

Program Review Report

Elgin Community College
District 509
Elgin, IL 60123

September 2022

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District Number	509	
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Fiscal Year Reviewed:	2022	
Directory of Reviews Submitted		
Area Being Reviewed	Page Numbers	
Career and Technical Education	Computer Integrated Manufacturing/Industrial Manufacturing Technology	5
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Career & Technical Education				
College Name:		Elgin Community College		
Academic Years Reviewed:		2017 - 2022		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Computer Integrated Manufacturing	AAS	66	150401	CNC Programmer-VS Computer Integrated Manufacturing - VS CNC Operator - BVS <hr/> CNC Programmer-VS Computer Integrated Manufacturing-VS Tool and Die Making -BVS
Industrial Manufacturing Technology	AAS	64	150401	Machine Tool-VS
Machine Tool Technology	AAS	62.5	480501	Machine Tool Operations – VS Tool and Die Making-BVS CNC Operator-BVS Mold Making-BVS
Program Objectives P1. What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Program-Level Learning Outcomes: Upon completion of the program, students will be able to: <ol style="list-style-type: none"> 1. Describe and demonstrate shop safety practices 2. Demonstrate proficiency with various tools and machines 3. Identify and describe the purpose and function of precision measurement systems 4. Identify and describe basic functions of precision measurement tools 5. Describe the importance of precision in manufacturing 6. Perform complex machine tool making activities commonly used in manufacturing Elgin Community College prepares students for entry-level employment in jobs such as general machinist, tool and die maker, mold maker, special machine builder, maintenance machinist, computer-aided manufacturing technician, computer numerical control (CNC) operator or programmer, set-up specialist, industrial sales, and supervision.		

	<p>As a result of computer integrated manufacturing course work, students learn about computer-controlled production machines which include a variety of machine tools running on CNC-programmed instructions. Students master programming skills using CNC equipment. Plus, electives in computer-aided manufacturing or traditional machine tool processes allow students to specialize or pursue concentrated study.</p> <p>Elgin Community College's machine tool degree is ideal for the student interested in a career as a tool and die maker. In addition to the technical background needed for this highly skilled and well-paid trade, students take additional courses in liberal arts and sciences to broaden their academic backgrounds and prepare them for supervisory positions. Upon graduation, most students are prepared to enter the third year of a four-year tool and die apprenticeship.</p>
<p>P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Students must complete various assessments including quizzes, exams, research papers, and hands-on projects. Students are having great success with outcomes. This is attributed to the large amount of lab time incorporated into the classes.</p> <p>Other measures of performance include enrollment, certificates awarded, and feedback from faculty, students and local employers to determine how well the program objectives are being achieved. The ultimate goal is to give students the skills needed to be easily employed in the industry, meeting local and regional needs. The program wants employers to say they specifically want Elgin Community College students at their companies because they are well prepared and can immediately have a positive impact at the workplace.</p>
<p>Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Change the program name to Computer Integrated Manufacturing (CIM)</p> <p><u>Status:</u> Completed</p> <p>The program has completed updating the AAS curriculum. Currently the Computer Integrated Manufacturing program offers 3 associate degrees:</p> <ul style="list-style-type: none"> • Computer Integrated Manufacturing (CIM) • Industrial Manufacturing Technology (IMT) • Machine Tool Technology (MTT) <p>Transition courses to hybrid and/or online delivery</p> <p><u>Status:</u> In progress</p> <ul style="list-style-type: none"> • IMT-110: Introduction to CIM has been transitioned to hybrid delivery fall 2020.

	<ul style="list-style-type: none"> ● IMT-212: Metallurgy continues to be delivered online. ● IMT-209: Mold Theory continues to be delivered online. ● IMT-112: Metrology - Study of Measure continues to be delivered as hybrid. <p>Revise IMT-112: Metrology – The Study of Measurement to focus more on quality.</p> <p><u>Status:</u> In progress</p> <p>New Dedicated metrology lab is now available which will allow students to be trained in industry quality standards. Several pieces of new equipment have been purchased such as:</p> <ul style="list-style-type: none"> ● Projector and webcam added to metrology lab. This will allow for better demonstrations. ● Mitutoyo optical comparator ● Hardness tester ● Several quality control gages ● Surface plates ● Roundness tester ● New height gages, dial calipers, and micrometers vision system <p>Transition five courses to true Independent Study format to help students complete unique advanced trade courses required for Department of Labor journeyman certifications. (IMT-208: Basic Die Theory, IMT-209: Basic Mold Theory, IMT-214: Jig and Fixture Theory, IMT-203: Manufacturing Process & Design Tech, IMT-204: Industrial Manufacturing Tech. V)</p> <p><u>Status:</u> In progress</p> <ul style="list-style-type: none"> ● IMT-204 will be added during the fall to the CIM, IMT, and MMT Associate programs for the 4th semester. The class will be dedicated to machining complex prototype components via advanced manufacturing technology while conforming to quality standards specifications. ● IMT-208, 209, and 214 will be run for the first time in the past 5 years with apprentices Spring. A new adjunct has been hired to teach these courses. <p>Continue development & improvement of online resources for students</p> <p><u>Status:</u> In progress</p>
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	<ul style="list-style-type: none"> • The following classes have been converted to D2L format and are running successfully: IMT-103, 104, 107, 108, 109, 110, 112, 220, 221, 222, 223, and CAD 101 • Created” How To” and lecture videos to increase student access for on demand course material(s). • All IMT faculty have achieved certification in online teaching. <p>Explore additional methods of assessing student skill and learning</p> <p><u>Status:</u> New</p> <p>Many new types of equipment are now available which allow students more machining time and provide students opportunity to test their programs, midterm, and final projects. The metrology lab and machine shop are equipped with the tools and technologies found in the workplace. Students are now assessed while practicing on the machines they will encounter in industry and are prepared to obtain industry standard skills for high-paying jobs. The new equipment allows for more complex projects using more complicated components, and students receive feedback in real-time based on assessment.</p> <p>Investigate adding a nanotechnology (emerging technology) course</p> <p><u>Status:</u> Deferred</p> <p>Local industry need does not support the development of a nanotechnology course at this time. This goal is deferred until such time as local industry catches up with this emerging trend.</p> <p>Investigate adding a rapid manufacturing course using 3D metal printing technology</p> <p><u>Status:</u> Deferred</p> <p>Industry need does not support the development of this curriculum at this time.</p> <p>Explore credentialing opportunities in NIMS and MSSC</p> <p><u>Status:</u> In progress</p> <ul style="list-style-type: none"> • Faculty do not yet see the need or benefits to become NIMS certified in the IMT program.
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	<ul style="list-style-type: none"> Program is currently pursuing partnership with MSSC to allow students to obtain Safety and Employability Credentials. <p>Add a full-time instructor</p> <p><u>Status:</u> Complete</p> <p>Despite budget constraints, a succession plan was developed. The program now has two full-time instructors and will add another when the new building is complete.</p>
<p>Review Team</p> <p>P4. Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Alejandro Murillo IMT instructor and Umberto Tinajero IMT instructor and Instructional Coordinator</p>
<p>Stakeholder Engagement</p> <p>P5. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Data and research support provided by Institutional Research and the Assessment and Curriculum offices.</p>
CTE Program Review Analysis	
<p>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.</p>	<p>The program itself does not have pre-requisites. However, several curricular improvements have been finalized to reorder the sequence, update titles and remove extraneous credits to streamline the awards. No prerequisites have been changed over the past five years.</p> <p>We have re-ordered several IMT/CIM courses within our recommended course sequencing, changed the titles to two classes, and removed additional IMT/CIM and CAD courses from our programs to reduce total credits. The proposed changes shown below have been finalized:</p> <ul style="list-style-type: none"> IMT-109- removed (Finalized) IMT-111- removed (Finalized) IMT-110- add credit hours, update outcomes (Finalized) IMT-112- move to the 1st semester of course sequencing (Finalized) IMT-204- add to the AAS degree (Finalized)

	<ul style="list-style-type: none"> • IMT-223- add credit hours (Finalized)
A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The IMT degree is the lowest at to 63-64 credits; the CIM degree is at 66 credits and the Machine Tool degree is at 62.5. Because the program is focused more on hands-on learning and practical vocational skills, students need extra contact hours to safely develop and master the proper skills-sets for the field. Recent curriculum changes now in effect have reduced the total number of hours in the program.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>The second wave of Baby Boomers are retiring creating a large demand for machinists on top of an existing shortage. Additionally, supply shortages caused by the COVID-19 pandemic, it is believed the country will experience an increased demand for manufacturing completed in the U.S. instead of other countries, which will increase machinist and CNC operator jobs. Current BLS and IDES statistics show strong wage potential for program completers:</p> <ul style="list-style-type: none"> • CNC Programmer: up to \$29.33/hour or \$61,010/year • CNC Operator: earn up to \$21.30/hour or \$44,300/year • Machinist: \$25,925- \$51,456
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>According to the CTE employment data provided by Institutional Research, machinists job openings will increase by 7% by 2026. According to U.S Bureau of Labor Statistics demand will increase by 16.5% by 2030 for CNC operators. About 54,900 openings for quality control inspectors are projected each year, on average, over the decade. All of those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such retirement. In response, the program is in the process of developing a new quality control certificate.</p> <p>As classroom capacity caps are reduced after the emergency phase of the pandemic, enrollment is expected to significantly increase, particularly for CNC programming which is in high demand.</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The program and the college rely on various sources for LMI: EMSI, BLS, and IDES. The National Association of Manufacturers forecasts an extremely high demand for manufacturing employees, recognizing over 1 million job openings for manufacturing currently.

<p>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?)</p>	<p>The program begins with young, prospective students through summer camps and tours for middle school and high school to engage and educate students and parents in the manufacturing field. Elgin Community College (ECC) promotes the IMT programs through various marketing methods, though there is room for improvement in this area.</p> <p>Prior to the pandemic, enrollment had increased nearly 30% since FY17. Course capacity limitations imposed by the emergency order severely limited the number of students who could attend. Once these caps are lifted, enrollment should rebound.</p> <p>The coordinator has developed a plan to collect data from students enrolled in the IMT program, making calls and sending emails according to the data to those students who were not enrolled in the past two years and are close to graduating with a VS or AAS.</p> <p>The program also reaches forward into industry. Elgin Community College offers apprenticeship programs and ICAPS programs. IMT Coordinator and Faculty provide machine shop tours of Elgin Community College to companies as well as visit companies to explain how our program can help. The IMT program participates annually in the Manufacturing Job fair.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>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.</p> <p>Within the program, curriculum needs are discussed with faculty and administration as well as with the employees of the advisory committee. Changes are implemented to benefit the students and meet industry needs.</p>
<p>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.</p>	<p>Changes and updates for the program were already in planning an execution states prior to this program review with the guidance of the Advisory Committee and IMT faculty.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>

<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <p>2a. Costs to the institution associated with this program</p> <p>2b. How costs compare to other similar programs on campus</p> <p>2c. How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).</p>	<p>When assessing cost effectiveness of the IMT/CIM program, consideration is given to the high demand for skilled workers in the manufacturing industry. Realistically, due to advances in technology, and the need for updated instructional equipment, maintenance on the equipment, and qualified instructors to teach in the program, the costs far outweigh revenue generated through tuition dollars, which is driven by enrollment. While enrollment has improved in recent years, the program is not able to accommodate more than 16 students per class due to space limitations and available machines. Compared to other similar programs, (e.g., AUT, WEL, truck driving), the IMT/CIM program similar in cost to run, largely driven by equipment purchases and supplies. In previous years, the college was able to offset expenses for instructional equipment through the Perkins Grant. However, due to new Perkins V guidelines, no grant funding is being sought for FY23. Consequently, instructional equipment is being purchased through the Ed Fund, which is limited due to the need to fund the other 18 programs in the division.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The analysis points to increased enrollment in the program, but not enough to offset the high cost of equipment, maintenance, and qualified instructors.</p> <p>Maintaining a machine shop is very expensive and currently the budget is too low. The shop is at full capacity when it comes to equipment. The goal is to have 1 machine per student. Currently there are times when students must wait for machines to open up before using them, which wastes valuable time.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>In previous years, the program did receive funding through the Perkins Grant. One option to offset grant funding is through donations. However, this also requires a sustainable plan to ensure donated equipment/supplies are relevant and still in good use to deliver quality instruction.</p>
<p>2.4a How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>2.4b How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g.</p>	<p>Course fees charged to students in the IMT/CIM program are relatively low at \$15 per student, whereas lab fees run nearly \$700 per student. Comparably speaking, lab fees in the IMT/CIM program are approximately \$100 less than WEL, and nearly three times less than lab fees paid by HVAC students.</p> <p>Faculty have discussed the high costs of textbooks.</p> <p>Students have additional expenses within CIM/IMT. They must purchase their own safety glasses and locks, and are expected to wear sturdy leather shoes.</p>

WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	As the program continues to grow, the division administration will partner with faculty to increase the development of pathways to create pipelines of student enrollment (e.g., high school dual credit, adult learners, apprenticeships, etc) to generate more tuition for the program and the college.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No modifications are recommended at this time. The division administration is fully aware that the IMT/CIM program is a high maintenance program with high costs associated. Efforts will be made to continue to seek other sources of funding and donations to offset costs of the program to the Ed Fund.
Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Prior to COVID-19, the program regularly offered 8-week and 16-week schedules primarily in the face-to-face format, and nothing during the summer term. In-person instruction was ideal for the intensive hands-on teaching and learning. At that time, only one course was offered in a hybrid format (IMT-110) and there were no plans to expand to other modalities. These arrangements met the needs of most of the students.</p> <p>After Spring 2020, additional modalities had to be considered, such as more Hybrid as well as online synchronous and asynchronous sections, though Hybrid was the most common. It was critical to still have students in-person some of the time to work with the machines and be assessed first-hand.</p> <p>Online and synchronous sections had lower success rates in FY21. It was just more difficult to keep students engaged. Some students also had technology barriers to learning, though laptops were made available via the Elgin Community College library.</p> <p>Due to demand in the programming courses, new sections have been opened in the summer and fall terms.</p>

<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Over the past review period, the program evaluated the entire curriculum to ensure that courses are up to date with industry standards and that enough time was available to develop necessary skill sets. Specific revisions are detailed elsewhere in this report. Courses with extremely low enrollment and weak ties to overall program outcomes have been eliminated (IMT-109/110).</p> <p>In reviewing similar programs at other community college, some positive findings came to light:</p> <ul style="list-style-type: none"> ● Elgin Community College offers more credit hours per class. This allows students more time for hands-on projects and skill development. ● Elgin Community College offers more CNC courses with advanced machining technology. CNC is the way of the future and thus should be heavily invested in. <p>Elgin Community College's IMT program has more advanced machining equipment than a majority of the community colleges.</p> <p>Elgin Community College offers more certifications and associate degrees compared to a majority of the community colleges.</p> <p>The programs current, revised course offerings either exceed or match what is offered at other community colleges.</p> <p>Additional enhancements soon to come will make Elgin Community College the leader in Industrial Manufacturing Technology.</p> <p>This includes developing a Quality Control Inspector Certification and collaborating with IST department in developing Robotic Automation for Manufacturing courses.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The CIM/IMT program is currently being scheduled for development and approval as a program of study.</p> <p>A) Incorporates challenging State academic standards.</p> <p>Yes, the program offers a cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate</p> <p>B) Addresses both academic and technical knowledge and skills, including employability skills.</p> <p>A current programmatic strength is that students must pass both written exams and physical skill assessments in order to pass the</p>

	<p>classes. The skills developed in the classes will be immediately used in their jobs. Currently the biggest goal is to incorporate more advanced technology into the program and more machines in order to increase knowledge, skills, and hands on time which will increase employability.</p> <p>C) Is aligned with the needs of industries in the economy of the State, region, or local area.</p> <p>The program is currently aligned. With the guidance of the advisory committee, faculty have worked diligently to meet the needs of the state, region, and local area.</p> <p>D) Progresses in specificity.</p> <p>The program begins with the general needs of the industry. Students must first take classes that can be applied to several industries which include, maintenance, welding, machining, and engineering. Then, more advanced classes are taken which are geared more towards the tool and die industry as well as the advanced CNC programming industry.</p> <p>E) Has multiple entry and exit points that incorporate credentialing.</p> <p>The IMT department currently offers various certificates and degrees. Students can earn certificates before their associate's degree which allows them to be employed as early as possible.</p> <p>F) Culminates in the attainment of a recognized postsecondary credential.</p> <p>Yes, students can earn Associate degrees and certificates. The program also offers apprenticeship opportunities for local employers.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.</p> <p>Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services).</p> <p>If no, please describe if and how the college will improve the program based on the career pathway</p>	<p>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</p> <p>The program is currently aligned. With the guidance of the advisory committee, faculty have worked diligently to meet the needs of the state, region, and local area. The advisory committee members consist of local and state employers who have a strong understanding of the regional needs. The program offers various certificates and associate degrees that are geared towards the knowledge and skills that local employers require.</p> <p>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:</p> <p>The program offers apprenticeship programs that give students</p>

elements.

the skills needed to succeed at their jobs. Students can earn several certificates while earning their associate degrees. For example, students can earn CNC Operator and CNC Programmer certificates before obtaining their Industrial Manufacturing Technology Associate Degree. All of these credentials will lead to higher skills, higher employability and higher wages.

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

Students have access to counseling and supportive services and academic advising which are key components of the Industrial Manufacturing Program. This guidance may include:

- Academic and career counseling, planning, and navigation.
- Academic support, including tutoring (ICAPS)

D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁵ and training for a specific occupation or occupational cluster:

The program offers work-based learning experiences such as apprenticeships, ICAPS, and project-based learning opportunities. IMT instructors help students apply their knowledge, gain valuable hands-on experience, and develop the day-one readiness and foundational skills necessary to succeed in the labor market. Faculty also assist students with job placement opportunities.

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 offers a cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate. Classes are offered in various formats such as online, hybrid, in person, as well as synchronous and asynchronous. Sections are scheduled morning, evening, and night so that all students have the ability to obtain their education. Students can also earn credits through the passing of assessment tests on specific courses. This allows students to progress through the program faster.

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

	<p>There currently is not the opportunity for students to earn an IMT credential at the college at the same time as their high school diploma.</p> <p>G) Helps an individual enter or advance within a specific occupation or occupational cluster: The IMT program hosts manufacturing job fairs every year to help students be employed. With the guidance of the advisory committee, faculty have worked diligently to meet the needs of the state, region, and local area and increase the student's employability. The advisory committee is composed of local employers from the relevant industries.</p>
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	When students are taught Mastercam, they also have to physically create parts on machines based on the Mastercam programs they created. Most schools do not have students run programs on real machines. This program believes by running programs on real CNC machines, students are better prepared for the real world.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	The IMT program and district secondary partners are currently in conversation with different possibilities to offer dual-credit but at the time of this writing, the IMT program does not currently offer dual credit opportunities.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	<p>The CIM/IMT curriculum partners with local companies to create apprenticeship opportunities.</p> <p>As discussed elsewhere in this report, projects for students are designed to mimic the workplace.</p>
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	The program does not require industry accreditation but voluntary accreditation is being pursued through Manufacturing Skill Standards Council (MSSC)
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No; however, the partnership with MSSC would allow students to obtain safety and employability credentials.

<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Computer integrated manufacturing coursework is approved by the U.S. Department of Labor Bureau of Apprenticeship Training for the supplemental instruction portion of local industry apprenticeship programs in tool and die maker, mold maker, and machinist including CNC programming, CNC operations/setup, and MasterCam software training. Apprenticeship sections have the highest enrollment. Currently we are collaborating with over 10 employers such as Swiss Automation, Kenmode, etc... Student Tuition is paid by employers which can save students over \$12,000.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>N/A</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There currently are not such agreements in place, though alternatives can be investigated.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>Partnerships with the local high schools are serving to build awareness of opportunities and drive enrollment. New students are recruited through campus tours with additional support from the academic advisors. Additionally, the program has developed summer manufacturing camps for middle- and high-school students to provide engagement and information about the new manufacturing technology and educational paths.</p> <p>Relationships are strong with the industry partners within the 509-school district for the advisory committee and apprenticeships.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Working with the local high school districts can support underrepresented students, showing them exciting educational opportunities, which lead to well-paying jobs.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>There are various and plentiful professional development opportunities for faculty (regardless of full-time or part-time status) at the college, many of which switched to a remote format after Spring 2020. The faculty contract allows for professional development funds, and includes part-time faculty. Faculty may choose to attend conferences in their discipline. The college offers in-house training on various subjects through the office of Professional and Organizational Development and the Center for</p>

	<p>Enhancement of Teaching and Learning (CETL).</p> <p>Specific to this discipline, additional development pursued by faculty is related directly to industry. When possible, adjunct faculty are also offered such opportunities. Program personnel have attended the International Manufacturing Technology Show, Haas Technical Education Center, Sandvik Tooling show, Mazak Conference, CNC Educator conference. They also have taken several Masterclasses over the summer through Shopware to better understand the software. Other training is routinely obtained when new equipment is acquired.</p> <p>Faculty plan to go to Indiana University and Tennessee college to improve advanced programming skills and attend training at LG Evans company to improve programming skills for Swiss Machines.</p>
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Increased offerings are now available from the college regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.
3.17 What is the status of the current technology and equipment used for this program?	<p>The college is bringing the latest technology into the program. Recent purchases include 5 Axis, 7-Axis, and 9-Axis CNC machines, CNC surface grinders and new manual DRO lathes and mills. Desktop Haas CNC mills are excellent instructional tools for students and allow them more machining time. The new manual lathes, mills and grinders in the machine shop are equipped with digital read-out technology and power feed capability which allow for more complex projects.</p> <p>There is a new Metrology lab with the latest quality control equipment as well as several new pieces of measuring equipment which allow students more hands-on experience with various tools found in industry.</p> <p>In addition to various types of machining equipment, software is also added according to industry needs. Students will now be able to complete projects faster and easier.</p> <p>The IMT program needs a CMM machine to introduce quality control sequencing programming. A CMM machine is an essential tool in the manufacturing process due to its role in maintaining workflow.</p>
3.18 What assessment methods are used to ensure student success?	To complete courses and certificates/degrees, students must be able to confidently demonstrate knowledge of and skills with various types of machining equipment operations, measurement equipment, teamwork, and application of manufacturing processes. Students practicing and learning with recently

	<p>acquired technology directly relate to the on-the-job skills they will need to have, such as the CNC lathe with 12-station turrets and the 5 axis CNC mill, where students will reduce setup and machine time while increasing their accuracy.</p> <p>Faculty utilize tests and quizzes, however, the curriculum places strong emphasis on hands-on projects where students can demonstrate their learning. Students receive real-time input feedback on their relative performance to help them improve.</p>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The program conducts yearly department meetings as well as advisory committee meetings.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? How do you use the information gained from the assessment to improve your program and students learning?	<p>Feedback from the advisory committee stressed that more hands-on projects and opportunities for direct assessment will improve skill development and job readiness. Recent curriculum changes have been made to secure more clock-time for more practice and evaluation. Some sequencing also changed for better scaffolding. The goal is to move students efficiently through courses that are directly applicable to a wider range of skill sets needed by employers.</p>
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	<p>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.</p> <p>Survey results are compiled from graduates from FY16-FY20 for this program review report. Responses were received from 54 students. Generally, they report satisfaction with the program. Between 80-85% of completers were very satisfied or somewhat satisfied with content of program skill courses, lecture and lab experiences, and preparation for further educations. 78% of students were very satisfied or somewhat satisfied with job preparation and equipment, facilities, and materials.</p> <p>The curriculum has been redesigned and new, essential equipment is added to the shop. These actions should have a positive impact on survey results moving forward. Clearly students would like to see improvements to the facility, and the program continues to push for improved space.</p>
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program advisory committee provides direct input on what skills they wish to add in order to improve employability, such as the need for students to receive metrology training at the beginning of the semester rather than later.

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers are included in curriculum decisions via participation in the advisory committee to discuss curriculum and learning, work-based learning opportunities and apprenticeship programs and provide students company tours.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are delighted with the program and the student's skill sets. A good example is that industry partners recently donated \$1.5 million of equipment to prepare future machinists. Also, the same partner hired 12 students in the past semester. Satisfaction information is largely collected informally through such relationships.
3.25 What are the program's strengths?	<p>The strength of the program is the knowledge and working experience in the manufacturing field of the full-time and adjunct faculty. Sharing that experience/knowledge with students will provide immediate impact on success.</p> <p>Though there is opportunity for improvement, the vast array of equipment within the program is a key strength in preparing students for work. In addition to the \$1.5 million donation mentioned above, another \$500,000 in equipment donations (CNC 9 Axis machine) were received by the end of fall 2021. This makes Elgin Community College the first college with a 7 and 9 Axis CNC machine.</p> <p>The program was recognized as part of a Daily Herald article for its excellence.</p>
3.26 What are the identified or potential weaknesses of the program?	<p>Despite its strengths, the program still needs more space and more equipment. There are not have enough machines to accommodate a full class. The machine-to-student ratio should be at a minimum 1 machine per 2 students, though 1-1 is ideal. Currently, ratios are nowhere near those targets.</p> <p>Another challenge is to find adjunct faculty with industry experience and education and who have the time to instruct a class when it needs to be offered.</p> <p>The program also recommends an increase to the IMT budget. Maintaining a machine shop is very expensive and currently the budget is too low.</p>
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The program has been modified in the last three years with new equipment and revised curriculum, but to put the IMT program on the map, it needs a bigger facility to bring the highest technology.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

The program needs a bigger facility and a larger budget which would support even more equipment. Additional marketing promotion is also needed. Reaching out more often through different media and through manufacturing events could diversify the enrollment.

COVID-19 has affected the program because the section cap has been reduced for social distancing. Students are not as engaged or interested in zoom lectures because the program is more dedicated to hands-on machining as the primary instructional method.

