletic Coordinators participate in a mandatory NJCAA compliance seminar every two years.
	
	4. Keep recruiting high caliber District 509 high school student-athletes to continue their career at Elgin Community College by coaches involved in going to games, matches, contacting H.S. coaches and having the athlete and parents visit the ECC Campus
	Status: In progress
	    Between FY'17 and FY'21, it was a challenge that other Community Colleges with athletic scholarships offered their scholarships to our District 509 athletes because of Elgin Community College's participation in NJCAA DIII, which doesn't allow colleges to offer athletic scholarships. However, beginning FY'22, the college will move back to NJCAA DII, enabling the college to offer athletic scholarships and recruit high caliber District 509 athletes.
	
	    The college's head and assistant coaches aggressively recruit the top District 509 high school student-athletes. Coaches communicate to the high school coaches, go to their games/matches, and encourage athletes to attend ECC games/matches to see the competitive teams and facilities. Also, coaches invite athletes and their parents to visit and tour the campus, athletic facilities, and the coaches share the expectations to participate in their program, and the benefits of being an ECC student-athlete.
	
	5. Maintain the fitness center with current equipment and programs.
	Status: Completed
	    The fitness center was updated with new equipment, including a rower, stationary bikes, treadmills, free weights, and squat racks.

6. **Implement a Life Skills seminar for all student athletes on a yearly basis**

Status: Completed

> The Athletic and Academic Advising Departments partnered on creating a pilot program for student-athletes to enroll in GSD-120: Exploring Careers and College Majors. The goal of the program was to help undecided students identify a major and career best-suited for them as well as to validate the decision of students who have decided on a major and career. Fifteen (15) student-athletes participated in the pilot. Eighty (80) percent of the student-athletes successfully completed the course with an average GPA of 2.80.

7. **Establish more opportunities for teams to be involved with community service projects such as PAWS and Little Angels.**

Status: Completed

> The Elgin Community College baseball team participated at Cal's Angels from 2016-2018, put on free baseball clinics to youth athletes from 2016-2019, and traveled to community locations to assist in sport seminars/clinics from 2016-2019. The women's basketball team put on free female basketball clinics from 2016-2019.

> Since 2017, the women's and men's basketball teams have sponsored Matthew Erickson, who was born with a brain tumor, by inviting him and his family to ECC basketball games, and participating in fundraisers for Matthew. Both teams belong to the Friends for Jaclyn Foundation for children with brain tumors and pediatric cancer.

> The men's basketball team also worked at the Hanover Park recycling day in the fall of 2014, participated in a supply donation for the Elgin homeless in October of 2018, participated at Lurie Children's Hospital multiple times in 2016 answering phones for donations, and worked free basketball clinics in 2017 and 2018.

8. **Assist teams with fundraising avenues to support trips, supplies and uniforms to mitigate the current state budget situation.**

Status: Completed

> ECC Athletic teams obtained approval from the Elgin Community College Foundation to manage their fundraisers, by allowing the teams to deposit funds into the Foundation account.

> Baseball, softball, women's basketball, and men's basketball have fundraised to support their programs to purchase sweats, shoes, spikes and equipment for their

	sport.

	9. Investigate acquisition of two turtle buses which do not require a CDL and can accommodate 15 passengers.
	<u>Status:</u> Completed
	A turtle bus was purchased by Student Life that the Athletic teams use to transport them to and from games/matches.
	
	10. Update equipment, field supplies for the baseball field on established schedules
	<u>Status:</u> Completed
	Replaced backstop netting, replaced wood outfield fence with chain-link fence, re-seeded and re-sodded heavily worn areas, put up fencing in front of both dugouts, and replaced worn batting cage netting.
	
	11. Hire a part-time/full-time trainer to encourage coverage at every sports team's practices as needed for safety and NJCAA compliance.
	<u>Status:</u> Completed
	The athletic department has a full-time trainer who covers all home athletic NJCAA games/matches. The Athletic department contracts with a company to provide athletic trainers when the college has two home matches/games occurring at the same time or when the full-time trainer is unavailable.
	
	Additional accomplishments not related to FY'16 goals:
	• Annually, provided Student-Athlete Handbook and student-athlete orientation for all sports. The orientations highlighted financial aid, academic advising, Athletes Commit to Education (ACE) procedures, and athletic eligibility.
	• Through the Elgin Sports Hall of Fame, Elgin Community College receives a $1,700 scholarship each for one female and male student-athlete toward a four-year institution.
	• Over 100 student-athletes went on to four-year schools to participate.
	• Awards:
	    o Men's basketball team: 2015-16 ISCC Co-Champs, 2016-17 ISCC Co-Champs, Region IV Champs, D3 National Runner-up, 31 wins-most in school history, 2018-19 Region IV Runner-Up, 25 wins.
	    o Women's basketball team: 2018-19 Region IV Runner-Up.
	    o Men's soccer: 2018 Region IV Runner-Up, best in school history.
	    o Baseball team: Won Region IV title in 2017, Region IV Runner-Up in 2016 and 2018.

	Multiple All-conference, and NJCAA All-Americans. o Yearly, 30+ student-athletes made the ISCC All-Academic team (3.0+ GPA). o The 2019-20 academic year, 45 student-athletes made the ISCC All-Academic team (school record). o An end of the term student-athlete Success and Informational meeting was held December 2019 for the men's soccer team providing speakers from TRIUMPH, TRIO Support Services, Student Success, Academic Advising, Financial, and Eligibility to enhance retention and supportive organizations. This supplemental intrusive, high touch program for Men's Soccer was piloted at the end of fall 2019 term and continued through spring 2020 term to determine if these approaches will increase course success and term-to-term persistence for this population identified as having the lowest success rate of all of the sports teams. • Staff awards: o ECC's Head Men's Basketball Coach, Reed Nosbisch, was named the 2015-16 Basketball ISCC Coach of the Year and the 2016-17 Region IV Basketball Coach of the year. o The Head Men's Baseball Coach, Bill Angelo, was named the 2017 Baseball Region IV Coach of the Year, 2018 Baseball ISCC Coach of the Year, inducted into the 2017 Illinois Skyway Collegiate Conference (ISCC) Hall of Fame, and into the Region IV Hall of Fame in2018. .
3.What are the program/service strengths?	The main strength of the athletic department is the commitment to every participating student-athlete to attain their academic and athletic goals. The athletic department provides a thorough support system beginning with a student-athlete orientation the first week of each semester. A notebook explaining many college resources, i.e. designated academic advisor for student-athletes, financial aid assistance, wellness professionals, ACE program, transfer services, and NJCAA compliance and requirements is provided to SAs to be used throughout their time at Elgin Community College. The athletic director meets with individual teams and provides information about eligibility, athletic department rules and services. Coaches are committed to the development and success of their programs and assisting their student-athletes in being recruited to four-year institutions to continue their education and athletic careers.

The department is comparable to many area community colleges with an athletic director, administrative assistant, trainer, and full-time staff member that serves as the eligibility compliance expert. The program is staffed by professionals who are deeply dedicated to fields, being members of professional and community organizations. All head coaches are members of the Elgin Sports Hall of Fame. Additionally:

Athletic Director, Kent Payne
- Past ISCC (Illinois Skyway Collegiate Conference) Chair
- Member of the Elgin Sports Hall of Fame

Beth Schwarz, Athletic Trainer
- Member of NATA (National Athletic Trainer's Association), attendance at national convention.
- NASM (National Academy of Sports Medicine)
- NSCA (National Strength and Conditioning Association).

Bill Angelo, Men's Baseball Head Coach
- Region IV Baseball Chair - 2013-2016,
- Member of NJCAA Baseball Association,
- Member of American Baseball Coaches Association
- Presentations:
  - 2016 Illinois High School Baseball Coaches Association Coaching Convention
  - 2017 ABCA (American Baseball Coaches Association) Barnstormers Clinic at University of Illinois at Chicago,
  - Moderator for the ABCA Catchers Hot Stove in 2020

Katrina Chan-Larsen, Athletic Department Administrative Assistant
- Belongs to the ITBE (Illinois Teachers of English to Speakers of Other Languages)

The functional diversity of the staff is an additional strength of the program. Input is taken in from all athletic department employees (4 full-time employees, 3 part-time employees, 21 contingent (stipend) coaches) within their specialty areas. They regularly discuss trends within collegiate athletics and fitness and implement initiatives to assist athletes with injury prevention, recovery, and advanced equipment. Department staff regularly meet with other athletic directors within the Conference as well as members of the NJCAA to discuss athletic program related issues and policies, including COVID-19 related safety protocols and revised athletic schedules. The use of virtual/video meetings has allowed and will continue to offer the opportunity for more involvement from all staff in the future considering the limited availability of coaches who work

	as seasonal employees on special assignments.
	In terms of professional development, coaches go to clinics within their field of expertise for new ideas in coaching, training and strategy. The athletic trainer attends mandatory training to update certification requirements. The athletic director and a staff member also attend yearly training to remain updated in new National Junior College Athletic Association (NJCAA) rules, guidelines and protocols.
	ECC's athletic facilities are first-class. The Events Center houses volleyball and basketball, and provides indoor training for baseball, softball and soccer with two hitting cages and three portable pitching mounds and portable nets and equipment. The baseball field is one of the top baseball facilities within the conference and Region IV. The field is rented out most weekends to youth tournaments during the summer and serves as a major league evaluation camp for top high school prospects in the Midwest. The soccer field installed a new scoreboard, asphalt path to the bleachers and asphalted the bench area for home and visiting teams.
	Additional positive and beneficial aspects of the program will be discussed in part 5c Quality to follow.
4. Based on the review, what are the identified challenges of the program or service?	There are a few challenges or identified weaknesses that exist for the athletic department. The department's website and social media presence is inadequate, potentially impacting recruitment efforts. Nonetheless, the redesigned athletic website, with the anticipated fall 2021 go-live date, will create a positive impact on real-time communications, stories, pictures, social media and stats that allows recruits, fans, coaches, families and community members the opportunity to track and follow ECC's sports programs.
	Additionally, since moving to Division III of the NJCAA in 2016-2017, the women's athletic roster participation has seen a decline. However, this phenomenon didn't only exist at Elgin Community College and overall college enrollment was down during this period. Nonetheless, the program is optimistic that participation by women student-athletes will rise beginning in FY'22 aided by the ability to offer athletic scholarships.
	A barrier to implementing athletic scholarships for FY'22 is the limited time to recruit, offer and sign student-athletes for sports teams. However, the approval of athletic scholarships and participating as a Division II community college will dramatically improve in a short time-frame when ECC coaches can recruit during the high school student-athletes' sport seasons.
	In comparison to other colleges in the conference, ECC's athletics department is lacking a dedicated study space designed specifically for student-athletes. A dedicated study area with

	computers, study carrels, movable white boards, etc., would contribute to more effective monitoring of student-athletes' participation in study hall and signal the importance of academics for the athletic program.
	COVID-19 and the pivot to remote learning created substantial challenges for the program. Spring sports (baseball, softball, men's tennis) were cancelled in March 2020. Effects continued into the 2020/2021 academic year where physical restrictions were still in place. Fall sports (volleyball, men's soccer, women's soccer) were postponed to the spring. Subsequently, winter sports (women's basketball, men's basketball) were also pushed to the spring term. Throughout this challenging time, coaches used virtual to connect with student-athletes to provide information about their season, workouts, and the direction for their teams. Virtual meetings were also held to provide current updates for academic advising, financial aid, wellness services, eligibility for Spring 2021 teams and information regarding requirements for Fall 2021 eligibility. Wellness Professionals hosted virtual meetings for individual teams discussing healthy lifestyle and referring students to health and wellness resources.
	With the continued uncertainty for the Fall 2021 academic and athletic seasons, staff will continue to look at innovative approaches to connect to the student-athletes. The college must ensure they are equipped with the technology needed to be successful, considering the pandemic increased the probability of more students taking online courses and that virtual meetings might continue as an option.
	In summary, as a result of the program review, it has been determined that more engagement of students, highlighting the successes of teams and athletes, and financial incentives for recruitment purposes are warranted. The new Sports Information and Academic Support Specialist position will help with engagement and supplemental support of student-athletes as well as the enhancement of sports information.

Rationale

5. Detail all major findings resulting from the current review.

5a. Need

ATHLETICS:
RECRUITMENT
Most athletes are recruited by their specific sports' coaches. ECC coaches' partner with high school coaches for referrals and to identify prospects, and some potential prospects reach out to the college through athletic website to express their interest. Potential prospects may attend games/matches either invited by the ECC coach or independently to observe the quality program we have. Moreover, former student-athletes and coaches from four-year schools and high schools will refer prospects. Social media can also play an important part in spreading positive information about successes of ECC teams and individual athletes.

The athletes are invited to Elgin Community College with their parents for a visit where they meet some current players, tour the campus, visit the field/gym of their sport, and then sit down with the coaches to talk about the positive experience, benefits and opportunities available to them as an ECC student-athlete.

As of June 2021, the Elgin Community College Board of Trustees has approved the athletic department's opportunity to award athletic scholarships to student-athletes that want to participate in sports. More students will now have access to full-time enrollment, be able to supplement financial needs and limit the number of hours possibly needed to work. As well, student-athletes that apply for financial aid, e.g., Pell grant, and are awarded, can use those funds for other academic needs to pursue their education since the scholarships will cover tuition.

Student-athletes that participate in NJCAA athletics must be a high school graduate or a high school equivalency recipient. For this reason, dually-enrolled high school students cannot participate and are not a source for recruitment. Nonetheless, these students can attend games to give them the college game experience and acclimate to college life at Elgin Community College.

The anticipated new athletic website, will add a powerful presence for Elgin Community College as recruitment activities have migrated to social media as well as the traditional recruiting process of coaches watching high school games/matches, inviting players and parents to the campus, and contacting high school coaches. Recruitment of ECC student-athletes from four-year schools may also increase as the redesigned website will provide stats, profiles, individual accomplishments and team success.

PARTICIPATION
Participation patterns vary by sport, with typical roster figures displayed below.

Group	Sport	Size
Women	Basketball	8 – 12
	Soccer	14 – 20
	Tennis	3 – 8
	Softball	14 – 16
	Volleyball	8 – 12
Subtotal Women		**47 – 68**
Men	Golf	3 – 9
	Basketball	14 – 20
	Tennis	5 – 10
	Baseball	28 – 34
	Soccer	20 – 24
Sub-total Men		**70 – 97**
GRAND TOTAL		**117 – 165**

Before COVID-19 cancelled the Fall 2020 season, the participation in ECC athletics remained consistent for the men's teams from year-to-year. However, women's sports participation has had a slight decline over the review period due to a few reasons: no athletic scholarships, and potential student-athletes opting to work instead. The declining number of athletes in women's sports is an issue at other area colleges, also. The institutional enrollment has been on a steady decline which parallels women's athletic participation. This trend was one of the rationales for bringing ECC sports back to Division II in the National Junior College Athletic Association (NJCAA), where athletic aid may be offered to student-athletes. The athletic department is also investigating building a softball field on the ECC campus, which should also help with recruitment efforts as well as possibly increase attendance at games.

Increased participation is expected over the next five years when sports are returned to normal from the COVID-19 pandemic and the benefits of Division II membership are fully realized. The recruiting efforts

in these sports will create a new and competitive environment. Additionally, increases for women's sports are anticipated with new coaches for their basketball, soccer and softball teams.
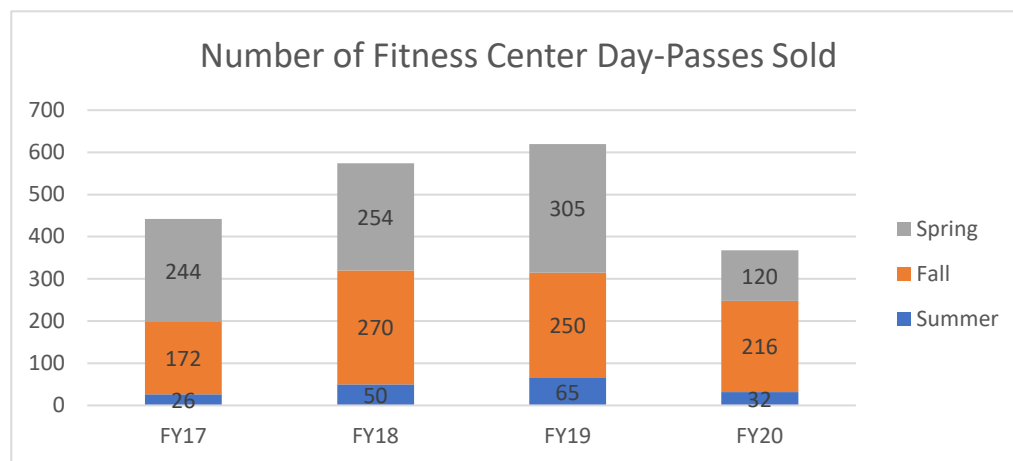
FITNESS CENTER:

Anyone over the age of 16 is welcome to use the Fitness Center. Students and community members can pay $3/day or enroll in one of several college fitness courses which provide access. PHC-109/110: Physical Fitness I/II are variable credit activity-based courses with no set scheduled class time. Students are provided an orientation to the equipment and proper use, and they will learn the basic principles of fitness and wellness. These courses are used for the dual-enrollment program to satisfy high school physical education requirements. The courses are also a convenient way for students to add credits to maintain a full-time course load if needed. PHC-167: Free Exercise is also variable credit and allows the student to log hours in both the Fitness Center and an outside activity that is not offered by the college. Special sections of these courses are designed specifically for students 60 years old and over. PHC-110 & 167 have not been offered since FY'16 due to low enrollment.