Performance and Equity

CTE Program		Computer Integrated Manufacturing				
CIP Code		150404, 480501				
		FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	Unduplicated Headcount (XVGS)	79	24	42	31	11
	Duplicated Seat count	351	338	371	461	301
Credit Hours Generated (*Includes MTH-107/109)		1087	1049	1144	1428	973
Seat count by Modality	Face to Face	335	315	340	426	3
	Online/Async	0	0	0	0	99
	Synchronous					14
	Hybrid	16	23	31	35	185
Number of Completers						
Computer Integrated Manufacturing-AAS		2	4	3	2	4
Industrial Manufacturing Technology -AAS		6	5	7	0	3
Machine Tool Technology-AAS		4	2	0	0	0
CNC Programmer-VS		(new as of 2022)				
Computer Integrated Manufacturing - VS		2	8	4	2	4

Machine Tool Operations - VS		4	2	2	1	2
Mold Making - VS		1	2	2	0	1
Tool and Die Making -BVS		8	3	4	1	1
CNC Operator - BVS		14	15	16	17	13
Other: <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>		95%	96%	96%	92%	94%
Success Rate by Modality (A-C), <i>excluding withdrawals</i>	Face to Face	91%	93%	92%	91%	100%
	Hybrid	94%	96%	94%	94%	93%
	Online/Async	N/A				84%
	Synchronous	N/A				88%
PE1. How does the data support the program goals? Elaborate.		<p>ENROLLMENT</p> <p>Between FY17-F20, enrollment was increasing strongly, but then sharply decreased due to lowered classroom capacity caused by restrictions from the pandemic in FY21. Once classroom cap restrictions are removed, enrollment will increase due to demand. The National Association of Manufacturing has stated there is high demand for manufacturing employees. There are over 1 million job openings for manufacturing.</p> <p>Highest enrollment is seen in the courses that are core to the program as well as part of Integrated Systems Technology and Welding (IMT-103, IMT-104, IMT-112, IMT-212). The next highest set are those what comprise the high-demand CNC Programming certificate (IMT-110, IMT-220, IMT-221). have the next highest enrollment. These are necessary for the CNC Programming certificate which is in high demand.</p> <p>As noted elsewhere in this report, courses no longer needed for the program have been withdrawn. IMT-222 has previously had low demand, but this is expected to pick up with the new CNC Programming certification. The class ran over the 2021 summer with 16 students. Both sections also had a waitlist. Curriculum changes were made to IMT-203 and 204 to make them more focused on CNC programming, and enrollment should increase as well.</p> <p>COURSE SUCCESS</p> <p>The IMT program has a higher average success rate regardless of modality</p>				

	<p>compared to all CTE courses. The hybrid modality has been used during the period of remote teaching/earning and students appear to be just as successful in the hybrid modality as in the classroom/face-to-face modality. The highest success rate courses are those with hands-on learning and various lab projects related to industry standards, which students tend to enjoy. Individual courses with lower success than the department average (111, 107, 212) tend to be math courses and a metrology theory course with no hands-on projects. This may be the reason students struggle more with certain courses versus others.</p> <p>COMPLETION</p> <p>There are less students completing the full degree programs than the individual certificates. The CNC Operator certificate has the most completions. Learning CNC technology is very popular and would explain the high enrollment and success in this area. Based on this popularity, the program created a new award called the CNC Programmer certificate which begin to produce graduates in FY22. This will allow students to continue learning the latest technology and achieve higher pay.</p>
<p>PE2. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Through the expertise provided through Elgin Community College's Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (ie. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course.</p> <p>Depending on programmatic need and interest, additional subgroups can be created and include more courses.</p>
<p>PE3. Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>White and Latino students are the largest groups in the IMT program. Overall, all students have very high course success rates with smaller than average gaps between groups. While Black/African-American students are the smallest and lowest scoring group, the gap between their success and that of the highest group is smaller than the gap in the division or across all CTE courses. For the highest enrolled course, IMT-103, this gap is even smaller, with Black/AA course success at 91% for the five years and the highest group. Latinos, at 97%. Black and Latino students also seem to complete a credential at slightly higher proportions than white students,</p>

	<p>illustrating another point where a success gap is not found.</p> <p>Women make up 10% or less of the enrollment. Their success overall in the program is high (93%) which is slightly higher than for males (91%). Their course success in IMT-103 shows a 6% gap, however, and can be monitored (89% compared to 95%).</p> <p>Students in the older groups (30+) have very slightly higher course success, but not a large gap over younger students.</p>
PE4. What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	<p>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.</p> <p>As outlined above, there is work to be done, but the IMT program seems more successful, with much smaller gaps between student groups than seen in other CTE programs.</p> <p>Within the CIM/IMT program, course syllabi list various resources available for students. For example: in the ICAPS program, students have a mentor/tutor that assists students so that they stay on task. Faculty discuss equity issues in department meetings and how to best provide opportunity to students, particularly those who are first-generation or lack other academic or financial resources.</p>
PE5. Are the students served in this program representative of the total student population? Please explain.	<p>The largest imbalance in the program is that it is overwhelmingly male. Over the past five years, women comprised 5-8% of enrollment. The proportion of White and Latino students are the largest in the program. Though growing slightly each year, the proportion of Latino students is just slightly less than the college for FY20 - 39% to 42%. White students are somewhat over-represented, 48% in FY20 compared to 39% at the college. CIM/IMT students are primarily under the age of 30 (73% in FY20), comparable to the college.</p>
PE6. Are the students served in this program representative of the district population? Please explain.	See above.
Review Results	

Action	<p>X Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
Summary Rationale R1. Please provide a brief rationale for the chosen action.	<p>The program had not had a full-time instructor in the last 12 years with deep manufacturing insights. Now that the program has two full-time manufacturing professors, the program will change with a larger vision and a significant demand.</p>
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>Industry partners acknowledge the need for a quality technician certificate. We can leverage the current metrology course to enhance the certificate. This will require instructional equipment, such as a Computer Measurement Machine (CMM), and qualified faculty. We see the need for a full-time instructor to teach Metrology I and II, plus Geometric, Dynamic and Tolerance (GD&T), machine and blueprint reading courses.</p> <p><u>Timeline:</u> 2025-2026</p> <p>Currently, the IMT/CIM program receives requests for independent studies in low-enrolled courses, yet these courses are required for some specialized areas of industry, like machine tooling, tool and die, and mold making. Therefore, we intend to look at the sequencing of courses to minimize, to the extent that we can, the number of requests for independent studies to ensure students can complete certificates in the areas identified. We will work with local industry partners to design a comprehensive program.</p> <p><u>Timeline:</u> 2025</p> <p>Develop sustainable partnerships to boost enrollment with workforce development and college transitions and high school partnerships. This is a two-fold strategy to attract and recruit adult learners, incumbent workers in the industry who need additional training, and apprentices to the IMT/CIM program. In addition, we want to build a solid pipeline of student enrollment with our K-12 partners in D509.</p> <p><u>Timeline:</u> 2023-2025</p>

Program Objectives R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?	Students are meeting program objectives for skill development and employment. The program can be improved with increased enrollment from more marketing as well as an expansion of space. Space will also support expansion to acquire the latest technology for student learning and preparation.
Performance and Equity R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Specific activities beyond ICAPS have not been implemented in this area, but the program supports the college's goals.
Resources Needed R5.	To summarize from the report, the program needs more machine shop space (new building), more CNC and manual machines, CMM machine, tooling, adjunct faculty, and marketing. Library must to have more supplemental textbooks available regarding CNC programming and machining.
Responsibility R6. Who is responsible for completing or implementing the modifications?	Primarily the program faculty, with support from division administration.

Career & Technical Education				
College Name:		Elgin Community College		
Academic Years Reviewed:		2017 - 2022		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Computer Information Systems	AAS	60	110601 (and 110901, 111003, 111006)	Cybersecurity-VS Computer Network Specialist- BVS Computer User Support Specialist- BVS
Program Objectives P1. What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		<p>The Computer Information Systems (CIS) department offers foundational courses that form the basis for majors, such as Computer Science and Information Technology with core areas in Programming, Networking, Databases, Operating systems, and Cybersecurity. The curriculum covers fundamentals of computer systems and cybersecurity, operating systems, Hardware, programming languages, A+ certifications, network+ certifications, Security+, Cyber law and ethics, Digital forensics, Database administration, and Server administration. Students will also develop proficiency in popular applications such as word processing, spreadsheet, database, and Internet publishing. CompTIA and Microsoft certifications can be achieved along the way to assure students have the necessary skill sets to meet employer expectations.</p> <p>Students enroll in the program to complete a CIS credential, to prepare to transfer to a 4-year school in a related program, and to take elective courses, either for a specific program such as Business or Engineering, or for personal interest.</p> <p>Program-Level Learning Outcomes:</p> <p>Upon completion of the CIS-AAS program, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss hardware components, assemble a computer, test, troubleshoot, upgrade, repair, and perform preventative maintenance on a computer system. 		

	<ol style="list-style-type: none"> 2. Discuss features, install, configure, and troubleshoot a computer operating system on a client server network or stand-alone computer. 3. Install, secure, and troubleshoot a network using wired and wireless technology, configure the operating system, share and protect files over the network, install and configure software firewalls, and be able to detect and remediate malware. 4. Define the problem, develop the logic, write, and debug a computer program which includes basic input/output instructions, if conditions, calculations, loops and array processing. 5. Design, and create a fully functional interactive website. 6. Use Microsoft Office products to create, format, and edit documents and slides, create spreadsheets which include formulas, functions, what if analyses, and charting techniques, and create, modify, and query a relational database. 7. Perform basic digital editing of image, audio, and video files and they should have an idea of which media file formats are appropriate for various applications, such as printing a digital image vs. posting a digital image online. <p>Upon completion of the Cybersecurity VS certificate, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate business communications skills expected of a cybersecurity professional. 2. Apply ethical and best practices in cybersecurity management. 3. Securely manage, configure, and troubleshoot computer systems, networks, and servers' technologies. 4. Outline and discuss security measures and methods used to protect the confidentiality, integrity and availability of information. 5. Analyze and assess the nature of risks, threats, Impact, and vulnerabilities. 6. Outline and discuss the elements of information assurance, security policy, and disaster and recovery. 7. Employ cybersecurity tools to prevent, detect and combat cybersecurity threats. 8. Outline and discuss the elements of the fundamental concepts of cloud computing, cloud services, and virtualization.
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	Students are prepared to seek employment as a programmer, network administrator, cybersecurity professional, system administrator or computer specialist.
<p>P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Students are completing the certificates and degrees, preparing for and taking related certification exams. The number of graduates that complete the certificates and the specific courses which fully stack to the AAS degree are reasonable indications of program success.</p> <p>Within the courses, students are evaluated using weekly assessments, such as hands-on labs, quizzes, exams, and problem-solving. Student and employer/advisory feedback are also utilized to confirm the curriculum is working as intended. To more fully assess the CIS program outcomes, it was necessary to develop a few measurable items to help the CIS program meet its goals.</p> <p>Many of the program's courses are geared toward the industry certifications recommended by the advisory board and local employers. This increases the opportunity for students to find jobs in the IT industry or transfer to a four-year college to continue their education.</p>
<p>Past Program Review Action</p> <p>P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Review every course for relevancy and currency to assure each is up to date.</p> <p><u>Status:</u> Complete</p> <p>As the new certificates for Networking and Help Desk were created, along with the VS in Cybersecurity, the course relevancy and currency were discussed with faculty and most importantly, the advisory board. Changes based on these discussions have been implemented in the curriculum.</p> <p>Determine which courses to maintain, which to merge, and which to eliminate.</p> <p><u>Status:</u> Complete</p> <p>As the department merged with that of Office Administration Technology (OAT), several courses were updated and amended to reflect the recommendations made by specialized faculty and the Advisory Board. The courses below were updated and maintained in the CIS department:</p> <ul style="list-style-type: none"> ● CIS-230: Computer Hardware & Troubleshooting ● CIS-231: Intro to Windows OS ● CIS-222: Linux Operating Systems ● CIS-252: Network Fundamentals ● CIS-253: Principles of Cyber Security

	<ul style="list-style-type: none"> ● CIS-256: Network Administration /Microsoft ● CIS-263: Ethical Hacking and Countermeasures ● CIS-170: Introduction to Digital forensics ● CIS-120: Cyberlaw and Ethics <p>Research area community colleges to see which certificates and degrees might be effective in our district.</p> <p><u>Status:</u> Complete</p> <p>Research was conducted and shared with faculty and the advisory board when working on the new certificates. Areas that were addressed during the search and the meeting with Advisory Board:</p> <ul style="list-style-type: none"> ● Cybersecurity related certifications: Security+ and Ethical Hacking ● CompTIA: A+ Certification, Network+, and Security+ <p>Explore certifications available to enhance students' employability upon graduation by reviewing industry certification tracks.</p> <p><u>Status:</u> In progress</p> <p>The program continues to discuss certifications with industry experts and also with district counterparts to build and refine pathways. Certifications change and this work will be ongoing.</p> <p>Current Certifications:</p> <ul style="list-style-type: none"> ● Microsoft Certifications (Word, Excel, Access, PowerPoint) ● A+ ● Network+ ● Security+ ● Linux+ ● Ethical Hacking and Countermeasures ● Digital forensics <p>Strengthen the transferable courses to include a degree that will transfer to universities.</p> <p><u>Status:</u> In progress</p> <p>Contacts have been made with the college's Director of Transfer Services in determining transferability of the VS Cybersecurity certificate and destination schools have been</p>
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	<p>identified, including Northern Illinois University, which was invited to the November 2019 advisory board meeting. As the program progresses further on developing pathways, it will be seeking additional universities for transfer options. Elgin Community College's (ECC) current AAS degree offers a number of courses already recognized by many colleges and universities. In addition to highly transferable general education courses, the CIS program offers core courses that can form the basis of any CIS major. The courses are related to Programming, Databases, Cybersecurity, Networking, and Operating Systems.</p> <p>Strengthen the technologies area by researching courses that could be taught within the department, such as web-page development and medical technologies.</p> <p><u>Status:</u> In progress</p> <p>Many of the CIS courses use physical and virtual technologies to strengthen students' comprehension of the subject matter. Applied knowledge gives students the opportunity to apply and practice new skills in a safe environment. Students take an active role in their learning. Some of the courses are Networking, Cybersecurity, Operations Systems, and Databases.</p> <p>Forge partnerships with other departments and divisions so that digital technology courses are a part of each one's program, either as a requirement or an elective.</p> <p><u>Status:</u> New</p> <p>This is on the department meeting agenda and should be addressed in Spring 2023 now that the curriculum is up to date. The department is currently discussing the offering of interdisciplinary courses by integrating the following courses with other departments within the college: Cyber-Law and Ethics, Information Systems, and Intro to Cybersecurity.</p> <p>The CIS program offers several courses and plans to provide more that can be integrated with other programs such as business and math. The potential classes are listed below:</p> <ul style="list-style-type: none"> ● Intro to Computing (Offer to the Business major and can be used as an elective by other majors) ● Cyberlaw and Ethics ● Security+ ● Data Science (New Course)
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	<ul style="list-style-type: none"> • Other courses related to the Microsoft Office suite are being offered in multiple programs. <p>Include the required certification exams as part of the curricula throughout the department.</p> <p><u>Status:</u> Complete</p> <p>As the program continues to discuss certifications with industry partners, it has been determined that it is best to not require the exam as part of the course. The reasoning behind this decision is to avoid any delays that students may encounter during the certification process. Some students prefer to use more time for practice before attempting the industry certifications than a 16-week term would allow.</p> <p>Add current and relevant certificates and/or degrees, including App Development, Networking/Security, programming, etc.</p> <p><u>Status:</u> In progress</p> <p>Awards have been revised and added since FY17 and now include:</p> <ul style="list-style-type: none"> • Computer Information Systems, AAS • Cybersecurity, VS • Computer Network Specialist, BVS • Computer User Support Specialist, BVS <p>The CIS program offers several courses that relate to programming. The courses offered are transferable, and students may also choose to go and get the certification. The courses provided form the basis for any Application Development certificate and are currently being discussed to create a track for students interested in completing the application development track. The courses offered are C++, Java, and Python.</p> <p>Enhance Dual Credit program with area schools by working with college administration.</p> <p><u>Status:</u> In progress</p> <p>The program offers dual-credit opportunities, including:</p> <ul style="list-style-type: none"> • CIS-105: Introduction to Programming (4 credits) • CIS-110: Introduction to Computers (3 credits) • CIS-231: Computer Operating Systems/Microsoft (3 credits) • CIS-230: Computer Hardware (3 credits)
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	<p>Currently the Dean is exploring other areas for dual credit options such as:</p> <ul style="list-style-type: none"> ● CIS-241: Word App 2019 ● CIS-242: Spreadsheet App 2019 ● CIS-243: PowerPoint App 2019 ● CIS-244: Database App 2019 <p>In order to provide dual credit opportunities in-high school, these courses require the high school teacher to have the Microsoft Office Suite certifications.</p> <p>Create programs to encourage diversity within the field.</p> <p><u>Status:</u> (None entered)</p> <p>The college overall has a strategic focus on matters related to Diversity, Equity and Inclusion. Steps specific to the CIS program are not yet in place.</p> <p>Increase the emphasis on the multicultural/diversity general education requirement throughout all courses where possible.</p> <p><u>Status:</u> New</p> <p>The program's specific curricular content does not directly tie to learning in this general education outcome. However, instructors continually emphasize the value of working with people from different backgrounds and cultures in the classroom and eventually, the workplace. Instructors have put more emphasis on implementing teaching methods and instructional materials that support all students, regardless of their backgrounds.</p> <p>Make sure the department has a workable assessment plan and begin formal assessment.</p> <p><u>Status:</u> In progress</p> <p>This work is underway with support from the Associate Dean to keep all faculty informed of expectations, timelines and resources. Several courses have been assessed during the last five years. Faculty members are provided with a selected course and clear guidance on how to conduct the assessment for the selected course. The plan outlines the student learning goals to be assessed during the term. The assessment plan begins early on in the semester and gets finalized at the end of the term.</p>
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	<p>Increase prominence of employability/ professionalism skills throughout all courses.</p> <p><u>Status:</u> New</p> <p>The program serves students who are interested in the AAS to seek employment upon graduation and those who are interested to transfer to a four-year institution. Students may be introduced to the program while in high school or enroll based on their interests. The curriculum covers fundamentals of computer systems and cybersecurity, operating systems, hardware, structured and visual programming languages, system troubleshooting and helpdesk fundamentals, network technologies, cyber law and ethics, digital forensics, and database administration. Students will also develop proficiency in popular applications such as word processing, spreadsheet, database, and Internet publishing. CompTIA and Microsoft certifications can be achieved along the way to assure students have the necessary skill sets to meet employer expectations. Each area presented above may lead to an entry level employment.</p>
<p>Review Team</p> <p>P4. Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Mahd Alzoubi, Instructional Coordinator, CIS faculty, Primary author</p> <p>Heidi Eaton, CIS faculty; Helen Wang, CIS faculty; Contributing authors</p> <p>Yolonda Barnes, Associate Dean, and Cathy Taylor, Dean, Contributing authors and reviewers</p>
<p>Stakeholder Engagement</p> <p>P5. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Data was provided by Institutional Research and the Assessment office.</p>
<p>CTE Program Review Analysis</p>	
<p>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.</p>	<p>The program itself does not have any prerequisites, though students must satisfy Minimum Competencies in math, reading and writing for many of the program's courses and general education requirements. Several CIS courses have prerequisites to help students enter a course or subject with some prior knowledge to increase their level of success. The prerequisites have not changed for the past five years; however, the program added new classes and</p>

	made some changes to the sequencing of the CIS courses and offerings. This change was reflected in the enrollment and the success rate in the CIS program.
A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The VS-Cybersecurity consists of 32 hours that can stack into the CIS-AAS degree. Some hands-on courses in the VS are 4 credit hours which may impact the total number of hours needed to achieve the certificate.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>IT solutions play a critical role in every career. Therefore, the need for individuals to program, configure, design, implement, and troubleshoot IT solutions is imperative. Employment in IT and Cybersecurity related occupations is projected to grow 13 percent from 2020 to 2030, which makes it faster than the average of any other occupations. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. The program offered at Elgin Community College has been updated to reflect the job market needs. The program reviews sources such as EMSI, IDES and US-DOL.</p> <p>Wages may fluctuate based on expertise and the type of position the employer is posting. As an example, cybersecurity job postings may offer more competitive wages than computer specialists or system administrator job postings. The median average for an entry-level full-time job is \$42.64 an hour.</p> <p>Top jobs in this program in the Elgin area include:</p> <ul style="list-style-type: none"> • Computer User Support Specialists • Computer Systems Analysts • Network and Computer Systems Administrators • Cybersecurity
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	As mentioned above, employment opportunities are projected to grow in the next ten years. Based on sources used as part of the review and the analysis conducted on the job market needs, IT and Cybersecurity-related occupations have witnessed a considerable increase in demand. The impact of COVID-19 on the world of work has significantly impacted the future of IT and Cybersecurity related occupations. Remote work is becoming a trend which increases the need for user support as well as new security measures.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The CIS department aggregates government sources such as the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations,

	<p>demographics, academic programs, and more.</p> <p>Job postings are extracted from various employer sites and job boards are, and compiled into a dataset for further analysis of the job market needs.</p> <p>Workforce profiles available online to reveal more details on job market needs.</p> <p>The college also provides standard reports from the EMSI tool, which can be updated quarterly.</p>
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?)	<p>The college uses multiple approaches to recruit students into CIS programs including outreach efforts, high school visits, career events, open houses, and marketing materials. Enrollment increases can be expected by the array of courses, the flexible scheduling and the marketing and recruitment efforts of the program.</p> <p>The program serves several types of students – those wanting credentials to seek immediate employment, those looking for the first two years of a Bachelor’s degree, and those looking to develop specific application skills. Students may be introduced to the program while in high school or enroll based on their interests. The CIS vocational and basic certificates stack into the primary AAS degree, which allows students to exit with a marketable and valued knowledge and skills to give them a place as an entry-level in the workspace.</p>
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>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.</p> <p>Within the CIS program, such changes can be discussed at monthly department meetings. Ideas for new programs are fully discussed with the Dean’s office and proposed to the curriculum committee.</p>
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.	<p>Yes, the CIS department has completed the following:</p> <ul style="list-style-type: none"> • Added three vocational certificates • Updated the CIS curriculum to meet the needs of the industry • Removed the Office Administration Technology (OAT) program as of 2021 due to low enrollment and lack of industry needs. <p>The CIS department evaluates and strengthens its CIS programs and progress towards developing new CIS tracks. The CIS faculty members have recently suggested creating two additional CIS tracks related to Network and Cyber Security, Software</p>

	development. The advisory board has previously mentioned the need to offer these areas. The CIS department also observed and read the need to expose students to these other IT related areas.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: 2a. Costs to the institution associated with this program 2b. How costs compare to other similar programs on campus 2c. How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.)).	<p>The primary costs of the program to the college amount to roughly \$542,000. With three (3) full-time instructors, salaries and benefits comprise nearly 60% of the costs. Adjunct faculty compensation, computer software costs, along with training and development for faculty make-up the remainder of the costs.</p> <p>Compared to other programs like business, the CIS program is approximately \$240,000 less to run.</p> <p>The majority of the costs for the CIS program are absorbed by the Ed Fund. Perkins Grant funding has not been utilized in the CIS program.</p>
2.2 What are the findings of the cost-effectiveness analysis?	COVID-19 forced the conversion of many CIS courses from faced-to-face delivery to hybrid or fully online. The program did not incur an exorbitant cost increase due to COVID-19 in FY22. However, the college paid over \$31,000 to CIS faculty in FY21 through a negotiated agreement with the collective bargaining unit to compensate faculty for online/hybrid course development.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The costs of this program are supported through the Ed Fund.
2.4a How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) 2.4b How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	<p>Costs of the CIS program are comparable to others. Fees are not unduly charged.</p> <p>Financial aid is available to students who qualify. The program also tries to keep costs of textbooks affordable by using web-based applications.</p>

2.5 How will the college increase the cost- effectiveness of this program?	The instructional coordinator and division administration partner to manage the programs budget with careful attention to staying within the allotted budget amount.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Not at this time.
Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Prior to remote teaching and learning for the pandemic, courses were mainly offered on-campus or online (asynchronous). During this time, additional courses were being explored for online development, which helped aid the abrupt transition in Spring 2020. In the 2021 academic year, modalities expanded to synchronous-online and hybrid (CIS-170). As instruction comes back to the face-to-face modality, the program will consider what flexible options are still wanted and needed by students, particularly those already in the workforce.</p> <p>There is very little difference between success rates by modality, a positive finding since typically online success is lower. Prior to remote teaching/learning, the regularly offered online (asynchronous) courses had rates just a few percentage points lower than the classroom sections. In FY21, students seemed to prefer asynchronous to synchronous (based on enrollment), but performed relatively similar in each modality. See specific figures later in this report.</p>
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	<p>The department explores the market demands to maintain curriculum currency. The Dean's office supports instructional programs by providing guidance and feedback and serving as partners in research and community collaborations. The department seeks advisory board inputs and needs.</p> <p>Recent revisions included providing high-quality resources to strengthen the hands-on experience, design new in-demand courses, streamline the sequencing and restructure the credentials to meet the demands of the industries and provide an exceptional quality teaching and learning environment.</p> <p>Upon review of the program-level learning outcomes listed in item P2 above, the instructional coordinator recommends adding statements to cover topics from the newer courses, Cyber Law and Ethics and CIS-210: Database Design/Management.</p>
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	CIS is not currently a Program of Study (POS) as defined by Perkins V and approved by ICCB and is not a part of the current

<p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>roll-out schedule.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.</p> <p>Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services).</p> <p>If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</p> <p>The CIS program is aligned with the IT skills noted by the economy of the State or regional economy. The focus of the program is to produce entry-level professionals ready to be employed in various industries. The program forms the basis and bridges the gap in the needs of IT professionals. It offers skills related to Cybersecurity, Networking, Programming, and Technical Support for various IT systems.</p> <p>In addition to faculty readings and analysis of the market needs, the advisory board, which includes industry partners and employers, help to keep our program up to date.</p> <p>Some of the challenges faced are based on enrollment. However, this can be understood since some programs were recently offered as an improvement to the program. The department and the college are working on advertising the newly established programs to the district and attracting employers to send their employees to attain their AAS degree or take specific industry certificate courses.</p> <p>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:</p> <p>The CIS program has agreements with several universities to support transfer from Elgin Community College's CIS program to a four-year program. The CIS courses are developed to provide the IT skills needed by the industry and to be transferable to a four-year program. The apprenticeships have been the focus of current discussion to attract employers to finance students' education and to be fully employed upon graduation. This provides a work-based learning model where students have supervised with job-related education.</p> <p>C) Includes counseling to support an individual in achieving the individual's education and career goals:</p> <p>Elgin Community College counseling and support are designed to facilitate student achievement, improve student behavior and attendance, and help students develop. Elgin Community College</p>

counselors and advisors both provide firsthand knowledge concerning current business trends, technological demands, and employment expectations, counseling and serve an educational role at the college. They help students choose careers and plan for education. In addition, they intervene when students face some challenges. Tutoring is also available for our students in various subjects. Faculty also offer their support and help in improving the retention rate for students.

D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁵ and training for a specific occupation or occupational cluster:

Students at Elgin Community College develop proficiency in popular applications such as Microsoft Office, databases, and programming, technical support, networking, and cybersecurity. The mentioned subjects can all provide the skill sets needed to be hired and meet the employer's expectations. In addition, students can choose their careers and expand to the above by focusing on one area of skills and certifications. Each area noted in the CIS program can provide students with the opportunity to be employed.

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 CIS department follows a continuous process of creating and improving each course taught at the college. New certificates were developed with the flexibility of continuing to complete the AAS degree or transferring those courses to a four-year college. In addition, the course schedule provides flexibility to those students who are employed to complete their degrees without impacting their work schedules. The CIS program also provides hands-on virtual resources to students to be able to practice and complete their assigned work.

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

In addition to the AAS degree, the CIS program offers several certificates that are transferable and based on industry needs. Each course in the certificate may form the basis for employment.

	<p>Students can take industry certifications such as COMPTIAA+, Linux+, Securit+, and Network+.</p> <p>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</p> <p>Elgin Community College's academic advisors design educational plans tailored to students' goal to get those students into the workforce and/or transfer to a four-year degree. The CIS program is designed to help students gain the required employability skills for entry-level jobs. Graduates of Elgin Community College's associate degree and certification programs have found jobs in a wide variety of fields and positions in the following areas.</p> <ul style="list-style-type: none"> ● Application Analyst ● Computer Network Architect ● Computer Programmer ● Computer Research Scientist ● Computer Support Specialist ● Computer Systems Analyst ● Cybersecurity Analyst ● Data Analyst
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The industries related to the program's students are continually innovating, and therefore, the curriculum and instruction must match the pace. Students learn by applying theories through hands-on experience directly supporting the industry certifications' skills. The program routinely upgrades the existing technological resources.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Elgin Community College provides dual credit courses to qualified high school students in full-time on campus (Accelerate College), part-time on campus, and in-high school programs. The overall number of dual credit students at Elgin Community College has increased with the implementation of the in-high school dual credit program in 2018.</p> <p>The CIS program offers the following courses as dual credit:</p> <ul style="list-style-type: none"> ● CIS-105: Introduction to Computer Programming ● CIS-110: Introduction to Computers ● CIS-242: Spreadsheet Applications ● CIS-243: Presentations ● CIS-231: Computer Operating Systems/Microsoft ● CIS-230: Computer Hardware <p>Data show dual-credit students perform very well in the program based on course success rates.</p> <p>The Dean's office is exploring various options to offer more dual credit and increase enrollment for the existing dual credit courses.</p>

	<p>One issue is that students have access to similar courses in their high school already, and are even earning digital badges to document their skills. This program, therefore, needs to ensure content does not duplicate what was learned in high school and allows students to build and further their knowledge and skill. Additionally, such an instructional agreement should not put undue logistical burden on students or the high school teachers to change how they provide the instruction to match the college program rules. Additionally, in order to provide dual credit opportunities in-high school, these courses require the high school teacher to have the Microsoft Office Suite certifications.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The CIS department provides opportunities to promote a work-based relevant curriculum to students. The aim is to incorporate these actions through the following:</p> <ul style="list-style-type: none"> ● Offers an opportunity for employers to deliver an in-class guest lecture ● Advisory board selection and recommendations ● Search job postings to map the needs of employers for skilled professionals with the current curriculum. ● Provides opportunities for sponsorship and work placement ● Market research and needs <p>The CIS program meets the industry demands for more skilled professionals by providing opportunities for students to receive the best quality in teaching and gain experience in the subject area. The hands-on experience through physical and simulated/virtual projects offers this opportunity to students in the classroom. The CIS faculty members promote student engagement through mentorship from instructors and allow students to reflect on their learning experiences. Internships and the onsite job posting are also made available to students. Expanding course learning into the workplace in a more systematic way would be something to work towards in the future.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>The CIS program does not require any industry accreditation.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The program's degree and certificates lead to technical skills proficiency needed by industry. Instructional activities are based on students practicing and mastering skills needed to meet certification requirements from external entities like CompTIA and Microsoft.</p>

	<p>Students are informed about what external credentials are available through their coursework, however, the program does not require students to pass these industry certifications in order to complete the course.</p> <ul style="list-style-type: none"> • CompTIA's A+ Exam objectives • CompTIA Network+ Exam Certification • CompTIA Security+ exam certification • Linux+ Certification <p>The certification requirement is not currently required by the program. However, it's being discussed to be part of the requirements. Because many students choose to take the exam after the semester has ended, the program does not have pass-rate data.</p>
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	The CIS department is currently exploring apprenticeship opportunities with the industry partners. The goal is to have students work in the industry during their studies at Elgin Community College and have the industry pay their tuition.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	The jobs this program prepares students to enter do not generally carry licensure requirements for employment.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	<p>Elgin Community College provides an explicit CIS transfer agreement with many accredited colleges and universities within the state and outside the state to allow AAS graduates to enter baccalaureate programs upon transfer.</p> <ul style="list-style-type: none"> • Lewis University - Computer Information Systems • Western Governors University - Computer Information Systems • Dominican University - Computer Information Systems - Cybersecurity <p>Additionally, some courses have an IAI Major articulation within Illinois (Business or Computer Science majors):</p> <ul style="list-style-type: none"> • CIS-110: Introduction to Computers • CIS-123: Computer Science for Engineers • CIS-127: Discrete Structures • CIS-223: Computer Science II
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	It is becoming apparent that “digital literacy” is an essential skill for those entering the workforce or pursuing further education within the college. Currently, the department is exploring several courses to be offered as electives to other majors such as engineering and business.

<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Dual-credit pathways may enhance access for some students, as well as scholarships available for the program's students.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>There are various and plentiful professional development opportunities for faculty (regardless of full-time or part-time status) at the college, many of which switched to a remote format after Spring 2020. The faculty contract allows for professional development funds, and includes part-time faculty. Faculty may choose to attend conferences in their discipline. The college offers in-house training on various subjects through the office of Professional and Organizational Development and the Center for Enhancement of Teaching and Learning (CETL).</p> <p>Specific to this discipline, the department's mission is to attract qualified faculty members, including all part-time faculty. In addition, the CIS department provides the necessary resources for all members to deliver high-quality teaching and learning. The voices of the adjunct faculty are fully heard and implemented based on the feasibility of their inputs. To ensure high quality in teaching and learning, all faculty members are provided with feedback on their performance and acknowledged for their outstanding performance.</p> <p>Faculty attend various industry conferences, maintain memberships, and many serve on boards of these associations. Some examples include:</p> <ul style="list-style-type: none"> ● Executive Board for Illinois Business Education Association, 2nd VP 2019-2020, 1st VP 2020-2021; President 2021-2022 ● Association for Career and Technical Education Association - Selected as a Diversity, Equity, and Inclusion Mentor, 2020-Present ● Illinois Association for Career and Technical Education - Former Board Member - Affiliate Representative (technology is a major component of CTE) ● Illinois Digital Educators Alliance ● Association for Women in Community Colleges ● International Listening Association - former Board Member ● Global Listening Centre - former Board Member ● National Business Education Association ● Delta Pi Epsilon (honorary business education graduate research society) ● IT and Cybersecurity related conferences on topics related to coursework, industry and interest: <ul style="list-style-type: none"> ○ Privacy

	<ul style="list-style-type: none"> ○ Law/Ethics ○ pedagogy ○ Cybersecurity ○ Networking ○ Software development ○ Cloud Computing ○ Data Analytics ○ Application Development ○ Application Security ○ Blockchain Technology
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	<p>Increased offerings are now available regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.</p> <p>Within the industry opportunities mentioned above, particularly those which include aspects of pedagogy, EDI issues are becoming much more prevalent.</p>
3.17 What is the status of the current technology and equipment used for this program?	The CIS labs have been recently upgraded to include the current technologies needed to deliver all program courses. In addition, the curriculum relies partially on virtual resources that are fully maintained and upgraded through the vendors providing the resources to support students' learning.
3.18 What assessment methods are used to ensure student success?	The department uses several vital indicators to define success in the realm of CIS. These include longer-term measures such as retention, persistence, graduation and employability, as well as more direct and immediate methods such as assignments, exams, discussions and projects.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>To better understand whether students are learning, the department maps the tasks in the assignment to the content covered in the course, measures student learning by assessing each course in the program and monitoring grades supporting the outcomes and final grades for a course. Each term, the department selects several courses for review and assessment until all courses have been assessed, and then the process is repeated to measure its effectiveness and for any other changes or updates. This process provides continuous improvement to the program curriculum. It improves student learning and helps to understand student performance and achievement better.</p> <p>Generally, these results are kept within the department for its own improvement efforts.</p>

<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? How do you use the information gained from the assessment to improve your program and students learning?</p>	<p>The major changes to the curriculum (new courses and degrees/certificates) were made in response to industry need. However, course outlines and learning outcomes have been revised to ensure the goals match the desired outcomes. Such work has been completed for several courses, including CIS-105, CIS-210, CIS-253, CIS-252, and CIS-256. Others are slated for similar review: CIS-114, CIS-247, CIS-248 and CIS-246. It has been determined that two courses are inactive and no longer support the program and will be withdrawn: CIS-257 and CIS-262.</p> <p>On a smaller scale within the classroom, some actions have been implemented as result of course assessment:</p> <ul style="list-style-type: none"> ● Provide clear instructions on all assigned work ● Discuss the assignment with students and request a weekly update ● Ensure that the students understand the goal of the assignment. ● Maintain access to open communication ● Map the tasks in the assignment to the content covered in the course. ● Revisit the SLOs and check for any necessary updates for the course.
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>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.</p> <p>Over the last five years, 11 responses have been received from CIS students to this survey. It should be noted that this timeframe of enrollment (FY16 - FY20) is prior to many of the recent curriculum updates taking effect.</p> <ul style="list-style-type: none"> ● The majority (82%) indicate they are seeking skills for a new or different job ● Most indicate satisfaction with the job obtained after Elgin Community College: 56% are very satisfied, and 33% were somewhat satisfied ● Small areas of dissatisfaction were mentioned for the program to provide job preparation (33%), preparation for further education (33%) and information on current employment (44%). ● The strongest areas of dissatisfaction were for equipment/facilities/materials (50%) and content of skills courses (40%) ● All respondents indicated they were either very or somewhat

	<p>satisfied with services provided by the college, such as advising, career/transfer planning and tutoring.</p> <ul style="list-style-type: none"> ● A few comments directly speak to opportunities discussed within this report that are being addressed: <ul style="list-style-type: none"> ○ <i>“The computer industry changes rapidly and the program needs to be there with it.”</i> ○ <i>“I think the equipment and the PCs - some of them were pretty old and recycled, drivers didn’t work for the labs, we would have to wait to actually work on the computers.”</i> <p>Other sources of data collection are noted below:</p> <ul style="list-style-type: none"> ● In class, students' feedbacks ● End of semester class evaluations ● Job fairs ● Advisory board meetings, which include student participation. ● One-to-one meeting ● Students' questions and answers. <p>The redesigned certificates have been created to reduce the number of credits required for students to meet specific skills/certificates and go into the workforce. This change should impact student satisfaction.</p>
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	<p>The advisory board committee is essential to successfully implementing the CIS programs, and they play a crucial role in strengthening and improving existing programs. Members also help the program build CIS courses and credentials based on the needs of the industries, community, and the state for IT professionals.</p>
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	<p>Employers on the advisory board are asked to meet with faculty members and students to provide details and feedback regarding improvement opportunities as well as any gaps in the curriculum to be remedied. The CIS department reports the results of its continuous evaluation efforts and implements the necessary changes in the curriculum.</p>
3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?	<p>Elgin Community College understands the importance of input from business, industry, and school districts to guarantee results and satisfaction. In 2021, the CIS program conducted a survey of its advisory committee members. The faculty used the survey to gather responses from the employers, who also serve on our advisory board to help inform the CIS program. This survey provided questions to our partners related to the following needs: IT Skills, Cybersecurity, Networking, Cloud Computing, Application Development, and Data Science. In addition, courses that the</p>

	<p>district is interested in providing as dual credit. The result showed that the college's current programs are in line with their needs. However, the program needs to consider other areas, such as more advanced courses in cybersecurity, Networking, Application Development, and Data Sciences.</p> <p>Through discussion, the district also mentioned the need to review more courses for possible offering dual credit. Those courses are yet to be identified through discussion with the school district.</p> <p>Generally, employers are satisfied, but have made or affirmed the following recommendations:</p> <ul style="list-style-type: none"> ● Focus on Industry certifications ● Focus on creating pathways with the high schools ● Focus on exploring other areas such as cloud computing, networking, and application security ● Focus on providing students with internship opportunities
3.25 What are the program's strengths?	<p>The program's strengths begin with the quality of the faculty. As outlined in question 3.15 above, they are dedicated to their fields, their teaching and their students.</p> <p>The program has been developed and modified based on current and evolving market data and industry needs. Students learn through hands-on experience and can demonstrate their skills through external industry certifications. The program enjoys robust management support.</p>
3.26 What are the identified or potential weaknesses of the program?	<p>No specific weakness can be identified under the CIS program, especially after the CIS department introduced new stackable BVS and VS to the AAS degree. The selection of courses and sequencing were studied and developed by qualified faculty members. The changes and updates of IT certifications can be considered a challenge since they require additional and continuous changes in the CIS programs.</p>
3.27 Did the review of program quality result in any actions or modifications? Please explain.	<p>Several potential areas of focus have developed:</p> <ul style="list-style-type: none"> ● Review every course for relevancy and currency ● Identify which certificates and degrees might be effective in the district. ● Explore areas to improve students' employability upon graduation ● Add more transferable courses to transfer to a four-year degree ● Based on faculty's search of potential courses and improvements, the department seeks to introduce data science as an interdisciplinary field across the three departments, business, CIS, and math.

		<ul style="list-style-type: none">The department seeks to add courses related to Software development and Cloud Computing.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.						
The College faces challenges in attracting qualified instructors in the CIS area. However, the college proactively posts open positions to qualified and diverse faculty members.						
During program development, there were some challenging issues to address, but with collaboration between the program and the division administration, each barrier was successfully overcome:						
<ul style="list-style-type: none">Resource allocations for hands-on activitiesSkilled faculty membersCourse/content selectionsMapping each course learning outcomes to the program outcomesProviding details and rationale for proposing and developing the new CIS programs.						
Performance and Equity						
CTE Program		Computer Information Systems				
CIP Code		110601				
		FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	Unduplicated Headcount (XVGS)	153	54	75	95	46
	Duplicated Seat count	1,008	1,014	1,152	1,253	1,221
Credit Hours Generated		3,174	3,29	3,450	3,855	3,727
Seats by Modality	Face to Face	825	867	831	877	15
	Hybrid					11
	Online/Async	183	147	321	376	682
	Synchronous					513
Number of Completers						
Computer Information Systems-AAS		11	6	4	10	12
Cybersecurity - VS		(new as of 12/2019)				6
Computer Network Specialist - BVS		(new as of 01/2019)			8	6
Computer User Support Specialist - BVS		(new as of 05/2019)			18	11

Other: <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals in prefix CIS</i>		81%	82%	84%	84%	85%
Success Rate by Modality	Face to Face	81%	82%	86%	86%	87%
	Hybrid					90%
	Online/Async	78%	82%	78%	83%	85%
	Synchronous					85%
<p>PE1. How does the data support the program goals? Elaborate.</p>		<p>ENROLLMENT</p> <p>The administration is committed to helping to build and improve the CIS programs. The CIS Program has recently witnessed slight improvement in enrollment and degree completion with the addition of the new certificates. The online modality was also showing growth in the years prior to the pandemic.</p> <p>Based on communication with the students, the school district, and the feedback provided by the students, the program admission policies, prerequisites, sequencing, and scheduling do not exhibit any barriers to the students. The impact of remote teaching and learning due to COVID-19 seems to have had minimal impact on enrollment.</p> <p>As the curriculum redesign is complete with matching industry needs, the enrollment is expected to grow more in the CIS department.</p> <p>The programming courses continue to see the highest enrollment. CIS- 121: Computer Science I have the largest enrollment in the department. The course is transferable to a four-year degree so it is very popular. CIS- 210: Intro to Database Design/Management has the lowest enrollment. A reason for this could be due to the course being used as an alternative to CIS-170: Digital Forensics. Many students choose CIS-170 instead of CIS-210.</p> <p>SUCCESS</p> <p>Course success rates have steadily increased over the review period, and were not negatively affected by remote teaching/learning. The overall average for the program meets or exceeds the college average for similar courses, though the range within CIS courses shows variation - a 5-year average of 74% for CIS-223: Computer Science II to above 95% for CIS-253: Principles of Cyber Security. Typically, as the level of complexity grows, the effort and practice needed from the student increases, so it makes sense that the programming courses are slightly lower than the program average.</p> <p>COMPLETION</p> <p>The award dashboard shows a slight increase in awards over time</p>				

	which is expected with the addition of the new certificates.
<p>PE2. What disaggregated data was reviewed?</p> <p>If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Through the expertise provided through Elgin Community College's Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (i.e. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course.</p> <p>Depending on programmatic need and interest, additional subgroups can be created and include more courses.</p>
<p>PE3. Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>The results show mixed results for CIS courses across various groups:</p> <ul style="list-style-type: none"> • The race ethnicity provided 78% for whites, 76% for Asians, other groups 72%, Hispanic 65%, and black 58%. • The age group shows an average of 77% for those who are less than 30 years old and an average of 68% for those who are greater than 30. • The gender group shows 73% for females and 70% for males. • The PELL eligible shows 72%, not PELL, and 71% PELL. • The Pattern or change is steady across the different domains such as Modality, Veteran, Disability, or Developmental status, for the program. • For CIS-110: Introduction to Computers, the differences between the groups was starker, particularly for Black/African American students.
<p>PE4. What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>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.</p> <p>The CIS department uses the following methods to address at-risk students:</p> <ul style="list-style-type: none"> • Use one-to-one communication between the faculty and the academic advisor, and the student at-risk.

	<ul style="list-style-type: none"> ● Provide outside classroom assistance. This may include tutoring. ● Make the classroom more enjoyable, while maintaining a quality in teaching and learning. <p>More effort and attention should be given on the less successful outcomes found for the under-represented groups. Why is there a significant difference between groups? The faculty will seek some understanding of where to begin to solve persistent issues around equity to offer students who are not as successful.</p>
PE5. Are the students served in this program representative of the total student population? Please explain.	Women are underrepresented within the CIS program, 39% compared to 54% for the college. There is a higher proportion of White students (45%) than the college overall, though like Elgin Community College, White and Latino students are the largest race/ethnicity group in CIS. There are slightly more Asian students in CIS (12%) than the college (8%), and a small (4%) but comparable proportion of Black/African American students. The vast majority of CIS students (68%) are under the age of 23, which is larger than the college (57%).
PE6. Are the students served in this program representative of the district population? Please explain.	See above.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale R1. Please provide a brief rationale for the chosen action.	In an industry that is continuously changing, the CIS program must remain flexible and adaptable, to ensure the curriculum is preparing students for fast-paced careers and/or subsequent educational opportunities. The ongoing process of increasing course success, retention and completion will always need to be reevaluated to find ways to improve outcomes for students. Elgin Community College and the CIS department have worked together and added resources to support their success.
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Review potential for new certificates and/or degrees in emerging fields such as cloud computing, data analytics, software engineering, and networking/security. <u>Timeline:</u> FY 24-25.

	<p>2. Review list of program outcomes and add statements to cover new areas from CIS-120: Cyber Law and Ethics and CIS-210: Database Management. <u>Timeline:</u> FY 24-25</p> <p>CIS-120: Cyberlaw and Ethics links directly to the program learning outcome by applying ethical and best practices in cybersecurity management.</p> <p>CIS-210: Database Management currently is not fully reflected in the program learning outcome. This will be discussed and proposed in the department meeting.</p> <p>3. Examine equity gaps and improve the success rates for all students. This will begin with faculty from CIS-110 participating in the Assessment Cohort initiative starting Fall 2022. <u>Timeline:</u> Ongoing</p> <p>4. Explore more resources for the program. <u>Timeline:</u> Ongoing</p> <p>The CIS department will continue to seek the following resources to improve the quality of our CIS programs:</p> <ul style="list-style-type: none"> • Lab/course resources for faculty and students • Qualified faculty members • Partnership with employers to improve the employability of our students • Resources for marketing the CIS programs to attract more students • Internship opportunities to help our students gain experience while studying
<p>Program Objectives R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The department wants to know about students' success in the following areas:</p> <ul style="list-style-type: none"> • Current position/employment • Degree achievements • Certifications • Research and professional development achievements
<p>Performance and Equity R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The administration is working with the department to provide the necessary teaching and learning resources to students and faculty. The program will be participating in the Advancing Equity through the Assessment of Student Learning quality initiative starting Fall 2022 where CIS-110 has been prioritized for the study and reduction of success gaps across race/ethnicity groups.</p>
<p>Resources Needed R5.</p>	<p>The program will search for more resources related to the CIS courses offered. The course resources are noted below:</p> <ul style="list-style-type: none"> • Lab resources for the networking courses (Routers and Switches) This may include virtual resources for students to

	<p>work and practice remotely.</p> <ul style="list-style-type: none"> • Software needed for the application development is currently being considered as a new program. • Cloud-based resources for any future courses related to cloud computing. This may include Amazon Web services and Azure. <p>The program would benefit from support of the Marketing department to focus on equity recruitment, particularly for women and other race/ethnicity groups with gaps.</p> <p>The program would be strengthened by hiring additional qualified and specialized faculty members, which remains an ongoing challenge.</p>
<p>Responsibility R6. Who is responsible for completing or implementing the modifications?</p>	<p>Faculty and division administration</p>

Career & Technical Education				
College Name:		Elgin Community College		
Academic Years Reviewed:		2017 - 2022		
Program Identification Information				
Program Title	Degree or Certificate	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Criminal Justice Digital Forensics	AAS AAS	60 60-63	430107 111003	Digital Forensics-BVS
Program Objectives P1. What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		CRIMINAL JUSTICE Increasing complexities of our society and its laws have influenced more criminal justice agencies to require that candidates for employment possess a college education. The degree in criminal justice features opportunities to learn essential knowledge for preparedness to work in the criminal justice field, but does not cover the professional courses that lead to police or corrections officer certification. There are also opportunities for police officers and other practitioners to receive credit for their experiences in this program. Course work includes the philosophies of community policing, professional integrity and ethics, personal fitness, broad-based criminal justice education, and writing across the curriculum. Students can pursue the AAS degree, or use the coursework as electives towards a transferable AA/AS degree and continue their studies. (<i>Source: ECC catalog, program overview</i>) The courses are created so that the student can apply what they have learned from Elgin Community College and transition to police academy level training as well. Potential jobs in the field include: <ul style="list-style-type: none"> ● Law enforcement official ● Corrections officer ● Court services ● Digital forensics ● Police telecommunicator specialist ● Grant writing and policy and procedure development are options for students who are dedicated to a career in Criminal Justice (CRJ). 		

	<p>Program-Level Learning Outcomes:</p> <p>Upon completion of the program, students will be able to:</p> <ul style="list-style-type: none"> • List and define the language, terms, and concepts of criminal justice and police administration. • Define and describe each component of the criminal justice system. • Discuss the causes of crime in our society. • Discuss law enforcement practices and the causes of stress within the profession. • Compare and contrast the juvenile and adult justice systems. • Describe the sources of law within the American Criminal Justice System: Common Law, Constitution, legislative/statutory laws, case law, substantive and procedural laws. • Describe the fundamentals of criminal investigations, and the laws of evidence. • Describe the local, state and federal courts systems, and identify courtroom procedures. • Provide examples and discuss major ethical issues confronting the criminal justice system and its personnel. • Discuss the relationship between the community and the police, and the necessity for proactive vs. reactive strategy in the community. • Discuss the significance of the U.S. Constitution and the Bill of Rights, specifically, the Fourth, Fifth, Sixth, Eighth, and the Fourteenth Amendments as they apply to development of criminal laws. • Describe the history and evolution of correctional programs used in the U.S. Criminal Justice system. • Communicate effectively through oral and written formats. <p>DIGITAL FORENSICS</p> <p>The degree in digital forensics prepares students to identify, collect, and maintain digital artifacts to preserve their reliability for admission as evidence in a court of law. Computers and other digital devices are used today in just about every facet of our business and personal lives. As society becomes more dependent on these devices to communicate and store data, evidence trails are left in electronic format.</p> <p>The digital forensics vocational certificate is for individuals who are already in law enforcement or criminal justice and</p>
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	<p>want to jump into digital forensics. (<i>Source: ECC catalog, program overview</i>)</p> <p>The Digital Forensics program is housed within the Criminal Justice program. The AAS degree is a mixture of CRJ coursework (9 required credits; 3-6 elective credits from a cross-departmental list) and general education (18-19 credits), with the core coming from Computer Information Systems (CIS) (27 required credits; 2 - 16 elective credits from a cross-departmental list).</p> <p>Upon completion of the program, students will be able to:</p> <ul style="list-style-type: none"> ● Retrieve, recover, preserve and document devices and digital evidence utilizing industry accepted standards. ● Discuss and apply the rules of evidence, court procedures, and the legal and ethical issues related to the acquisition, preservation and analysis of digital evidence. ● Describe the roles of local and regional law enforcement, national law enforcement agencies, and business and computer scientists in collaborating to conduct an effective computer forensics investigation. ● Identify and describe computer hardware components and the evidence created by a device's operating system. ● Retrieve, recover, analyze and evaluate digital evidence from devices, digital media and computer applications, by utilizing industry standard computer forensic software and hardware. ● Identify and assess information security risks faced by an organization. ● Use information technology security tools and practices to plan for, detect, respond to and recover from incidences that require network forensic activity. ● Research and discuss various career opportunities in the information technology/digital forensics field.
<p>P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning</i></p>	<p>Each program outcome is represented through the curriculum in the way that the sum of the parts equal the whole. Each course is constructed to explain the overall purpose of the course which leads to accumulated outcomes supported by the course objectives. The courses include some fundamental, introduction type courses for subjects under the umbrella of the program which serve as electives or the basis for prerequisite courses for more advanced, specialized courses within the program.</p> <p>Each course is designed to build upon or reinforce progressive learning of the subject matter. Courses that incorporate more knowledge of the subject matter are introduced at the next level</p>

<p><i>Outcomes, etc.)</i></p>	<p>of instruction- these courses attract students who are interested in advanced study in the discipline.</p> <p>Students in certain specialized courses are afforded opportunities to practice and apply the techniques and display knowledge comprehension of the given specialized course through scenario training, practicums, and evaluations of performance.</p> <p>The courses feature written testing of covered material throughout the course duration. Student knowledge is assessed by in class assignments, in class practical exercises and discussion, and several activities with assigned due dates throughout the semester. Majority of the students respond well to instruction and assignment and for those who do not grasp the instructional content at the expected rate, additional help and extra credit is offered to supplement the ongoing instruction.</p> <p>The department expresses student success as evidenced by:</p> <ul style="list-style-type: none"> • The completion of a 2-year degree, • Successful transfer of student to a 4-year program • Successful completion of offered certificate programs • Successful transition into the workforce which is assisted by the completion of requirement within this discipline • Student enrollment rates in comparison to successful passing of courses • Review and updates for course descriptions and learning objectives • Student evaluations • Faculty feedback • Employer input concerning what qualities in potential candidates for hiring that are sought after and how we can best the student for the workplace. <p>The rates of successful completion of the program and if the student can find employment in the career that is consistent with CRJ degree, award, certificate, etc. would be a priority interest for the program. There are ways to measure these areas of interest, but a more consistent method for doing so is a goal that can be achieved and then become accepted as a standard in the program.</p>
<p>Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><u>CRIMINAL JUSTICE</u></p> <p>Complete CRJ course updates within CurricUNET:</p> <ul style="list-style-type: none"> • Consider consolidating/combining CRJ-205 and 215. • Add CRJ-101 prerequisite to CRJ-225 <p><u>Status:</u> Canceled</p>

	<p>Due to faculty transition in the department and different philosophies of current faculty, this goal is no longer relevant. The content in CRJ-205 and CRJ-215 is too much to condense into one class. Furthermore, the position of current faculty is that CRJ-101 should not be a prerequisite to CRJ-225, as there is no need.</p> <p>Otherwise, all CRJ courses are being under review for updates in course descriptions and course objectives. The purpose of the review is to update instructional content, syllabus improvement, and an evaluation of the most up to date textbook editions for the listed courses.</p> <p>Prepare Leadership and Ethics course for presentation to curriculum committee, Spring 2018.</p> <p><u>Status:</u> No progress</p> <p>May require collaboration and/or contextualized content from the BUS unit.</p> <p>Instructor is willing to put a <i>Police</i> Ethics class together.</p> <p>Course has not been introduced into the curriculum. A course of this nature is of high interest and should be implemented. There is progress in building a course that involves ethics and leadership components that provide insight to the many interests and values of the community. This course is predicated upon the belief that law enforcement service needs to be based upon a rapport with the community by way of respectful relationships and ever-improving community interactions led by ethical leadership.</p> <p>Work with Institutional Research on establishing ways to reach alumni to establish a database, particularly those working in CRJ careers.</p> <p><u>Status:</u> In Progress</p> <p>This remains an ongoing area of interest.</p> <p>Establish schedule of regular course assessment, FY18 – beyond.</p> <p><u>Status:</u> Completed</p> <p>CRJ Coordinator and the Associate Dean have completed a Course Assessment schedule for upcoming academic years, to begin with CRJ-180, 199, 205, 225, and 270.</p>
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	<p>Partner with Transfer Services to increase agreements with other four-year colleges and universities to accept all credits earned in the CRJ AAS towards a Bachelor's degree.</p> <p><u>Status:</u> Deferred</p> <p>To be addressed at a later date. The instructional coordinator has begun a network base with neighboring 4-year degree institutions to receive the most up to date information from these institutions so the CRJ program can structure the student's earned credit to seamlessly meet acceptance standards at the 4-year degree institutions.</p> <p>Encourage Elgin Community College students in CRJ to strongly consider continuing their studies into a Bachelor's degree program.</p> <p><u>Status:</u> In Progress</p> <p>Students are always advised of their options to completing a four-year degree. This is an ongoing area of focus.</p> <p>Determine ability to replace retired full-time faculty member and consider hiring a second.</p> <p><u>Status:</u> complete</p> <p>The program currently has one full-time faculty.</p> <p>Review/change required & elective course options within the AAS.</p> <p><u>Status:</u> Completed</p> <p>Completed update of CIS/CRJ170 Intro to Computer Forensics. Updates to continue as needed.</p> <p>Explore offering additional online or hybrid sections, Fall 2020.</p> <p><u>Status:</u> In Progress</p> <p>Prior to COVID-19, some classes were online in the past such as CRJ-198, CRJ-225, and CRJ-270. It is unclear as to why they have not run.</p> <p>With limited face to face class time due to COVID-19, several courses were converted to an online format that provided both synchronous and asynchronous instruction. The ability to have more classes through an online format has enabled more students to have opportunities to attend courses by virtual means in 2020 and beyond.</p> <p>During FY22, Elgin Community College is allowing more face to face on campus courses, however, department discussions are taking place to continue</p>
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	<p>with online opportunities should be more abundant for students.</p> <p><u>DIGITAL FORENSICS</u></p> <p>Review current course outlines and curricula and update as needed:</p> <ul style="list-style-type: none"> ● Review the current course outlines, textbooks, and curricula for all digital forensics' courses ● Review course offerings from other colleges and propose changes as necessary to Elgin Community College's program. ● Create and implement new courses to provide students with practical application skills that will increase their employability and knowledge. <p><u>Status:</u> In Progress</p> <p>Completed update of CIS-170 Intro to Computer Forensics. Updates to continue as needed.</p> <p>Secure new software to be used in the digital forensics program.</p> <p><u>Status:</u> Completed</p> <p>The current software use is appropriate and adequate at this time</p> <p>Hire new digital forensics faculty members.</p> <p><u>Status:</u> Completed</p> <p>Pursue grant opportunities that will support the financial goals of the program.</p> <p><u>Status:</u> Canceled</p>
<p>Review Team</p> <p>P4. Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Ken Cyzen, Instructional Coordinator, CRJ adjunct faculty, lead report author</p> <p>Todd Ramljack, full-time CRJ faculty, contributing author</p> <p>Cathy Taylor, Dean and Yolanda Barnes, Associate Dean, reviewers</p>
<p>Stakeholder Engagement</p> <p>P5. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this</p>	<p>Institutional Research, data assistance</p>

process.