Enrollment in these courses has been inching higher since FY'17 after a large decline from FY'16, due in part to greater numbers of dual-enrollment (DE) students.

Seatcount Enrollment in Fitness Center Courses
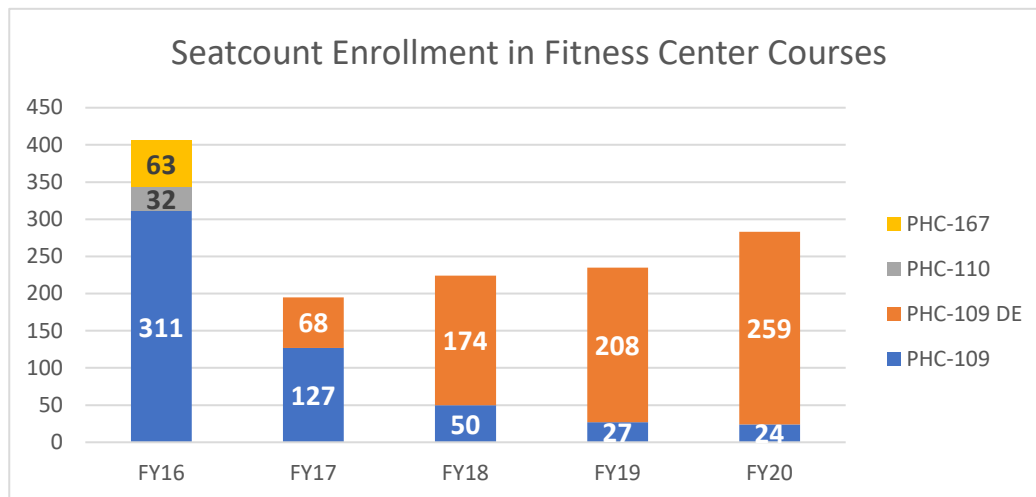
Usage can also be monitored through the sales of the $3 daily pass, displayed below. This does not include ECC staff who are able to use the center for free.

Number of Fitness Center Day-Passes Sold

As a result of the pandemic, the fitness center was closed from March 2020, and re-opened June 2021. It

is currently being used by ECC staff members although only a certain number of people are allowed in the Center due to current social distancing guidelines.

Future needs for the fitness center trends considered by evaluating usage trends and determining equipment to that will benefit patrons, whether students or staff.

5b. Cost

COST TO COLLEGE

The athletic department submits anticipated expenses that they will incur each year as part of the college's annual Zero-Based Budgeting process. Primary expenses include coaching salaries as well as NJCAA, Region IV, Illinois Skyway Collegiate Conference (ISCC) dues and fees, supplies, gear, and uniforms for all ten participating teams. The athletic department and fitness center for FY'21 was budgeted at $851,399. This included five (5) full-time salaries, inclusive of benefits, three (3) part-time salaries, coaching stipends, dues, fees, equipment, office supplies, uniforms, vehicle and travel expenses, rentals, software, and in-state and out-of-state travel.

Ed Funds are allocated annually to support the costs of the athletic department. Team-based fundraising is discouraged. The Athletic department is required to submit an annual brief business plan as an identified auxiliary unit, though it does not generate any revenue.

The athletic director reviews each program for any resources that can be reused and evaluates the need to purchase equipment. The athletic department partnered with Human Resources in creating a Coaches Compensation Study to make sure the athletic department was cost-efficient and for purposes of equity when compared to the conference and region community colleges.

The athletic department supports over 140 student-athletes annually. Because of the costs of resources needed for the various teams, the costs of supporting students in athletics is higher than other departments in Student Services and Development. The only other department that has somewhat similar costs would be Student Disabilities Services due to the funding required to support sign-language interpreters, assistive technology, in-class assistants, and other resources for accommodations.

As part of the efforts to remain financially stable during the State of Illinois's budget impasse, the college moved to NJCAA Division III in FY'17 which removed student athletic scholarships, saving the college money. As discussed elsewhere in this report, this possibly had a negative effect on recruitment efforts and has been reversed with the college moving back to Division II and offering scholarships again for FY'22.

Budget expenses and funding have been consistent in recent years. Increases in the future could be affected by changes to officials/refs/umpires' game fees and the possibility of offering athletic scholarships to compete with other community colleges within NJCAA Region IV and the ISCC conference. A redesigned athletic web site, using third-party sports technology platform, PrestoSports, is being implemented to increase the program's visibility, promote recruiting student-athletes, and provide access to real-time scores, stats, and stories. While this was a new cost in FY'21, the annual subscription fee has become a standard expense.

COST TO STUDENT

ECC student-athletes must be enrolled full-time in a minimum of 12 credit hours for the fall and spring term. They will pay the current tuition rate for courses as well as fees, supplies and textbooks needed for each course. There also is an opportunity cost for student-athletes - the commitment to their team in individual training (developing, skill, strength, and agility), team practices and meetings in preparation for games/matches, and travel to practices and games/matches (on top of the time needed to study for classes) which nulls the available time to work for pay.

An institutional financial aid representative is invited to speak at the annual student-athlete orientation to

present information on available resources to support the financial needs of student-athletes. They can apply for scholarships from the Elgin Community College Foundation (and other sources), as well as federal and state aid, such as Pell grants, federal work-study, and MAP funding.

Rejoining Division II competition will allow student-athletes to receive athletic scholarships to pay for their courses up to 15 credits each semester. If the student-athlete also qualifies for financial aid, they can then use those sources to pay for books, fees, and other educational needs such as transportation, housing and/or childcare.

FUTURE FINANCIAL NEEDS FOR PROGRAM

The athletic department has recommended a full-time employee to support and strengthen the Athletes Commit to Education (ACE) program and to maintain the new sports technology platform, PrestoSports, which houses our athletic website. The new Sports Information/Academic Support Specialist will be in place for Fall 2021. As described elsewhere, funding is needed but has already been designated for athletic scholarships for FY'22. The athletic department is investigating building a softball field on the ECC campus.

5c. Quality

STRENGTHS

As introduced in question 3 above, the ECC Athletic department has created a culture of support for student-athletes academically and athletically. Coaches take the time and interest to recruit high school student-athletes to help the success of their specific program. They will attend high school games/matches, meet parent(s) of the recruit, promote what Elgin Community College can offer, and invite the family to the campus to demonstrate all the offerings the college will provide. The individual attention and comfort level a coach provides each family is unique to how they build their specific program/sport.

Coaches prepare each athlete and their teams to grow, develop, and compete, as well as discuss the opportunities to continue the academic journey and become a successful student-athlete at a four-year institution after ECC. The ACE Program and the partnership with Academic Advising and Transfer Services allows student-athletes to explore degrees, certifications, career options, and four-year colleges to attend.

In addition to a dedicated academic advisor, the new Sports Information/Academic Support Specialist will provide additional assistance and encouragement as a direct liaison between the student-athletes, the advisor and coaches. With regular, weekly interaction, this staffer will be able to refer students to tutors, wellness professionals, and any other helpful resources to keep student-athletes on a successful path towards their academic goals. This position will monitor and supervise mandatory study hall sessions in the library where athletes must attend a minimum of four hours a week. The program holds a mandatory student-athlete orientation during the first week of the academic year. End of season meetings with players allows feedback to coaches about their experience.

Lastly, the athletic facilities at Elgin Community College separates itself from many of the competitive programs within the conference.

DATA

The athletic department uses several tools to track student-athlete metrics:
- *NJCAA Connect*, official online portal system for all NJCAA teams, is used for eligibility, compliance, and letter of intents.
- The *Teambuildr* app is used to track individual and team workouts and modify workout program templates within the database. Evaluations, participation and other metrics are automatically saved. The app also facilitates communication to student-athletes, whether the whole group, specific teams, or select individuals and facilitated daily COVID-19 screening and tracking.

- Excel is used for roster management within the department.
- Colleague is used to evaluate mid-semester and semester grades.
- Institutional Research (IR) department gathers demographic data to determine the success rate of sports teams, and socially-constructed gender and racial/ethnic groups.

In the coming year, the athletic department will compile a report to include grades, retention, and course success rates for the period of Fall 2020 – Fall 2021 to evaluate retention and grade improvement during the challenging time of remote learning. Such data is not only valuable to the institution, but also to the athletic conference for their annual report.

The athletic department collaborates with the college's Institutional Research Office to obtain informational and performance data from college records as well as the NJCAA team management system. Comprehensive analysis from FY'15 – FY'19 on team GPA, course retention rates and completion data helped support the strategies of designating an academic advisor for all student-athletes and requiring a study hall.

Retention to next term (NT) and next year (NY) suggest a slight downward trend, though it is important to remember than FY'17 was the year the program moved down to Division II without athletic scholarships. The figures below also are a total of all teams, and disaggregation demonstrates there is meaningful variability between them.

Student-Athlete Retention Rates to Next Term and Next Year
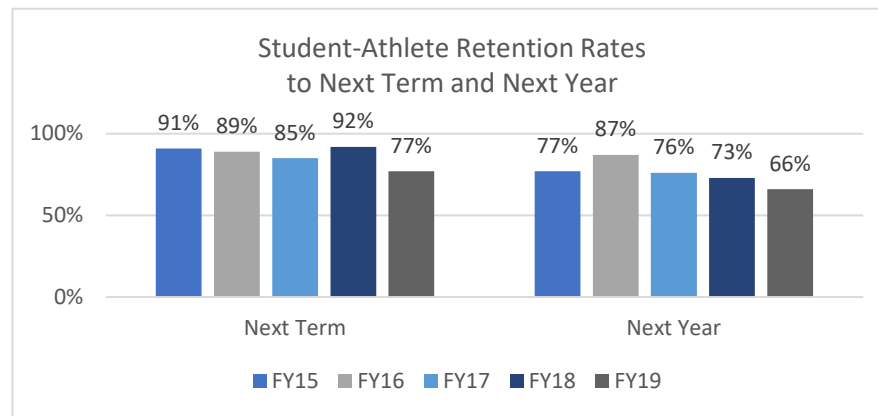
Analysis was also broken down to the team level and then compared to all full-time students at Elgin Community College. The teams varied with men's soccer and men's basketball on the lower-end of GPA and retention. Conversely, women's basketball, and women's and men's tennis historically have had the highest GPAs and retention rates.

Performance Data FY'15 – FY'19 by Team		
Team	**GPA**	**FA to SP Retention**
Men's soccer	1.98	80%
Men's basketball	2.18	90%
Baseball	2.71	96%
Volleyball	2.86	88%
Softball	2.61	94%
Women's basketball	3.14	95%
Women's soccer	2.38	88%
Women's tennis	3.13	93%
Men's tennis	2.90	95%
Full-time average	**2.74**	

The program has not yet begun collecting data for performance on the *student learning* outcomes and this will be a focus for the upcoming review period. A survey is available to measure understanding and feedback on the orientation session. Interim improvements have included narrowing the focus of the meeting and including a time to meet with each team individually to address their specific sports related bylaws, rules, regulations, eligibility standards and team requirement obligations.

EQUITY

The athletic program views academic success indicators and other metrics in terms of Equity. It is important to provide support to target the individual needs of different demographic groups as well as by team. Grade point averages, and term to term and year to year retention rates are requested to identify equity gaps. The above data, obtained from institutional research and the student information system, has been used to analyze differences between socially-constructed racial groups and binary gender groups on different sports teams. In addition to the quantitative data, qualitative data such as surveys and focus groups would provide beneficial data to understand equity gaps. Once firmly established in their duties, the Sports Information/Academic Support Specialist can help the program continue to examine the disaggregated data to determine if success rates increase as a result of the high touch support services.

For example, the success and retention of student-athletes, particularly, Latinx males on the men's soccer team, has been identified as an area of focus. The length and timing of the soccer season, August to October, makes it challenging to retain these students after the season ends to the end of the term. However, it must be noted that this issue doesn't exist with the women's soccer team, whose season occurs at the same time.

In response, the program implemented an end-of-term student-athlete success and informational meeting in Fall 2019 for these players to provide resources and information for the ACE program, TRiO Support Services, TRIUMPH program, student success, academic advising, financial aid and eligibility to improve academic success. There are plans to host sessions annually, although prior to the end of the term to reach as many student-athletes as possible. It is anticipated that the upcoming addition of the Sports Information/Academic Support Specialist and reinstatement of athletic scholarships will positively impact these outcomes as well.

The Athletic department staff will meet with teams and explain the benefits of participating in TRiO, TRIUMPH and using all college resources.

INNOVATION

Innovation in Athletics begins with assisting student-athletes in their academic progress to develop and improve their athletic abilities, compete against other competitive community colleges, and promote and assist each student-athlete to transition to a four-year institution as a student-athlete or as a student. The coaches display innovation every day with practice plans and game strategy. Each year, coaches study, research, and implement new approaches and innovative ideas for their teams as they must adjust to new student-athletes and talent.

The ACE program (Athletes Committed to Education) is an innovative means to support the academic needs of student athletes. The addition to the new position in the department allow a designated person to devote sufficient time and responsibility to be more engaged with all student-athletes in meaningful and intentional ways. This staff member will monitor and supervise the mandatory study hall in the library where athletes must attend a minimum of four hours per week. Students will also be referred to tutors and their academic advisor when necessary.

As described elsewhere in this report, the athletic department is in the process of implementing a new state-of-the-art athletic website, which will be maintained by the Sports Information & Academic Support Specialist. The site enables the department to provide team information, stats, stories, and also post directly to social media. It will also allow for two-way communication between the Conference and the NJCAA websites. The redesigned site will be competitive with other exceptional athletic websites at

community colleges and four-year institutions.

The implementation of the *Teambuildr* app has been extremely beneficial in the last few months considering COVID-19 did not allow teams and athletes to train with their coaches. The app has opened the line of communications to train, design programs, set goals, modifications and external motivation to keep each team engaged and connected.

A unique offering was a pilot program focused on helping student-athletes identify a major and career by enrolling in GSD-120: Exploring Careers and College Majors. The course was offered during the fall 2019 and spring 2020 terms.

COLLABORATION

The Athletics program belongs to the division of Student Services & Development (SSD) and enjoys close collaboration with fellow departments to support the student-athletes. These departments include Academic Advising, Wellness Services, Records, Admissions, Transfer Services and Student Life. Additional collaborations are strong with departments outside of the division, including Financial Aid, Tutoring, and Operations & Maintenance.

Through these collaborations, student-athletes enjoy designated staff from Advising and Financial Aid. The dedicated academic advisor provides continuity, consistency, and support for athletes and will also work with the Sports Information/Academic Support Specialist. A dedicated financial aid specialist also provides contextual support, particularly with the FAFSA process. The Library has dedicated an area for the athletic department to hold its ACE program. Through Student Life, athletes take the opportunity to volunteer for campus events such as Halloween Boo Bash and Trunk or Treat. Admissions and athletics worked together to configure a program (CORM) to monitor the enrollment status of student-athletes. Notices are triggered by 11:00 a.m. each day if an athlete falls below the 12-credit hour threshold for athletic eligibility.

There also are many collaborations outside of the college such as the Elgin Sports Hall of Fame and Northern Illinois Foodbank. The athletic directors within Illinois Skyway Collegiate Conference (ISCC) also work very collaboratively. There is an annual meeting each February for the directors and support staff to discuss the best practices they employ to support their student-athletes. This has allowed a flow of dialogue each institution can develop in their program and led to the creation of positions such as a designated advisor for student-athletes.

Student-athletes often participate in community service events. The baseball team worked with Cal's Angels, holding free youth baseball clinics, and traveled to community locations to assist in sport seminars/clinics. Women's basketball team hosted free youth basketball clinics and the women's and men's basketball team belong to the Friends for Jaclyn Foundation with children with brain tumors and pediatric cancer. Both teams also visited Lurie's Children Hospital to visit children with cancer.

OPPORTUNITIES

There are opportunities to address some of the challenges outlined within this report. Though the ACE program is beneficial to student-athletes, consistency is challenging without concrete incentives to encourage participation throughout the entire academic year beyond the sports' season. For example, soccer occurs early in the fall semester. Penalties, such as being benched a game, are in place for students who don't participate in study hall. However, once the season ends, students fall away, particularly those who weren't receiving a scholarship and didn't intend on returning to the college. The Athletic Program along with the new Sports Information & Academic Support Specialist position will need to identify best practices to address this challenge since it's not just an ECC issue.

In terms of resources, there is opportunity to ensure students are truly aware of and utilize the available resources for their academic success. Some students don't take advantage of the academic, financial and/or student support services readily available to them. Although student-athlete orientations are held every semester to discuss these resources, some sort of easily accessible resource or link to resources

needs to be created specifically for them.

SUMMARY

The program review confirmed that the department needs to continue the enhancement of the ACE Program. This is being addressed with the redesign of a position that resulted in creation of the Sports Information/Academic Support Specialist who will provide more intentional academic support for our student-athletes as well as exponentially enhance the ECC athletic website, which should increase the marketing and visibility of the athletic program. Moreover, the need to continuously assess the success rates of student athletes will help to determine if inequities are present and how to address them. Supports and data analysis focused on the individual needs of different demographic groups is warranted. Employing surveys and focus groups will provide a more comprehensive assessment process which includes student learning outcomes.

Intended Action Steps 6. Please identify strategies or actions steps based on the challenges listed with associated timeline.	**1. Implement Athletic Department website and monitor usage** Implement the Presto template into the ECC Athletic website. The Sports Information & Academic Support Specialist will be the point person in developing and maintaining the website. The department will collect usage data and assess unique visits, clicks, etc. to establish baseline and determine if traffic increases as a result of the new platform. Timeline: AY'21-AY'23
	2. Establish the SI/Academic Support Specialist to monitor, support and expand the ACE program Expand the Athletes Commit to Education (ACE) program to commit to each student-athlete in their academic education. Assess usage of ACE program and success rates of student-athletes in the ACE program. Collect quantitative, i.e., grades, retention rates, and qualitative data, i.e., survey results, for the analyses. Timeline: AY'21-AY'23
	3. Partner with Advising to support student-athlete success The new position (Sports Information/Academic Support Specialist) will refer SAs to the designated student-athlete Academic Advisor to create a minimum two-semester educational plan. Also, collaborate with the academic advisor to make sure SAs are adhering to referrals to academic and student support services, e.g., tutoring, direct student-athletes to transfer services when they are looking to continue their education, direct them to financial aid, wellness services and any other appropriate services. Timeline: AY'21-AY'23
	4. Implement mandatory student-athlete orientation Conduct mandatory student-athlete orientation plus specific team orientations that will provide eligibility responsibilities, all the services that are available on campus, and speakers who can inform SAs on the services they offer. After orientation, coaches and staff will continue to informally share the services and direct the student-

	athletes to the necessary areas. Timeline: AY'21-continuous 5. **Assess Athletics Student Learning Outcomes (SLO)** Collect data and assess the three Student Learning Outcomes (SLO) that have been established for the department following SSD division timeline. Consider means to improve outcomes based on findings. Timeline: AY'21-AY'26 6. **Assess equity and opportunity gaps** Assess equity and opportunity gaps that may exist among the various sport teams. Examine these gaps based on socially-constructed race/ethnicity and gender groups and in terms of academic success as well as access for various teams. Consider means to improve outcomes based on findings. Timeline: AY'21-AY'26 7. **Create and post a resource document for student-athletes** Although student-athlete orientations are held every semester to discuss these resources, some sort of easily accessible resource or link to resources needs to be created specifically for them. Timeline: AY'21-AY'23
7. Please specify resources required to implement these actions.	As discussed within the report, ECC's teams will move back to Division II of the NJCAA to provide student-athletes access to athletic scholarships. This strategy can increase the number and quality of recruits (particularly for women) and help promote student-athlete persistence. To successfully achieve the stated goals, the Athletics program will also require other existing human resources, in terms of collaborative efforts with certain departments, i.e., institutional research, advising. The department is planning to design Specific, Measurable, Assignable, Relevant, Time-based goals (SMART Goals) for post-COVID-19 plans.
Review Team 8. Please identify the names and titles of staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Kent Payne, Director of Athletics and Wellness was the primary report author. Bill Angelo, Athletic Coordinator IV, provided information for the ACE program and the development of the new *Presto* athletic website. Katrina Chan Larsen, Administrative Assistant III for the athletic department, provided information that can enhance the future of the athletic department, and details of past financials from sports teams.

9. List other stakeholders and participants who were engaged in this process (i.e. faculty, administrators, staff, students, employers, etc.) and describe their role.	Dr. Gregory D. Robinson, Associate Vice-President of Student Services and Development/Dean of Students, reviewed the report and contributed where relevant.

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:	2016-2020
Review Area:	Business Services

Program Summary 1. Please provide a brief overview of the program or service being evaluated.	The purpose of the Business Services department is to provide a comprehensive range of services that directly impact our students, faculty, staff, administrators, and community at large. It includes the following functions: emergency management, purchasing, contract management, records retention, shipping/receiving, and mail operations. The primary goal is to provide excellent service to our customers, whether it be college-wide guidance during the COVID-19 pandemic, the procurement and delivery of equipment for student labs or assisting in the identification of permanent records and those ready for destruction, all while supporting the College's Strategic Plan (strategy 1) to "Create learning environments to ensure students acquire the knowledge and skills needed for academic and career success". See this chapter's Appendix for the most current organizational chart.
Prior Review Update 2. Describe any improvements or modifications made since the last review.	This area has not previously been reviewed within this process. However, recent improvement activities are outline below. **1. Emergency Management was transferred to Business Services in 2017. A Senior Director of Emergency was hired in 2017 and a strategic plan was developed with short and long-term goals.** The following are strategies that have been implemented: - Provided required reporting to the Illinois Emergency Management Agency and the Kane County Office of Emergency Management for the purposes of ensuring adherence to current best practices when implementing all mandated and required state and federal requirements. - Creation of an Incident Command Team and Emergency Operations Plan Committee to continually update and validate the Emergency Operations Plan and Multiyear Training and Exercise Plan. The committee has faculty, staff, and administrator representation. - Meetings were held with students to discuss safety on campus and receive input and feedback from the

student body for implementation of emergency and safety measures.

- Development of a training plan for ECC employees using the Incident Command System (ICS) model. Employees identified for key roles in the ICS attended a three-day training session in 2020 to provide them the education necessary to know their roles for any emergency.

This training and planning guided the College's response to the COVID-19 pandemic. The Emergency Operations Team and Policy Group were activated, and this structure was maintained during the first critical 17 months of the pandemic. The importance of this is that the foundation has been built and individuals have been trained so if the need arises, this structure can be easily reactivated for any emergency that affects the College and the community.

To ensure the safety of our students, employees, and community, and in collaboration with the Operations Coordination and Policy Groups, and students and employees, the College implemented a hierarchy of controls, utilizing the Centers for Disease Control, the Illinois Department of Public Health, and the Kane County Health Department recommendations. These controls included:

- Transitioning the majority of classes to on-line delivery
- Implementing safe in-person practices for classes that required in-person instruction
- Reducing staff on campus to only those that were mission essential and supporting remote work options for those that were able to work remotely
- Implemented signage and other communication methods to ensure awareness and education
- Implemented mandatory temperature checks
- Implemented in-house contact tracing for COVID-19 positive cases or potential COVID-19 close contacts – there were more than 500 investigations of students and employees conducted in collaboration with Students Services and Human Resources

These efforts were captured in a 136-page Campus Re-opening Plan that was updated weekly for the duration of the pandemic response. The College has been faced with both internal and external challenges throughout the pandemic to ensure that we continued to provide guidance and communication to our student body, employees, and the community.

2. **Reporting of Business Enterprise Program progress**

Elgin Community College has committed to actively promote and encourage the participation of businesses owned by Minorities, Females, and Persons with Disabilities in the College's procurement process in compliance with the Business Enterprise Program (BEP) for Minorities, Females, and Persons with Disabilities Act 30 ILCS 575/0.01, *et seq.* (the "Act").

Business Services takes the lead role in this initiative, with the first report being submitted to the ICCB and the Central Management Systems (CMS) in 2017. The required bi-annual and annual reporting include budget and actual dollars spent in total and with BEP suppliers. A narrative is also provided to highlight the efforts made on behalf of Elgin Community College to provide an inclusive, competitive procurement environment and the department's outreach efforts to increase the dollars spent with BEP owned businesses.

During the period from 2017 to 2020, the following efforts have been accomplished:

- Training for the College administrators on the importance of actively increasing the inclusion and procurement from BEP owned businesses
- Designation of a BEP liaison, the Managing Director of Business Services, whose responsibilities include filing compliance plans and goals of the purchasing department for the College
- Inclusion of a supplier information form with all bids that requests information on vendor status. Coded each classification (Minority, Female, and Persons with Disabilities) in existing records and as part of the new vendor set-up in the purchasing system
- Distribution of Bids, Request for Proposals, and Statement of Qualifications to CMS certified BEP vendors
- Added BEP vendor designation to RFP evaluations matrix criteria as additional consideration
- Increased supplier outreach by attendance at Supplier Diversity Fairs
- The Managing Director of Business Services provided reporting to ICCB and attended the "Fair Practices in Contracting Task Force" meeting in 2018

3. **Purchasing Card and Travel**

In 2020, Purchasing reinstated department purchasing cards to improve purchasing flexibility and efficiency and reduce the cost of lower value and/or one-time transactions. Additionally, the College's travel procedures and claim form were revised in collaboration with Accounts Payable and Accounting. This was to provide a simpler procedure, to create a more equitable per diem for employees, and to reduce time spent by Accounts

Payable and Purchasing in the review of the claims.

4. Creation of a Capital Improvement Committee

Administrators had recommended that there was a need for a method to submit capital improvement projects for approval and funding. These are for projects that were not included in the current year's fiscal budget. A committee, co-chaired by the Managing Director of Business Services and Managing Director of Construction and Plant Operations, was created to meet the need for a platform to submit project requests. The committee has student, faculty, support staff, administrator, and president's cabinet representation.

The fundamental purpose of the committee is to:
- Review requests utilizing the project checklist to ensure that all elements of the project are included
- Review or provide cost projections
- Prioritize projects by year
- Provide project list, supporting documentation, and recommendations to the Budget Council

Some of the projects brought forward to date have been the addition of lactation rooms, a lightning detection and warning system, and computer lab and classroom chair replacements.

5. Instructional Equipment Process

Purchasing worked in collaboration with the Teaching, Learning, and Student Development (TLSD), Information Technology (IT), Operations and Maintenance (O&M), and Finance organizations to strengthen the instructional equipment purchase process. The following improvements have been made:
- Each dean is provided a set amount of funds for their programs, thus expediting purchases, and negating the need to negotiate funding
- Requests are submitted prior to the end of the current fiscal year for the next fiscal year for review and approval
- TLSD, IT, O&M, and Purchasing meet to review the equipment specifications, ensuring that there is appropriate infrastructure to support the purchase, and to develop a timing schedule for procurement and delivery

This process improvement is important because as part of student's fees, an amount is apportioned for instructional equipment. Additionally, because many students are at the college for only 2 years, it is imperative that equipment needs are efficiently met to aid in their success.

6. Contract Management Improvements

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There has been an increase in not only the number of contracts that are managed in Business services that includes intake, review, negotiation, and execution, but also in the complexity of the contracts.

The following improvements have been implemented:
- Updated and improved the contract approval process; inclusion of the AVP and VP of Business and Finance into the process
- Addition of a temporary Contract Specialist to the Business Services' team to provide intake and contract coordination support
- Creation of a central mailbox and Google form to submit contracts for review
- Revision of Administrative Procedure 2.405 - Contract Signing Authority

7. Purchasing Support Staff Positions

In 2020, additional, more complex responsibilities were added to the two purchasing specialist positions, resulting in an upgrade to these positions. Also, one of the positions was changed from a part-time to a full-time position. Both of these changes allowed for the reallocation of responsibilities from the Sr. Director of Business Services to these positions.

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3. What are the program/service strengths?

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The Business Services department closely aligns itself with and supports Elgin Community College's Shared Values:
- Excellence
- Freedom of Inquiry
- Equity
- Diversity
- Ethical Practices
- Accountability
- Collaboration

The Business Services department excels in balancing the need for strict compliance to local, state, and federal regulations and ECC's administrative procedures while providing innovative and efficient, services and solutions. The department management is knowledgeable and demonstrates excellent support and leadership and sets a customer service-focused environment for staff to feel empowered and well equipped to conduct their jobs. The management interprets and applies complex regulations that guide the work.

It is important for all Business Services team members to be knowledgeable in their own jobs and have a broad understanding of the College and their customer's needs. The team needs to be able to assess situations and be flexible, and to provide sound guidance and solutions. As an example of the

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	strength of the Business Services department, over the past year during the pandemic, the department was involved in much of the support for operations. In March 2020, the College partially closed the campus. The need for cleaning and Personal Protective Equipment (PPE) was intensified. Emergency Management identified the needs as recommended by the CDC and created an order form on Google, purchasing conducted a bid to obtain deep cleaning and sanitizing services of affected areas and searched and procured difficult to secure PPE, and receiving and mail operations delivered stock to faculty, staff, and classrooms and managed the PPE inventory.
	Business Services supports the entire process for instructional equipment needs for the student. Purchasing reviews specification requirements, conducts bids, creates board actions, reviews and executes contracts, issues purchase orders, and coordinates the delivery of equipment. This requires ensuring compliance with the Illinois Community College Act Compiled Statutes, Chapter 110, Act 805/3-27.1 and analyzing bid and RFP submittals. Business Services management works with budget officers to create board actions, acting as liaisons between the content experts and the College's Board of Trustees. The importance of board actions is that these provide a detailed description for the Board of Trustees, taxpayers, students, and employees of what is being purchased, what the purpose of the purchases is, and who the purchase will impact.
	Business Services fulfills FOIA requests from the College's legal department, and executed 385 contracts and issued over 3,200 purchase orders in 2020 in the amount of $29.7M.
4.Based on the review, what are the identified challenges of the program or service?	Some of the challenges for the Business Services department are resources, both human and technological. Contract review and execution has been a continual concern of Business Services and was also identified as an opportunity for improvement by the College's Process Improvement Team. The number of contracts executed in the department over the past four years continues to increase not just in number but also in complexity. From 2016 to 2020, the number executed by Business Services has increased by 30%. Suppliers are continuing to make attempts to reduce their liability, transferring it to the College. Additionally, software and their related terms and conditions are more complex, and in many cases originating from foreign owned businesses with different laws. It is the responsibility of the reviewer to analyze the risk to the College and negotiate with the supplier for more favorable terms for the College.
	An area of improvement exists in developing better coordination of project planning across the College. A more holistic approach would improve Business Services' ability to

plan and reduce delays in contracts and project completion. Business Services' role, after the budget is released, is to conduct bids and request for proposals, manage contract execution, and provide for the delivery of goods and services. At the current time, there is not a consolidated campus wide vetting and scheduling of major projects that include all stakeholders at the beginning of the project. There is discussion of the purchase of a projects management software system that would be beneficial to the Finance department, all budget officers, and Business Services.

Some of the challenges to increase the dollars spent by the College with BEP suppliers are as follows:

- The aspirational goal of 20% is being increased to 30%. These goals do not represent the percent of local business that are owned by Minorities, Females, and Persons with Disabilities.
- Lack of response by BEP suppliers to the College's bids and RFP's
- Lack of known, established businesses in surrounding communities for larger dollar projects, especially construction
- Outreach efforts require additional Business Services resources

Records Retention, a division of Business Services, complies with Illinois State Statute 110 ILCS 805/1-1. The department is responsible for the preservation and disposition of public records and documents of Elgin Community College, in compliance with the regulations of the Local Records Commission of Springfield, Illinois. Each record and document will be retained for the specified time according to the College's retention and disposal schedule, which has been established in accordance with the State Local Records Commission. This has been a challenge in the past due to a restrictive electronic records retention process. However, the policy for electronic records has been expanded so the College will request approval to maintain electronic records utilizing multiple applications and redundant systems, disposing of paper records as appropriate. During 2021, the Manager of Records Retention actively began working with all departments to identify permanent records and those ready for destruction.

Rationale

5. Detail all major findings resulting from the current review.

As the College continues to recover from the pandemic crisis, Emergency Management intends to capitalize on lessons learned. An 18-month, temporary assignment has been posted for an assistant to the Sr. Director of Emergency Management. A comprehensive business continuity plan will be developed by

Emergency Management for all emergency situations. The timeline for this project is an estimated completion by December 2022.

Opportunities that have been identified to meet the challenges presented by the current contract management process are to: increase legal support and human resources for the review process, and procure a contract management software system to provide a transparent method for users to see contracts status in the queue.

Recommendations are to procure a Budgeting or Projects Management software system. This will create efficiencies for Finance, Purchasing, and the College's budget officers. It will also provide more transparency and reporting capabilities. This is under review by the Finance department.

The department wishes to increase dollars spent with minority, woman, and persons with disabilities owned businesses.