CTE Program Review Analysis

A1. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.

The program itself does not have prerequisites. Course-level prerequisites serve to support student success by ensuring sufficient foundational knowledge prior to a higher level of study.

Several courses require students first successfully complete the introductory CRJ-101 course: CRJ-198: The Police Service; CRJ-199: Community Based Policing; CRJ-201: Crisis and Conflict Mediation; CRJ-205: Criminal Law; CRJ-231: Juvenile Justice. There is inconsistent language whether the student must earn a C or better in CRJ-101 which should be reviewed.

To appropriately scaffold skills, students must complete ENG-101: English Composition I prior to taking CRJ-150: Criminal Justice Report Writing. The composition sequence of writing courses from the English department are required components of the CRJ degree. By design, CRJ degree students must eventually demonstrate college-ready placement in reading and writing to complete the required general education courses.

CRJ-200: Police Operations and CRJ-220: Criminalistics require instructor consent for everyone.

Course prerequisites may need to be reviewed within the Digital Forensics AAS degree. For example, the degree requires CRJ-205: Criminal Law which carries a prerequisite of CRJ-101. CRJ-101 is on the electives list for the degree, but in essence is a required course. CRJ-230: Criminology is also a required course. Cross-listed with Sociology, the course recommends SOC-100: Principles of Sociology, yet the DF-AAS degree suggests students take introductory courses in psychology or political science, not sociology, to fulfill the social/behavioral science general education component. Finally, the suggested semester course sequence in the catalog needs revision: CIS-252: Network Fundamentals is listed in the 3rd semester, but carries a prerequisite of CIS-231: Intro to Windows OS, a course suggested in the 4th semester.

Several CIS courses in the degree carry specific placement requirements in the Math department. Degree-seeking students will

	also need to meet minimum competencies in reading and writing to enroll in the required speech communications course.
A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable for the CRJ degree or the DF certificate. The digital forensics degree has a range of 60 - 63 credits due to some of the computer science courses being four credits each.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	<p>There is an increase in demand for career positions in all facets of the criminal justice system. In particular, careers that include police, sheriff deputies, and detectives. There is projected 3% increase in position openings in IL over the 10 years according to IDES. The BLS also projects a 7% increase for Police/Detectives nationally. Due to labor shortages caused by retirements and recent social unrest from 2020, many municipal and state agencies are lowering the educational attainment from a bachelor's degree to accepting an AAS degree. For example, four years ago, the City of Elgin entered into an agreement with the college to allow Elgin Community College CRJ graduates to sit for the exam. Another example includes the Illinois State Police, which now accepts an associate's degree as a qualification to sit for the exam. There are many career avenues for gainful employment in the fields under the criminal justice system. Employment is not limited to law enforcement careers and can include corrections, court services and telecommunications.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>In the past 5 years, the field was confronted with the far-reaching impact of COVID-19 and social reform issues in community-police relationships. These important occurrences created a greater stress and demand on first responders. The progressive change that is needed includes the ability to meet the overwhelming demands of a quarantined population and an improved, ethical response to the needs of this same diverse population.</p> <p>Over the next five years, there will be an increase upon the criminal justice system to improve the court, corrections, and law enforcement to meet needs of the public they serve. This requires educated individuals to enter the workforce and continue to grow into these progressive roles. Training is the cornerstone for improved performance in the field and the accountability inherent to position.</p>

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Programs receive EMSI reports from the Curriculum office for the purpose of this review. Such reports can be generated quarterly. The program also relies on the US Bureau of Labor Statistics and Illinois Department of Employment Security.
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 dual-credit program allows high school students the opportunity to take college level courses that will count for college credit and give the student general education credits toward their college degree. Job fairs, various, reputable website job site boards, exposure to criminal justice professions by way of the internship program, and advisory committee suggestions to improve job skills for students to learn from Elgin Community College instruction.
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.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Review of the program has stimulated discussion and consequently enacted methods as to how best deliver different modality opportunities for students and when to best offer courses that fit the needs of the students’ schedules. There appears to be a greater interest in forensic and digital forensic career interest. Courses that incorporate more hands-on projects will become the norm instead of the exception if this particular career study and subsequent preparation for the workforce becomes a widely accepted course direction for this program.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: 2a. Costs to the institution associated with this program 2b. How costs compare to other similar programs on campus 2c. How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	The CRJ and digital forensics programs are relatively inexpensive. With the exception of computer software renewals and occasional updates in hardware for the digital forensics program, the criminal justice program does not have exorbitant costs similar to other lab-intensive programs (e.g., manufacturing, welding). The cost to run the CRJ and digital forensics programs is similar to the PAR, ACC, or BUS programs where most of the costs associated with the program are in salaries, benefits and operational costs. Specifically, the CRJ program is close in comparison to the PAR program with one (1) dedicated full-time instructor, and several adjunct instructors. Consequently, salaries and benefits in CRJ alone account for 80 percent of the budget in this program. Because many of the courses that make up the digital forensics program are shared with the CIS

	program, the college has one dedicated adjunct teaching in the program. All salaries (and benefits for the one full-time instructor) for CRJ and digital forensics are paid from the college Education Fund.
2.2 What are the findings of the cost-effectiveness analysis?	<p>The analysis points to the status of the program year-over-year as stable, even though the pandemic. At this point because of student enrollment, course sequencing (e.g., course electives that have low enrollment), there is no indication that the costs to run the CRJ program will change in the near future.</p> <p>However, the digital forensics program will continue to see increases in computer software and hardware, as technology continues to change.</p>
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	There are no grant funds allocated to the CRJ or digital forensics programs.
<p>2.4a How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>2.4b How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Students are responsible for tuition, fees and textbooks. The program faculty closely monitor the costs it can control - fees and texts.</p> <p>The program has attempted to move away from hardcover text in which new editions replace the older textbook year to year. Preference is for E-books with built in edition add-ons, which are a cost-effective way to offer updated material without a great deal of expense. Partnerships with various publishers have created a rapport in which they can advise of newer and reduced cost of updated material. Instructors have also been quite inventive in using supplemental material that is instructor generated and is no cost to the student.</p>
2.5 How will the college increase the cost- effectiveness of this program?	The CRJ and digital forensics programs tend to be very interactive with students, so various forms of lecture formats are not only engaging but do not require a great deal of additional fees or material. Standard classroom or online technology or materials fit the needs for this program.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	There are no anticipated large expenses or significant changes in the program budget for the next five years.
Indicator 3: Quality	Response

<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>The of mix delivery options before 2020 provided face-to face emphasis with a limited number of courses that were considered online or hybrid instruction. Summer courses at the time, and currently, are limited to a few select intro courses. Because of the pandemic, there was a greater opportunity for online teaching in asynchronous and synchronous modalities. Success rates in online sections are generally lower than face-to-face by about 10%, which is the typical pattern for the college.</p> <p>Moving forward, the program believes there will be an increase in the face-to-face setting, but also an opportunity to for more online options that were not present prior to 2020. The program's courses have become more conducive to online and face-to-face interchangeability. The ability to create sections that have parallel face-to-face and online components will complement seamless transition back and forth in modalities. In the spirit of flexibility for students, while maintaining fundamental structure for coursework, a percentage of the coursework could be allowed to be completed or accessed online. Differing from hybrid in the sense the online coursework could be utilized if there is a legitimate reason (i.e. positive test for COVID-19) the student misses a scheduled face to face class time where attendance is required.</p> <p>Now transitioning back from remote instruction, most students are familiar with the D2L course format and heavily dependent technological instruction and interaction. Though face-to-face instruction is desired by the majority of students and instructors alike, the audio/visual and online functionality of the courses enabled many current students to remain on pace with their academic goals. In addition, technological options aided with introducing new students to the program who, based on current personal situations and COVID-19 restrictions, could only attend courses through online options.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program continues to tailor courses to prepare the student for what the criminal justice field demands. Conversations have produced a variety of ideas toward improvement of the overall program. All courses are currently being reviewed by the faculty instructional coordinator for the purposes of:</p> <ul style="list-style-type: none"> • Updating course descriptive language, • Verifying the course objectives are consistent with the assigned instructors lesson plans • An examination of current course instructional material to ascertain if said material matches the most up to date information on the subject matter and how this material is incorporated into the curriculum.

	<ul style="list-style-type: none"> ● Make certain learning objectives logically fit not only current learning material but also relate to the real-world expectations of the workplace environment <p>A notable example of a recent update related to being culturally responsive is with a subtle yet critical change to a learning outcome in CRJ-225: Criminal Investigation, long overdue from before 2008:</p> <ul style="list-style-type: none"> ● Old language: <i>Define a sex crime investigation of rape, sodomy, homosexuality and other forms of sexual deviance</i> ● Revised language: <i>Describe the nature and scope of sex crime investigations and understand the effect of such crimes on their victims</i> <p>Discussions within the program also include seeking out opportunities for instructors to publish their personal work that can not only be used for course instruction but also contributes to the overall scholarly community.</p> <p>Certain instructors in the program have made impressive progress in constructing a Leadership and Ethics for Policing course, which was outlined in the FY17 Program Review. The addition of a course to promote improved supervisory management through ethical leadership should be strongly considered to supplement and go beyond the ethics and logic courses that are currently offered by the Humanities department.</p> <p>The CRJ program is unique in that it includes both transfer as well as CTE courses (PCS 1.1 and 1.2, respectively). To that end, its coursework has followed the same articulation review process as other transfer disciplines. Four courses currently have an IAI Major CRJ code (Intro, Corrections, Juvenile Justice and Criminology). The others have verified that there are current articulation signatures on file from various transfer destination schools, though as an exception IUIC will not take any in transfer.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No, CRJ/DF is not currently under Program of Study tool/application for development during FY22.</p>

3.4 Does this program meet the definition of a [career pathway program](#)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.

Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services).

If no, please describe if and how the college will improve the program based on the career pathway elements.

A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:

As is the case with college education, course programs are designed to educate and improve the students' understanding of the course subject matter. The CRJ/DF program not only meets that purpose, but also the staff carries out a collective act of furtherance to prepare students to recognize and act upon applied knowledge for occupations associated with this field of study.

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 CRJ and DF programs do not have apprenticeship programs. Dual-credit high school students may enroll in some coursework prior to earning their diploma. Many CRJ students will transfer to 4-year Bachelor's programs or the police academy training to further their education in the field.

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

Academic advisors consistently provide the aforementioned guidance across all programs offered at ECC.

D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁵ and training for a specific occupation or occupational cluster:

The CRJ/DF program not only offers theory and history instruction for the subject matter, but the instructors impart a great deal of accurate expectation in the career field for the student. Experienced instructors can provide in depth information to the student that in turn creates an informative comprehension of the discussed areas of academic interest. Digital Forensics courses provide hands-on skills training similar to what would be expected in those jobs.

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:

Early credit opportunities are realized through many opportunities in the dual credit process. Flexible formats do include day and night, face to face environments and synchronous and asynchronous online access, but generally are still offered in the 16-week, non-accelerated schedule.

	<p>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</p> <p>The program prepares students for the next level of career learning experienced in the law enforcement and corrections academies. The program is further structured for a transition to a 4-year school where one can work toward the complete of a bachelor's degree and beyond. While students can begin taking courses in high school, they cannot complete any program-related credential while still enrolled at the secondary level. Digital forensics courses are attractive to district 509 high school students, especially Intro to Digital Forensics. Dual credit enrollment in this course continues to increase semester over semester, largely because there is no prerequisite to enroll in the class. Concomitantly, completion of the course does not result in an industry-recognized credential that high school students can earn. This creates an opportunity for the college to explore credentialing and combining courses that enhance the credential.</p> <p>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</p> <p>Particularly for the Criminal Justice degree, graduates can use the credential to enter employment in the field within the areas of corrections and courts, for example. The Digital Forensics degree provides similar opportunities for investigation teams and in particular, the certificate is useful for those already in the field seeking new, specialized knowledge and skills.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The ability for students to use computer-enhanced simulators provided incredible insight potential industry-related experiences. More opportunities within the course framework regarding simulator experiences could prove to be advantageous for students. Students that are undecided with which profession to pursue, may have more clarity in which direction they choose after the simulator experience.</p>

<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools).</p> <p>In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Dual credit has been a rewarding option for both the student and Elgin Community College. Current courses with dual credit status can be deemed as successful for giving opportunities to high school students and the enrollment has increased dramatically in certain introductory courses. High school students in CRJ/DF courses perform very well. The data indicates 91% success rate for dual credit classroom enrollment and 100% success rate for online enrollment.</p> <p>Dual credit courses are offered for CRJ-101: Introduction to Criminal Justice, CRJ-110: Introduction to Corrections, CRJ-199: Community Based Policing, CRJ-165: 100 Introduction to Forensic Science, and CRJ-205: Criminal Law.</p> <p>Dual credit courses are offered for some Digital Forensics requirements and electives: CIS-105, 110, 121, 171, 230, CRJ-101, 230.</p> <p>Digital forensics courses are attractive to D-509 high school students, especially Intro to Digital Forensics. Dual credit enrollment in this course continues to increase semester over semester, largely because there is no prerequisite to enroll in the class. Concomitantly, completion of the course does not result in an industry-recognized credential that high school students can earn. This creates an opportunity for the college to explore credentialing and combining courses that enhance the credential.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program?</p> <p>In what ways can these opportunities be improved?</p>	<p>The elective CRJ internship course, CRJ-290: Criminal Justice Seminar & Practicum, has become not only an opportunity for students to get a valuable insight to the real-life work experience, but the agencies that are partnered in the program become with specific students who have an interest in this chosen career path.</p> <p>The program has created networking opportunities for students that take advantage of this participative environment while becoming familiar with some important functions of these public service professions. Students are invited to engage in ride along experiences and other internship programs that afford the student ways to see first-hand how institutions and agencies operate in real world settings. Instructors in the forensic science courses encourage students to attend autopsies at the coroner's office. A previous student is now employed by Kane County Coroner's Office after having participated in one of these visits. Students are invited to events at Elgin Police Department and the Kane County Sheriff's Office. The program has evolved, and continues progress, in a positive direction that has truly become a "win-win" for all</p>

	<p>stakeholders.</p> <p>Beyond co-curricular opportunities, the courses themselves can offer specific work-based learning. For example, units that focus on evidence collection and preservation, effective report writing, or investigative techniques serve as an excellent opportunity for students to apply their knowledge as opposed to simple written testing or assignments based on lecture or textbook driven material.</p> <p>A way to improve these experiences for students comes with increased relationships with leaders in the industry. Employers that currently work with Elgin Community College in the CRJ program, can have joint scenario exercises that focus on potential real-life experiences in the industry.</p>
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Not applicable.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Additional credentials beyond the AAS degrees and certificates are not embedded within the program; however, many of the CIS courses in Digital Forensics map fully to CompTIA's latest A+ Exam objectives.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	None.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	None.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None.

<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> <p>What opportunities exist for other partnerships?</p>	<p>Internship programs with many law enforcement agencies have progressed to a highly interactive experience for students. Experiences include actual police training scenarios in which they participate as role players. A strong working relationship with Kane County Coroner, Kane County Sheriff's Office, local police agencies, and other entities that fall under the umbrella of the criminal justice system throughout Kane County have afforded opportunities to students to experience rewarding internship opportunities.</p> <p>Ride-along programs with law enforcement agencies and tours of jails and courthouses are additional forms of invaluable insight to the students that are offered in addition to the classroom experience.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>As will be discussed later in this report, the program is skewed heavily to male instructors and students. While the number is still very low, the CRJ program has hired a second female CRJ instructor.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>There are various and plentiful professional development opportunities for faculty (regardless of full-time or part-time status) at the college, many of which switched to a remote format after Spring 2020. The faculty contract allows for professional development funds, and includes part-time faculty. Faculty may choose to attend conferences in their discipline. The college offers in-house training on various subjects through the office of Professional and Organizational Development and the Center for Enhancement of Teaching and Learning (CETL).</p> <p>Specific to this discipline, one CRJ faculty is a member of the International Law Enforcement Educators and Teachers Association (ILEETA), The International Association of Bomb Technicians and Investigators (IABTI), the Fraternal Order of Police, and a graduate of the International Public Safety Leadership and Ethics Institute. Another instructor is the Chief of police for a large police agency just west of Cook County and a member of the Illinois Chiefs Association. Another CRJ instructor recently retired with the rank of Lieutenant and was the Commander of the Negotiations Response Team (NRT) and as a member, has attended yearly National Negotiations Training conferences. This instructor may present at an upcoming conference in regards to a critical incident that took place in Kane County in 2015.</p> <p>Department faculty are notified of and can enroll in the variety of opportunities offered by the college. The division administration highlights those of particular benefit. Instructors can also request attendance for training conferences or forums that are not Elgin</p>

	<p>Community College sponsored, but directly reflect subject matter where attendance would be beneficial to the instructor for educational and networking purposes. Though instructors under-utilize the opportunity to submit budget requests that fund conferences or training workshops outside of the college, several adjunct instructors are fortunate enough to receive ongoing training at their full-time place of employment which may also include such industry-related conferences.</p> <p>As most adjuncts are practicing professionals, development opportunities geared towards education and instructional techniques may be most beneficial, particularly with methods to incorporate distance learning tools now in wider use.</p>
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Increased offerings are now available from the college regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.
3.17 What is the status of the current technology and equipment used for this program?	In-classroom audio/video equipment is subject to software upgrades and possible maintenance (i.e. new monitors that need replacement, projector bulbs, etc.). IT improvements for online audio/visual upgrades or general compatibility is a constant feature for both online and in-class technological methodology. On campus simulators are in most cases designated for specialized courses and software upgrades and maintenance and governed by service contracts. In all cases, the effective use of equipment depends upon ongoing maintenance and software upgrades. Proactive thinking is required by the instructors and administrative personnel alike to project the sustainability and preparation for the eventual replacement of obsolete or “no-longer” software upgradeable equipment.
3.18 What assessment methods are used to ensure student success?	<p>The program employs typical assessment methods for student learning: tests and quizzes, in-class and out of class assignments, in-class review sessions for upcoming exams, course website access for interactive discussion board activities, and classroom dynamics which emphasize emphasis on student participation and noted attendance.</p> <p>Some formalized course assessment has been conducted with the college’s official process. Faculty discussions include the agreed need for reviews of course objectives first, and then a review of learning assessment tools and data.</p>

<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The instructional coordinator has instituted video conference meetings with the instructors in the CRJ Program. The meetings are projected to meet every 3 weeks throughout the year. The meetings include, but not limited to, an opportunity for instructors to talk with one another, comment on thought-provoking topics that are relevant to the current instructional process, and discuss curriculum and logistical needs.</p> <p>One challenge with assessment is the dedicated time to discuss and plan. Instructors and administrators are tasked with many different duties and expectations, not to mention the unforeseeable changes and updates. As a means to overcome this barrier, CRJ-101 has been selected to participate in the college-sponsored Assessment Cohort project, which will provide compensation for a faculty member to receive specific professional development and strategize on reducing equity gaps within the course over a 2-year time frame. This work is set to begin in Fall 2022.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? How do you use the information gained from the assessment to improve your program and students learning?</p>	<p>Within this review, specific curriculum changes have not resulted directly from assessments. However, the program does strive to improve learning through key components:</p> <ul style="list-style-type: none"> ● Explore improved approaches toward evaluation of the instruction and material is delivered so all can understand the information. ● Develop many lines of communication, along with embedded follow-up actions, to monitor the success of “sender”, “receiver”, and “feedback” relationships between staff and students. ● Create an environment where questions can be asked of the student without reservations about feeling uncertain because they give the appearances of not comprehending where other students appear to understand information.
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>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.</p> <p>62 CRJ/DF completers responded to the survey for the review period. Based on how the data is collected, it is not possible at this time to separate Criminal Justice and Digital Forensics.</p> <ul style="list-style-type: none"> ● Content of program skills courses: 63% very satisfied, 8% somewhat satisfied, 12%, somewhat dissatisfied and 17% Very Dissatisfied ● Job preparation data indicates: 47% very satisfied, 23% somewhat satisfied, 20%, somewhat dissatisfied and 10%

	<p>Very Dissatisfied</p> <ul style="list-style-type: none"> Preparation for further education indicates 57% very satisfied and 20% somewhat satisfied.
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>Advisory committees that include many stakeholders, such as instructors, public officials, and volunteer groups, have become an incredible source of networking and the shaping of meaningful policies such as the new police reform bill in the State of Illinois. They provide input as to what potential employers in the career fields expect from students seeking employment within them. More work is needed to ensure the advisory committee participants are expanded to include forensics specialists to inform the digital forensics program.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>Whether it is the leaders of the work organizations or those in the organization with experience and specialized expertise, these experts readily speak to students (face-to-face or by virtual means) in the classroom. Tours of courts, correctional facilities, and police agencies for students have become a regular expected activity for both instructors and partner agencies. A variety of agencies also partner with the program for internship opportunities.</p> <p>There are also initial discussions for the development and eventual implementation of a medical legal death investigation course for the program. This is an exploratory effort with the Kane County Coroner's office to develop a pathway for medical examiners and coroners in the field of law enforcement. This has potential to be a goal for the program over the next 3 to 5 years.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>Employers express satisfaction in most areas when a student has completed an internship program with their particular agency.</p> <p>New equipment in the form of a high-tech simulation has been approved to improve student understanding of the work-place environment. Students experiencing this type of training before entering the workforce is an example of a "win-win-win" for the student, Elgin Community College, and the potential employers of current and former students.</p>
<p>3.25 What are the program's strengths?</p>	<p>The sole full-time CRJ faculty member recently obtained his PhD and successfully achieved tenure.</p> <p>Without question, the vast experience from instructors that is woven into the curriculum creates an environment in which the student can learn from someone who has "done something" they want to do themselves. The experience is an element that reveals itself in the form of the real, human-side of the career, emotional feelings, and lessons that were learned from past mistakes that become a cautionary and guiding tale for those to avoid similar pitfalls as they</p>

	progress in their careers.					
3.26 What are the identified or potential weaknesses of the program?		<p>The past few years have been very challenging for the criminal justice arena. It is very important to keep “pulse” of the numerous changes in society that happen and are reported with exceptional speed by way of the internet and social media. New information needs to be verified before accepting it as true or accepting something as a new change in the criminal justice system. With instructors constantly attempting to improve their methods of instruction, making additions and subtractions to course content can become a daunting task.</p> <p>Consequently, an opportunity for growth in the digital forensics program lies in the ability to explore more course options. Currently the digital forensics program is weighted heavier towards the CIS program. As a future goal, more exploration will be given to decoupling the digital forensics program from CRJ for greater emphasis.</p>				
3.27 Did the review of program quality result in any actions or modifications? Please explain.		<p>The program wants to expand courses that involve leadership at supervisor levels, many offerings for ethical awareness that becomes policy for an agency. CRJ-101 will participate in a college-wide equity assessment project to improve student outcomes.</p> <p>As stated in the previous response, the faculty and administration will explore modification of the CRJ program to decouple it from the digital forensics program.</p>				
3.28 List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.						
More scenario training and communication with partner agencies will immediately improve the content of instruction and help build confidence in the student to apply their learned knowledge in the academy and field-training levels of certification.						
Performance and Equity						
CTE Program		Criminal Justice				
CIP Code		430107				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Unduplicated Headcount (XVGS FY17 - FY21)	78	53	38	51	36
	Duplicated Seatcount (in	817	797	880	887	786

	CRJ courses)					
Total Credit Hours (in CRJ courses)		2451	2391	2640	2661	2158
Seats by Modality	Face to Face	668	670	703	675	0
	Online/Async	149	127	177	212	572
	Synchronous	N/A				214
Number of Completers						
		FY17	FY18	FY19	FY20	FY21
Criminal Justice-AAS		25	12	17	17	20
CRJ Law Enforcement Certificate		5	1	1	(Withdrawn as of 05/2017)	
Other						
OVERALL COURSE SUCCESS RATE (A-C in CRJ courses excluding withdrawals)		87%	87%	83%	88%	87%
Success Rate by Modality	Face to Face	88%	89%	84%	88%	N/A
	Online/Async	86%	79%	80%	88%	86%
	Synchronous					87%
CTE Program		Digital Forensics				
CIP Code		111003				
Notes regarding this Digital Forensics data:						
The DF program is a mix of courses specific to the program and others from CIS which contribute to additional programs such as the CIS degree or the Cybersecurity certificate. For purposes of the analysis below, figures will be reported only for the 3 core courses for Digital Forensics: CIS-170: Introduction to Digital Forensics; CIS-171: Introduction to Cyber Crimes; CIS-271: Application Device Evidence Recovery. Headcount, seatcount and course success rates will then be approximations for students in the Digital Forensics program.						
		FY17	FY18	FY19	FY20	FY21
Unduplicated Headcount (XVGS FY17 - FY21, 3 core courses only)		41	42	57	42	59
Duplicated Seatcount (in 3 core	Total	51	62	65	56	58
	CIS-170	34	42	39	22	27

<i>courses only)</i>	CIS-171	12	18	21	28	24
	CIS-271	5	2	5	6	7
Total Credit Hours (<i>in 3 core courses only</i>)		141	168	174	140	150
Seats by Modality <i>(in 3 core courses only)</i>	Face to Face	51	62	65	56	0
	Online/Async	0	0	0	0	14
	Hybrid	0	0	0	0	11
	Synchronous	N/A				34
Number of Completers						
		FY17	FY18	FY19	FY20	FY21
Digital Forensics-AAS		3	4	4	4	4
Digital Forensics - VS <i>(obsolete as of 2019)</i>		1	0	3	2	1
Digital Forensics-BVS		(New as of 06/2019)			7	4
Other						
OVERALL COURSE SUCCESS RATE (A-C in CRJ courses excluding withdrawals)		96%	100%	97%	89%	93%
Success Rate by Modality	Face to Face	96%	100%	97%	89%	N/A
	Online/Async	N/A				93%
	Hybrid	N/A				90%
	Synchronous	N/A				94%
PE1. How does the data support the program goals? Elaborate.		ENROLLMENT CRIMINAL JUSTICE Since 2017, there has been a directly proportional decrease across all measured areas of enrollment of approximately 20%. There was a noticeable increase in Seats and Credit hour measures in 2020, however, in 2021 there was a noticeable drop-off in all areas of measure. This drop-off is most likely due to the unforeseeable impact of the COVID-19 pandemic. These trends seem to match the overall enrollment for Elgin Community College- especially during the time of 2020 to 2021. Increased enrollment is anticipated as we move past COVID-19 restrictions. The program benefits from mixed time and duration scheduling to fit the needs of most students that are actively in the workforce and need to fit schooling in and around work schedules. Enrollment numbers for the introductory courses tend to be steady and				

readily filled. They appeal both to students pursuing a credential within CRJ as well as those exploring the field or taking courses as electives. In general, courses that require a prerequisite tend to have a lower enrollment. Courses of this nature normally indicate a path toward specialization within the program.

DIGITAL FORENSICS

As discussed, the DF coursework is comingled with CIS students, so it is difficult to specifically isolate digital forensics students within the data. Overall in the core courses, enrollment is steady, with upper-level having the least amount of enrollment.

SUCCESS

CRIMINAL JUSTICE

For the five-year review period, course-level success rates (A-C excluding withdrawals) across the program tend to be either quite high (several approaching 100%) or somewhat lower (80-85%):

Courses with higher success rates appear to be consistent with those that are required for degree completion (such as CRJ-160: Criminal Justice Report Writing at 98% from 119 attempts) and suggest the student has committed toward furthering their studies in this field of interest. Courses with lower success rates tend to have higher numbers of enrollment and appear consistent with introductory or elective courses that are offered within the program. (i.e. CRJ 101- 80% from 1,424 attempts)

Success rates are highest for the face-to-face modality which was the primary modality prior to the pandemic (80% of attempts, FY17 - FY20). Rates have still been in good ranges for online Sync/Async. Most notably, accountability for students was observed as a challenge for predominantly online courses. After a year's experience, instructors developed many reasonable and comprehensible mechanisms to track attendance, participation, and student accountability for the given courses.

DIGITAL FORENSICS

Success rates for the core courses are consistently higher than average.

COMPLETION

CRIMINAL JUSTICE

The AAS awards averaged between 20-25 awards per year. The year 2018 was a possible low anomaly. The completion results appear to be consistent and beginning to show an upward trend in 2021. There is an expectation completion rates will continue to upward trend because of improvements and increased student familiarity with different modality options.