The transition to electronic records continues to add complexity to the records retention process. Business Services will be working collaboratively with the Business and Finance and Information Technology departments to develop an institutional protocol for electronic records retention and destruction. Any changes to the current practice will be submitted to the State Local Records Commission for approval and the College's Administrative Procedure will be updated and reissued. This is an ongoing process and should be completed in 2021-2022.
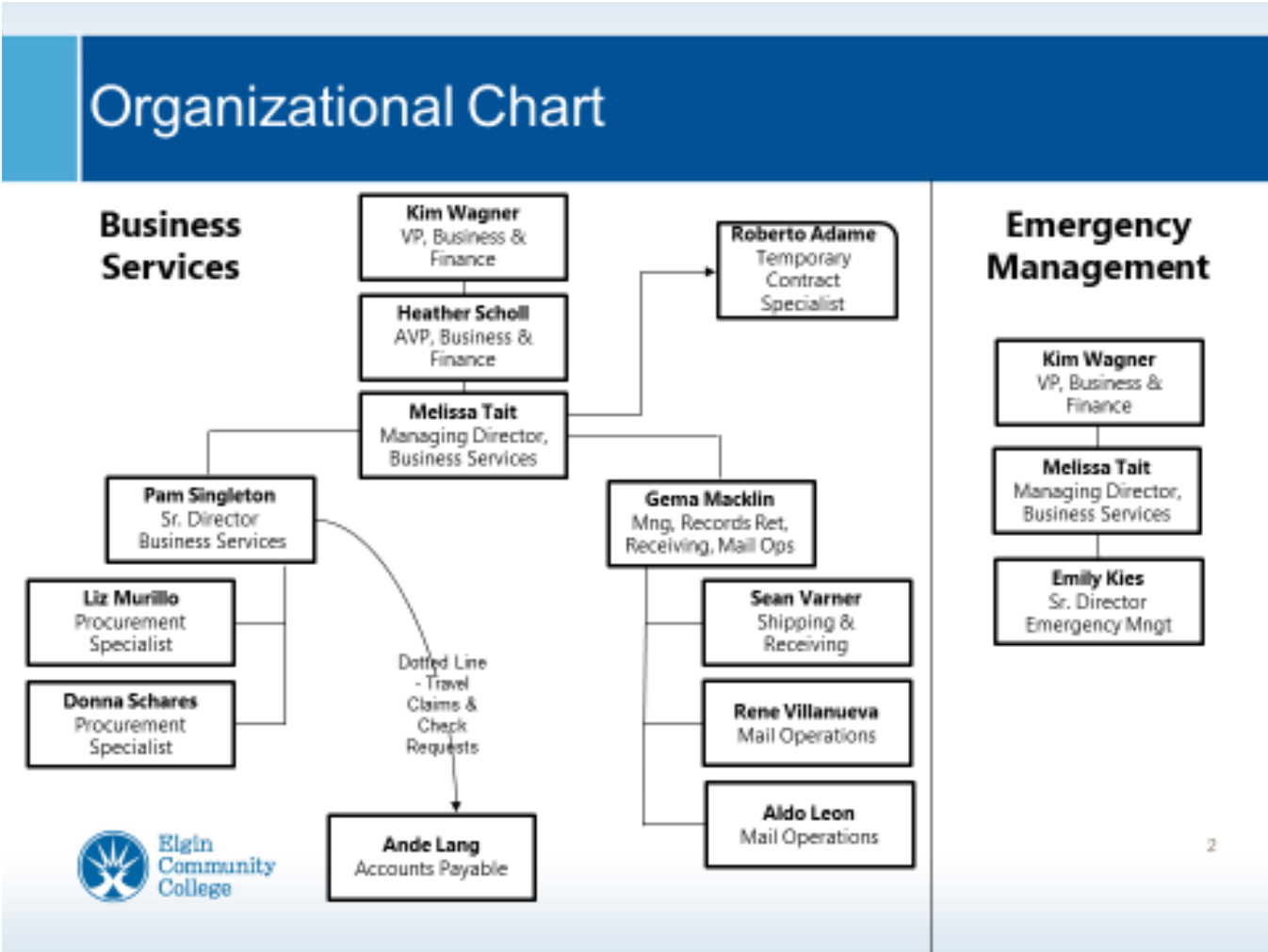
Intended Action Steps 6. Please identify strategies or actions steps based on the challenges listed with associated timeline.	1. Develop comprehensive business continuity plan by Emergency Management for all emergency situations. December 2022. 2. Implementation of a contract management system software. Budget FY'22, Implement FY'23. 3. Recommend that the College develop an institutional risk philosophy to provide consistent risk assessment tools for use in the review of contract terms and conditions 4. Create a full-time permanent contract specialist position. Recommendation under review. FY'22. 5. Meet with local minority leaders and Hispanic Chamber of Commerce to discuss the College's procurement process and to better understand what barriers these communities and businesses encounter. Collaborate to develop strategies to ensure inclusion and increase spending. FY'22. 6. Meet internally with the Managing Director of Community Engagement and Legislative Affairs and the Executive Director of Equity, Diversity, and Inclusion to assist in the development of new strategies. FY'22. 7. Continue to provide education for the budget officers of the importance of the program and ways they can assist Business Services in identifying new BEP suppliers. FY'22. 8. Develop institutional protocol for electronics records retention and destruction with Business and Finance and Information Technology. FY'22.

7. Please specify resources required to implement these actions.	1. Comprehensive business continuity plan development
	    a. Hire temporary staff for 18 months – Estimated at $70,000
	    b. College human resources and prioritization
	2. Contract management system software
	    a. Software – Estimated at $100,000
	    b. College human resources to implement system
	3. Full-time permanent contract specialist position
	    a. Estimated at $70,000 annually
	4. External contract legal support
	    a. Estimated at $50,000 to $100,000
	5. Meet with local minority leaders and Hispanic Chamber of Commerce
	    a. College human resources to dedicate to meetings with community leaders and to participate in and coordinate diversity fairs
	6. Meet internally with the Managing Director of Community Engagement and Legislative Affairs and the Executive Director of Equity, Diversity, and Inclusion to assist in the development of new strategies.
	    a. College human resources
	7. Training for support staff and administrators
	    a. College human resources
	8. Institutional protocol for electronics records retention
	    a. College human resources and prioritization

Review Team 8. Please identify the names and titles of staff who were major participants in the review of this program. Also describe their role or engagement in this process.	**Review Team** Melissa Tait – Managing Director of Business Services Pam Singleton – Sr. Director of Business Services Heather Scholl – Asst. Vice President of Business and Finance Emily Kies – Sr. Director of Emergency Management Mary Hatch – Dean of Visual and Performing Arts Robin Cook – Risk Manager
9. List other stakeholders and participants who were engaged in this process (i.e. faculty, administrators, staff, students, employers, etc.) and describe their role.	N/A

Appendix

Organizational Chart

Business Services

Kim Wagner
VP, Business & Finance

Heather Scholl
AVP, Business & Finance

Melissa Tait
Managing Director, Business Services

Roberto Adame
Temporary Contract Specialist

Pam Singleton
Sr. Director Business Services

Liz Murillo
Procurement Specialist

Donna Schares
Procurement Specialist

Dotted Line - Travel Claims & Check Requests

Elgin Community College

Ande Lang
Accounts Payable

Gema Macklin
Mng, Records Ret, Receiving, Mail Ops

Sean Varner
Shipping & Receiving

Rene Villanueva
Mail Operations

Aldo Leon
Mail Operations

Emergency Management

Kim Wagner
VP, Business & Finance

Melissa Tait
Managing Director, Business Services

Emily Kies
Sr. Director Emergency Mngt

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

College Name:	Elgin Community College
Academic Years Reviewed:	2016-2020
Review Area:	Center for International Education and Programs

| **Program Summary**
1.Please provide a brief overview of the program or service being evaluated. | Educating students to succeed in a progressively complex and global society is at the core purpose and mission of international education. The Center for International Education and Programs at ECC operates three distinct units – International Admissions, International Student and Scholar Services (ISSS) and Study Abroad.

Vision Statement
The Center for International Education and Programs is committed to fostering and promoting international education experiences for ECC students, faculty, and staff, and the District 509 community.

Mission Statement
The mission of the Center for International Education and Programs is to serve Elgin Community College by providing internationally-focused educational experiences that prepare students and the District 509 community to live in a global society; to support faculty, administrators and staff to engage interculturally; and enhance cross-cultural competency that fosters an appreciation for diversity.

In pursuit of this mission, the Center for International Education and Programs strives to:
• recruit international students who contribute new insights, experiences, and diversity to the larger ECC community;
• collaborate with the Intensive English Program to provide English language training with an integrated global perspective to second language learners;
• work in partnership with international institutions to offer global learning experiences to ECC students and faculty;
• advise ECC students who participate in approved education abroad programs and international exchanges;
• work with campus partners and faculty to coordinate and streamline the mechanisms that make global learning a part of the ECC experience;
• advise and support faculty who teach abroad at partner institutions so that they can integrate those experiences into their professional and teaching duties at ECC.

Student Learning Outcomes:
• International students will demonstrate an understanding of the F-1 and J-1 enrollment process by successfully completing the |

	steps necessary to obtain a Form I-20 or DS-2019. • International students will be able to identify the resources and services available to maintain their immigration status throughout their academic career at Elgin Community College. • Students studying abroad will understand the program application and enrollment process and be successfully admitted to their program of choice. • Students participating in the homestay program will understand the values of American culture and have a positive experience and relationship with their host family.
Prior Review Update 2.Describe any improvements or modifications made since the last review.	**1. Contract with 3-5 international recruitment consultants to recruit international students from BRICS countries** Status: Completed Since beginning partnerships with international recruitment consultants, the program's global reach has expanded to more than 90 active partners, with the majority of agents residing in China and India. As of 2021, the active international recruitment with BRICS countries are tallied below: China – 15 / Russia – 0 India – 8 / South Africa - 0 Brazil - 1 Due to challenges in the geo-political environment, the program has been unable to partner with agents in Russia. Although the overall number of agents in South Africa has been steadily growing, many agents have not met established agent/partner criteria set by the institution (e.g. certification by AIRC, ICEF, British Council, etc.) during the time of this review. The college actively continues to explore this country and the continent of Africa for future recruitment opportunities. **2. Recruit 25 F-1 international students who will begin with language training in the Intensive English Program (IEP) and matriculate into a degree-seeking program.** Status: Continuing/In progress This remains an ongoing goal. Many prospective F-1 students enter degree-seeking courses when acquiring a visa abroad as obtaining an F-1 visa for the Language Training level has proven to be difficult in certain countries. The program was also challenged during this review time due to the travel freeze during the state budget difficulties which did not allow staff to travel and meet with prospective international students/parents/partners, which inhibited the international recruitment progress made in key markets. However, as we come out of the state budget crisis and the global COVID-19 pandemic, applications from students at the Language Training level have

The table embedded in cell 2:

China – 15	Russia – 0
India – 8	South Africa - 0
Brazil - 1	

increased from Fall 2020 to Fall 2021.

Because of the changes in key markets, the International Student Strategic Recruitment Plan has been updated to reflect lessons learned during this challenging time.

3. Recruit and maintain 30 active host homes for the ISHP
Status: Ongoing

This is a continuing goal. There currently are 32 active host families with approximately 3-5 new families recruited and retained per year. The number of host families has fluctuated during the years due to hosts moving, increased restrictions in the program, and the required FBI background checks for each individual over age 18 in the home.

The program continues to actively recruit host families through word of mouth, social media marketing, local community outreach, posters on campus, and flyers throughout the community.

4. Organize and offer regularly scheduled activities for international students, as well as host families and their students, to foster community and connect with others in the International Student Homestay Program.
Status: Completed

Since the inception of the homestay program, engaging students and host families has been prioritized to foster community and connection with others. Planned activities have included: dinner outings at local restaurants, end of semester gatherings (including IEP students, homestay students, and host families), and, at the end of every fall semester, a potluck, gift exchange, and/or farewell party for exchange students. The average number of participants was 30 people per event. Other activities that were planned included visits to such as a pumpkin patch and bowling, but there was limited interest in these activities from students.

The department has since implemented cultural excursions for all international students each semester due to increased interest to expose the students to sites of local and cultural significance.

5. Collaborate closely with GIST Extra/Co-curricular Committee, USAC and Student Life to promote participation during International Week activities.
Status: Completed

From the period covered during this program review, GIST, USAC and Student Life have successfully partnered to offer a robust and engaging series of events during International Week. These groups worked collaboratively to develop a new cross-functional International Week Committee to plan, develop, and implement activities and

initiatives to promote International Week activities.

Activities included an international student panel, performances by cultural groups, international food offerings, various country representations by student clubs and organizations, academic lectures with a focus on living in the global world, and activities to promote cultural and global literacy.

6. Promote the International Student Ambassador Program
Status: Temporarily suspended

As an institution, Elgin Community College has a goal of promoting the multi-cultural competence of students, employees and the community. The International Student Ambassador Program afforded international students the opportunity to present to classes about their home country and customs. They received a small stipend for their presentation via a special pay form.

However, due to the suspension of the special pay form for this program in 2016 all International Student Ambassadors were moved to the e-Time system for payment of the stipend. Since then, there have been difficulties in acquiring ambassadors to use the system, sign on as a student worker, and invest the time in the presentation at the current hourly wage. This program was temporarily suspended due to these difficulties, and then reinstated after the state budget crisis. However, international students have not demonstrated an interest in participating in the program as of late and it has been temporarily suspended again for 2020-2021 due to COVID-19. However, we plan to resume this program during the 2021-2022 academic year.

7. Pilot International Student Peer Mentor program and continue International Student Staff Mentor Program (Faculty/Staff)
Status: Suspended

This initiative was suspended based on difficulties obtaining interest from domestic students in becoming a peer mentor to international students.

Based on feedback from international students at orientation, many students did not continue with the staff mentor program beyond orientation. Likewise, with the ban on providing food for student activities and orientation during this time, the program was suspended. Staff look forward to exploring peer-to-peer programs for international students in the future.

8. Broaden use of Early Alert System among IEP faculty to improve retention efforts. Currently, the IEP uses the Early Alert System in less than 10% of the international student population.

Status: Completed
> IEP faculty have increased their use of the Spartan Alert System to help strengthen support and retention of international students. IEP faculty and administrators are proactive in assisting students who may have academic difficulties in their class and utilizing the EAS to provide additional assistance to students.

9. Recruit and maintain a population of 200 F-1 students.
Status: Ongoing
> At Elgin Community College, about 43F-1 international students brought in an estimate of $257,000 in tuition and fees in Spring 2020 and contributed financially to the local economy through purchases in the areas of housing, transportation, personal needs, and entertainment.

> International student enrollment for Fall 2020 remains a dynamic situation due to COVID-19. While international travel restrictions are in place at the time of this writing, these restrictions are fluid and are likely to decrease in the coming months. U.S. embassies and consulates in many countries are accepting online visa appointments for non-immigrant visa holders and will conduct in-person appointments as they reopen (depending on the country).

> During the COVID-19 disruption, the program has strategically employed technology (e.g. webinars, virtual fairs, Skype, WeChat, Google, digital recruitment) to give presentations to international partners, prospective students and parents, and to recruit international students to the college for future semesters. The program has been able to adapt quickly and organically to the evolving environment, and taken advantage of competitive digital and online recruitment opportunities.

> International student recruitment remains a critical function to the operations of the Center for International Education and Programs to continue our good efforts to recruit international students to Elgin Community College for future terms.

10. Pilot and expand faculty exchange program to Russia; apply for ICISP sponsorship
Status: Discontinued
> In 2014-2015, the college was to pilot a two-week international professional exchange with Ural Federal University (UrFU) in Yekaterinburg, Russia through the Illinois Consortium for International Studies and Programs (ICISP). The program was designed to run in conjunction with the ICISP Two-Week International Professional Exchange Program in China (Xi'an), Finland, and the Netherlands and was open to eligible ECC faculty and administrators. The two-week period allowed for

approximately nine days of professional exchange, three days of weekend time, plus a day for orientation upon arrival. To defray some of the cost to the exchange, the program involved home stays whereby participants would reside.

Although participants applied and were selected, the program did not commence. The host university ran into significant financial problems in supporting the exchange due to the global recession at the time. The program has been discontinued since that time.

11. Expand study abroad program offerings and exchange opportunities to BRICS countries
Status: Completed/Continuing
> The college has implemented the following programs in BRICS countries:
> - Chongqing, China - ongoing program. Available summer and spring semesters in collaboration with Chongqing Technology and Business University in Chongqing, China.
> - Salvador, Brazil - in collaboration with Associação Cultural Brasil-Estados Unidos in Salvador Brazil. Program discontinued due to Zika outbreak (2015). Attempted to run again in 2015, but there were not enough applicants due to ongoing concerns about the Zika virus.
> - India - through ICISP, the college offered a summer study abroad program in Hyderabad, India (2016-2019). This one-month program allowed students to study the history and culture of India for one month. Due to low enrollment, the program has been discontinued.
> - Programs in South African and Russia were not pursued due to low interest from students and socio-political issues.

12. Implement new assessment techniques for study abroad and F-1 students; research ways to incent students to complete qualitative survey (possible consequence of PERC)
Status: Continued goal
> Assessment and the research specified in the goal will be pursued in the current program review period.

13. Expand summer cultural immersion program
Status: Completed
> The innovative two-week program is designed for international students and second language learners who wish to immerse themselves in English language and American culture. This program is held in collaboration with the Intensive English Program, which offers English as a Second Language instruction for students at any stage of language learning. Participants in the Summer Cultural Immersion Program will engage in 16 hours weekly of intensive English language instruction and learn about American culture. Prior knowledge of English is not

required for students to participate in this program. Participant data is displayed below:

2013	3
2014	3
2015	41
2016	No data
2017	28 students, 3 chaperones
2018	25 students, 1 chaperone
2019	19 students, 3 chaperones

14. Implement study abroad application and maintenance software (external)

Status: Completed

In FY15, the department submitted an SSI funding request to implement Terra Dotta. The college has committed resources to increasing international student enrollment and education abroad programming. One of the many challenges in growing the college's international education programs is having immediate and global access to student, faculty, and program information. Terra Dotta's software provides easy access to comprehensive data that is essential to maintaining accurate information for users and administrators.

Since implementation, the software has been used for various populations including International Students and Scholars and Study Abroad Students. The department has had great success in reducing risk, increasing data integrity, and streamlining application processes as a result of implementing Terra Dotta.

15. Create multi-year marketing plan in conjunction with IEP to better collaborate across departments.

Status: Completed

A multi-year strategic international recruitment plan was developed, with strategic targets and actions to increase enrollment in the IEP and associate-level studies. The plan includes actions in key markets, a multi-faceted recruitment plan that incorporates recruitment fairs, agents, digital marketing, and social media workshops and webinars.

In Academic Year 2015-2016, Elgin Community College started actively recruiting international students after building a network of international student recruitment partners. In AY 2017-2018, the international student recruitment plan included recommendations for digital advertising and attendance at recruitment fairs in selected markets.

In Summer 2018, the college hired a part-time international

	student recruitment specialist, whose position coordinates the international student recruitment efforts. The recruitment specialist recruits, maintains, and develops relationships with agents, partners, and potential students. The specialist also formulates and executes strategic recruitment plans. Finally, the specialist provides timely responses to student inquiries and guides prospective students through the enrollment cycle.
	The recruitment strategies laid out for the International Student Recruitment Strategic Plan 2019-2022 includes a multi-faceted plan to reach international students through digital mediums, recruitment fairs, and agent partnerships. The international student strategic recruitment plan is designed to increase ECC's international visibility, strengthen the college's international reputation, build interest among prospective international students, and incorporate the values of equity, diversity, and inclusion in all recruitment efforts. To that end, the plan outlines the tactics and strategies to increase international student enrollment.
	16. Pursue new accelerated learning communities for certain demographics of international students. Status: Discontinued 　　　The IEP pursued a learning community with students, including F-1 international students in the Pre-Collegiate level, who were also co-enrolled in an ENG-101 course. This accelerated learning program offered students the opportunity to earn credit for ENG-101 upon completion of the IEP. However, this learning community has been discontinued.
	Separately, many other international students participate in accelerated learning opportunities available for students such as LTC-099 and the ENG-098/101 ALP. These opportunities accept international students and provide accelerated pathways for international students to complete their program of study more quickly.
3.What are the program/service strengths?	The Center for International Education and Programs is a robust and growing department that provides centralized services for all international and study abroad students, staff, faculty, and administrators participating in international exchange programs, and promotes comprehensive campus internationalization. International students are made to feel welcome, embraced in campus culture, and a part of the campus community through deliberate outreach and through the building of personal relationships with department staff. Once in Elgin, the international students contribute to the cultural experience of domestic students and members in the community. The college-run in-house homestay program offers students the unique opportunity for

international students to live with a local American family. Study abroad students can participate in education abroad experiences that will expand their worldview, make them more adaptable, understand the impact of their work globally and locally, acquire intercultural understanding and global awareness, and develop a network of international connections. Such programs are attractive to students due to their affordability, high quality programming, and commitment to engaging community college students.

To ensure compliance with the Student and Exchange Visitor Program's March 2020 guidance regarding F-1 students, the Center ensures ongoing contact with international students through weekly quizzes/check-ins. The Center is a hub where students receive service from application to graduation. For some of these students, this is their first time in the U.S., and they may not have family support in the area. The program is also able to serve students at a higher level by assisting them with off-campus housing, opening a bank account, applying for a temporary visitor's driver's license, etc. The International Student Achievement Program (ISAP) is a weekly meeting of key personnel involved with F-1 admissions, advising, visa maintenance, and English language training. This group reviews issues, concerns, and praises of the international student population to promote and advocate for student success while discussing emerging trends and issues in the field.

The International Student Homestay Program is a great resource for international students and is the main housing option that provides a safe and caring American homestay. By participating in the homestay program, students can improve their English and adapt to life in the U.S. Both the host families and the students can form life-long friendships. One of ECC's hosts has even visited their former student and their family in their home country of South Korea. This program is unique in its development, implementation, and management as it was developed all in-house and is managed by the College. Other institutions often use a third-party homestay provider, which limits engagement and oversight of the program.

Individualization is valued within the department. During the pandemic, students were sent care packages to let them know ECC is thinking of them. The office holds activities for the students, such as trips to Chicago to allow students the opportunity to experience U.S. culture and attractions.

The study abroad programs offered by the college provide domestic students with the opportunity to experience diverse cultures, expand their global awareness, learn a new language, and enhance their professional and personal networks. Long-standing and successful study abroad programs are available for career technology students (e.g. Culinary and Hospitality) which many community colleges do not offer.

The program maintains memberships in related professional organizations, which allows staff to remain current on trends and

	best practices in the field. Management and staff also participate in leadership positions and other collaborative networking opportunities such as roundtables and regional/national conferences, including: • ICISP/Illinois Consortium for International Studies and Programs (Dr. Lauren Nehlsen, President 2015-2019) • NAFSA/Association of International Educators (Dr. Lauren Nehlsen, community college representative for Region V) • CCID/Community Colleges for International Development • CCIS/College Consortium for International Studies • Diversity Abroad • Midwest Institute for International and Intercultural Education
4.Based on the review, what are the identified challenges of the program or service?	Some challenges that exist are financial and human resources, increased global competition from other institutions, and the COVID-19 pandemic: • To expand programs and services, additional financial resources for recruitment, staffing, and study abroad site exploration will be needed. • There is increased domestic and international competition for students, although the college has targeted markets where community college visa approval rates are higher than other countries. The college has made deliberate, conscientious decisions to maximize its investments within the targeted markets. • The COVID-19 pandemic has made international travel and visa acquisition difficult, though there is optimism that the situation will change in the near future as interest from students to study in the U.S. remains strong. The team believes that they can work through these challenges with cross-departmental conversations and networking that displays the transformational value of international education. The program anticipates a strong relaunch of Study Abroad in Spring 2022. Despite challenges, there are opportunities to enhance services, such as a pre-arrival orientation program for F-1 students in Terra Dotta, increased virtual programming and cultural excursions for F-1 students, and more scholarships for prospective international students to aid in recruitment. Additionally, there are opportunities to expand international recruitment efforts beyond markets already identified as targets (currently Southeast Asia and Latin America). These other markets include Africa and Middle East, and the program is also exploring virtual recruitment opportunities in these markets. Study abroad can be further enhanced by expanding short-term programs, which will require additional staff and resources. The values of Equity-Diversity-Inclusion can be highlighted through expansion into non-traditional countries, whether through

	institutional study abroad programs or through a consortium.

Rationale
5. Detail all major findings resulting from the current review.

5a. Need

Need for International and Study Abroad (Benefits)
The Center for International Education and Programs fulfills a distinct need at Elgin Community College. International students contribute to the cultural diversity of the campus, as well as the transfer institutions where they continue their academic pursuit. The services and programs in the department also contribute to cultural diversity on campus and within the community.

The exposure provided through International Education and Study Abroad contributes to an expanded worldview and enhanced maturity for students and provides advantages in attaining future employment in both the international and domestic job markets. The Center directly supports the college's Global and Multicultural Literacy general education outcome.

Students who participate in study abroad programs are more likely to have improved academic performance, self-confidence, an openness to diversity, and increased learning in language and culture (Wolf-Wendel, 2012). These students who may transfer to 4-year institutions are, thus, better prepared to interact with individuals from diverse cultures and more likely to succeed academically than those who have not participated in study abroad.

Recruitment & Participation
The college began exploring recruitment options in spring 2014 to grow international student enrollment at the institution. A formal international student recruitment plan was created that summer, which outlined the strategy to utilize external international student recruitment consultants, commonly referred to as 'agents'. ECC partnered with agents who would recruit students from BRICS countries (Brazil, Russia, India, China, and South Africa). The plan also involved visits to current university partners in China to strengthen semester exchange programs and increase enrollment in the Summer Cultural Immersion Program.

With a network of international student recruitment partners in place, the college started actively recruiting in AY'15/16. In AY'17/18, the plan expanded to use the strategies of digital advertising and attendance at recruitment fairs in selected markets. The number of international partnerships has expanded to 100 active agents in Spring 2021. The program also has increased attendance at EducationUSA recruitment fairs and has made many connections with students, Department of State staff, and REAC advisors.

A different strategy has emerged for F-1 student recruitment due to the restriction on international travel. The program had to adapt quickly to the fast-changing environment, and to that end, has participated in a number of virtual recruitment fairs and conferences that continue to allow meetings with prospective students, agents, and parents without traveling (see APPENDIX). The Center has been able to expand its recruitment operations because of this move, and has identified new international recruitment partners, who are offering virtual recruitment opportunities. Target markets beyond BRICS now include East and Southeast Asia (China, Taiwan, Hong Kong, Vietnam, South Korea) and Latin America (Mexico in North America; Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica and Panama in Central America; Brazil, Colombia, Venezuela, Ecuador, Peru, Bolivia, Chile, French Guiana, Paraguay, Argentina and Uruguay in South America). Additional approaches to international recruitment are outlined in the strategic plan, such as inclusive program documents for diverse families, new target markets, and a combination of virtual and in-person fair recruitment.

The department recruits ECC students and community members for study abroad programs through a variety of strategic actions, including classroom presentations, social media, posters and flyers on campus,

and outreach to partners on campus (e.g. Academic Advising). Through GIST (Global/International Studies Team), the department also encourages faculty members to promote study abroad opportunities in the classroom. Personalized, one-to-one advising is provided to all prospective study abroad students to ensure that the program, destination, and coursework will benefit the student's overall academic goals. Additionally, the college's study abroad website through Terra Dotta offers updated program information, scholarship opportunities, and a secure application portal.

Study abroad is available to dual-enrolled high school students who meet program requirements, primarily being aged 18 or older. The Center hopes to strengthen pipelines in the local high schools to increase study abroad participation - that is, by reaching out to more local high school students, they can start planning for a study abroad experience once they qualify for the program.

New approaches in the next five years include expanding study abroad programs to different countries, such as Japan, South Korea, and several in Africa.

The college enrolled about 40 F-1 international students in Spring 2021 and anticipates a flat or slight increase for Fall 2021, primarily due to the pandemic. Overall, the college enrolls an average of 60-90 international students on various visa types in any given year. Additionally, prior to the COVID-19 pandemic, about 30-40 students participated in on-the-ground study abroad programs on an annual basis.

As the pandemic comes under control in the next year, the Center anticipates that international student enrollment will increase as American consulates and embassies reopen. Increases will also be expected due to factors from the recruitment plan, such as the expansion of target markets, increased use of agents, increased brand recognition in target markets, and communication of the benefits of the community college sector and 2+2 transfer pathways.

The Center will continue to explore virtual study abroad and exchange opportunities for students and faculty in a post-COVID world in AY'21/22. Short-term and virtual programming can expand options for students who previously had time and financial barriers to participation.

Arising Needs of the Program (Resources)
In Summer 2018, the college hired a part-time international student recruitment specialist to coordinate the execution of the efforts of the strategic plan. This specialist recruits, maintains, and develops relationships with agents, partners, and potential students, and provides timely responses to student inquiries and guides prospective students through the enrollment cycle. Although a request was made to elevate this position to full-time in FY'22 to better meet the workload demands and strategic vision of the program, the position currently remains part-time.

Staff are hopeful for the post-pandemic new normal. The nature and topics of recent conversations have included study abroad expansion, new markets and strategies for F-1 student recruitment, F-1 compliance with new DHS/SEVP guidance, and new programming and outreach efforts to current students to better engage and retain students. Consistent and updated guidance from DHS regarding F-1 student maintenance will direct the follow-up efforts. Traditional study abroad programming could return in Spring 2022, and expansion of these programs from an equity and inclusion standpoint will include new language, process and virtual programs.

As ISSS expands, so too will the need for homestay hosts. The International Student Homestay Program works primarily with Elgin Community College's marketing department to assist with promoting the program. Off-campus, Center staff give presentations to local service organizations such as the Rotary Club and Kiwanis. Support is also received from local churches, businesses, and schools within the district, who post flyers and distribute brochures. Participation in local community events such as the International Fest and other festivals also serve to recruit a diverse host family network.

Review of Need: Actions
The recruitment strategies laid out for the International Student Recruitment Strategic Plan 2021-2024

demonstrate a multi-faceted plan to reach international students through digital mediums, recruitment fairs, and agent partnerships.

The goal of expanding to new markets for recruitment requires resources and staff. This program review has reinforced the need to make the international recruiter position full-time in FY'22, a best practice found in other successful programs (e.g. CLC, Green River, etc.). The request has been made, but since the writing of this review, has been tabled until next fiscal year.

Increased domestic and international competition, combined with a rapidly changing international landscape, has made recruitment challenging during COVID-19. However, the Center has adapted to virtual recruitment methods by increasing outreach to students through webinars, presentations, and social media. Additional resources are necessary to maintain and develop these critical relationships through novel and innovative means.

5b. Cost

Costs to the College
The total cost to the college for the department for FY'21 was $342,329.00, which includes all salaries, benefits, operational expenses, and travel. The program is paid for through the Education Fund and tuition revenue from international students. The college's Zero-Based Budgeting protocol ensures that activities and processes are reviewed on an annual basis and only those items of need are put forth in the budget planning, which are then reviewed for cost-effectiveness and ranked by priority.

The budget has remained consistent over the last several years. The department spends, on average, 80-85% of its allocated budget, depending on the fiscal year. Acquiring and installing the Terra Dotta system was a large one-time expense. Ongoing maintenance is now in the budget of TLSD Operations. Now that it has been implemented, the system has increased the efficiency of the program, reduced paper applications and mitigates risk. Revenue may increase in future years as some activities expand: J-1 programming, summer camps, and higher international student enrollment.

An increase in funding will be necessary in future years to successfully navigate the heightened domestic and international competition for international students. Expansion of the program could include more staff for recruitment activities. As the college seeks to build and develop its brand in target markets, more funding will be needed for travel and advertising as well. The college may want to consider stipends for in-country recruitment specialists, which will also require additional funds. Expansion of the Study Abroad program would also benefit from a part-time study abroad specialist. This proposed study abroad specialist could relieve some of the duties currently managed solely by the Director, such as recruiting students and faculty, advising and orientation, and program development.

Costs to Students
The estimated cost for international students to attend Elgin Community College is $20,310 for the 2021-2022 academic year based on cost of attendance figures from financial aid. The homestay program for international students offers students a choice with transportation ($800/month) or without ($600/month). Homestay fees have not increased for over 7 years. International students are required to show funding equivalent to the first year of studies in the U.S. in the form of liquid assets. In the event an international student experiences financial trouble, they are referred to scholarships and provided information on the Economic Hardship Program through DHS. Other scholarship opportunities for new international students have been discussed with the Elgin Community College Foundation. The program has submitted a mini-grant proposal as a pilot for such funding. Such scholarships can differentiate the program from competitors and make ECC a top choice for community college-bound international students.

The cost to domestic students for Study Abroad programs varies immensely based on location, currency exchange rates, length of stay, and curriculum, and the fees are set by the host institution. The college incorporates cost recovery protocol to ensure students are charged the exact price the college incurs, thus

saving them money; ECC does not make a profit from study abroad. Prospective students are provided with information on available scholarships and external funding opportunities, such as the Gilman and Boren scholarships. The program also discusses creative money-saving and fundraising strategies to meet the cost of study abroad program fees.

5c. Quality

The international student strategic recruitment plan is designed to increase Elgin Community College's international visibility, strengthen the college's international reputation, build interest among prospective international students, and incorporate the values of equity, diversity, and inclusion in all recruitment efforts. Much of what makes the Center for International Education and Programs a quality college service is outlined in #3. Strengths above. Quality service and programming are monitored and assured through various means.

Elgin Community College has certification from the Student and Exchange Visitor Program (SEVP) to enroll international students and scholars. For the ISSS program, an internal tracking spreadsheet and SEVIS reports are used to measure the turnaround and processing time of Form I-20s (Certificate of Eligibility for Nonimmigrant Student Status). The average turnaround time is 1 business day from receipt of all application materials. Additionally, when students transfer out and request the transfer of SEVIS records to another U.S. institution, the program takes the opportunity to gather anecdotal evidence from the students regarding their experience with the office and reasons for transferring out. Evidence reveals that students transferring upon completion of their degree requirements for their transfer destination university have experienced a positive relationship with the office.

The Center for International Education and Programs promotes classroom success and supports students in a multitude of ways. F-1 and homestay students are contacted throughout the semester. Monthly wellness checks are made via phone or email on F-1 students to see how their studies are going and connect them to any on-campus resources, from which they could benefit. Students also receive a monthly newsletter, which again highlights campus resources and educates on U.S. culture.

As previously mentioned, the department maintains the International Student Achievement Program, a weekly cross-functional team from International Education, LRIE, IEP, and Advising. This team meets to review student Standards of Academic Progress, compliance with visa requirements, mental health and wellness issues, housing/homestay concerns, and successes for each F-1 student. Action is then taken to follow up with students as necessary. Host families can also request site visits for homestay students to address any concerns the host or student may have in regards to the homestay.

When the pandemic closed colleges for in-person learning, U.S. higher education institutions received guidance from the Department of Homeland Security that temporarily allowed F-1 students to count online classes towards a full course of study in excess of the regulatory limits (stated in 8 C.F.R. § 214.2(f)(6)(i)(G) and 8 C.F.R. § 214.2(m)(9)(v)) without jeopardizing their immigration status. Students were required to continue full-time enrollment and be making normal progress toward their degree, actively participating in coursework, and following the directions of their instructor to remain engaged in their courses. Institutions, therefore, had to provide oversight and be able to verify and document course participation and engagement. For such purposes, ECC created a new course in D2L – GSD-999-R99: International Student Success.

The course operated as an official means to ensure student success as well as compliance with the complex immigration requirements from DHS. The course shell contained a weekly survey/quiz for students to verify if they are actively engaged and participating in classroom instruction. Confirmation was also obtained regularly from faculty. Failure to meet expectations in either of these cases could result in termination of a student's F-1 status.

Other best practices include a review of other institutions' practices, meetings with the SEVP field rep, and notes and networking from conferences and workshops such as NAFSA, NICCIA, and CCID.

Additionally, best practices for study abroad are generally identified through external sources such as NAFSA, Forum on Education Abroad, Diversity Abroad, ICISP, and conversations with international partners.