DIGITAL FORENSICS

AAS awards for digital forensics are highly specialized and limited awards. VS digital forensic awards, beginning in 2017, range from 1 to 3 awards

	over the period of 2017 -2021.
<p>PE2. What disaggregated data was reviewed?</p> <p>If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Through the expertise provided through Elgin Community College's Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (i.e. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course.</p> <p>Depending on programmatic need and interest, additional subgroups can be created and include more courses.</p>
<p>PE3. Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>ENROLLMENT</p> <p>CRIMINAL JUSTICE</p> <ul style="list-style-type: none"> • By race/ethnicity, the program's enrollment is primarily comprised of Latino and White students, comprising 49% and 38% respectively in FY20, which is very comparable to overall college enrollment. • Both Asian and Black students are the smallest groups, though the 8% Black students are slightly larger than the 5% at the college. Asian students are under-represented with 2% of the program compared to 8% at the college. • The proportion of men and women enrolled is close to 50/50, but was 48% female in FY20 whereas the college pattern has them slightly higher at 54% overall, putting CRJ men slightly over-represented in comparison. • The program is dominated by younger "traditional" college-aged students, under 23, 82% of students in FY20 (though this is slightly higher than previous averages in mid-to-upper 70s). This is in stark comparison to the college with just 57% under age 23 for the same year. • The next largest group, 17% age 23 to 39, suggests students with work experience and perhaps started a new career interest, or chose to enhance their skills at their current career. <p><i>Source, IR Program Review Pivot Tables, Table #4b Enrollee Profile)</i></p> <p>DIGITAL FORENSICS</p> <p>Enrollment in the 3 core Digital Forensics courses is skewed to White students (49%) and those between the ages of 23 and 29 (49%). Latino students are the next largest group at 27%. Women comprise 33% of the</p>

enrollment, which is lower than the college average.

SUCCESS

CRIMINAL JUSTICE

- Overall course success rate (grades A-C, excluding withdrawals) for CRJ is 86% for the five-year review period.
- The data appears to indicate a disparity for Race/Ethnicity with high-end measures for Asian students at 94% and low-end for Black/African-American students at 74%, though as noted above, both of these groups have small sample sizes.
 - Narrowing to Black/AA students specifically, there appears to be no difference between men and women (though slightly more women were enrolled);
 - Success tends to increase with age (under 23 is the lowest performing group); and
 - Students who are not Pell-eligible (meaning, better economic circumstances) perform at 97%, though are a much smaller proportion of this group (16%).
- Gender data appears equal with Female at 87% and Males at 86%.

DIGITAL FORENSICS

- CIS-170 has extremely high course success rates, with 2 race/ethnicity groups at 100% for the review period - Asian, Latino, and Other Groups. White students are at 94%. Black/African-American students are at 75% success for the course, though they are a very small proportion of its enrollment. Still, this success rate exceeds those for Black/AA students in other CTE courses and the division overall.
- Women in the core courses and CIS-170 in particular score very high and only a few points above the men - 98% in CIS-170 compared to 95%. This performance far exceeds success outcomes for women in the division and other CTE courses.
- There is very little success difference between age groups, though the small proportion of those age 50 and older have the lowest performance of 85%.

COMPLETION

CRIMINAL JUSTICE

It is important to note that students within CRJ may be on different paths, with only some aiming to complete the AAS degree. Some may enroll in program courses but pursue the AA transfer degree, and others may be taking specific courses for employment purposes without a credential as a goal. Completion data reported in the table above and discussed here reflects only those earning the AAS degree.

	<p>With this in mind, Latino students are earning the AAS degree in lower proportion, representing 30% of graduates but 49% of enrollment, whereas it is somewhat reversed for White students with 55% of completers and 38% of enrollment. Black students are 10% of completers, slightly higher than 8% of enrollment.</p> <p>The gaps widen by gender with women representing 48% of enrollment and 36% of completers. The youngest students dominate the enrollment, 82% are under age 23, but only 39% of completers are that young. The largest proportion of those earning the degree are age 23 - 29.</p> <p>From this graduation data, it is difficult to draw firm conclusions about success for these subgroups. It is not clear if smaller proportions are related to lower retention or success, or rather due to them pursuing a different path, such as an AA transfer degree or elective course credits.</p> <p>DIGITAL FORENSICS</p> <p>Asian and Black students are proportionally represented in program completers as with enrollment, though they enroll in very small numbers. Latino students seem less likely to complete compared to their enrollment, whereas White students represent a higher proportion of completers than their enrollment.</p>
<p>PE4. What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>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.</p> <p>As mentioned earlier, CRJ-101 has been invited to participate in the Fall 2022 Assessment Cohort as part of the Advancing Equity through the Assessment of Student Learning quality initiative. As the program's highest enrolled course, faculty will explore gaps and devise strategies to measure and improve student learning outcomes.</p> <p>Within the program at large, instructors are expected to monitor, communicate, and evaluate student performance throughout the course. Equity for all current and potential students is a premise the administrators and instructors in CRJ believe is of the greatest importance. Quality instruction is important, but without equality and diversity in mind, there is a failure in the commitment to the students. When needed, instructors will refer students to the Academic Advisors through the Spartan Alert system if their own personal interventions did not result in improved outcomes.</p> <p>Based on age data as well as varying success by types of courses, the</p>

	program may explore different strategies for early students exploring the field versus older, more focused students who are perhaps changing careers or trying to enhance their career goals and specific employment opportunities.
PE5. Are the students served in this program representative of the total student population? Please explain.	<p>CRIMINAL JUSTICE Asian and African American students are under-represented, while White and Hispanic / Latino show the highest representation. Men slightly outnumber women which is the opposite pattern of the college. The program enrolls a higher proportion of younger students than the college overall.</p> <p>DIGITAL FORENSICS As smaller enrolled groups, Asian and Black/African-American students in Digital Forensics approximate their proportion of the overall student population in FY20. Latino students are underrepresented - 27% of enrollment in the program versus 45% at the college and White students are overrepresented, 49% of the program and 38% at the college.</p> <p>Women are underrepresented in Digital Forensics. The traditional college-age students (17-22) are underrepresented, 9% of program enrollment compared to 55% at the college.</p>
PE6. Are the students served in this program representative of the district population? Please explain.	See above.
Review Results	
Action	<p>x Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
Summary Rationale R1. Please provide a brief rationale for the chosen action.	<p>There are always improvements that can be made especially with the constant flow of information that occurs in society and from the global view. The CRJ program is tethered to foundational theory and scholarly insight from scholars and reformers from the past. There will always be a need to find the best ethical methods to provide service to the community and education is a crucial step to obtaining these goals. Building a foundation that is predicated on ethical and fair service will survive the unforeseeable demands of our future - but it needs to be taught and practiced in the present.</p> <p>The program intends to review and strengthen current curriculum, including the consideration of new courses.</p>

<p>Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Explore opportunities to provide education and training opportunities for students and municipal law enforcement agencies in D509 through use of a Virtual Training Simulator.</p> <p><u>Timeline:</u> FY23-FY25 <u>Person(s) Responsible:</u> CRJ-200: Police Operations, a low enrolled course, will be aligned with the simulator, and will require additional faculty training. The simulator will be located at ECC's Center for Emergency Services (CES) in Burlington, and will include a partnership between the ECC police and the Sr. Director of Academic Programming and Public Safety at the CES.</p> <p><u>Person(s) Responsible:</u> CRJ Instructional Coordinator for course objective updates, CRJ Faculty, SBCT Division Administration, Elgin Community College Police Department, Sr. Director of Academic Programming and Public Safety, and Elgin Community College's Curriculum office.</p> <p>Complete review of all courses in CRJ to update learning material and make sure learning objectives, outcomes and course descriptions are in alignment.</p> <p><u>Timeline:</u> FY23-FY24 <u>Person(s) Responsible:</u> CRJ Instructional Coordinator, CRJ Faculty and SBCT Administration</p> <p>Begin the process to add new courses to the curriculum (Leadership, Ethical Management) and present to curriculum committee</p> <p><u>Timeline:</u> FY24 <u>Person(s) Responsible:</u> CRJ Instructional Coordinator, CRJ Faculty, SBCT Administration, and Elgin Community College Curriculum office.</p> <p>Partner with Elgin Community College's College Transfer and School Partnerships (CTSP) Division to increase dual credit enrollment with specific emphasis on attracting racially minoritized students to the program.</p> <p><u>Timeline:</u> FY23-FY25 <u>Person(s) Responsible:</u> CRJ Instructional Coordinator, CRJ Faculty, SBCT Division, and CTSP Division</p> <p>Faculty will take the lead in the Assessment Cohort and partnerships with Assessment, CETL, and Institutional Research to address equity gaps in CRJ 101 course.</p> <p><u>Timeline:</u> FY23-FY25 <u>Person(s) Responsible:</u> Dr. Todd Ramljak, CRJ Instructor and course</p>
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	<p>assessment lead instructor, CRJ Faculty, SBCT Division administrators, and CETAL office.</p> <p>SBCT Administration and CRJ Faculty will explore decoupling Digital Forensics from the CRJ program and consider aligning it with the CYBER certificate in the CIS department, as the majority of the courses are CIS-prefixed courses.</p> <p><u>Timeline:</u> FY23-FY25</p> <p><u>Person(s) Responsible:</u> CRJ faculty, SBCT Administration, and Curriculum office.</p> <p>Reconvene department meetings to review program assessment as stated in section 3.19.</p> <p><u>Timeline:</u> FY23-FY27</p> <p><u>Person(s) Responsible:</u> Facilitated by Instructional Coordinator for the program</p> <p>Explore opportunity to partner with Kane County Coroner's Office to offer an introductory course to expose students to medical examiner and coroner professions in law enforcement</p> <p><u>Timeline:</u> FY24-FY27</p> <p><u>Person(s) Responsible:</u> Joint effort between faculty, division administration, and external partners, e.g., local medical examiner</p>
<p>Program Objectives</p> <p>R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The program will look for recruitment ideas to bring more interested students into the program. The program will also continue to incorporate current topics such as racial disparities in policing practices. A proactive approach to cultural competency within the program will help the labor market make positive improvements with racial equity hiring, training, retention and advancement in the workplace.</p>
<p>Performance and Equity</p> <p>R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>There is a continual evaluation of current instructional content and future course considerations that are constructed to meet the needs of ever-evolving social awareness. Scrutinizing current material and instructional methods is part of an outlook that includes fortifying instruction that stresses responsible leadership and diversity mindfulness.</p> <p>CRJ-101 will participate in the college's 2-year Assessment Cohort project designed to reduce equity gaps. It is expected that what is learned within the cohort will be shared within the department for programmatic impact.</p>
<p>Resources Needed</p> <p>R5.</p>	<p>The division dean and associate dean provide support where needed to the faculty driving the desired changes.</p>

Responsibility R6. Who is responsible for completing or implementing the modifications?	Initiatives will be led by the Instructional Coordinator. However, a collaborative approach is best. Reviewing the course objectives and learning objectives of each course is paramount. It can be a daunting task, but it can be accomplished if all instructors can take ownership of the courses they commonly instruct and make self-assessments a part of the instructing process.
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Career & Technical Education				
College Name:		Elgin Community College		
Academic Years Reviewed:		2017 - 2022		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Massage Therapy	VS	38.5	513501	N/A
<p>Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.</p>				
Program Objectives P1. What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Program-Level Learning Outcomes: Upon completion of the program, students will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge and skills necessary to function as a licensed massage therapist in today's healthcare environment. 2. Practice effective, safe and hygienic techniques for the client and him/herself. 3. Apply knowledge of principles, indications and contraindications of massage therapy techniques. 4. Demonstrate proficiency in problem-solving and critical thinking skills by modifying and adapting procedures and techniques to accommodate the client's condition and other variables. 5. Collect, document and analyze written, verbal and observed data to create a client treatment plan of care. 6. Demonstrate effective oral and written communication skills with clients and health care providers. 7. Demonstrate effective use of body language. 8. Perform comprehensive client assessment. 9. Document client care in a manner that meets state, federal and regulatory agency guidelines. 10. Demonstrate professional behaviors as outlined by the Principles of Ethics for Massage Therapists from the American Massage Therapy Association (AMTA). 11. Apply concepts of multicultural awareness in professional behavior in the therapeutic environment. 12. First time pass rates of graduates on the Massage & Bodywork Licensing Examination (MBLEx) will be 		

	<p>consistent with or above the national passing rates each year of the exam, with a minimum pass rate of 75%.</p> <p>13. Demonstrate awareness of research literature and technology usage that provide tools necessary to become lifelong learners.</p> <p>Upon completion of the program, graduates are eligible to take the MBLEx licensing exam to become a licensed massage therapist and work in a variety of clinical and therapeutic settings.</p> <p>The program also will provide required ongoing professional development opportunities for practicing massage therapists.</p>
<p>P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>The program provides students the opportunity to master the outcomes and most students completely meet them. When students do not meet expectations and fail a course, they have an opportunity to retake a course to master the relevant knowledge and skill. Assessment methods are both formative and summative, and include exams, projects, written discussions, skill demonstrations and rubrics. The program collects and analyzes data regarding completion, licensure, and placement in accordance with its specialized accreditor.</p> <p>Beyond program completion, effectiveness is also demonstrated through the MBLEx licensure exam pass rate, employment rate, graduate program completion surveys, and employer surveys.</p>
<p>Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Market, recruit and enroll qualified students in the Massage Therapy program.</p> <p><u>Status:</u> Complete</p> <p>Comments:</p> <ul style="list-style-type: none"> • Attended Campus Jam, 8/18/17; U46 Career Fair 10/14/17; Experience ECC 4/13/18 and Dundee-Crown Career Fair 2/22/18 • Worked with area employers to promote Elgin Community College's (ECC) MAS program to their front-desk staff. • The Marketing dept at Elgin Community College has highlighted the MAS program resulting in increased enrollment in MAS-100. • Until the pandemic, receiving notice, invitations and attendance at area events was increasing. Students do not generally report that they found Elgin Community College's massage therapy program through those events but staying visible in the community when possible is still a focus. • Over the last several years, some students have been referred to the massage therapy program from area employers when

	<p>front-desk staff are looking for a career path. This has been a successful strategy and one to continue.</p> <p>Earn re-accreditation from the Commission on Massage Therapy Accreditation (COMTA) for 7 years.</p> <p><u>Status:</u> Complete</p> <ul style="list-style-type: none"> • MAS program re-accredited for 7 years. • The current accreditation period will be up for renewal in 2024. <p>Revise assessments in MAS-215, MAS-230, MAS-235, and MAS- 250 based on findings in the COMTA self-study report.</p> <p><u>Status:</u> In progress</p> <ul style="list-style-type: none"> • MAS-215 and MAS-230 revised • Additional MAS courses reviewed in FY19 • Midterm and final assessments in advanced technique courses were revised in the past several years and now include improved hands-on evaluations. <p>Additional accomplishments not related to FY17 goals:</p> <ul style="list-style-type: none"> • Professional Development CEU for practicing massage therapists was transitioned back to the massage therapy department from the community education department. State and nationally approved continuing education courses were developed and scheduled to be offered in 2020, but were canceled due to the pandemic. The program is planning to re-institute these when it is safe to do so. • The massage therapy program incorporated instruction in electronic charting methods and converted the student massage therapy on campus clinic to electronic charting to align with current professional practices.
<p>Review Team</p> <p>P4. Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Lurana Bain, Program Director, instructor, lead author.</p>

<p>Stakeholder Engagement</p> <p>P5. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Tanya Ternes, Institutional Research, assisted with how to access and interpret compiled data.</p> <p>Dr. Wendy Miller, Dean, provided cost information and review of documents.</p> <p>Renee Skrabacz, Associate Dean, review of documents.</p>
<p align="center">CTE Program Review Analysis</p> <p>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.</p>	
<p>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.</p>	<p>Similar to other Health Professions programs at the college, admissions are selective for Massage Therapy. Students must complete MAS-100: Introduction to Massage Therapy with a 75% or better and score a 68% or better on the written final exam. These requirements are currently sufficient.</p> <p>MAS-100 is in place to introduce learners to the type and level of learning that will take place in the actual massage therapy program. This prerequisite requires students to perform at a certain level in order to demonstrate the ability to succeed in the program in a fast-paced learning environment. It provides a realistic preview of the coursework and the profession.</p>
<p>A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Vocational Specialist certificate is 38.5 credit hours.</p> <p>The massage therapy license in Illinois allows licensed massage therapists to be autonomous health practitioners within their scope of practice. It is imperative that graduates possess a high level of knowledge and skill which is achieved through a comprehensive course of study including theory, anatomy, physiology, pathology, technique, and clinical skill and practice. In order to achieve this and maintain a high licensing exam pass rate and post graduate employment rate, it is necessary for the certificate to be greater than 30 hours.</p> <p>Elgin Community College's course offerings for massage therapy are more developed and rigorous than other colleges. One of the program's strengths is the amount of lab and clinical practice students receive. Elgin Community College's massage therapy program is also one of only two community colleges that are accredited by the specialty accreditor COMTA.</p>
<p>Indicator 1: Need</p>	<p align="center">Response</p>

<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>Labor market demand for licensed massage therapists is extremely high. Data from EMSI reporting tools suggest regional growth is approximately 20%; BLS predicts stronger growth at 32% from 2020-2030. Patients and the medical establishment continue to embrace the perspective that touch and non-pharmaceutical options for illness and injuries are appropriate and effective means to support recovery and health.</p> <p>Earnings vary largely depending on work setting, number of hours worked, level of experience and type of employment (employee, independent contractor or self-employed). EMSI reports median hourly wage is \$23.08 per hour and \$48,000 per year.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>This industry has been and continues to be in a growth phase. The impact of COVID-19 has caused an even bigger increase. Much of the public is realizing the importance of and experiencing the lack of touch as a result of COVID-19. Many therapists reaching retirement age chose to retire during the pandemic which is also increasing the need for new therapists.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>The program director uses information provided by area employers via email, phone and PAC. Reports from EMSI can be produced quarterly from the Curriculum office.</p>
<p>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?)</p>	<p>This continues to be a challenge. The program has space to accommodate and graduate at least twice the number of students. The director keeps in contact with area employers, attends local career fairs, keeps active profiles on the massage therapy professional organization websites, and answers all personal inquiries made by prospective students.</p> <p>The massage therapy department would very much like to have MAS-100: Introduction to Massage Therapy, offered as dual credit for high school seniors with the potential of accelerating their acceptance into the program and starting some first semester courses before high school graduation. This will be further discussed later in this report.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>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.</p> <p>Within MAS, the program administrator and faculty stay up-to-date on instructional topics through their professional development as well as with employers and the advisory committee. The need for changes is evaluated with this group which includes study of</p>

	relevant medical research and accreditation standards.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The program is interested in dual-credit/early credit opportunities for high school students, as well as increased marketing support for enrollment to support demand for the occupation.
Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: 2a. Costs to the institution associated with this program 2b. How costs compare to other similar programs on campus 2c. How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	<p>The primary costs for the Massage Therapy program are as follows: salaries and benefits, contractual services (laundry), instructional and office supplies, printing, publications and dues, and meeting/conference expenses, which include annual accreditation fees.</p> <p>The costs for the Massage Therapy program are lower than most other health professions programs, due to the use of adjunct faculty to teach classes and labs with relatively low technology requirements.</p> <p>The Massage Therapy program is covered by the Ed Fund and relies on revenue from tuition and fees.</p> <p>There has not been a need to use Perkins Grant funding to support the Massage Therapy program.</p>
2.2 What are the findings of the cost-effectiveness analysis?	<p>There is no need for additional resources beyond the cost of maintaining continuing accreditation.</p> <p>The Massage Therapy program budget has remained relatively stable over the course of the last five years. The COVID-19 pandemic created some cost shifting in salary and supply lines that are expected to stabilize as more instruction is brought back on campus.</p> <p>The Massage Therapy program director monitors the program budget each year and is careful not to exceed approved funding. Expenses are largely driven by program enrollment, which is also closely tracked.</p> <p>The Massage Therapy program is operating well within its budget and has been proactive in its recruitment efforts to promote student interest in this high-demand field.</p>
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A

<p>2.4a How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>2.4b How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>For the entire program, student costs are approximately \$8,000-\$8,500. The program also tries to keep textbooks costs low. Financial aid is available to those that qualify. Two scholarships exist for massage therapy students exclusively. Over the past two or three years, the program has also been extremely fortunate to receive private donations of some massage tables. If a student does not have the means to purchase a massage table for their practice at home, these private donors have provided them as gifts.</p> <p>When assessing this cost against other schools' costs, Elgin Community College is about half the cost of private massage therapy schools.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>It is currently cost effective. Operating costs are low. All faculty are adjunct. Boosting enrollment could bring additional cost efficiency.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>COVID-19 issues have led to the program's interest in becoming a distance education provider of massage therapy instruction. There is a one-time fee of \$1,500 associated with earning this approval through COMTA, the accrediting agency.</p>
Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>All coursework in the massage therapy program is currently required to be offered in the traditional face-to-face format. During the pandemic, all lecture-based courses were temporarily taught online as allowed only by an emergency variance from the Illinois Department of Financial and Professional Regulation (IDFPR) office. Technique and clinical classes still were offered in-person. Overall, success rates for the transition year of FY21 were slightly lower than in the past, but it is reasonable to conclude that substantial factors were at play beyond just mode of instruction.</p> <p>The program may pursue approval from COMTA to offer a portion of the instruction in an online format moving forward. Students have always shown some interest in this modality for its flexibility. The program director completed graduate study on online instruction in the summer of 2019 in hopes of preparing for some online or hybrid instruction when approval can be granted from the relevant bodies.</p> <p>The current program structure and schedule are based on observed trends over the past 10 years and program delivery has been streamlined to the extent possible. While the evening program was eliminated due to low enrollment, it could be offered again if there</p>

	<p>was enough interest.</p> <p>Prior to 2020, instructional technologies were primarily focused on D2L gradebook and supportive instructional materials. Since then, the program has developed more sophisticated content and instructional tools over the past two years that will continue to be used to enhance the face-to-face experience.</p>
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	<p>The program discusses equity often. The admission criteria and procedures have changed over the past five years to increase equitable practices. Faculty look for ways to accommodate student needs like providing Chromebooks in class, teaching charting on iPads so students are equipped to enter the workplace understanding technology, and offering class material in multiple ways to promote success.</p> <p>During the COVID-19 pandemic, faculty collaborated to create instructional content to support all learners such as discussion boards, worksheets, video content, module-based lessons and support through text messages. As a result, the program will continue to use videos to support students' live instruction so they can review techniques multiple times or away from the classroom.</p> <p>Recently, oral history presentations were implemented for students to research their cultural beliefs with respect to wellness. Students were given freedom in their method of delivering the presentations to meet their level of comfort. This supported the development of culturally competent care and allowed students to learn from each other.</p>
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	<p>No, the Massage Therapy program is not an approved Program of Study for Perkins V.</p>
3.4 Does this program meet the definition of a career pathway program ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior	<p>The Massage Therapy program does not yet meet all criteria of a career pathway program.</p> <p>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved: Met.</p> <p>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:</p>

<p>learning assessment, dual credit, support services, career services).</p> <p>If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Partially, met. Options not yet in place for high school students to begin.</p> <p>C) Includes counseling to support an individual in achieving the individual's education and career goals: Met. Elgin Community College's support departments are available to all students including massage therapy students.</p> <p>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁵ and training for a specific occupation or occupational cluster: Met. The massage therapy program prepares students to become licensed massage therapists with supervised practice in clinical settings.</p> <p>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: Partially met. The program is offered full and part-time with start dates twice a year and flexible completion options. Accelerated options are not available.</p> <p>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential: Not met. The program does not offer stackable portions of the VS certificate. High school students do not currently have options to begin prior to earning their diploma.</p> <p>G) Helps an individual enter or advance within a specific occupation or occupational cluster: Met. This program prepares a graduate to become a licensed massage therapist. The program will also offer the opportunity to earn continuing education credits for practicing therapists.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The department found that students utilize recorded demonstrations and lectures while studying at home. The department continues to provide access to these materials even after having returned to providing instruction face-to-face.</p> <p>As mentioned above in #3.2, a new project has students research their cultural beliefs with respect to wellness.</p>

<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Such options are not currently in place, although the program is open to these possibilities. For example, the program is very interested in offering MAS-100 and possibly some other first semester courses to high school seniors. A model was created to offer this program on Elgin Community College's campus with direct access to program acceptance at graduation to complete in 2 - 3 additional semesters.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The massage therapy program offers an on-campus clinic for students to practice skills in a simulated and supported work environment. This is a required component for accreditation. If the department was larger, this could be expanded in ways to practice with other populations or environments.</p> <p>All massage therapy students have student memberships with American Massage Therapy Association (AMTA) and Associated Bodywork & Massage Professionals (ABMP) while enrolled in the massage therapy program. AMTA has a local chapter and students are encouraged to become involved while still in school.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>It is not required, though such accreditation is highly desirable to promote a quality educational program. The college's massage program has held COMTA accreditation since 2007.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Graduates attain a college certificate, test for licensure with the MBLEx exam, and then are licensed massage therapists in the state of Illinois. Board certification is available to graduates who meet advanced criteria post-graduation.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Not applicable.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Graduates who want to apply for an Illinois state license must pass the MBLEx exam along with other criteria. The exam is offered by an independent agency. The massage therapy program's licensing exam pass rate has been approximately 90% overall for the 5-year review period.</p> <p>2017 - 8 students, 100% pass rate 2018 - 8 students, 100% pass rate 2019 - 9 students, 89% pass rate 2020 - 4 students, 50% pass rate 2021 - 8 students, 88% pass rate</p>

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more employers have come into the area, the program director visits them when possible as well as continuing relationships with long existing area employers. Employers are invited to the program advisory committee as space allows.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equity and inclusion were heavily focused on in the program director's graduate study, particularly how culture and context affect adult learning.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	<p>There are various and plentiful professional development opportunities for faculty (regardless of full-time or part-time status) at the college, many of which switched to a remote format after Spring 2020. The faculty contract allows for professional development funds, and includes part-time faculty. Faculty may choose to attend conferences in their discipline. The college offers in-house training on various subjects through the office of Professional and Organizational Development and the Center for Enhancement of Teaching and Learning (CETL).</p> <p>Within the massage therapy program, all faculty are adjunct. They are supported and/or paired with a seasoned faculty member as needed or requested. Examples include CETL courses, distance education courses, industry conferences, industry webinars and other professional development provided by independent vendors. Faculty attend professional development in their discipline and in educational practices each year as required by the accreditor.</p> <p>Professional memberships include American Massage Therapy Association (AMTA), Associated Bodywork and Massage Professionals (ABMP), and the Massage Therapy Foundation. The director and faculty are involved with these organizations, as well as COMTA, not only to serve their profession but to gain invaluable skills and insights:</p> <ul style="list-style-type: none"> • The program director, Lurana Bain, was elected as a Commissioner for the massage therapy accrediting agency, COMTA, 2018 - 2022. • Director Bain has served on the Policy and Procedure committee (since 2019) and the Justice, Equity, Diversity and Inclusion committee (since 2021) for COMTA. • Director Bain, and faculty Natalie Pendergrass have been

	<p>serving on the Education Committee for the Massage Therapy Foundation, a massage therapy research organization, since 2021.</p> <ul style="list-style-type: none"> • Director Bain serves on the Student Case Report Contest committee for the Massage Therapy Foundation. • Director Bain was a contributor in 2020 for the COVID-19 Related Recommendations for Massage Therapy and Bodywork Educators compiled by the Alliance for Massage Therapy Education (AFMTE) COVID-19 Task Force. <p>Professional development can always be helpful for faculty who are experts in their discipline but in most cases not trained educators. There is a great benefit to provide access to courses that strengthen their teaching, including but not limited to adult teaching, adult learning theories, creating assessments, designing courses and lessons, evaluating their practices for effectiveness, and researching new practices and ideas in adult education.</p>
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	<p>Increased offerings are now available from the college regarding topics of Equity, Diversity and Inclusion (EDI). Refer to Appendices A and B for example listings.</p> <p>Within this program, the program director is part of the Justice, Equity, Diversity and Inclusion committee for the program accreditor COMTA. She participates and presents in collaborative calls quarterly. Information gained from those calls are shared with the faculty. She also completed a day-long diversity workshop through COMTA in the Spring of 2022, which was also shared with faculty.</p>
3.17 What is the status of the current technology and equipment used for this program?	<p>The program moved into the brand-new health professions building ten years ago. At that time, the program acquired all new electric massage tables. There may be some need in the future for repair or replacement of the equipment.</p> <p>Digital technology is currently sufficient. Students use iPads for electronic charting in the clinic to mimic industry practices. Chromebooks are shared with the dental assisting and PTA programs for in-class use and activities.</p>
3.18 What assessment methods are used to ensure student success?	<p>The program assesses students in all 16 required courses through a variety of methods - quizzing, testing, discussion board participation, hands on skill evaluations, paper writing, and projects.</p>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>Results are shared with our accreditor via annual reports and self-study reports, and with the program advisory committee. Results are typically not shared beyond the program or division.</p>

<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning?</p> <p>How do you use the information gained from the assessment to improve your program and students learning?</p>	<p>The last significant revision to the program curriculum was completed in 2016-2017. At that time, course descriptions and outlines were updated. The program incorporated instruction in electronic charting methods and converted the student massage therapy on campus clinic to electronic charting to align with current professional practices.</p> <p>More generally, the course assessment process has been updated to more appropriately match the assessment method to the knowledge or skill to be demonstrated.</p> <p>The program has regular meetings to discuss student success and completion with faculty. Discussing student issues or struggles is a standing item on the agenda. If a trend is found, the group will discuss and determine as a group what action needs to take place. Examples of solutions could be recommending tutoring or wellness services, examining the course for revision of curriculum, and looking at assessments and their validity.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>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 the instruction process, though this data is only provided to each individual faculty.</p> <p>The massage therapy program also administers a completion survey to students. Overall, students feel prepared for massage therapy careers. Based on data from the CT graduate follow up survey in the various areas of preparation for employment, respondents reported that they were between 79% (somewhat) and 90% (very) satisfied.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory committee plays a role in attending meetings and acting as advisors or sounding boards as needed throughout the rest of the year. They provide information on workplace and industry practices, employer's needs, therapist knowledge or skills gaps, and their view of program effectiveness.</p> <p>The committee functions well without significant need for improvement. If enrollment was greater, the program would be better positioned to supply employers with more candidates to fill job openings.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>See response above. The advisory committee is primarily composed of employers. Employers frequently contact the director with job opportunities, both locally and nationally. Most recently there have been requests from Arizona, Iowa and Wisconsin. Students may not volunteer their services until they are licensed. However, they may volunteer if a faculty (who is paid) is directly</p>

	overseeing them on site.
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>Overall, employers are satisfied and Elgin Community College's graduates are well respected in the massage therapy community. From the advisory committee and through the relationships held by the program director and faculty, graduates' level of knowledge and skill is more than satisfactory. Areas mentioned for improvement include: communication, professionalism, and reliability/punctuality.</p>
<p>3.25 What are the program's strengths?</p>	<p>The massage therapy program is well respected in the community and by its graduates. The program has been in existence for 20 years and maintains a comprehensive curriculum that exceeds state minimums. Students learn from faculty who are practicing professionals and passionate about their work. All program employees seek additional education and knowledge to continue improving what they bring to the classroom.</p> <p>As noted elsewhere in this report, the Director serves on the Board of Commissioners for COMTA. That role as well as previously serving an on-site team leader for initial and renewal accreditation visits has given the director vast experience in compliance and maintenance of program accreditation.</p> <p>Director Bain has authored textbook material, strengthening her experience and expertise with curriculum design and development as well as putting current pedagogical concepts into practice:</p> <p>Teaching curriculum and instructional support material for The Trail Guide to the Body</p> <p>Instructional support material for The Trail Guide to Movement</p> <p>Instructional support material for an anatomy and physiology text for manual therapists for the publisher, Books of Discovery.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The challenge is always program enrollment. The program has the capacity to admit many more students. The region is experiencing an extreme shortage of therapists and the occupation is predicted to grow 32% in the coming years.</p> <p>All faculty (besides the director) are adjunct. Staffing can be challenging as Elgin Community College is not the only job adjuncts have. As faculty have retired or are preparing to retire, there will be challenges in finding high quality instructors with time in their schedule for teaching.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The program will seek approval to offer hybrid instruction and will explore opportunities to provide enrollment options for high school students. Growing enrollment is a contributing factor for these initiatives.</p>

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

There are no huge barriers to implementing the program. Finding high quality faculty will be an ongoing challenge as some faculty have retired and some are approaching retirement.