The Center ensures ongoing collaboration and communication with external as well as internal partners. For example, when COVID-19 hit, staff had to work quickly, efficiently, and collaboratively with study abroad partners, insurance company, and students to return them safely home from their locations abroad. Instruction then converted to an online learning model so that students could finish the semester and complete their credits. As a result, both international students and study abroad students continued their learning.

Currently, the primary assessment for study abroad occurs post-completion. However, staff are investigating a pre- and post- survey that can be delivered to all study abroad students to more broadly evaluate and measure cross-cultural understanding and global awareness. A survey is in development to measure satisfaction in the homestay program.

In the last five years, the department has developed two new study abroad programs in Italy and France. These innovative programs combine hands-on and practical learning with in-class lectures and cultural excursions to provide students with a holistic international experience.

EQUITY

The Center for International Education and Programs has long been focused on the value of Diversity. Along with goals for the college, the program's 2021 – 2024 recruitment plan goals and strategies will be advancing its focus towards the values of Equity and Inclusion.

According to the Forum on Education Abroad Glossary (https://forumea.org/resources/glossary/), these values are defined as:

- Diversity: individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious, or other affiliations).
- Equity: creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps.
- Inclusion: active, intentional, and ongoing engagement with diversity in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

To increase diversity and extend inclusion efforts in international student recruitment, new target markets include select markets in the Middle East and North Africa (Bahrain, Egypt, Israel, Jordan, Kuwait, Lebanon, Morocco, Oman, Qatar, Saudi Arabia, Tunisia, and United Arab Emirates). The planned strategies also increase efforts to engage with more diverse students and students from diverse family structures, as well as increasing equity and inclusion efforts by developing new and multi-lingual resources and materials.

Within study abroad, a virtual program will be piloted with the English department in Fall 2021 to further expand equity opportunities for those students who may be unable to participate in traditional study abroad format. Recruitment will target underrepresented populations and promote the benefits of the study abroad experience. Additional funding for student study abroad scholarships will be necessary to support students from underrepresented backgrounds.

To assess the impact of such interventions, a better understanding of participation and completion rates for international and study abroad students based on race, ethnicity, country of origin, and gender will be helpful. The Center will collaborate with Institutional Research on this need.

Intended Action Steps 6. Please identify strategies or actions steps based on the challenges listed with associated timeline.	The proposed actions and goals seek to expand the reach of and position the Center for International Education and Programs to coordinate and advance comprehensive internationalization on campus. We seek a strategic and coordinated effort to integrate policies, programs, initiatives, and areas to make Elgin Community College more globally oriented and internationally connected. Through our strategic recruitment efforts, international student engagement, and study abroad expansion, we seek to expand international programs over the next five years to be more inclusive and diverse in offerings, to enrich participants' experiences and broaden their global mindset. 1. **Increase international student enrollment** Timeline: ongoing 2. **Explore and implement virtual study abroad program offerings** Timeline: ongoing/pilot in Fall 2021 3. **Ensure sufficient staffing to achieve expansion goals:** • Expand international student recruitment specialist position from part-time to full-time • Advocate for study abroad specialist position Timeline: AY 21-22 4. **Launch Italy study abroad program delayed due to COVID-19** Timeline: Summer 2022 5. **Increase participation by host families to 25 active host families:** • New application and agreement process from 2021 • Post-survey for participants when placement ends Timeline: ongoing 6. **Explore and implement a study abroad assessment evaluation for pre- and post-departure** Timeline: AY'22-23 7. **Partner with Institutional Research to gather and study participation and success patterns from an Equity lens.** Timeline: Begin AY'22-23
7. Please specify resources required to implement these actions.	To support the increased workload and expansion goals, the international student recruitment specialist needs to become a full-time position. Financial support is needed for enhanced advertising and international travel for post-pandemic outreach efforts. Financial support towards scholarships for international students and study abroad opportunities will aid recruitment. Institutional commitment (as well as funding) will be required for virtual study abroad offerings and assessment.

	Reporting/data from IR to monitor recruitment, enrollment & outcomes goals from an equity lens.
Review Team 8. Please identify the names and titles of staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Primary authors: Lauren Nehlsen, Director of International Education and Programs Mi Hu, Dean of Learning Resources and International Education
9. List other stakeholders and participants who were engaged in this process (i.e. faculty, administrators, staff, students, employers, etc.) and describe their role.	Contributors: Natalie Escobar, International Programs Specialist Laura Hosford Yunker, International Student Recruitment Specialist

APPENDIX

International student recruitment has attended the following virtual fairs:

Org	Region	Date	Leads (students/agents)
CGACC (Global)	Global	August 2020	37
FEI	Latin America	September 2020	347
Fullbright	United Kingdom	September 2020	2
AEO	Asia	Sept/Oct 2020	575
FPP	Latin America	October 2020	285
AEO	Southeast Asia	October 2020	164
US Commercial Service	Africa	November 2020	70
ICEF Connect	Global	December 2020	467
ISN	Southeast Asia	January 2021	1067
Sugi	Japan	January 2021	5
EducationUSA	Phillippines	February 2021	288
ICEF Connect	Middle East & North Africa	February 2021	201
CGACC	Central & South America	February 2021	384
Fei	South America	March 2021	2023
CGACC	India, Bangladesh, Nepal, Pakistan	March 2021	
Education USA	Middle East and North Africa	March 2021	126
Sunrise Tours	China	April 2021	78
CGACC	Africa, Europe, Middle East	April 2021	546
FPP	Latin America	April 2021	66
FPP	Global	May 2021	163
ISN	East Asia	May 2021	1538
US Commercial Service	Latin Amerca	May 2021	210
ISN	Latin America	June 2021	1157
FEI	South America	June 2021	4013
ICEF	Asia	June 2021	350

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:	2016-2020
Review Area:	Student Life

Program Summary 1.Please provide a brief overview of the program or service being evaluated.	Student Life Mission: The Student Life Department promotes student learning and success by providing co-curricular programs, student leadership opportunities, and an overall campus climate in which students can thrive. This mission is carried out through the following categories: New Student Programs, Education, Clubs and Organizations, Culture, Leadership, Service/Volunteering, Entertainment, Stress Release, and Civic Engagement/Governance. Most importantly, Student Life helps students find their fit and sense of belonging while also building their confidence and real-world experiences as they move through and beyond their time at Elgin Community College. Student Life activities offer unique opportunities to students to build their network, leadership skills, find their voice, and enhance their college experience outside of the classroom. This is accomplished through student clubs and organizations (approximately 20), co-curricular programs, the Transforming and Inspiring Undergraduate Men Pursuing Higher Education (TRIUMPH) mentoring program, and partnerships within our community. Most of these have remained active this past year, shifting their programs and activities to the virtual space. Through Student Life programming, students develop the ability to lead, speak in public, run meetings, create and manage budgets, perform outreach in the community, organize social justice, service and recreational activities, and develop technical skills through involvement in clubs & organizations and engagement in campus events. National research underlines the value of offering co-curricular programming to college students. Student retention and success in the classroom improve when students are involved in college activities outside the classroom (Astin,1985 & 1992). ECC's Student Life Office provides an essential niche for tomorrow's leaders of local businesses, government agencies and community groups. The irony is that often students do not realize these benefits in the moment, but they are appreciated upon reflection as they advance in their educational journey and early professional careers.

Program-Level Student Learning Outcomes:

Upon completion of New Student Orientation, students will be able to:

- Explain the beginning steps of academic planning.
- Develop a sense of community with peers and ECC staff.
- Demonstrate how to plan, build, and register for their first semester of classes.
- Discuss expectations for becoming a successful ECC Student.

As a result of participating in Clubs and Organizations, students will be able to:

- Describe their leadership potential and identify their strengths as a leader
- Create a sense of community and mutual respect among their peers
- Demonstrate transferrable leadership skills that they can apply beyond their experience at Elgin Community College.

As a result of engaging in Multicultural Programming, students will:

- Enjoy a sense of belonging at Elgin Community College through a supportive, diverse network of peers, faculty, staff, and administrators
- Interpret cultural history and differences to increase cultural competence, awareness, and empathy
- Illustrate confidently on racial and ethnic issues and think critically and contextually when analyzing contemporary issues

After participation in Community Outreach Initiatives, students will be able to:

- Build a greater awareness of community issues, needs and resources
- Apply leadership skills and knowledge gained to enhance their professional, educational and personal lives
- Identify personal values, attitudes, and beliefs
- Experience and discuss the impact of volunteerism in the community

As a result of engaging in Programming for Targeted Populations, students will:

- Recognize their collective and individual responsibility and opportunity to utilize ECC resources i.e., TRiO Support Services, Tutoring Services, etc.
- Acquire skills and strategies to advocate for themselves and persist towards the completion of their academic goals
- Value their academic and racial identities
- Build meaningful cross-cultural collaborations through

	intercultural dialogue and leadership activities
Prior Review Update 2. Describe any improvements or modifications made since the last review.	**1. Reestablish Alternative Spring Break with Habitat and seek other service opportunities for students over spring, winter and summer breaks** <u>Status:</u> On Hold Student Life has reestablished Alternative Spring Break 2014 with Habitat for Humanity in Elgin and Carpentersville. Due to the interest and success of the program students sought other service opportunities such as winter and summer experiences. In 2016, the full-time Student Life Coordinator for Community Outreach left the college and due to the Illinois budget crisis, the position was only filled part-time. This did not allow for the employee to do immersion trips with students. However, the department began a program called the Big Event in 2014 and has continued to offer this service experience through 2019. The Big Event is a day of service in the community by students, alumni and employees of the college. Each participant is assigned a team and those teams are each assigned a different service project in our community. Alternative Spring Break and other immersion experiences over Winter and Summer sessions will most likely resume when the department returns to its previous staffing level for Community Outreach of 2015.
	2. Market GSD-123 and recruit Human Services students <u>Status:</u> Cancelled General Student Development (GSD)-123: Peer Educator Development was approved in 2014 and offered for two semesters; Spring 2015 and Fall 2015. Human Services students were recruited to take the class. However, it was composed mostly of student leaders. As a result of staffing issues in 2016, this class did not resume but it is a possible avenue for our TRIUMPH mentoring program.
	3. Offer more sections of GSD-123 and increase the available faculty to teach the course. <u>Status:</u> Cancelled This did not happen due to staffing issues.
	4. Increase number of community service agencies and increase number of alternative service options for GSD-150. <u>Status:</u> In Progress The number of agencies has remained consistent over the years to about 30 agencies. Alternative service options for students have been developed through Make Difference Week, Project Backpack, and The Big Event.
	5. Increase the number of academic courses using service learning partnerships. <u>Status:</u> In Progress We attempted to partner with more courses to implement

service learning. However, our efforts were limited. We had success working with professor John Karnatz and his Spartan Consulting Learning Communities. Students in the course would serve a community need and would also earn credit in the General Student Development GSD-150: SERVE course for their work. Structured internships were created in 2013. These internships were then formally offered through the Office of Strategic Partnerships and Experiential Learning, who took the lead in working with academic courses to offer students experiential learning opportunities.

6. **Explore relationships with and partner with peer mentoring programs that will be created in FY'17.**
   Status: In Progress
   In 2017-2018, the newly established Student Life Coordinator of Targeted Populations created a Peer Mentoring Program called The Exchange. The mentoring program was led by student leaders and introduced new students to cultural diversity of Black Student Achievers (BSA) club through workshops, field trips and mentoring exchanges. The program failed to attract a large number of minoritized students but the students who were a part of the program were highly satisfied.

   In 2019, the college received a grant for the TRIUMPH Men of Color Mentoring program. As a result, resources and efforts were directed to the TRIUMPH Program. Additionally, the men in the Exchange Program also joined TRIUMPH, so there was some duplication of efforts. An eventual goal of the TRIUMPH program is to have returning scholars take more of a peer mentoring approach with new scholars. As well, an eventual goal is to create a sister program for racially minoritized women.

From FY'13 Student Life Program Review report:

1. **Develop and implement a leadership curriculum to create a leadership culture for students.**
   Status: Completed
   Leadership curriculum was created in 2014/2015 based on Habitudes by Tim Elmore, growing Leaders. The Leadership Program is called L.E.A.D. (Leadership Exploration and Discovery). The department created our principles for building a culture of leadership:
   - Leaders are self-evolving
   - Leaders cultivate relationships
   - Leaders respect divergent viewpoints
   - Leaders are passionate to their mission
   - Leaders influence others to impact the world
   - Leaders transform mistakes into future successes

2. **Market co-curricular transcripts**
   Status: Completed

Co-curricular transcripts are primarily promoted to student leaders. However, the Honors Program has had Honors Scholars utilize a co-curricular transcript to track and document their Honors Scholar experiences. Unless required, students often do not seek out a co-curricular transcript. Co-curricular transcripts are created in Colleague and issued by the Student Life office not Records Office.

3. **Expand co-curricular programming with faculty to fully utilize funds available.**
   Status: Completed
   Student Life created a Co-curricular fund via the Student Allocation Process which encouraged faculty to request funds for speakers and events that complemented their course content. The fund was usually $10,000 a year. While the funds were available, it was very successful. Student Life staff served as "consultants" for the faculty members to assist with contracts, promotions, and planning of their ideas and events. In 2016, when the budget crisis in Illinois took place this fund was reduced greatly and in subsequent years has been eliminated due to funding. Allocated funds were based on the number of credit hours per year, which has been in decline. While funds are no longer offered, the department still closely assists faculty in planning and executing co-curricular events.

4. **Study and consider increased staffing and a restructuring of the department to continually meet students' needs.**
   Status: Completed
   In 2013, Student Life created a proposal for a restructuring to increase staff and move existing staff from part-time to full-time. It was being considered after some other restructuring happened. However, with the budget crisis of 2016, these requests could not be fulfilled. Student Life added a new Student Life Coordinator position in 2016 for Targeted Populations to help address the success and opportunity gaps for African American students thanks to the work of the Student Success Infrastructure (SSI) committee.

5. **Customize programming for specific populations such as adult students, parents, at-risk, honors, and program of study specific.**
   Status: Completed
   Parents: Added more parent orientation experiences and increased information shared. Followed up with a newsletter and important dates. Intent is to build partnership with parents. Moved Parent Orientation to before students attend their orientation rather than after.

   Honors: Honor program and Phi Theta Kappa (PTK) International Organization for Two-Year Colleges developed a successful partnership where Honors Scholars were required to join PTK and reach Level IV of enhanced membership for Scholar designation. Also, partnered on Research in Action

Symposiums and assisted in the creation of the Honors Program Lounge with the Honor Program. Most significant is the creation of an Honor Course called Honors in Action in partnership with Phi Theta Kappa.

Human Services: Developed partnership with Substance Abuse course to fulfill legislative requirement regarding Alcohol and Drug awareness. Class offers a Substance Abuse Awareness Day while Student Government offers Drunk Busters activity. Also, partnered with ECC police on this annual event.

Historically Underserved: Implemented or collaborated with other programs, services or initiatives to create the following events/activities to address the needs of historically underrepresented populations.

> a. Position created for Targeted Populations, currently Student Life Coordinator for Student Equity;
>
> b. African-American Connection program initiated with partners from across the campus;
>
> c. TRIUMPH Men of Color Mentoring program;
>
> d. Awareness events and activities (Juneteenth, Race Dialogues, I Dream in Color Week, Historically Black College and Universities (HBCU) fairs, Black Student Achievers invigoration, Latinx Transfer Fair, PRIDE (LGBTQ) activities, Pacific Asian Month enhancement and Disability Awareness Week).

6. **Continue to enhance services and programming in clubs and organizations and multicultural programs. This includes offering another Multicultural Lock-In for students, including LGBTQ programming, enhancing advisor training and communication, and streamlining new club processes.**
   Status: Completed
   Since the last program review, services have increased in these areas: Multicultural trainings and focus groups; TRIUMPH program to mentor men of color; hired a coordinator specifically for Black students; amped up Asian Pacific Month offerings; observed Indigenous People's Day; hosted Historically Black Colleges and Universities (HBCU) college fairs; co-sponsored peaceful march for Black Live Matter (BLM); *Undocupeers* Training in 2016; instituted PRIDE week/month activities each year; semi-annual Advisor training (more during COVID-19 closure) and update to Advisor Handbook; seeking opportunities to celebrate advisors with awards and giveaways; new club process streamlined in 2016/2017.

7. **Utilize technology and e-learning tools to deliver information as well as allow it to be accessible 24/7.**

Status: Completed

Since 2013, Student Life has utilized technology in several ways to engage students and enhance learning. These include: social media platforms as recruitment tools, electronic newsletters for student leaders and parents of new students, Zoom for meetings, Loom to create instructional videos for student leaders to access 24/7 on a variety of Student Life topics. The most significant use of technology has been creating an online orientation (4,485 students have completed), which launched in early 2020. The Online Orientation is accessible 24/7 to new students.