Students who start the program are completing in acceptable numbers. However, the number of students starting in the program are not. This program has the capacity to enroll and complete three times as many students annually. Barriers are mostly awareness of the profession and job opportunities, and the process to enter the industry. Admission policies at Elgin Community College can be cumbersome and frustrating for students when compared to the easy and streamlined admissions procedures offered by private massage therapy 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. Each year may represent a cohort.

CTE Program		Massage Therapy				
CIP Code		513501				
		FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	Unduplicated Headcount (XVGS)	47	11	16	9	7
	Duplicated Seat count	232	161	198	190	123
Credit Hours Generated		500	360	455	444	279
Seats by Modality	Face to Face	232	161	198	190	10
	Hybrid	0	0	0	0	38
	Async/Online	0	0	0	0	20
	Synchronous					55
Number of Completers						
		FY17	FY18	FY19	FY20	FY21
Number of Completers VS Massage Therapy		12	9	7	10	4
Other						
OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals		96%	92%	93%	97%	91%
Success by Modality	Face to Face	96%	92%	93%	97%	90%
	Hybrid					89%
	Async/Online					80%
	Synchronous					80%

<p>PE1. How does the data support the program goals? Elaborate.</p>	<p>ENROLLMENT</p> <p>The pandemic affected enrollment and completion of a hands-on profession. Starting in FY20, program offerings were consolidated to offer less sections each year in order to increase enrollment per section. Trends are similar to Elgin Community College overall - declining enrollment from 2017.</p> <p>Because it is exploratory in nature, MAS-100 will have the largest enrollment. Not all students who take the course become eligible or choose to apply to the massage therapy program.</p> <p>Although historically declining, enrollment can increase with college support. Many of the competitors have closed or moved. Demand for therapists is at an all-time high with a severe lack of therapists in the job market, as well as record growth predicted in the industry.</p> <p>SUCCESS</p> <p>Overall course success rates are stable, without much variation between them. The department average has been above 90% with a range of 88% to 100% for the 5-year review period. This success is expected. Students select this program to train for a specific career within a specified time frame. Once admitted, they are successful in their studies.</p> <p>The courses with the lowest level of success are the prerequisite and first semester courses where students are still determining their fit. The foundational courses are generally where students will struggle if they are not prepared. After students have successfully completed the first semester, academically and technically they should be able to be successful in the later semesters.</p> <p>COMPLETION</p> <p>Completions in the review period have fluctuated between 4 and 12 annually. It is noted that more students are opting for the part-time program, particularly since FY19, which will delay completion as compared to the enrollment figures at the entry point.</p>
<p>PE2. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p>	<p>Through the expertise provided through Elgin Community College's Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (i.e. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course.</p>

<p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Depending on programmatic need and interest, additional subgroups can be created and include more courses.</p>
<p>PE3. Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>Reviewing the equity disaggregation output was not surprising. The program is diverse and with small n-sizes, disaggregated groups can make success metrics more variable. However, within the massage therapy program, course success shows a much smaller distribution between the highest performing race/ethnicity group (White, 97%) and the lowest (Black/AA, 90%). Success also generally increases with age. In comparison to their proportionate enrollment, white students and older students seem slightly more likely to graduate. Pell status and gender do not seem to have a large effect.</p> <p>There was a dip in success for students with disabilities (87% compared to 96%) but this group was still mostly high. The massage therapy program moves quickly academically and requires a high level of dexterity and physical stamina. It is not surprising that some students with disabilities might have challenges in the massage program.</p> <p>There does appear to be a gap in Latino students' completion of the massage therapy program. It has been noted in the classroom that Latino students are more likely to have time and financial responsibilities to their home. School and studies often need to be their second priority. The part-time program offers some flexibility with part-time coursework. However, especially with pandemic complications, this may not be enough to assist. Whereas other programs noted gaps in modalities for remote teaching/learning, the massage students returned to the classroom quite quickly during the pandemic due to accreditation requirements and the nature of the hands-on instruction.</p>
<p>PE4. What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>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.</p> <p>The massage therapy program is small and students receive individualized attention. This size lets a core set of faculty get to</p>

	<p>know their students personally and support them as needed. Whether a student needs disability accommodations, tutoring, additional instruction or lab time, wellness services, or other supports/resources, faculty may refer students to the director who can assist in direction or faculty refer directly. The program currently attracts a diverse range of students. Encouraging faculty to take EDI professional development will help to meet all students' needs and understand their perspectives.</p> <p>Another support could be tutoring, though because of the content, there is a specialized need that is not currently supported in the Tutoring Center. Were enrollment to increase, having a department tutor or lab assistant could be helpful to students that are struggling. The program director is certainly open to other suggestions the tutoring or disabilities services offices could offer.</p>
PE5. Are the students served in this program representative of the total student population? Please explain.	<p>For gender, the variance is representative of the industry. Massage therapy nationally is about 75% female.</p> <p>Race and ethnicity do not completely mirror the college, but is close. The program is still slightly over-represented with white students (48% FY17 - FY21) and under-represented on Latino students (38%). The program enrolls fewer than 4 Black/African-American or Asian students per year, though these groups are each less than 10% of the college population.</p> <p>For age, massage therapy students tend to be a bit older which also fits with the expectation nationally in the industry. Massage therapy is typically a second career or career that is pursued after traditional college age. 30% of enrolled students were over the age of 30 for the review period. 39% were the "traditional" college age of 17 - 22 compared to 55% for the college.</p>
PE6. Are the students served in this program representative of the district population? Please explain.	See above.
Review Results	
Action	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>

Summary Rationale R1. Please provide a brief rationale for the chosen action.	The massage therapy program is current, teaches relevant content, and prepares students well for an in-demand field. As industry standards or guidelines change, the program will adapt as needed. Most recent COMTA re-accreditation has provided guidance for follow-up activities for the 7-year period.
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>Pursue COMTA approval of distance education to offer hybrid courses <u>Timeline:</u> completion and approval Spring 2024</p> <p>Complete curriculum mapping process to ensure skills and knowledge taught and assessed appropriately <u>Timeline:</u> completion Fall 2023</p> <p>Encourage EDI professional development opportunities to faculty when completing required continuing education <u>Timeline:</u> ongoing throughout next review period</p> <p>Market, recruit, and enroll qualified students in the massage therapy program:</p> <ul style="list-style-type: none"> • Attend career fairs and partner with area employers • Promote MAS-100 as an exploratory opportunity to college students through the various departments, on-campus events and student clinics • Seek opportunities for dual credit <p><u>Timeline:</u> ongoing throughout next review period</p>
Program Objectives R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?	Because the program is externally accredited, progress towards objectives, goals and targets receive focused attention. The program is serving the current students very well. Attention needs to be paid to the recruitment pipeline to best serve the employment needs of the community.
Performance and Equity R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<ul style="list-style-type: none"> • Professional development to meet the needs of a broad array of students. • Increased marketing efforts may draw in a more diverse student body. • Expansion to hybrid instruction may make the class schedule more flexible to foster new enrollments and promote retention and completion.

Resources Needed R5.	Space and equipment for the program are more than adequate. The largest request for resources is to implement and continue digital marketing campaigns, which need to be ongoing to continue to bring this career to the mind of prospective students, job changers, and job seekers.
Responsibility R6. Who is responsible for completing or implementing the modifications?	Program Director, Lurana Bain, with support as needed from program faculty and division administration.

Career & Technical Education				
College Name:		Elgin Community College		
Academic Years Reviewed:		2017 - 2022		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Paralegal	BVS	24	220302	N/A
Program Objectives P1. What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Paralegal education at Elgin Community College includes the study of major areas of law. Courses emphasize hands-on, practical applications that will prepare students to enter law-related occupations (paralegal, legal assistant). Enrolled BVS students will be required to show that they have completed an associate’s degree or equivalent before the BVS certificate will be awarded. Students may simultaneously work on their associate’s degree and the BVS in paralegal. Any student may take paralegal courses as electives.		
		Program-Level Learning Outcomes:		
		Upon completion of the program, students will be able to:		
		Technology		
		<ul style="list-style-type: none">● Format correspondence, pleadings, agreements, memos, and reports with word processing software.● Mark suggested edits to documents using redlining word processing features and incorporate electronic edits made by others.● Manage email recipients, carbon copies and blind carbon copies, and attachments; download and save email messages; create and organize email file folders.● Create spreadsheets for data sets.● Convert print documents to electronic files and organize information in computerized databases and manual files.		
		Communication		
		<ul style="list-style-type: none">● Utilize grammar rules and proofreading principles to clearly and effectively communicate in writing.● Listen attentively to spoken information, without interrupting, and document details of that information in written notes.● Formulate questions to ask for guidance on work-related projects and determine appropriate timing for asking those questions.● Dress, speak, and act in a professional manner on the job and take pride in his or her work by paying attention to details and		

	<p>meeting deadlines.</p> <ul style="list-style-type: none"> • Use legal analysis to structure logical arguments and advance a specific interest or to analyze opposing or alternative positions. <p>Research</p> <ul style="list-style-type: none"> • Locate and request medical, corporate and other non-governmental records, using proper releases and forms; evaluate records for relevancy to a particular fact pattern. • Obtain reliable information through internet-based factual investigations. • Find primary sources of law and secondary legal materials that, when considered together, inform answers to specific legal issues. • Correctly read, interpret, and cite primary sources of law and secondary legal materials. <p>Legal Ethics</p> <ul style="list-style-type: none"> • Avoid claims of unauthorized practice of law by working under the supervision of a licensed attorney. • Protect confidential client information and preserve attorney-client privilege. • Recognize and report a potential conflict of interest to a supervising attorney. • Demonstrate integrity and candor to his or her supervising attorney and co-workers. • Safeguard client property. <p>Students must collect and maintain samples of the work they complete during their paralegal studies and will present a final portfolio in the capstone course.</p> <p>Faculty of the paralegal program also teach two Business Law courses within the Business program. While they are the content experts best poised to provide the instruction, BUS-112/113 are not part of the BVS curriculum.</p>
<p>P2. To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Programmatic assessment is guided by the American Bar Association (ABA). Reapproval from the ABA was formalized in 2021 after the ABA site visit team evaluated the program via a virtual visit, one of the first in the country. Feedback from the review was positive, though suggestions were made with regards to technology.</p> <p>Program-level outcomes are measured with various instruments, including Course assessment reports; Exit exam; Student portfolios; Internship evaluations; and Graduate surveys. The current assessment tools need to be updated to align with the new program outcomes, and benchmarks need to be set for each.</p> <p>At the conclusion of the program, students in the capstone course</p>

	<p>create a portfolio that uses artifacts from their time in the Elgin Community College paralegal program. They write a reflection for each piece that corresponds to one or more of the program's learning outcomes. Students also take a summative ethics exam in that course. The portfolio has not been found to be as instructive for assessment purposes and will be restructured to fulfill that goal.</p> <p>Another summative assessment opportunity is from the internship requirement. Each internship or work supervisor is asked to complete an evaluation of the student. That evaluation aligns to the program outcomes, so faculty are able to see how employers feel the students are doing in achieving the program's goals.</p> <p>Findings from the most recent program assessment report, 2016-2019, indicate legal citations and certain aspects of legal ethics (conflict of interest) need to be emphasized and assessed for increased student learning in these areas.</p> <p>While program enrollment and graduation numbers are declining, graduate employment in the field has increased and the field itself continues to have employment opportunities for students.</p>
<p>Past Program Review Action P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Adobe Curriculum Changes: Revise Legal Writing & Capstone curriculums to incorporate PDF tasks entry-level paralegals will be expected to know. Develop a licensing solution. Change course fees as needed. Provide Adobe training to instructors teaching the courses.</p> <p><u>Status:</u> In Progress</p> <p>Comments:</p> <p>Adobe is important software for paralegal students to have. They need experience redacting, bates stamping, editing, creating bookmarks, and organizing pages in Adobe. The class where it was traditionally incorporated took place on campus. A licensing option through the IT department has provided a solution for online instruction. Course fees have been increased and are set to begin in Fall 2022. The curriculum has been updated to include Adobe since Fall of 2021, but the course outline needs to be updated to reflect the changes.</p> <p>Website Enhancements: Review and update the Elgin Community College paralegal webpage to better feature career options. Add more graduate testimonials and dynamic content from the program coordinator related to available positions.</p> <p><u>Status:</u> In Progress</p> <p>Comments:</p>

	<p>After surveying students about how they came to the Elgin Community College program, the program learned that the college website is the main source of information for students and how they decided to take classes in the program. Two graduate videos were added to the website and the descriptive copy was updated. Additional changes are still needed:</p> <ul style="list-style-type: none"> • The marketing info session that was conducted during the summer of 2021 should be accessible to potential students. • Dynamic information about paralegal pay and openings can be linked. • As we have programs on the Elgin Community College calendar that relate to the paralegal program, that information should show. • The program coordinator's contact information and bio should be more visible on the website. It would also be good to have all program faculty featured in some way. <p>AAS Program Cessation. Document and follow ICCB and ABA requirements for reporting cessation and notifying students of the change and their options.</p> <p><u>Status:</u> Complete</p> <p>Comments:</p> <p>This process had a lot of steps along the way, including input and discussion with the paralegal faculty and the Elgin Community College paralegal advisory committee. The change went through the curriculum committee, and a communication plan was created to notify students of the change. IR helped collect the contact information of all active students in the AAS and BVS programs. All students were contacted about the change, and the program director met with the academic advisors to help them understand the options for students. The AAS became inactive during the Summer of 2021. Students already enrolled in the AAS have 10 years to complete the requirements. All incoming students will follow the BVS program of study, which requires an accompanying degree.</p>
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<p>Review Team P4. Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Laura Haske, faculty and instructional coordinator, primary author. Input from program faculty, Patrick Gordon, Laurel Vietzen, Drew Sosnowski, and Maureen Kappler.</p>
<p>Stakeholder Engagement P5. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The paralegal advisory committee has given the instructional coordinator feedback on the program outcomes, assessment of program outcomes, and program goals.</p>
<p style="text-align: center;">CTE Program Review Analysis</p> <p>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.</p>	
<p>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.</p>	<p>The program made course prerequisite and sequencing changes in 2017 in response to feedback from the American Bar Association's site visit report. The main course that was impacted was PAR-206 Legal Writing. Additional PAR courses were added as prerequisites to push the sequence further into one's progress through the curriculum.</p> <p>These changes did not have a significant negative impact on course success rates. The prerequisite change did allow the opportunity to update and advance the curriculum content in that course and avoid duplication with other courses.</p> <p>In general, the college-level reading and writing requirements have been sufficient for student success. Though recently, there are students struggling in PAR-101 who seem unprepared for college-level work. Whether this is related to COVID-19 regression for incoming high schoolers or alternative means for showing college-level readiness or something else is unclear. However, the program will need to keep monitoring this development to ensure that students are coming into the program prepared to be successful.</p>
<p>A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Not applicable. The BVS certificate is 24 credits.</p>

Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As an occupation, paralegals have very high annual openings and their expected rate of growth is classified as much higher than average. This outlook is consistent with previous labor market predictions.</p> <p>Wages are trending upward at the moment as minimum wage and the demand for workers has increased. The range for paralegal pay is wide and depends on geography, practice area, and (most importantly) experience. In the local area, entry-level paralegals can expect to make \$39,903. With a medium level of experience, they can make \$58,693. And at the highest level, they can make \$72,176.</p> <p>What's interesting to consider, and not reflected in the data, is that there are many part-time paralegal opportunities. This increases work flexibility, but can mean that a full-time position with benefits is harder to find. If you look at the hourly breakdown for entry-level paralegals, they can expect to make between \$17 - \$22 per hour. That increases to \$25 per hour with more experience.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The market for paralegals in Illinois is expected to increase by 16% in the next 10 years. The impact of COVID-19 is already creating more remote work opportunities in the industry for lawyers and paralegals. The trend is toward increased technology use and remote work. These are predicted to extend beyond the pandemic. They are fundamentally changing the practice of law.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>The information sources used to complete this section of the report include Illinois Department of Employment Security, EMSI, and the Illinois Career Information System.</p>
<p>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?)</p>	<p>The ABA continually recommends that the college do a better job marketing the program as current enrollment is insufficient to meet the market demand for paralegals.</p> <p>The college as well as the program have made efforts to reach out to the public about paralegal career options and Elgin Community College as an educational program of choice for those interested in the field. In 2018, a digital ad campaign for paralegal was created by the marketing department. The program was featured in Facebook ads and on digital, campus displays. College departments and the program have also collaborated to strengthen the Paralegal page on the Elgin Community College website. Surveys in the Intro course reveal that the majority of students found out about the course and the program through their own internet research efforts, confirming the need to have a strong, dynamic web presence for recruitment. In 2021, the paralegal program hosted an informational session about the paralegal program which was recorded and is now available on the Elgin Community College marketing</p>

	<p>website.</p> <p>Though their impact has been variable, additional activities conducted by the program include:</p> <ul style="list-style-type: none"> • In 2019, the program ran several advertisements in the Kane County Bar Association publication called Bar Briefs. • The Instructional Coordinator has attended the ACE career expo for district U-46 for the past three years and the Dundee-Crown High School career exploration day for seniors when it was running. • In 2018, the program coordinator attended the St. Charles East Career Event to talk about career options as a paralegal. The panel of speakers included federal legislative representatives for Illinois, local police leaders, judges, and lawyers. • In 2018, the program coordinator attended the District 300 College, Career & Transition Fair to talk about the Elgin Community College paralegal program. • In 2018, the program coordinator spoke to AVID students at Larkin about what paralegals do and the type of training required to become a paralegal. • In 2019, Elgin Community College hosted the Illinois Paralegal Association's (IPA)'s career exploration event on Elgin Community College's campus. Students were able to hear from a local paralegal recruiter about preparing a resume for the field. They also received e-Filing training from OneLegal.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>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.</p> <p>Specific to the program, the process of discussing trends in the field is formalized in the meetings with faculty and the advisory committee. The approval by the American Bar Association has also provided helpful feedback. Those groups have been working together to update program outcomes to be reflective of changing industry expectations. Those new outcomes will then require curriculum-level changes.</p>
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.	<p>There continues to be a need for additional marketing efforts for the Paralegal program as well as data to support the success of recruitment strategies. This recommendation also comes directly from the American Bar Association.</p> <p>Regarding curriculum, the program wants to review the purpose and enrollment of the two transfer business law courses, BUS-112: Legal Environment of Business and BUS-113: Business Law, to strategically determine if both are still needed to serve the various Business programs.</p>

	<p>The content is similar between the two and both have the same Minimum Competency requirements for reading and writing. BUS-113 has proficiency credit available from standardized tests. The instructional coordinator will partner with the Transfer director to review options to streamline.</p> <p>In regards to modality of sections on the schedule, synchronous online night courses are running the strongest at the moment for paralegal students. The goal is to continue to offer face-to-face courses during the day, but if those sections do not run, faculty will need to be released from ECCFA load requirements in order to teach more online courses since that is what the students need.</p> <p>To be discussed further below in the Cost Effectiveness section, there could be a need to develop a partnership to offer an on-campus legal clinic that could serve both the local community as well as the college's paralegal students. But it is not a small undertaking and would require a significant amount of resources and support.</p>
Indicator 2: Cost Effectiveness	Response
	<p>The primary costs to the college amount to nearly \$153,000. The paralegal program has one full-time instructor, along with 3 to 4 adjunct instructors. Consequently, salaries and benefits for the full-time instructor, along with compensation to the adjuncts account for nearly 90% of the program costs.</p> <p>Compared to a program like business, the paralegal program is considerably less to run, as business is nearly three-quarters of a million-dollar program. However, when compared to a program like CAD, paralegal still comes in at less costs (\$288,000 vs. \$153,000, respectively).</p> <p>The majority of the costs in the paralegal program are absorbed by the Ed Fund.</p>
2.1 What are the findings of the cost-effectiveness analysis?	The paralegal program is a low-cost program.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable.
2.4a How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	Students are responsible for the direct costs of tuition, fees and textbooks, and the indirect costs of completing the 80-hour internship requirement. The program has reevaluated student fees and textbook costs to make sure that they're necessary to student learning.
2.4b How does the institution/	Student fees for technology costs support access to legal databases utilized in PAR-204 and Adobe software in PAR-206 & PAR-239. As instruction moves more to an online environment requiring students to be on campus less, the program is partnering with IT to migrate this

<p>program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>access from computers on campus to an online environment. This has proven challenging.</p> <p>Program faculty have worked hard to reduce textbook costs for students by choosing lower-cost options and utilizing instructor-created resources and subscription-based resources available through the Elgin Community College library. Books are also shared across courses (PAR-204 & PAR-206 use the same book).</p> <p>The other affordability issue is the internship requirement. Students have to complete 80 hours in the field. This has associated costs and barriers, transportation and time. Some internships are unpaid. The program is exploring grant funds for students who take unpaid positions in government and nonprofit settings. This is still in the early stages, but it has been led by a student in the program.</p> <p>One solution that would require funding and institutional support would be to create a legal clinic where students could complete those hours while serving the public on-campus. This would require a clinic coordinator and a lot of thoughtfulness in its development. It would make sense to partner the clinic with another organization - like Prairie State Legal Services or Administer Justice. Another option would be to work with the NIU Law School, which provides various legal clinics.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The program is lean. It does not require much instructional technology or materials beyond those available to all college programs. Boosting enrollment would increase the cost-efficiency of running sections, but otherwise it is operating on an efficient budget right now.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>As discussed, the program has needs for software technology and access that may require financial investment as well as additional fees to students.</p> <p>A legal clinic would be a way to serve the local community and students. But it's not a small undertaking and would require a significant amount of resources and support.</p>
Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Prior to COVID-19, core courses were offered as either face-to-face or hybrid sections. Additionally, one core course and several electives were offered in asynchronous online sections. The ABA has recently approved additional guidelines for online instruction, whereas before, all core paralegal courses had a required in-person component. The program was already exploring the idea of moving courses to a synchronous format and working with the Distance Learning department when the pandemic hit.</p> <p>These methods seemed to serve students well, but the program knew there was a demand for online classes (and program completion) based</p>

	<p>on student inquiries. The program conducted a survey during the fall 2020 term, which demonstrated an overall desire for online options, though particularly for synchronous online, which had emerged as a new modality. The program expects this trend will continue. It is important to develop a schedule that allows for online completion of program, a characteristic that should be marketed to the school District 509 community.</p> <p>From a strategic standpoint, the goal is to schedule evening classes in an online format, allowing students to progress through the program without additional commute time. Also, since students are encouraged to work in the field, evening classes better suit those with additional employment commitments. Since law firms operate during traditional business hours, the program should ensure it has a vibrant, online path for night students. When the job market is strong for paralegals, as it is now, there's a higher demand for evening classes. Daytime classes still be offered as they tend to appeal to traditional college-age students and those who are exploring the introductory course. However, considering that two daytime sections of face-to-face classes were canceled due to low enrollment in Spring 2022, it may appear that even though students generally are returning to campus, the nighttime, online option is still most preferable for students pursuing the paralegal certificate.</p> <p>Success rates for these various modalities have been in acceptable ranges, and often have been quite high, such as the hybrid sections pre-COVID-19. Paralegal course success rates typically exceed averages for the division and the college. No discernable difference has been found for the program between synchronous and asynchronous online sections. Given these positive results over time, the program is confident that experimenting with modality and scheduling will not have a significant impact on course success.</p> <p>The program has not offered accelerated semesters or team-teaching formats. The Business Law courses run regularly in the summer, though Paralegal courses during this term have not seen sufficient enrollment in the past. Students have recently been asking about summer courses, so it may be time to try a summer course offering again.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Faculty's main concern with curriculum development is that students are prepared to work. The program wants to exceed the expectations of its local legal community by preparing students who are ready and able to do a wide range of substantive legal tasks under the direction and supervision of a lawyer.</p> <p>The curriculum and instruction simulate real-world legal tasks in the classroom. Students work with each other on projects and tasks. They learn to actively listen to others, like they would a legal client. The program teaches legal ethics and encourages a service-oriented approach</p>

	<p>to working with others.</p> <p>The pandemic showed the disparity among students in terms of access to technology and reliable internet. Students who did not have computers (or were sharing them with family members) and did not have reliable internet, were not able to follow along with the lessons which negatively impacted their ability to learn in those classes.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No. Not currently scheduled for development.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.</p> <p>Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services).</p> <p>If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</p> <ul style="list-style-type: none"> • The program is built around the industry standard, which is an ABA-approved credential. • This program is aligned with the skill needs of the local, legal economy, focused on the entry-level paralegal. There are some skills not offered within the college's curriculum that might be beneficial to much larger, downtown firms, but for the purposes of the majority of local employers, students are learning the skills they will need. • The program retains local, legal employers on its advisory committee. Within the past year, terms for the board were instituted to ensure that employers know the length of their commitment. This has also allowed several new members from the community to join. <p>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:</p> <ul style="list-style-type: none"> • Paralegal careers vary in skill and wage and cut across a variety of industries. Students can also choose to continue their studies into law school. The instructional coordinator has written law school letters of recommendation for several Elgin Community College paralegal students and graduates, most of whom came to the program after completing their bachelor's degree and then continued on to law school. Even more of the program's graduates have gone on to law school after completing their four-year degree. • The change from an AAS to a certificate program has improved the ability of students to continue into a four-year program. This decision funnels students without a degree to complete the Associates of Arts degree, which is more transferable than the AAS and better aligned towards completing a bachelor's degree. • The Elgin Community College Paralegal program maintains

	<p>articulation agreements with four-year legal studies programs.</p> <p>C) Includes counseling to support an individual in achieving the individual's education and career goals:</p> <ul style="list-style-type: none"> • This answer is likely the same for most programs of study. Paralegal does not have any additional supports in its program beyond the many offered by the college to all students. <p>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster:</p> <ul style="list-style-type: none"> • Program requirements include an internship where students gain practical work experience. • Students can receive proficiency credit for the internship if they are already working in the field. <p>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:</p> <ul style="list-style-type: none"> • We have worked hard to streamline our curriculum for students, including eliminating a degree when students would be better served with a single program of study. Students can work on their credit paralegal certificate concurrent with their AA program of study. • The BVS in paralegal is 24 credits. There are 23 elective credits in the AA degree. Students who use their AA electives to complete paralegal courses need one additional credit beyond the 60 credits of the AA to graduate with both the AA and the BVS. <p>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</p> <ul style="list-style-type: none"> • While not impossible, this path to accelerated completion is not built into the program. • The ABA requires certificates to be granted only to students who have also completed an associate's degree. • Currently, dual-credit is available for four core paralegal courses while students are also working on their high school diploma. This gives them a good start toward the postsecondary credentials. • If a high school student starts working on the AA + BVS full-time at the beginning of his or her junior year, they could achieve this. <p>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</p> <ul style="list-style-type: none"> • Paralegal students are encouraged to apply for employment in the legal field during their studies. Many do and begin working right away. • Local employers will often hire students who are working toward their paralegal certificate, even if they haven't completed it yet.
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<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>In the legal field, innovation means introducing students to new and developing technologies used to deliver legal services. The advisory committee helps the program stay on top of these developments. In the last five years, the program has added or further developed the following technologies:</p> <ul style="list-style-type: none"> ● Clio Case Management System ● Westlaw ● Adobe Pro ● PACER eFile training ● Odyssey eFile training ● Zoom scheduling and meeting hosting <p>The program still needs to bring in Fastcase technology and an eRecording service provider.</p> <p>When compared to other similar programs across the state, the college's newly implemented BVS + AA credential structure is unique. The goal for student success is to be as efficient as possible, getting students through with the skills they need quickly and easily so they can transition into a career or continue into 4-year degree (which is preferred in the field).</p> <p>Toward that end, the AAS degree was withdrawn, and the BVS certificate made in its place. Students who already have an Associate's or Bachelor's degree just complete the certificate requirements. Students who do not yet have a degree work on their AA and the BVS in paralegal simultaneously.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools).</p> <p>In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>ABA restrictions limit high school enrollment to those sections offered on the college campus, not in high school classrooms. That withstanding, high school students may enroll in the following courses:</p> <ul style="list-style-type: none"> ● PAR-101: Introduction to Law ● PAR-201: Civil Litigation ● PAR-204: Legal Research ● BUS-112: Legal Environment of Business <p>Typically, only 1-2 high school students enroll in each section, and mostly in PAR-101. The program would like to expand their enrollment as there are usually daytime seats available. There just does not seem to be much demand from the dual-credit students. I just don't think the demand has been there from tech prep students. The most direct way to strengthen this enrollment is to expand the dual-credit opportunities to additional high school districts in the area, mostly notably the largest district, U-46.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the</p>	<p>The current curriculum requires all paralegal students to complete one credit hour of internship before graduating. This equates to 80 hours in the field. For students already working in a law-related position, there is</p>

<p>curriculum.</p> <p>How do these opportunities improve the quality of the program?</p> <p>In what ways can these opportunities be improved?</p>	<p>a review process for proficiency credit.</p> <p>The program encourages students to join professional associations - either the Illinois Paralegal Association or the Kane County Bar Association to network and build relationships in the field.</p> <p>Another way the program has considered expanding opportunities to students while also serving the community is to partner with a nonprofit legal service clinic to give students the opportunity to complete service learning. A lot of work and resources would be needed to make this a reality.</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>Industry accreditation is not required. However, it is the standard among paralegal programs across the country. The Elgin Community College paralegal program has voluntarily participated in the American Bar Association's approval (not accreditation) process since the program began. The most recent reapproval report (2019) and site visit (2020) resulted in re-approval of the program in February 2021.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Approval from the American Bar Association and participation in the National Association for Paralegal Educators ensure that the program is relevant in a national context. Paralegals are not licensed. They can easily move from one state to another. Most of the skills in the college's program are easily transferable between states.</p> <p>Within the certificate, embedded credentials include Microsoft Word and Microsoft Excel certification through the two non-PAR required courses.</p> <p>While it's not currently part of the curriculum nor required for employment, there are two paralegal organizations (National Association of Legal Assistants and the National Federation of Paralegal Associations) that offer a certification exam for paralegals. This is something the program could explore in some manner in the future.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No, there are not formal apprenticeship opportunities available in this program.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>Embedded credentials include Microsoft Word and Microsoft Excel certification through the two non-PAR required courses. The program is interested in reviewing its students' completion rates as separate from other enrolled students.</p>

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>There are articulation agreements in place with Southern Illinois University, Dominican University, National Louis University, and National American University.</p> <p>Because ABA requirements state that the certificate can only be awarded to students already earning an Associate's degree (or higher), Paralegal students who come to Elgin Community College without these can now complete the AA degree in conjunction with their BVS in paralegal. That means that they are able to easily transfer to other institutions and are not limited to transferring to a school that has a paralegal or legal studies program as can be the case with an AAS degree. They can go to any four-year school and choose any Bachelor's program. They obtain the work credential they need when they complete Elgin Community College's ABA-approved paralegal program.</p> <p>Close by, Harper College recently partnered with SIU to bring a 4-year, online paralegal program to their campus for students. The Instructional Coordinator would love to see Elgin Community College work more directly with NIU since many of our students go there. However, NIU does not have an equivalent major for our students, so that is an obstacle.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> <p>What opportunities exist for other partnerships?</p>	<p>In the last five years, the paralegal program has partnered with the academic advisors on multiple occasions to explain updates to the program and to ensure that students are receiving the best guidance for their career and academic goals related to paralegal.</p> <p>New members have been added to the advisory board to increase diversity and perspective to the board.</p> <p>The Instructional Coordinator is in contact with the college's office of Strategic Partnerships and Experiential Learning to explore a work-based learning opportunity with local employer Chase which has a large fraud department. Such investigative work builds paralegal skills. The program is interested in establishing more community partnerships with organizations to provide students relevant experience for the workplace.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The Instructional Coordinator has intentionally worked to add more racial diversity to the advisory board. The board is still predominantly female, so gender is also a demographic of focus as a means of growth in the program.</p>

<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>There are various and plentiful professional development opportunities for faculty (regardless of full-time or part-time status) at the college, many of which switched to a remote format after Spring 2020. The faculty contract allows for professional development funds, and includes part-time faculty. Faculty may choose to attend conferences in their discipline. The college offers in-house training on various subjects through the office of Professional and Organizational Development and the Center for Enhancement of Teaching and Learning (CETL).</p> <p>Specific to this discipline, a short professional development program is delivered each semester at the paralegal faculty meeting. When the budget allows, the adjunct faculty are invited to participate in the American Association for Paralegal Education regional conferences. Many faculty members are responsible for maintaining their continuing education credits for their law licenses as well.</p> <p>Elgin Community College is an institutional member of the American Association for Paralegal Educators (AAFPE), a national organization of undergraduate, legal educators. This resource provides the only continuing education sessions that are specific to teaching undergraduate students about the law in addition to information on ABA guidelines changes. The Instructional Coordinator participates as a voting member of this organization and has attended the national conference each year. In 2021 the college was able to extend an invitation for all paralegal faculty to participate due to its virtual format.</p> <p>Elgin Community College is an institutional member of the Illinois Paralegal Association (IPA). The program coordinator attends the yearly educators conference where paralegal educators meet with the IPA board of paralegals to discuss changes in the profession and workplace that may impact how we educate paralegals. The IPA also provides student membership at a reduced rate.</p> <p>The program coordinator presented at the Midwest Political Science Association in 2021. It was a roundtable discussion and the topic was: “Speech So Vile”: Context, Constitutionality and Consequences of Hate Speech. The coordinator presented on the constitutional context of hate speech.</p> <p>Paralegal faculty would benefit most from learning how to leverage and use D2L tools. Through the pandemic, the adjuncts have completed the minimum requirements for online teaching. However, they are still struggling with using D2L to its full capacity. It is more challenging for adjunct faculty to adapt to new technologies of the college since their part-time teaching is in addition to their full-time work, which requires the majority of their energy. Beyond that, assessment resources would also be valuable for everyone.</p>
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<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Increased offerings are now available from the college regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The program's technology needs are currently met. However, the advisory board has recommended that students learn e-recording technology. The program has been in touch with several vendors, but they have been unwilling or unable to provide a training platform at this time. The college will either have to pay for such training or create its own strategy for introducing students to these technology resources.</p> <p>Prior to the shift to remote learning, the paralegal program had implemented online access to legal research databases for students in PAR-204: Legal Research. Students also had access to Clio, a cloud-based case management software platform used in PAR-206: Legal Writing. The program had also worked to install Adobe Pro in its M-106 computer classroom so students could use the software features to prepare litigation documents. However, both PAR-206 and PAR-239 employ this software and have made a scheduling move to online instruction. While IT aided in securing Adobe licenses, assigning them to students has been cumbersome since it has to go through two layers (faculty as well as IT) to happen. The program needed to add a course fee for students since Adobe licenses are in a subscription format now rather than the downloaded version on the M-106 computers.</p> <p>The program would like to add a fast-case module to the research course so students can learn how to use that resource. The other option would be to make that available to all students through the Elgin Community College library and introduce it in Intro and other courses. Faculty would need to be trained on this like they needed to be for Nexis Uni.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>The primary goal of the Elgin Community College paralegal program is student employment in the local legal community. The program outcomes are designed to align to the essential entry-level skills graduates need to enter and advance in legal support positions. Yet the program recognizes that students have various personal goals in pursuing their paralegal credential. Not all of them plan to move directly into paralegal positions. Some are preparing to continue their studies in a 4-year program or at law school. Others are exploring the topic for personal interest. Still, for all students, their success is measured by their individual learning and completion at the course level. Assessment methods include exams, portfolio artifacts, reflections and supervisor evaluations.</p>

<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The program reports out program-level assessment findings every three years. That report is shared with the program's advisory committee, faculty, and administration. The department also works together to discuss and amend course outcomes and outlines. Adjuncts work with the instructional coordinator to complete course-level assessments.</p> <p>Results from this review period show students generally meet or exceed expectations in course assessments, with noted room for improvement related to the challenging topics of legal citations and ethics.</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? How do you use the information gained from the assessment to improve your program and students learning?</p>	<p>Findings from the most recent program assessment report, 2016-2019, include:</p> <ul style="list-style-type: none"> • Legal citations and legal ethics (especially conflict of interest) need more repetition for students; • The portfolio structure needs to be updated to be more meaningful for students and for the program in terms of assessment; and • Students want more technology training. <p>To address these concerns, the program made the following changes:</p> <ul style="list-style-type: none"> • Added a library resource page on citations; • Modified the Capstone ethics unit to include more conflicts of interest examples; • Added a reflection and program outcome alignment component to the portfolio assignment; and • Added additional exposure to specific legal software, such as eFiling, Clio case management and Adobe DC. • Added Word and Excel courses to the curriculum which include MOS certification opportunities for students. <p>The biggest change for the program was sunseting the AAS degree and moving to a single credential to promote completion. In a similar theme, the program has worked to streamline the curriculum by reducing the number of elective courses offered. While other areas of law may be interesting for students to study, the program has kept the electives limited to those most frequently practiced by local law firms.</p> <p>In August 2022, the paralegal faculty will review the curriculum to realign it with the revised program outcomes recommended by the advisory committee. Necessary curriculum changes will then be introduced in the fall.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>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.</p> <p>Results indicate paralegal graduates are satisfied with the education they receive in the Elgin Community College paralegal program. They</p>

	<p>especially appreciate the instruction they receive, though they want additional technology training.</p> <p>The CT graduate follow up for the five-year review period had 38 responses. 74% were very satisfied or somewhat satisfied with the content of the program skills courses. 71% were satisfied with preparation for both a job as well as further education.</p> <p>Besides the institutional research survey, the program itself asks students to respond to a graduate survey. Based on 50 responses from 2016-2018, we asked for their position on the following statements:</p> <table><tr><td></td><td>% Excellent</td><td>% Very Good</td></tr><tr><td>Overall Education Experience</td><td>58%</td><td>30%</td></tr><tr><td>Preparation for Paralegal Career</td><td>43%</td><td>35%</td></tr><tr><td>Quality of Paralegal Instruction</td><td>59%</td><td>35%</td></tr></table> <p>Employment/placement information is also collected on this as part of the ABA approval process. From Summer 2015 - Spring 2019, there were 78 graduates and 63 responded to the placement survey.</p> <table><tr><td>Area of employment:</td><td>% of Respondents</td></tr><tr><td>Working as paralegals or legal assistants within 6 months of graduation</td><td>50%</td></tr><tr><td>Working as in a job that requires legal knowledge but has a different title</td><td>9%</td></tr><tr><td>Working in a non-law related field</td><td>21%</td></tr><tr><td>Actively seeking employment in legal field</td><td>14%</td></tr></table>		% Excellent	% Very Good	Overall Education Experience	58%	30%	Preparation for Paralegal Career	43%	35%	Quality of Paralegal Instruction	59%	35%	Area of employment:	% of Respondents	Working as paralegals or legal assistants within 6 months of graduation	50%	Working as in a job that requires legal knowledge but has a different title	9%	Working in a non-law related field	21%	Actively seeking employment in legal field	14%
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3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	<p>The program enjoys an outstanding advisory committee and its impact has been highlighted throughout this report. The American Bar Association outlines standards for the composition of the advisory board members. The panel is comprised of local attorneys, paralegals and paralegal managers and it recently added a new general public member - a high school history and law teacher at South Elgin High School. New attorney members have also joined as former members have retired. The advisory board recently implemented renewable terms for members and has decided to continue to offer a Zoom meeting option for the</p>																						

	<p>meetings. The committee meets twice a year to discuss changes in the field and how Elgin Community College is doing in meeting student learning needs.</p> <p>Providing hospitality and service recognition to members is something the program thinks the college could do a better job supporting. There should be, at a minimum, a place on the website where these individuals can be recognized for their commitment and their service to the college, community, the students, and their industries.</p>
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Local legal employers provide internship opportunities for students and post openings to the program's electronic job board. The advisory committee reviews the curriculum and provides feedback on developments and skills that are necessary for students.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	<p>Internship supervisors are asked to evaluate their placed students. Current data is from 25 evaluations. Students are assessed on a variety of criteria connected to the program outcomes. Scores for all student scores Excellent or Good on all criteria except for two. Ability to Accept Criticism and Cooperation still had a majority of excellent/good ratings, but also had three Average reports on those categories. Additionally, legal employers want to see the students improve in communication, critical thinking, and following directions.</p>
3.25 What are the program's strengths?	<p>It is unique to have a compact, 2-year program with a strong outlook, good wages and remote work opportunities. The curriculum revisions to streamline the certificate alongside a transfer Associate's degree are extremely beneficial for students, particularly those choosing to continue their education. The program's ultimate goal is to make a clear pathway for students to enter the workforce or continue their education after graduation in two years or less.</p> <p>The faculty are committed to regularly receiving and implementing field-specific adjustments to keep the curriculum relevant for student placement success. Student employment are solid and students are generally pleased with their educational experience in the program.</p> <p>The program holds strong student success numbers. Despite the disruptions to teaching and learning in 2020 and 2021, success rates remained stable and generally outperformed both the division and the college. It is believed this is due to the fact that students entering the paralegal program are very motivated to succeed and most view themselves as competent in reading and writing.</p> <p>The Elgin Community College paralegal program celebrated its 30th anniversary in 2019. A story was created and published in the January 2020 Community Report. Faculty and Instructional Coordinator Laura Haske received a 2021 NISOD Excellence Award Nomination. The</p>

	faculty are invested in student success and often have the opportunity to teach the students in more than one class. Due to the small size of the program and the personable faculty, students get to know the instructors and are comfortable approaching them with questions or concerns.
3.26 What are the identified or potential weaknesses of the program?	The paralegal field and the types of jobs available in the field vary widely. The program can do a better job setting student expectations about the type of skills they will likely need and use in the field. While the curriculum is designed to give students a wide range of skills, students may be inadvertently getting unrealistic expectations for what their entry-level job might look like. While faculty want to prepare students for higher level work, they probably need to differentiate the various skills and lean the curriculum more heavily on the entry-level skills.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	These results will be shared with the advisory committee and faculty for suggested improvements.

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

There are no tutoring services for paralegal content. When it comes to studying, students have to rely on themselves, their peers, and their instructors as they are available.

The biggest course assessment challenge is having adjuncts who are the only instructors assigned to many of the courses. Per the contract, they are not required to do report writing (nor are the compensated for it), so that work falls on the program coordinator.

Performance and Equity

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

CTE Program		Paralegal				
CIP Code		220302				
		FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	Unduplicated Headcount (XVGS)	54	23	25	21	14
	Duplicated Seat count (SR/SU)	217	181	263	258	237
Credit Hours Generated		589	503	731	724	659
Seats by Modality	Face to Face	164	135	178	183	8 (Internship only)

		Hybrid	24	23	52	64	0
		Online/Async	29	23	33	11	55
		Synchronous	N/A				174
Number of Completers							
		FY17	FY18	FY19	FY20	FY21	
Number of Completers	AAS (withdrawn as of 05/2021)	19	7	7	5	5	
	VS	7	10	7	10	6	
Other: <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>		93%	91%	84%	90%	84%	
Success Rate by Modality	Face to Face	88	83	80	82	75	
	Hybrid	76	96	77	85	0	
	Online/Async	74	92	62	71	75	
	Synchronous	N/A				73	
PE2. How does the data support the program goals? Elaborate.		ENROLLMENT As a department, the biggest enrollment numbers are in BUS-112 and BUS-113, because they are required as part of Business degrees, which overall have a larger enrollment than the paralegal program. Within the paralegal program, PAR-101: Intro to Law has the biggest enrollment need. It is a prerequisite to other paralegal courses, and students from other disciplines like Criminal Justice have an option to take it as part of their programs. It also has been communicated through the academic advisors as an excellent elective option for pre-law students. The lowest need for enrollment for core courses in the paralegal program is the internship course since many will instead get proficiency credit for current employment experience. The highest enrolled electives are PAR-108: Family Law and PAR-207: Criminal Law Procedure. It makes sense that those are the highest enrolled courses because students are usually somewhat familiar with those practice areas from their own lives or media. ENROLLMENT TRENDS In the past five years, paralegal enrollment by seat count peaked in 2019, with a 19% increase from 2017. However, 2021 numbers reflect a decrease of 12% from the 2019 peak. Overall, the program saw an overall increase from 2017 to 2021 of 4.6%, a favorable signal, particularly when compared to the college overall, which fell 18% over the five years.					

	<p>The biggest course-level increase was in PAR-206: Legal Writing. This is likely related to a curriculum change that sequenced it toward the end of students' paralegal studies.</p> <p>Another increase was in PAR-201: Civil Litigation. This is a first semester course, so the increase here is encouraging because it means students are moving beyond Intro to Law and are continuing their studies in paralegal.</p> <p>There was a big drop in enrollment from 2017-2021 in BUS 112. This course is a requirement in the business program. The guess is that the decrease is consistent with other drops in the business program within the college coinciding with the general decline in enrollment.</p> <p>The biggest program specific course-level drop was in the internship, with a 38% decrease in enrollment from the peak of 2019. However, the coordinator notes she has processed more proficiency paperwork in the last two years than ever before. With the current unemployment rate, finding entry-level work is common now, giving students the option to proficiency out of the internship requirement. However, that proficiency progress isn't fully reflected in these numbers. COVID-19 has still had a negative impact on internships. The coordinator expects that some students are waiting to complete their internship until there are better opportunities to do so in-person.</p> <p>As discussed elsewhere, moving the program's schedule to more consistent online options are a means to grow by meeting student demand. The ABA has made it possible for 100% online delivery, as long as nine credit hours are delivered in a synchronous format. However, stipulations within the ECCFA contract will need to be overcome as the current limitations for scheduling full-time faculty to teach a higher load of online classes.</p> <p>COURSE SUCCESS</p> <p>Success rates in paralegal courses are overall very high and above the CTE and transfer course levels. The average percentage success rate across PAR courses for the past six years is 89.2% compared to 84.6% in CTE courses and 81.3% for the college as a whole.</p> <p>Interestingly, the lowest level of success was 76% and corresponds to a special topics course which is rarely offered so the variation in the rate is likely due to a very small enrollment. The next lowest course is PAR-205: Wills, Trusts and Probate, an elective course. After that, PAR-101 is the lowest with a success rate of 83%.</p> <p>It is not surprising that the success rate of PAR-101 is on the lower end of the range for the program's courses as students can take Intro without being enrolled in the paralegal program. Everyone is coming in with</p>
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	<p>different levels of commitment and background information leading to more variation in success. As stated elsewhere, students pursuing the paralegal credential are typically very motivated, focused and academically mature.</p> <p>COMPLETION</p> <p>AAS - The drop-in degrees awarded from 2017 to 2018 is likely consistent with the related enrollment decrease and curriculum change. The wards have otherwise been fairly stable from there.</p> <p>A larger drop was actually expected for 2021 which coincided with the transition away from the AAS and toward the certificate plus AA program of study. The advisory board was wary that the more stringent math requirements of the AA program of study might be off-putting to some students entering the program. However, the PAR-101: Intro to Law numbers are still above the 2017 school year and the PAR-201: Civil Litigation course enrollments are 33% higher than the peak enrollment year of 2019. This seems to provide evidence that the streamlined program curriculum (fewer choices for students) is resulting in more rapid student progression through the program.</p> <p>BVS - There has been a slight increase in the awarding of certificates from 2017 to 2021. This could be due to the curriculum change to eliminate the AAS. Students were given the opportunity to remain in the AAS program of study or switch over to an AA plus BVS program of study. Current students may choose the AAS option for completion for ten years.</p> <p>It is anticipated that moving forward, completions will concentrate more and more in the certificate. However, the coordinator started to notice something in 2021. Several non-degreed students had raced through their paralegal curriculum but had not yet completed much - if any - general education coursework towards the associate's degree. While those students have all of the paralegal-specific skills they can obtain in the program (24 credits), they cannot be conferred the certificate unless they have also completed the associate of arts degree (an additional 37 credits). This restriction is part of the ABA guidelines. The program may need to do a campaign to encourage non-degreed students to stay on top of completing their general education degree requirements.</p>
<p>PE2. What disaggregated data was reviewed?</p> <p>If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to</p>	<p>Through the expertise provided through Elgin Community College's Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (ie. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and</p>

<p>race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>the highest enrolled course.</p> <p>Depending on programmatic need and interest, additional subgroups can be created and include more courses.</p> <p>As the college is still beginning this type of analysis, there are not overall benchmarks or examples of successful intervention strategies. The work right now is based on first making general observations. The program is interested in monitoring enrollment based on various characteristics to make sure it is drawing and recruiting all interested students. As discussed above, completion patterns might also differ for students starting Paralegal with and without a degree in hand. These are important distinctions to be aware of and might be more actionable if gaps are found.</p>
<p>PE3. Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>At the program level, White students succeed at the highest course rate, 87% rate and represent the vast majority of enrollment, 56%. Asian students currently show the lowest overall course success rate at 63%, but are the smallest group, at 2%. Disaggregating the Asian students by gender or Pell status shows lower performance for men and for Pell-eligible, but numbers begin to get very small and must be interpreted carefully. Black and Latino students perform slightly lower, 79% and 73% respectively, while a small group of “other” race/ethnicity students are at 84%. From an equity standpoint, the program would like to increase enrollment from the underrepresented groups and then close their success gaps.</p> <p>Course success increases with age. Our least successful group of students are in the 17-22 age range. Their success rate is only 69%. Students in their 30s and 40s succeed at rates of 86-87% respectively. The program requires a lot of time management and faculty have noticed that is a skill that’s more likely developed in older students.</p> <p>Overall, non-Pell PAR students are 10% more successful than the Pell-eligible peers. This does not surprise the faculty as they often find that Pell students are stretched too thin. They’re working and taking a full load of courses. When asked why they don’t take a few less courses so they can allocate their limited time to being successful, students respond that they need to be attending full-time to “get financial aid.” The program considers that policies on aid are not working well for students.</p>
<p>PE4. What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.</p>	<p>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</p>

	<p>outcomes across different groups. Within the program, at-risk students are identified at the course level. Instructors are encouraged to use the Spartan Alert System and to reach out to individual students who are struggling. Through the Spartan Alert System, academic advisors work with students to address the specific challenges they are facing and to refer them to additional resources available at the college. Regarding specific gaps, the program is just starting to use the college's tools to investigate them, so the work needs to continue. Small n-sizes are a concern to ensure reliable findings. Since the program has changed a lot recently, using data back to 2015 is not very helpful.</p>
<p>PE5. Are the students served in this program representative of the total student population? Please explain.</p>	<p>The program is primarily overrepresented with women - 80% compared to the 54% at the college. This is typical for the paralegal field. A 2019 national study of paralegals found that 78% percent of paralegals are female. So, while the proportion is consistent, the program would like to draw more males into the program.</p> <p>The proportion of race/ethnicity enrollment in the program has varied over the review period. For example, the proportion of White students has dropped from a high of 63% in 2015 to 39% in 2020. College-wide there also has been a drop, but not this pronounced. But the 39% for paralegal in 2020 approximates the college figure for the same year at 38% white students.</p> <p>Conversely, the Latino population at the college has been slightly increasing, representing 45% of total college enrollment in 2020. Paralegal enrolled slightly higher numbers of Latino students in 2019 and 2020 and now approximate the college proportion at 46%. This growth emphasizes the need to improve the paralegal success rates for Latino students, as it would make a big impact on the program overall and make it even stronger.</p> <p>Paralegal students tend to skew slightly older than the total population at the college.</p>
<p>PE6. Are the students served in this program representative of the district population? Please explain.</p>	<p>As compared to the district population, the program is overrepresented by women. The district was also 59% White in 2019, so the program enrolls higher proportions from the non-white race/ethnicity groups. Because the district's total age distribution is not college-bound, it makes less sense to compare on that characteristic.</p>
<p>Review Results</p>	

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 paralegal profession is in demand and student success rates are high. Improved job placement outcomes are also noticed for students. The program will need to adjust to the changing technology demands of the legal field. COVID-19 has allowed a shift to more remote learning opportunities for students, which continue to be preferred by them.
Intended Action Steps R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> 1. Complete the 2023 Interim ABA Report <u>Timeline:</u> January - June 2023 2. Begin preparation for the 2027 Reapproval and site visit process. <ol style="list-style-type: none"> a. Bring in a faculty member or administrator to work on the reapproval process as part of a succession plan; b. Distribute the work among more people so there's working knowledge of the process at the college beyond the program coordinator. <u>Timeline:</u> Budget Funds in Spring 2026, work to be completed in Spring and Summer 2027. 3. Bring in more male and ethnically diverse advisory board committee members to help address program needs, especially among the greatest ethnic student body, Hispanic/Latinos students. <u>Timeline:</u> 2023 - 2025. 4. Work with business faculty and the transfer specialist to review the differences between BUS-112 and BUS-113 for future semester offerings. <u>Timeline:</u> 2022 - 2024. 5. Explore eRecording options and training for students. <u>Timeline:</u> 2022 - 2023
Program Objectives R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?	Technology continues to change. The program will rely on its advisory committee to stay on top of the changes and devise solutions to provide the technology students need to develop and be successful.