Additional key accomplishments not related to established goals above:

- Invited to join TRIUMPH Men of Color Mentoring Program (Grant funded program) in 2018. Hired a PT coordinator in summer 2019. Position merged in Fall 2019 with Student Life for Targeted Populations.
- Established Spartan Food Pantry in 2015, successful expansion in 2018.
- Added a Student Life Coordinator for Targeted Populations. Started part time in 2016 and became full time in 2017.
- Created On-line Orientation to enhance new student onboarding and allow students and family members access 27/7 to valuable college information. As well, the online orientation reduces barriers allowing new students to access as soon as they are NSO ready.
- Created several new initiatives for students and the community such as *The Long Red Line* program and art show (Sexual Assault and Domestic Violence Awareness), *Food Truck Day*, *Boo Bash*, Pride events, and *The Big Event* (service initiative).
- Hosted Illinois Skyway Collegiate Conference (ISCC) STEM poster session, Jazz Fest, Art Fest, and Writers Fest.
- Updated Student ID photo system and extended Photo ID's to employees.
- Enhanced Student Leadership programs on campus (*LEAD, Rak Chazak, Move Your Mountain*) and training retreats off campus for student leaders.
- *Student Success Passport Program* (2016-2019) (on hold due to COVID-19 and as Engagement App is explored.)
- *Project Backpack* celebrated its 10th year on campus
- *African American Connections* Program (began fall of 2015 as campus committee) Transitioned to Student Life office when the new position Student Life Coordinator for Targeted Populations became the committee chair.
- Moved Student Government and Trustee elections on-line as well as revamped the SG constitution to better reflect the needs of students.
- *I Dream in Color Week* and HBCU Fair (2018 and 2019)

3.What are the program/service strengths?	Student Life and First Year Programs have many strengths to be proud of: • An innovative and diverse staff who are student centered and open to learn. • Staff recognized by national and local organizations for excellence: NISOD Award - Amybeth Maurer (2019); PTK Distinguished Advisor Team - Ali Kashani, Jason Kane, Amybeth Maurer (2019); PTK Distinguished Advisor - Ali Kashani (2018); Elgin Image Award – Spartan Food Pantry (2015). • Students who have consistently sought exemplary leadership roles and been recognized for their efforts – two Gigi Campbell award winners since the last review for outstanding work as Student Trustee; two students since last review served as ICCB Student Member of the Board. • Very active student body interested in self-improvement and impacting their campus and community. • A commitment to Equity, Diversity and Inclusion by staff and a willingness to incorporate these ideals in programs and activities. • Healthy and reciprocal relationships across the campus and in the community • A comprehensive menu of programs and activities to meet the professional and social needs of students through strong clubs and organization, training and unique programming. • Top notch programming such as awareness months, mentoring, and social connections/engagement. • Impacts many students' lives through their leadership advancement, engagement on campus, loyalty to the college, social relationships and career paths. Evidence and examples of these strengths as well as other positive aspects of the program will be discussed in question 5. Rationale to follow.
4.Based on the review, what are the identified challenges of the program or service?	This review can outline several categories of challenges and opportunities, which will be discussed in more detail the Rationale section to follow. Briefly, these categories include: • Space – Secure more dedicated space for student activities. • Staffing –While current staffing is adequate, a future goal is to move Part Time employees to Full Time employees and hire another coordinator to lead new initiatives. The challenge exists in that there are always new initiatives to explore but not staffing and time resources. • Professional growth – Identify pathways and opportunities for professional development of Student Life staff. Other more specific training needs have also been identified. • Balance – the schedule demands on student life professionals is a unique challenge. Expectations include evenings, weekends, travel, and each staff person carries

	many responsibilities. Finding work/life balance can be a challenge for Student Life professionals and should be prioritized more. • Funding – the Student Activity fee has not increased in 20 years. A modest increase can open the door to quality training, speakers, events and program growth. • Risk management – the emphasis on eliminating risk rather than minimizing risk can hamper innovative and engaging events. • Assessment – The program is ready to refine and better measure effectiveness of programming as well as student learning.

Rationale

5. Detail all major findings resulting from the current review.

5a. Need

RECRUITMENT

A primary focus of the program is to reach and include as many students as possible. Students do not respond to stale programming, so it strives to explore new events and approaches to the annual events to keep activities fresh and relevant. When developing or modifying offerings, staff consider feedback from previous years' events and examine new trends and best practices that can be integrated into the approach. Some newer topics that have been incorporated into leadership workshops, events, and training based on feedback are Health and Wellness, Self-Care, Equity Talks and transferable life skills from college to career. Student Life also considers potential cross-departmental partnerships in hosting events as well as connecting to faculty and the instructional curriculum.

Students are invited to engage via:

- New Student Orientation
- ECC Website
- Social Media
- Direct targeting letters to students
- All student emails by dean
- Posters on campus
- Tabling by students and staff
- Incentives to join
- Word of mouth

Student Life clubs/organizations and services are also open for dual credit (DC) high school students to utilize and they are encouraged to do so. To help integrate them into college life, staff have done presentations for Dual Credit students and have some materials embedded in the DC orientation about the benefits of campus involvement.

PROGRAMMING

Annually, the program hosts approximately 850 events with nearly 20,000 non-unique attendees. Such figures are expected to become more precise and informative once a Student Engagement app is procured. Such an app could track attendance, student preference and interests, length of time at events, feedback, and much more.

As outlined in the Program Summary question above, offerings span several categories:

- New Student Orientation
- Student Clubs/Organizations

- Multi-cultural Programming
- Community Outreach
- Targeted Populations
- Social and Recreational
- Civic Engagement
- Leadership Development

Staff review all upcoming events and brainstorm new ideas together as a team. The department is asked to do new and innovative programs a lot so some events do need to be sunset or significantly altered. Internal partnerships are a good source for programming. For example, two years ago the department was approached by Wellness Services to collaborate on an event based on local and national data regarding self-care. A Health and Wellness Symposium was created with a mini-grant from the Elgin Community College Foundation (Fall 2019). It included speakers, a wellness happy hour, self-care activities, and many resources and tool for students. The collaborative event was a huge success and will probably be repeated. Survey results indicated students appreciated the efforts and felt better prepared to deal with their mental well-being.

Programming is flexible and nimble to respond to current events. The department continues to hold important civic engagement opportunities for students in conjunction with faculty and civic leaders to help raise awareness and create open dialogue about events that are happening in our society and our community. This past year, AY'2020-AY'2021, Student Life has been involved in events such as the Black Lives Matter movement, voter registration and elections (national as well as local, including the Elgin Community College Board of Trustees election), dialogue regarding the January 6th Insurrection at the Capitol, and the Presidential Inauguration.

Mental health support is provided through programs like *Stress Free Zone* and workshops in partnership with Wellness Services to provide tools and tips to help students during stressful times. The Spartan Food Pantry is a resource for all students as patrons and also provides leadership opportunities to those who volunteer. The Pantry collaborates with Northern Illinois Food Bank, Food for Greater Elgin, and the Elgin Community College Foundation for support and has gardening plots at the Sherman Hospital Community Garden to offer fresh fruits and vegetables to students.

One of the most successful long-standing programs is *Project Backpack*, a community event designed to support families with backpacks, school supplies and resources/tools for a successful school year for grades K – college-aged. *Project Backpack* provides between 1,700-1,900 backpacks each August to students in district communities who need assistance and support. The event is a collaboration between Elgin Community College, Kane County Credit Union, U-46 and D300 school districts, Community Crisis Center, Centro de Información, Elgin Community College Faculty Association, and ECCP3. Even during the pandemic in 2020, the event supplied 1,500+ students with backpacks and pre-packaged supplies that were ordered and distributed directly to the districts/schools in need.

One of the newest initiatives housed within Student Life is the TRIUMPH (Transforming and Impacting Undergraduate Men Pursuing Higher Education) program. The purpose of this program is to increase the number of males of color who graduate from community colleges. TRIUMPH is a training and mentorship program designed to help young men of color successfully navigate their ECC journey. The goal is to equip participants with the skills and confidence to realize their full potential, positioning students for long-lasting, whole-life success through mentoring, leadership development, community service, networking, real-world immersion. TRIUMPH matches each participant with a mentor (a professional male with similar career and life pursuits) from the college or community to assist in the transformative experience.

Student Life currently serves about 15 student organizations with a total club membership of over 700 students. Types of clubs include honor societies, social clubs, cultural organizations, faith-based,

recreational, special interest groups and professional/career-oriented organizations.

Due to the pandemic, all student organizations are hosting their meetings and activities virtually via Zoom, Discord, and through social media. Throughout this year, Student Life has provided various ways for clubs to access resources as they adjust to their virtual club activities. Virtual club training sessions were offered covering topics such as social media tips and tricks and virtual programming, setting up club specific email addresses and zoom accounts, creating a library of step-by-step instructional videos, and other useful resources accessible to clubs via the weekly Club Newsletter. Unfortunately, even with these efforts, several clubs became inactive between Fall 2020 and Spring 2021 semesters due to the challenges of adjusting club activities virtually and decrease in membership. On the flip-side, a handful of clubs reported an increase in engagement and activities, such as Performing Arts and Human Services clubs.

EQUITY

The topic of Equity is becoming a central component of all strategic planning at the college. Student Life looks forward to weaving EDI into all facets of programming as a means to increase recruitment, among others. This report details a goal to this end to partner with the newly hired Executive Director of EDI to examine planning and practices through an EDI lens. A focus group led by Institutional Research could also explore student perceptions related to equity on campus as well as with student programming; such a project would seek to include involved students as well as those who are not engaged with the department.

FUTURE NEEDS

Student Life holds two annual planning retreats and meets for two hours weekly as a team. Recent conversations have centered on providing co-curricular learning, service, and programs that will help students begin to reacclimate to the on-campus experience as the country emerges from the pandemic. Though operations will not be back to 100% in-person in Fall 2021, the department is exploring programs that will begin to bridge the gap created by virtual learning.

Once transitioned, the department will need to grow in both positions and space to offer more opportunities to students. Dedicated space is needed for club work, training, activities and storage. Space is a campus wide issue, and though conference rooms are shared across campus, students are sometimes relocated or are not able to reserve a suitable space. In some open spaces such as the Jobe Lounge, the programming can be loud and disruptive to classes.

Future staffing needs include advocating for part-time positions to full-time status to help maintain and improve the work. The department hopes to add more student life coordinators in the next 5 years to enhance the Pantry, Leadership programs, EDI training and education, Self-Care offerings, and a Women of Color mentoring program.

5b. Cost

COST TO COLLEGE

The budget for Student Life is divided into separate GL accounts – the Education Fund (01) and Auxiliary (05). Figures for FY'21 are listed below:

- Fund 01 (First Year Programs) $161,825.92
- Fund 05 (Student Life) is $558,422.52
- Fund 05 (Allocations/Student Activity Fee) - $170,000

Salaries and supplies, software, etc. is funded through the Ed Fund, however, programmatic expenses are through what can be considered a student activity fee -- at Elgin Community College the fee is encompassed within a variety of fees. As listed above, the program receives $1 for every credit-hour generated, which usually equates to between $160,000-$180,000 annually.

Enrollment, therefore, is a key factor in the amount of money to be allocated for each year. Over the past five years, enrollment has been down so allocation has been affected. However, for the past two years

$20,000 has been moved from a rollover account to keep funding consistent. Rollover is the fund where any unused dollars go at the end of the fiscal year. Rollover or Retained Earnings are utilized for rare, large purchases, such as vehicle purchase or replacement. As mentioned elsewhere in this report, the desired acquisition of a Student Engagement app will present a considerable expense and require ongoing maintenance fees. The investigative team hopes to include students as part of the RFP process as well as in the design and promotion processes to ensure robust return-on-investment.

Membership in the Illinois Community College Activities Association provides access to a very active listserv for resource sharing as well as programming ideas. Colleges in this network have shared items such as heritage month posters and have collaborated on programs through consecutive bookings as cost-saving measures.

SOURCE OF REVENUE
The department receives $1 per credit-hour from student fees to support programs and activities. These allocated fees are distributed annually to clubs and organizations and Student Life. The Student Activity Fee is set by the Board of Trustees. It has not been increased in 20 years. The most recent request to raise the fee to $1.25 was denied. The program would like an increase of $0.25 to $0.50 to open the door to higher quality training, speakers and events from third-party vendors. Such an increase could also satisfy the increased growth in student clubs.

Still, the current fee structure is generally sufficient and has resulted in Rollover funds that have been used for student retreats, vans, and to increase the annual allocation budget in the past. Retained Earnings has also built up over the years from game room profits which remains even though game room was eliminated in 2012.

Grant funding is currently used to support the TRIUMPH program.

STAFFING
While the present funding is adequate for office operations, if staffing where to increase before the next Program Review there would need to be an increase in the Education Fund personnel budget for staffing.

COST TO STUDENTS
Finances generally do not interfere directly with students' ability to participate in clubs, organizations and events as most are free. However, some students may have less available free time if they have to work more hours. In general, the team partners with a variety of departments across the campus to direct students to needed resources. In the past, there have been instances where students felt the membership fee for Phi Theta Kappa was a barrier to join. As a result, the department established payment plans and can waive the local, regional and international fees as funds are available. The Spartan Pantry, run out of the Student Life office, is an invaluable resource providing food and toiletries to ECC students in need.

CHALLENGES
The largest challenge for the budget is not knowing how much money can be allocated until a few months before the allocation process begins because it is dependent on enrollment. It's also a challenge if enrollment dips significantly such as FY'22 – the program was allocated $150,000 in FY'22 whereas previous years ranged $170,000-$180,000; at the peak of enrollment, the program was receiving $200,000 annually.

5c. Quality

STUDENT OUTCOMES
National research demonstrates that student participation in clubs, organizations and other co-curricular offerings leads to higher levels of engagement and success. While the department believes this is also the case at ECC, this review has demonstrated the need to strengthen such metrics to provide evidence for the full value of the program.

One mechanism already in place is to monitor the GPA and credits enrolled v. credits completed for the

Student Leader cohorts as compared to other ECC students. While direct causation cannot be attributed, on average the Student Leaders have a slightly higher GPA (2.86 compared to 2.76, Fall 2019) than other students and complete more of their credits each term (86% compared to 74%, Fall 2019). Student Leaders learn tangible and transferrable skills from their leadership roles that they can apply in many other aspects of their academic, personal, and professional lives. Student Life supports student success by providing a network of like-minded peers. The camaraderie builds this network for students who study together and help each other academically. The leadership program has GPA standards, so this group in particular has academics as a priority. This analysis can dive into equity to inform decisions and planning with data from IR to investigate the student leaders in terms of demographics, GPA, and attitudes/satisfaction to see if it's a reflection of the student population.

Some outcomes are less easy to define and measure. The program strives to offer a holistic approach to students' well-being. The review reveals that soft skills and relationship building efforts have not been adequately measured or reviewed. As the department enhances their knowledge and utilization of Student Learning Outcomes and measurement tools, quality of programs will be enhanced. Leadership and emotional intelligence are skills to add to their tool-box. Workshops and speakers can address emotional and physical needs such as burnout, self-care, civility, organization, conflict management, etc. These intentional efforts help students to be successful in their classes but also provide a channel to seek support and referrals when needed. These kinds of programmatic efforts need to be assessed more often by the department.

When the college participates in national surveys, results are reviewed to understand students' campus experiences and compare them to a benchmark when available. These surveys include large projects like the Community College Survey of Student Engagement (CCSSE) and ECC's homegrown student and graduate surveys.

The current process for more targeted feedback is not formalized. After events and activities, staff will engage in reflection when possible to ascertain growth and areas of improvement, and on occasion will conduct "One-Minute Surveys" with participants. After the State conference each fall, students write a reflection essay, which provides valuable information, though this is not tabulated or tracked anywhere. Most our feedback about student satisfaction is obtained through reflection and discussion with students.

The TRIUMPH program is an area where statistics for the cohort of students can be tracked for outcome metrics such as GPA, retention/persistence and completion. While the first year of TRIUMPH was interrupted by COVID-19, some successes have emerged. For example, TRIUMPH participants perform and persist at higher rates than other Men of Color (MOC). Twelve scholars were inducted at the first virtual Induction ceremony. ECC hosted the Men of Color Conference in January 2020. Seventy-eight (78) people from nine different institutions attended, with 34 being students. The event was hosted again in 2021, though virtually, with 75 in attendance.

LEARNING OUTCOMES
Over the past few years, departments within the Student Services and Development division have evolved to include statements regarding student learning outcomes. There is opportunity to develop these further and create a manageable and consistent measure plan beyond satisfaction surveys and attendance numbers, which the division will do together. This review has confirmed the importance of assessment and a goal to grow in this area is summarized at the end of this report. Stronger outcomes statements and reliable metrics will help the program ensure it is meeting its goals and doing so in an equitable fashion for all students.

The review has also identified other means by which Student Life promotes student learning. Co-curricular learning experiences are an important source, similar to the classroom experience. The college has been encouraged by the Higher Learning Commission to extend general education learning outcomes into the co-curricular space to demonstrate how well students are learning beyond the classroom. In particular, and related to other goals, the department would like to more intentionally infuse global and

multicultural literacy (the 6th gen ed outcome) into programs and leadership activities.

The program also makes positive contributions for students' career readiness and professionalism. Student Life offers opportunities for students in their programs of study to connect and build relationships through professional/career specific clubs and programs. The program also offers professional programming such as etiquette dinners, tours/field trips to businesses (Motorola, LinkedIn), speakers who focus on personal growth and development and connections to alumni and potential mentors in similar career fields.

STAFFING/PROFESSIONAL DEVELOPMENT
The student life department is fortunate to have coordinators assigned to specific student populations and programming and while offices at similar colleges consist of one to three professionals, Elgin Community College has a seven-person staff of five full-time and two part-time employees. As discussed elsewhere, moving staff to full-time and adding another coordinator would enhance the quality even further.

An opportunity for professional development of staff is to offer more training on student issues such as mental health/wellness, suicide/depression, special needs students, and ally-ship, etc. Training in how to effectively work with students of these populations enhances staff skills to recognize issues early and offer appropriate interventions. The department has strong relationships with internal experts such as Wellness Professionals and staff from Student Access and Disability Services, and specific training in these areas will increase needed referrals and understanding of student needs.

Gratefully, the office is comprised of a very diverse staff representing almost all racial demographics of the college's student population. The group talks frequently about the needs of ECC's students of color and invites students into these conversations. As a team they have read The Hate U Give by Angie Thomas (and saw the movie as a team), Becoming by Michelle Obama and had a viewing and discussion of Ava DuVernay's documentary, *13th*. In 2021, the staff participated the United Way of Illinois' 21-week Equity Challenge as a group, which was very beneficial to understanding one's own culture, inclusion, and how to better support the students. The program always makes space for students when current events reflect turbulence in the racial landscape of our college, community, and nation, such as with the murder of George Floyd in 2020, which relates to equitable practices, discussed further below.

INNOVATION
Innovation in Student Life focuses around creativity and a student-centered approach with a staff that is striving to improve, to be authentic and curious, and to ask questions to further students' development. Staff pay close attention to the world around them to stay on top of trends, issues, and needs of college students. Understanding the climate of our nation and abroad give indication of student's well-being outside the campus.

Being innovative means trying new things. The campus closure and pivot to remote teaching and learning required innovation. Through the pandemic, the department has reached some conclusions for clubs and advisors, in that virtual meetings and events meet their time constraints, and therefore, staff can find ways to incorporate that into planning.

Technology allows innovative practices to evolve. Since the last review, so much has changed with social media which now is leveraged to promote events, contests, student profiles of successes and stories, live recordings of events, history and trivia about student life and Elgin Community College, colorful images, education posts on a variety of topics, and tools and resources for student and life success. The department has a strong following on Instagram and Facebook and the part-time administrative assistant works on social media strategies daily. Print materials, marketing and newsletters are very innovative, utilizing QR codes, pre-registration tactics, and incentives for participation. The department distributes a comprehensive weekly newsletter to student leaders, which is interactive for students to find out more information, share information, and engage with the information. During COVID-19, the newsletter was amped-up to include activities and ideas for students to stay engaged and connect during the closure.

These *Student Life Pick Me Ups* were very popular and useful for students.

Future innovation includes mobile food carts to bring fresh healthy foods to students across the campus and a farmer's market on campus. The department is also excited about the innovation of hybrid activities which will be in person and virtual, allowing for larger participation. As a bonus, the program has discovered that events have more family engagement when done virtually. Wellness and self-care are areas where a lot of innovative ideas will be implemented collaboratively with the Wellness Services department, such as wellness happy hours, self-care pop up stations, suicide prevention programming, and stress reduction experiences.

As mentioned elsewhere, the department is embarking on getting an Engagement phone app to replace the Passport Program which offers student opportunities to get engaged in campus services by using a passport book. Converting this idea to a digital passport will meet students where they are at from a technology standpoint, offer students access to ECC services and resources via the app, and allow students to plan and schedule co-curricular activities into their schedules using push notifications, interest inventories and data to suggest valuable programming tailored to individual students interests and needs. Additionally, a smartphone app offers a myriad of opportunities to assess usage, satisfaction and need through built in metrics and reporting, which has been identified as a need of the program.

EQUITY

Serious EDI discussions in Student Life began in 2015 when the college was examining the academic gaps of Black and African-American students. An opportunity arose to hire a Student Life Coordinator for Targeted Populations through the Student Success Infrastructure (Achieving the Dream). This position was created to meet a need of ECC's Black students, to have an ally and advocate, and to help students navigate college resources and obstacles to achieve student and life success. This position moved the Black Student Achievers (BSA) club to new heights and created mentoring opportunities for Black students. The position has evolved and now encompasses the TRIUMPH program and the title has been changed to Student Life Coordinator of Student Equity.

Staff is using an equity lens in regards to planning and programming for students and looks forward to partnering with the college's newly hired Executive Director for Equity, Diversity and Inclusion to further the work. A solid understanding of EDI and Social Justice helps the department guide its decision making. One new programming change is to include various types of events year-round rather than solely during designated awareness months or days on campus.

The program will also expand the framework to students by creating an Equity Lens worksheet for use with the student clubs. Equity is a topic in the standard training for clubs, and one club has since created an Equity Officer as a result. A new program led by the Student Life Coordinator for Student Equity, Erik Enders, called Equity Talks will cover a wide range of topics that students have expressed an interest, such as implicit bias and Asian hate. Activities and resources from the Equity Challenge by United Way will also be part of what is shared with students in the coming year.

COLLABORATION

In the past 8 years the department has developed stronger collaborations and relationships with various internal and external partners, such as:

INTERNAL	EXTERNAL	
• MAGIC & GIST committees	• Northern Illinois Food Bank	• Gail Borden Library
• faculty club/org advisors	• Committee of the Underserved	• AAUW
• Academic Systems	• Community Crisis Center	• YWCA
• Academic and Transfer Advising	• Centro De Información	• Vitalent

- Wellness Services
- Dual Credit
- Workforce Development

- Open Door Health Center
- Districts U-46 and D300
- Latino Heritage Network

- Renz Center

The department consistently partners with staff, faculty, and committees within the college as well as community organizations to offer co-curricular programs, particularly for celebration and awareness months such as Latinx Heritage Month, Black History Month, International Week, Women's History Month, Domestic Violence Awareness Month, Sexual Assault Awareness Month, Asian Pacific Month, Long Red Line, and LGBT History Month. A recent collaboration has been established with the Assessment and Planning and Institutional Effectiveness departments to explore how co-curricular programming and learning opportunities support the college's General Education learning outcomes.

CHALLENGES/OPPORTUNITIES
Risk management can be a barrier at times as the institution seeks to eliminate rather than minimize risk, which seems more feasible. While the situation has improved over the past five years, planning events that are innovative, engaging, exciting and that are safe can be a challenge and college limitations can be barriers.

It can be difficult to reach the students who are not seeking engagement so another challenge is time and connection to academic programs. Students don't often have extra time to engage in many out-of-classroom experiences, so they must prioritize. The program utilizes social media, emails, letters to targeted populations to attract students who are not currently engaged, although an effective strategy is when faculty directly encourage their students to attend an event or explore an opportunity with an academic component. Faculty could be a stronger resource in helping to encourage students to participate and engage in out-of-classroom activities. Both Student Life and ECC faculty are looking to enhance and increase these opportunities. The department can explore means such as a CETL workshop to forge connections and provide real student examples of the benefits. A key example is former student Angela Andrada who is now a NASA intern. She credits her STEM courses and out-of-classroom participation with helping her reach her goal of working at NASA. She helped establish the Engineering Club, was a PTK officer, and participated in the Skyway STEM poster session. She is a shining example of how early college experiences can shape further educational and career opportunities. Student Life will continue to establish relationships with faculty to demonstrate the value to students when they partner with co-curricular opportunities as allies.

SUMMARY
The heart of Student Life is students, and the office works to plan a variety of engaging events to retain current students, assist clubs in events planning, and collaborate across the campus and community to provide educational and enjoyable programs. While the department conducts great programs with amazing success, it has not been effective at measuring what students have learned or know because of their programs. Collecting this evidence will help Student Life demonstrate the value it brings to student success and be able to create new and impactful programming with Equity, Diversity and Inclusion at the forefront.

During a challenging year due to the COVID-19 pandemic, Student Life has focused on the opportunities to meet students where they are and provide a connection to the college through virtual programming. Despite the chaos around them, students still sought out connections with their peers. Student Life has offered successful events in flexible time ranges and formats, engaged a diverse range of students including family members, and maintained a high quality of programming with steady attendance. Staff learned a great deal about being creative, meeting student's needs, and remaining flexible. They learned that students like to be a part of the creative process in planning and executing events. During this time, it was also discovered students have high need for appreciation and recognition, have a very hard time talking about their strengths and talents, and can find it difficult to compartmentalize their personal and

academic lives because life has become more and more complex. The relationships built within Student Life have allowed the staff to be calming, affirming and constructive influences on students during this tumultuous time in their lives, which is extremely rewarding.

Intended Action Steps 6. Please identify strategies or actions steps based on the challenges listed with associated timeline.	1. **Develop programming for new students beyond Orientation** Started in Spring 2020 with a reception for new students on the academic scholars' list. Would like to enhance and continue this recognition as well as add more opportunities for new students to engage. Will utilize new student pages on the Engagement App. Will offer new student workshops and social opportunities. Will seek to partner with first year courses (COL-101, ENG-101). Timeline: FY'22
	2. **Develop Face-to-Face New Student Days (NSD)** Engaging virtual NSD for Summer 20/21 were developed, however, the department wants to transition this to an on-campus event where students can connect, do team building and learn about college resources. Timeline: FY'22: planning, FY'23: implementation
	3. **Increase number of active and engaged clubs back to 20 clubs, which declined due to COVID -19** Ideas to implement: postcards to non-white students to spotlight Asian Filipino Club (AFC), United Students of All Cultures (USAC), Black Student Achievers (BSA), and Organization of Latin American Students (OLAS); *Clubchella* and other recruitment fairs; club highlight videos on social media; classroom presentations; all student emails highlighting benefits of club involvement; partner with TRiO, Success Coaches and Advising to encourage club leadership. Timeline: FY'22
	4. **Recruit 25 new TRIUMPH scholars in FY'22 through intentional marketing strategies, powerful lineup of speakers and activities, and better awareness and promotion of benefits.** Collaborate with TRiO, Student Success Coaches and Advisors to promote awareness and participation of TRIUMPH. Timeline: FY'22
	5. **Provide opportunities for students to further institutional goals of increased EDI on our campus by partnering with the Executive Director of EDI to examine our planning and practices through an EDI lens.** Institute a checklist to review while we learn more to ensure we are inclusive and equitable in our offerings to students. Create an Equity Talks series for students (eventually to be planned and led by students). Timeline: FY'22
	6. **Develop leadership opportunities/programming for students**

	Develop and deliver two (2) symposiums in the academic year to solely focus on leadership skills and traits needed for career and life success. Timeline: FY'22 **7. Explore and secure an Engagement app** Explore apps through RFP and analyze the services and benefits from participation, satisfaction and assessment perspectives. Ideally, select and begin development in FY'22 with immediate roll out in FY'23. Timeline: FY'22/23 **8. Develop strategies to measure Student Life Learning Outcomes and co-curricular contributions to General Education.** Refine learning outcomes and determine best ways to measure effectiveness**.** Timeline: FY'22
7. Please specify resources required to implement these actions.	The program will reach out for assistance to refine the student learning outcomes and create a viable measurement plan.
Review Team 8. Please identify the names and titles of staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Amybeth Maurer, Director of Orientation and Student Life, primary author, facilitated staff contributions. Gaea Atta Moy, Ali Kashani, Erik Enders and Megan Highland, Student Life Coordinators, discussed report questions and provided feedback.
9. List other stakeholders and participants who were engaged in this process (i.e. faculty, administrators, staff, students, employers, etc.) and describe their role.	Dr. Gregory Robinson, Assoc. VP/Dean of Students, supervises the First Year Programs and Student Life Office; review of report and goals drafts.

APPENDIX

In FY'21, the Student Life office has successfully implemented several initiatives that yielded great success and participation. A sampling of these initiates includes:

- Virtual New Student Convocation and New Student Days
- Virtual ClubChella Fall and Spring Club Recruitment Fairs
- Virtual Club Leaders and Club Advisors Meetings
- TRIUMPH Minority Male Mentoring Program Virtual Inductions,
- Virtual Latinx Heritage Month: *¡Ya es el Tiempo! Now is the Time!*
- Virtual Black History Month: *Blacks in America: Representation, Identity, and Diversity*
- Virtual Asian History Month
- Student Life Happy Hours
- Re-imagined Spartan Food Pantry services
- The Long Red Line Art Show and reception: *Rise, Resist, Revolt*
- Project Backpack

ECC 5-Year Program Review Schedule

KEY:

Modified, prior arrangement	(purple)
Moved to match ICCB schedule	(blue)
Not required by ICCB	(yellow)

ECC Division	Program	Category	CIP Category	FY19	FY20	FY21	FY22	FY23
Adult Education	ABE/ASE	Cross-Disciplinary			X			
	ESL	Cross-Disciplinary			X			
	Anthropology/Human Geog.	Academic	Social/Beh. Sciences			X		
	Communication Studies	Academic	Communications				X	
	Developmental ENG/RDG	Cross-Disciplinary		X				
	Early Childhood Education	Career-Tech	Teacher Ed			X		
	Education	Academic	Social/Beh. Sciences			X		
CABS	English	Academic	Communications				X	
	Journalism	Academic	Communications				X	
	Human Services	Career-Tech	Health& Rel. Clinical Sci			X		
	Literature	Academic	(Fine Art)				X	
	Psychology	Academic	Social/Beh. Sciences			X		
	Reading	Academic	Communications				X	
	Sociology	Academic	Social/Beh. Sciences			X		
	Basic Nursing Assistant	Career-Tech	Nursing		X			
	Clinical Lab	Career-Tech	Medical Lab	X				
	Dental Assisting	Career-Tech	Dental					X
	Health/Wellness	Career-Tech	Fitness Studies	X				
	Histotechnology	Career-Tech	Medical Lab	X				
	Massage Therapy	Career-Tech	Massage Therapy				X	
HP/MSE - HP	Medical Imaging - Advanced	Career-Tech	Diagnositc					X
	Medical Imaging - Radiography	Career-Tech	Diagnositc					X
	Nursing	Career-Tech	Nursing		X			
	Physical Education	Academic	Physical/Life Science			X		
	Physical Therapist Assistant	Career-Tech	Health Asst.			X		
	Surgical Technology	Career-Tech	Clinical Science					X
	Astronomy	Academic	Physical/Life Science	X				
	Biology	Academic	Physical/Life Science	X				
	Chemistry	Academic	Physical/Life Science	X				

KEY:

Modified, prior arrangement	(purple)
Moved to match ICCB schedule	(blue)
Not required by ICCB	(yellow)

ECC Division	Program	Category	CIP Category	FY19	FY20	FY21	FY22	FY23
HP/MSE - MSE	Developmental Math	Cross-Disciplinary						X
	Engineering	Academic	Physical/Life Science	X				
	Geology	Academic	Physical/Life Science	X				
	Mathematics	Academic	Mathematics					X
	Physical Geography	Academic	Physical/Life Science	X				
	Physical Science	Academic	Physical/Life Science	X				
	Physics	Academic	Physical/Life Science	X				
LRIE	Distance Learning	Student/Aca. Support			X			
	International/Study Abroad	Student/Aca. Support				X		
	Library	Student/Aca. Support			X			
	Tutoring	Student/Aca. Support						X
LVPA	Art	Academic	Fine Art		X			
	Communication Design	Career-Tech	(Design Technology)		X			
	History	Academic	Humanities		X			
	Humanities	Academic	Humanities		X			
	International Studies	Academic	Humanities		X			
	Modern Languages	Academic	Humanities		X			
	Music	Academic	Fine Art		X			
	Music Production	Career-Tech	(Comm. Technology)		X			
	Political Science	Academic	(Social/Beh. Sciences)		X			
	Theater	Academic	Fine Art		X			
	Accounting	Career-Tech	Business, General	X				
	Automotive	Career-Tech	Vehicle Repair			X		
	Business	Career-Tech	Business					X
	(replace MMT, MMR, ENT, MKT)							
	CIM/IMT	Career-Tech	Engineering Tech				X	
	Computer-Aided Design	Career-Tech	Engineering Tech					X
	Criminal Justice	Career-Tech	Criminal Justice				X	
	Culinary, Hospitality, Pastry	Career-Tech	Culinary					X
	Digital Technologies (CIS & OAT)	Career-Tech	Admin Support				X	
	Economics	Academic	Social/Beh. Sciences			X		
SBCT	EMT-B	Career-Tech	Fire Protection					X

KEY:

Modified, prior arrangement	
Moved to match ICCB schedule	
Not required by ICCB	

ECC Division	Program	Category	CIP Category	FY19	FY20	FY21	FY22	FY23
	EMT-P	Career-Tech	Clinican Science	X				X
	Energy Management	Career-Tech	(Environ. Control)					
	Fire Science & Safety	Career-Tech	Fire Protection	X				X
	HVAC	Career-Tech	HVACR	X				
	IST/Maintenance	Career-Tech	Industrial Equipment			X		
	Paralegal	Career-Tech	Legal Studies				X	
	Public Safety Communication	Career-Tech	Homeland Security					X
	Supply Chain Management	Career-Tech	Admin & Mgmt					(new)
	Truck Driving	Career-Tech	Ground transport			X		
	Welding	Career-Tech	Precision Metal	X				
	Admissions	Student/Aca. Support					X	
	Advising	Student/Aca. Support			X			
	Athletics	Student/Aca. Support				X		
	Career Development Services	Student/Aca. Support						X
	Disability Services	Student/Aca. Support			X			
SSD	General Student Development	Academic	Social/Beh. Sciences			X		
	Recruiting	Student/Aca. Support					X	
	Registration & Records	Student/Aca. Support					X	
	Student Life/FYE	Student/Aca. Support				X		
	Wellness	Student/Aca. Support			(new)			
Finance	Business Services	Student/Aca. Support				(new)		
	Financial Aid	Student/Aca. Support		X		X		
Workforce Development	Vocational Skills	Cross-Disciplinary				X		