Performance and Equity R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Following the college's strategic priority, the program will be mindful of equity gaps, but what is unclear at this point is how can the program know what is causing the gap if the students are not interviewed? Otherwise, it is just a shot in the dark. Issues students are facing must first be identified in order to address them.
Resources Needed R5.	As outlined in the goals, a succession plan is advised to prepare for the next full ABA reapproval visit. Continued partnership with IT will be essential to implement software solutions related to required and evolving student learning objectives.
Responsibility R6. Who is responsible for completing or implementing the modifications?	Department faculty will be led by the Instructional Coordinator with assistance from the division's dean's office where necessary.

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2017 - 2021
Discipline Area:	Communication Studies
Review Summary	
Program Objectives RS.1 What are the objectives of the discipline?	<p>The primary objectives of the Communication Studies department are to contribute to the general education degree requirements and support the college's general education learning outcome for communication at an institutional level. Coursework across the discipline emphasizes rhetorical message construction and oral communication, support the development of research and information literacy skills, and where possible expand upon global and multicultural literacy.</p>
RS.2 To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	<p>The department routinely uses a standard test of communication anxiety. The PRCA-24 is included in the self-published CMS-101 textbook and can produce data that shows anxiety decreases through the course. There is some hesitancy to more widely share this data for privacy concerns.</p> <p>The department has gathered and compared information on student progress related to communication structure. This information is easily accessible in both recordings and outlines. Assessing structure is also time efficient for the faculty. There is lot of data that suggests the structural outcomes are being upheld.</p> <p>Research-related outcomes are also routinely measured, and findings shared suggest that there is some struggle for students in finding quality information. However, growth is seen in research skills based on various quizzes and speech performances. The department has wrestled with whether ability to identify legitimate information is a departmental concern, or part of a wider cultural problem.</p> <p>The primary outcome that needs to be revisited is the performance objective, the actual delivery of speeches. Five years ago, the technology was still rudimentary, though it has caught up during the last five, even if real speech settings were adjusted by the pandemic. This next cycle the program will seek to conduct more assessment of live artifacts/ speeches.</p>

RS.3 How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?

In addition to English Composition I and II, CMS-101 is one of three required communications courses for all AS/AA graduates and contributes the research, organizational, and presentational skills which aid success across the curriculum, in further education, and in the workplace. Another popular course, Intercultural Communication, directly supports the communication field is creating equity theory, research, and policy. Many of these elements are also incorporated within the intro course as well.

By contributing to the core general education degree requirements, the CMS program directly supports the college's General Education learning outcomes. in substantive ways:

Communication: students not only develop oral presentation skills, but also other aspects of communication in written formats such as organizing speeches, completing audience analysis, and using a variety of texts to convey messages.

Critical Thinking: Argument construction is a focus within all of the CMS curriculum. Additionally, the research and practical skills from the 200-level courses (such as interpersonal and intercultural) provide training for critical thinking in everyday situations.

Quantitative Literacy: Though not a primary focus, quantitative measurements are often cited as evidence in public speaking and communication theory courses. Students must be able to interpret data as well as explain it to support their argument.

Information Literacy: These skills are highlighted in all CMS courses. In speaking-focused courses such as CMS-101, data must be cited orally. Advanced courses develop primary skills for researching in the field of communication and students must evaluate the credibility of sources and potential for bias.

Scientific Literacy: Some communication theory courses (like interpersonal communication) do borrow theory from related fields like psychology. Some speeches may be science inspired and support the fourth prong of the outcome, *Make reasoned judgements about the impact of science on the individual, community, society and environment.*

Global & Multicultural Literacy: This outcome is prioritized in almost every course. In CMS-101, GML is learned as an exercise in audience awareness/analysis, in performance-based courses such as CMS-102 GML would be needed for character development, and advanced courses such as Intercultural Communication teach much the theory the GML is based upon.

In addition to these six general education learning outcomes,

	<p>the college's strategic plan emphasizes other skills such as self-advocacy and employability. To that end, the CMS program also supports student development of interpersonal skills, professionalism and technology use. Courses touch upon related skills such as listening, ethical audience participation, group communication theory, and are given ample opportunity to practice and receive constructive feedback. Students also learn how to leverage technology to enhance message delivery with tools such as PowerPoint.</p> <p>Last, the program's Forensics team provides an enhanced co-curricular opportunity for students to develop their communication, critical thinking and presentation skills through local and regional competitions.</p>
<p>Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.</p>	<p>Investigate turning CMS-120: Oral Interpretation of Literature over to the Theatre department, based on suggested IAI classification. <u>Status:</u> Complete CMS-120 is staying in the CMS department as the course guidelines and goals grow from the discipline of oral interpretation and performance studies, which align with communication goals/pedagogies more closely than the discipline of theater.</p> <p>Develop the "basic" communications course, CMS-100, to meet the needs of various CTE programs. Launch and assess. <u>Status:</u> Canceled CMS-100 was not developed. CMS-101 remains the core course, and additional sections of CMS-215 Intercultural Communication were offered to meet new demand from some CTE programs.</p> <p>Complete IAI certification for all proposed CMS concentration courses and engage discussions with appropriate stakeholders. <u>Status:</u> In Progress, on hold CMS-210 was approved as IAI major course in spring 2018. Work has begun on developing CMS-203. However, as a result of COVID-19 pandemic, priority was shifted to redeveloping all current courses to online modalities.</p> <p>Develop student co-curricular group for those in the CMS concentration and others interested in the subject</p>

	<p><u>Status:</u> Deferred</p> <p>The Elgin Community College Speech team continues to be the primary co-curricular group residing in the CMS department. Future development of other groups could coincide with future development of a speech lab.</p> <p>Develop a Speech Lab</p> <p><u>Status:</u> In progress, on-hold</p> <p>Before the COVID-19 pandemic, preliminary research was conducted including the identification of potential site visits. Potential space and budgeting were in preliminary stages. The development will be revisited in 2022 after the department's administrative and faculty changes are complete.</p>
Review Analysis	
Indicator 1: Need	Response
<p>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?</p>	<p>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.</p> <p>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 an 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.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>CMS-101 is a required course for transfer degrees and many AAS degrees. It also now is open to dual-credit high school students. Recruitment is not necessary.</p> <p>Students are informed about other courses in the program by word of mouth or instructor communication directly to students.</p>

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?	N/A
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	<p>Communication Studies currently lists 12 courses in the catalog, including a Special Topics course. Not all run regularly.</p> <p>CMS-101 is generally the 3rd or 4th largest course at Elgin Community College (ECC) by enrollment due to it being a required course for all AA and AS degrees. CMS-210 Interpersonal Communication and CMS-215 Intercultural Communication regularly run, though at much smaller volume. Other upper-level courses are offered occasionally but typically do not garner sufficient enrollment required to run. Recreating the Communication major may create a renewed need for these courses.</p>
1.5 Does this discipline offer courses to dual-credit high school students? Describe enrollment and plans/opportunities for expansion.	<p>CMS-101 has been offered to dual-credit students on the Elgin Community College campus. Beginning in Spring 2022, the course is being offered for the first time on a high-school campus at St. Charles East High School. There is room for both of these areas to grow, though enrollment is consistent. The course is suitable to almost any chosen post-secondary path and therefore well suited to the dual-credit programs.</p>
Indicator 2: Cost Effectiveness	Response
2.1a How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall?	<p>The cost of the CMS academic department is consistent with the that of other transfer departments in the division/college.</p> <p>Unique costs come from the Film Appreciation course (CMS-106) which has fees to cover a subscription for the copyrighted viewing material. Another unanticipated cost this review period was for faculty stipends to develop or redevelop the online modality to deliver instruction during the pandemic period of remote teaching and learning. This also included a stipend for the first time a faculty taught the course. While unusual, this spike was common across programs at the college during the 2020/2021 academic year.</p>
2.1b What are the primary costs associated with this discipline?	<p>The cost of the department is mostly faculty salaries. Revenue from tuition and fees is typical sufficient to support program cost. There also is expense for summer school, voluntary overloads, and extra loads for part-time faculty, all stipulated by the board-Elgin Community College faculty association contract.</p>

	<p>The college also sponsors a competitive Forensics team, whose budget is maintained within the program. This budget covers student participation in approximately twelve in- and out-of-state tournaments each year for travel, registration, lodging, food and contingencies. This budget is occasionally supported by funds from the ECC Foundation for occasional extra cost needs. Otherwise, this budget is consistent and predictable throughout the years with minor pandemic variations.</p>
2.1c How many full- and part-time faculty are maintained for this discipline?)	<p>For FY22, 5 full-time and 10 part-time faculty taught Communication Studies courses. Variations have occurred over the review period with retirements and the balancing of adjuncts.</p>
2.2 What steps can be taken to offer curricula more cost-effectively?	<p>Cost to students is generally only tuition and the price of books. The CMS faculty have written their own text for the 101 course which retails for about \$30, making it one of the most affordable general education courses. The program has also been pushing faculty to choose lower-cost online texts for the upper-level courses.</p> <p>The program typically runs at full capacity, filling most seats in every section, though usually not until a day or two before the start of the term. Based on need, additional late-start sections are opened up. The number of summer sections offered has also increased the last two years, helping to increase overall profitability.</p> <p>Years ago, the program had to replace the Forensics van every six years, which posed a challenge to the budget. Now, the college fleet has taken away that burden.</p>
2.3 Is there a need for additional resources?	<p>The development of a Speech Lab was discussed during the last program review but was stalled largely by the COVID-19 pandemic. Should the program resume this pursuit, space, staffing and computer equipment would be needed. The Write Place is a good comparison for the types of resources this may take.</p>
Indicator 3: Quality	Response
3.01 Describe the strengths of this discipline.	<p>Stability and balance among the CMS faculty has long been the strength of the department. The newest faculty change-over in the program should only help by bringing in additional perspectives. This minimal changeover likely has contributed to strong course success rates.</p> <p>From a networking perspective, the CMS department is very well balanced at the moment. The faculty are actively engaged with peers on the high school, community college and university levels. Faculty members have taught internationally and guest</p>

	<p>lectured at other universities. Many faculty members are also working in the communication field as consultants or media personalities. As a collective, the faculty in CMS are very well represented across the communication field.</p> <p>Aside from normal department meetings, adjunct faculty members enhance student learning by letting the adjunct faculty lead and develop their own initiatives.</p> <p>The adjunct faculty in CMS are amazing instructors. However, there may be more the department can do to assist with career growth. The CMS department would very much like to become a department that prepares adjunct faculty for full-time positions.</p> <p>Tim Anderson received Coach of the Year Illinois Interstate Forensics Association in 2019. Additionally, he also received a Service Award from Phi Rho Pi in April 2021.</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>The flagship CMS-101 has been offered in almost every conceivable time period of day, evening and weekend due to its large size. The instructors have varied time preferences allowing the schedule to span the options. Section duration has also included a wide array including 16, 12, 8, and 4-week intervals.</p> <p>Prior to spring 2020, CMS-101 developed its online modality as it was one of the last courses keeping the college from offering a 100% online AA degree. That development process was more or less complete when the pandemic occurred, meaning the switch to remote teaching/learning was fairly seamless. Moving forward, CMS-101 will be offered across a mix of modalities, but fully online will be significantly reduced. The IAI waived audience requirements during the pandemic and once those are reinstated, meeting the audience requirement for speeches can be a burden for students. As a result, students seem to prefer to take the course in a face-to-face modality, and the department will pivot to some more hybrid formats where instruction will be online but speech delivery can be on campus thus alleviating the audience requirement difficulties. Upper level class generally correspond with the scheduling blocks of the CTE programs that require them.</p> <p>Faculty member John Karnatz has conducted sections of CMS-101 as a service learning opportunity for several semesters. This has taken a few different forms so far including: <i>Spartan Consulting</i> and <i>Novation Project</i>. Both experiences offer students an opportunity to engage in service-oriented consulting learning experiences for non-profit organizations as well as for</p>

	Elgin Community College.
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?	<p>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.</p> <p>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 need online development to advance college goals. It remains unknown how the modality mix will shift once college operations return to the “new normal.”</p> <p>To date, CMS has limited history with hybrid, synchronous and asynchronous online sections. While success rates are a few points lower than historical face-to-face sections, they are still within an acceptable range and not cause for concern. As the program determines the standard mix of modalities moving forward to meet non-emergency needs, attention will be paid to ensure consistent outcomes.</p>
3.2a How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	<p>As the switch was made to remote teaching and learning in Spring 2020, the college provided laptops, Chromebook’s and hotspots to students in need. This continued into FY21 to expand student access to online options. A <i>Remote Hub</i> webpage was developed to serve as a central location for many essential resources, including a Student Resource Guide and a “How to Thrive in Your Online Classes” guide.</p> <p>Projects within the Distance Learning and the Student Access and Disability Services departments and others across the college have been focusing on general accessibility concerns, some accommodations specific for students with disabilities, and some more general in nature. Training and support resources are provided for faculty to make their online course shells more accessible (for screen readers, for example) and assistance is available to students who are having technical difficulty with computers/D2L/Zoom and so on. In Fall 2022, students will be able to participate in computer tutoring to develop skills needed to successfully work in the digital environment.</p> <p>In 2021 the college launched the Student Success Coach program to explicitly support students in online or hybrid class modalities from Latinx, Black/African-American and/or Pell-eligible populations.</p>

	<p>A difficulty for CMS in the remote environment has been that access to high speed internet is still a concern for students, and some faculty, when off-campus. Getting speeches to upload efficiently is still a matter of access to bandwidth. However, the ability of most software to be used either from a computer or a smartphone has helped. Additionally, software has improved greatly over the last two years and so the pandemic has actually provided an opportunity to practice with emerging technologies that can be used for speech capturing. Additionally, the department more or less operates with fully digital textbooks, which have been easier to integrate into online courses and have drastically reduced costs for students.</p>
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	<p>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.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p> <p>Is all professional development offered to both full time and adjunct faculty?</p> <p>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>There are various and plentiful professional development opportunities for faculty (regardless of full-time or part-time status) at the college, many of which switched to a remote format after Spring 2020. The faculty contract allows for professional development funds, and includes part-time faculty. Faculty may choose to attend conferences in their discipline. The college offers in-house training on various subjects through the office of Professional and Organizational Development and the Center for Enhancement of Teaching and Learning (CETL). Increased offerings are now available regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.</p> <p>Specific to this discipline, the CMS faculty are members of the National Communication Association (NCA), Phi Rho Pi, Illinois Communication and Theater Association (ICTA), Illinois Intercollegiate Forensics Association (IIFA), and the Region4 Affiliated Forensics League (RAFL). Dr. Dittus finished his long-standing appointment as the Executive Secretary of IIFA. Professor Anderson is the new Region IV Governor of Phi Rho Pi. By being active in all of the above organizations, faculty members are continually in contact with other speech instructors across the state of Illinois while also interacting with instructors of the basic course on the national level. Additionally, since most forensics coaches are also basic course instructors, CMS has a unique opportunity to share and learn every time there is a tournament.</p>

	<p>Over the past five years, the department has attended the following national conferences: National Communication Association National Conference, Phi Rho Pi National Tournament, the National Forensics Association National Tournament, the American Forensics National Tournament, the National Assessment Conference, the National Broadcasters Association Conference and the National Development Conference in Individual Events. On the state level, the department has attended the IIFA, ICTA, PRP, and RAFL conferences/meetings. Most national and regional communications organizations run conferences that are very much equity-based.</p> <p>CMS faculty are also present in almost every committee on campus. The program has taken a very active role in encouraging its adjunct faculty members to serve on college-wide committees believing that some of the best institutional training occurs through service. Many faculty members remain engaged in high school, community college, and university-level competitive forensics, and while this is service, the opportunity to consistently be around professors from multiple institutions becomes de facto training just due to the conversations that arise.</p> <p>While there has certainly been college-sponsored technological training, the CMS department is very supportive of individual choice and as a result, many faculty members actively seek out different technologies to use in their instruction. As a result, independent, self-motivated training is a major component of the CMS department's culture.</p> <p>Additional norming activities would be of a benefit to this department. Using the emerging objectives technology in D2L will help with future alignment. There will also be training opportunities/needs uncovered as CMS-101 continues through the equity in assessment cohort. Retraining current staff to teach CMS- 106 will be a priority.</p>
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	All full-time faculty have contributed to IAI reviews of course outlines but none have served on the panel directly through IAI at Illinois State.
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these	CMS-101 is participating in the inaugural cohort for the college's quality initiative, Advancing Equity through the Assessment of Student Learning. Specific projects will be rolled out in the near future to continue to improve the division's support for at-risk students. In the previous five years the

supports?	<p>department made strides in gathering authentic assessment materials, and using college-wide programs such as Achieving the Dream to ensure that CMS is not failing any specific group, and avoiding “rules-based” communication pedagogy. This next cycle will focus on ensuring that materials and assessments use equitable language and policies so that undue barriers can be eliminated.</p> <p>Additional support has also been made via special class sections. The department has run CMS-101 as an ESL cohort, and most CMS-215 courses are scheduled with specific Health Professions programs (such as Physical Therapy Assistant and Medical Imaging) to use existing support networks and contextualize the course content.</p> <p>The department would like to move towards creating a communication lab to further help students with presentations much as The Write Place and the Math Lab assist in those content areas.</p>
3.7 To what extent is the discipline integrated with other instructional programs and services?	<p>CMS-101 runs one honors section each semester, including summer. The program collaborates with CTE programs to offer focused CMS courses to fulfill the communication content needs of those areas beyond the 101 course. For example, Radiography students must instead take CMS-215: Intercultural Communication. The program is also connected to the needs of ESL students.</p>
3.7.1 Where has the program developed stronger collaborations and relationships over the last five years? Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? Comment on areas within ECC as well as externally in the community (and beyond).	<p>The CMS department is poised to engage with other programs at the college by helping other non-communication courses create and assess presentations. With more tools at educators’ disposal from a technological perspective, CMS can take a more active stance in helping others to integrate presentation software (Bongo, flipgrid, etc.) into their courses.</p>
3.8 What does the discipline or department review when developing or modifying curriculum?	<p>The CMS department meets formally 1-2 times per semester, but discussions amongst faculty are regular. The norms are heavily regulated by both the IAI and ICTA. The curriculum for the basic course is pretty standard on a national level and the State of Illinois, though the IAI gives particular speeches that must be accomplished. In other words, with the exception of making adjustments for audience requirements during the pandemic, the curriculum layout of the basic speech course is fairly universal and static.</p>

	<p>The non-Speech courses, mainly 210 and 215, routinely receive some subject-matter assessment so that materials can be more beneficial to the programs taking the majority of seats in these majors.</p> <p>The minimum competency prerequisite for all CMS courses has been established for some time and seems to be working well to balance access and support student success.</p>
<p>3.8.1 Specifically, how does the program ensure that quality, relevant, contextualized, and culturally responsive curriculum is offered?</p>	<p>Elgin Community College's course offerings are in-line with other colleges. Within the discipline of communication studies, the basic communication course will always be disproportionately large as it is one of the core required courses on a state level. Elgin Community College also regularly offers interpersonal and intercultural communication courses at the 200-level. These are two of the four main prerequisites for communication majors in Bachelors programs. The other two courses in the 200-core group are Group Communication (offered as CMS-203 but has not run recently) and organizational communication (currently in development as CMS-220). Once Organizational Communication is developed, the department will have the core courses in place to once again offer a major in communication to transfer students.</p> <p>The field of communication is one of the leading research fields driving culturally responsive studies. As such, all program materials include culturally responsive content, and courses such as Intercultural Communication focus exclusively on culturally-responsive context. For the upcoming cycle, faculty will continue to address equity. Most recently, the discussion has been focused on syllabus creation: is the language of the syllabi and policies created under equity lenses. After the completion of this review, assignment creation and specific assessment procedures will be next. Communication anxiety is very real, and redesigning materials under an equity umbrella should help communication to be more accessible.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p> <p>Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</p>	<p>The program will monitor disaggregated course success rates for trouble-spots and review data to investigate where improvements can be focused. For example, Interpersonal Communication was renumbered from CMS-110 to CMS-210 and minimum competency prerequisites for reading/writing were added to better support student success. This change also aligned the standards with the CMS-101 course. Most discussion in the department usually centers around how to improve retention in specific groups that are correlated with specific majors or programs (health professions, early childhood ed, ESL,</p>

	<p>marketing, etc.).</p> <p>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. Findings will be discussed in the “Performance and Equity” section of this report.</p>
<p>3.10</p> <p>a. How does the college determine student success in this discipline?</p> <p>b. What assessment methods are used to ensure success?</p> <p>c. How are assessment results or other findings related to student learning shared with others within the department, division, college and community for continuous improvement?</p>	<p>Student success in the CMS program is tied closely by extension to the basic learning outcomes set out in CMS-101 and to the elements of the Communication general education learning outcome. IAI and national standards also play a role in the department. With these standards as a benchmark, the underlying baseline of success is that students completing a communication course will demonstrate the ability send and receive organized messages in multiple/diverse settings.</p> <p>The department does not use standardized rubrics, but does compare grading materials amongst instructors. While there is some differences between weighting and terminology, the instruments of assessment are pretty consistent. Two assessment cycles ago, the department tried to record student speeches for comparative assessment. but the technology of the time was just not capable to meet the goals. Now that technology has made significant strides, the faculty revisit this protocol of departmental assessment.</p> <p>Over the last five years, assessment has focused mainly on structure rather than performance. With the ability of course, management software making data gathering easier than five years ago, the department has done preliminary research into whether students are completing the structural components of a speech using standardized assessment tools. By and large, thesis statements and organization seem to be adequate.</p> <p>The department regularly talks with each other and shares information in quarterly meetings. From a division perspective, there is probably some more correlating that CMS could do with other departments, especially English and psychology, to see if there is some sequencing effects that may suggest improved</p>

	<p>success rates. While the department regularly interacts within the speech community via conferences, tournaments, and performance events, there is more the department can do in terms of interacting within the District 509. The creation of a speech lab that has community access would be a huge improvement in outreach.</p> <p>More than half of the department has served on the college's assessment committee (SLAAC) in some capacity, often working trials from the committee into CMS courses. This probably is the most tangible college-level reporting of assessment practices, as active involvement in assessment related events in a natural byproduct.</p> <p>Assessment of the curriculum as a whole has potential for more research into the sequencing of the core required courses of the Associate's degrees. For example, it is believed that students may be most successful if CMS-101 is taken after ENG-101 but before ENG-102. Another line of research might be how success rates in CMS-101 are affected when the course is taken within the first 15-30 credits.</p> <p>The immediate focus of the next 5 years will be to see how findings from the assessment-equity cohort will improve materials/retention, and analyzing how the department can measure its ability to help students translate their CMS success into other programs, as communication-based assessment is almost universal.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>As discussed above, this next 5-year cycle will focus on ensuring that course materials and assessments use equitable language and policies to eliminate barriers to student success. The inclusion of more online materials to classroom-based instruction can be leveraged to create even more in-class performance and practice time as CMS courses are always under time crunches.</p>
<p>3.12 List any barriers encountered while implementing the discipline.</p>	
<p>The National Institute of Mental Health (NIMH) continues to remind that public speaking is one of, if not the, most common fear listed among Americans. Whether or not this fear is real may be secondary to the perception that the fear is real, and instructors must help many students overcome this perceived or actual anxiety.</p> <p>As the college expands into more new initiatives, the next five years may see more obstacles to balance these priorities.</p>	
<p>Performance and Equity</p>	

<p>PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program</p>	<p>ENROLLMENT</p> <p>CMS has remained relatively stable for the last five years, driven by continued enrollment in CMS-101, the degree-required course. Slight declines have correlated with enrollment trends at the institutional level though CMS actually saw a slight spike in enrollment in the last fiscal year bringing enrollment to slightly above where it was at the beginning of this review period. Some of this increase is based on growth with dual-credit students. Some may also be attributed to students wanting to complete the basic course in a more convenient way during the pandemic and may have included reverse-transfer students enrolling at Elgin Community College instead of their home-university during the pandemic.</p> <p>If core courses for a Communications major are developed and articulated, future enrollment is forecasted to rise modestly, perhaps by 250 - 400 credits per year.</p> <p>SUCCESS</p> <p>Course-level success rates in CMS have remained very consistent over the past five years, hovering around 90%. As CMS-101 and CMS-215 are required for many programs, motivation to succeed is higher and success is slightly above the average for other transfer courses. Students participating in the dual-enrollment programs also tend to be those with very good study skills. Offerings for most of the review period have also historically low in online delivery proportionality, which historically can have slightly lower success rates across the college. There also is some concern that that 101 success rates will drop in online modalities due to the State of IL reintroducing a mandatory audience for some speech assignments.</p>
<p>PE.2 Overall Comments Regarding Equity within the Program</p>	<p>The data for CMS success rates is very similar to the institutional success benchmarks. Because of the high numbers of credit hours generated, this reflection is not surprising. Still, CMS does seem to see a higher percentage of success in Black/AA students than the college, though the largest success gaps are with this group. These differences are better in CMS-101, and 215 (intercultural communication) may be a solution to some problems.</p> <p>Initial data seem to suggest that either native language does not affect success, or non-native English speakers are not part of the population of 101. Significant differences are not noted based on other demographics provided, such as gender and age.</p>
<p>Curriculum Data</p>	

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. Moving into FY21, ASYNC refers to the traditional online-only modality and trends backwards. SYNC began in Summer/Fall 2020 as a new modality alternative, representing synchronous instruction via meeting technology such as Zoom.						
Academic Discipline		Communication Studies				
Course Title		CMS-101: Fundamentals of Speech				
Course Description		Introductory public speaking course designed to develop research, delivery and organization skills. Particular attention is focused on finding, structuring and supporting ideas, as well as on increasing confidence and poise in a variety of speaking situations.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	1,542	1,585	1,479	1,398	0
	Online/ASYNC	0	0	0	0	1,268
	SYNC	N/A				441
Total Credit Hours		4,626	4,755	4,437	4,194	5,127
Success Rate	Face to Face	85%	86%	87%	85%	N/A
	Online/ASYNC	N/A				81%
	SYNC	N/A				82%
IAI Status (list code)		C2 900				
How does the data support the course goals? Elaborate.		<p>Course enrollment has remained relatively stable in the basic course. FY20 and FY21 saw some volatility between years, but the dip can be explained by the COVID-19 pandemic, and the FY21 surge was partly due to an increase in summer offerings. Since the beginning of this assessment cycle, only 1 CMS-101 section was canceled due to low enrollment and only 1 section was reassigned for load purposes meaning scheduling practices have been pretty accurate.</p> <p>CMS-101 did see a minor success decline but only after completing a full switch to an online only modality during COVID-19. The success rate remained higher than online course averages, and the drop most likely remained modest because the groundwork to launch CMS-101 as an online course was already created and was planning to run in fall of 2020. The next five years will provide a better testament to success rates across multiple modalities.</p>				

What disaggregated data was reviewed?	<p>The college provides dashboards to review success rates by modality, dual-credit status, and other standard student demographics - race/ethnicity, gender, and Pell status, for example. The ability to disaggregate on other factors as well as in combination of characteristics is growing.</p> <p>The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum.</p>				
Were there identifiable gaps in the data? Please explain.	<p>Patterns generally reflect Elgin Community College-wide disparities. Black/AA students succeed at a higher level in CMS than Elgin Community College overall but still lower than their course peers. When looking at success rates during the pandemic, the decline was roughly proportional to the overall success decline.</p> <p>This could be due to a variety of factors including: access to technology, course design, recording opportunities, etc. There is also a higher decline of withdrawal for AA/Black students, and the department is unsure of what this cause of this might be.</p> <p>However, the difference in success rates for both Black (-10%) and Latinx students (-3) mirrors the overall success rates in CABS, with a slightly higher success rate for Black students. This disparity will be further examined within the cohort project.</p>				
Course Title	CMS-102: Public Speaking				
Course Description	Advanced public speaking course. Theory and practice focus on possible approaches to the preparation and delivery of informative and persuasive speeches. Sources of material, organizational patterns, persuasive strategies related to audience analysis, and the various methods of presentation are examined.				
	FY17	FY18	FY19	FY20	FY21
Enrollment	0	0	0	0	0
Total Credit Hours	N/A				
Success Rate	N/A				
Form 13 Status (list signature dates and institutions)	EIU 5/9/22, Columbia MO 5/10/22, SIUE 5/16/22				
How does the data support the course goals? Elaborate.	The course is being kept as the department moves towards program/major status.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				

Course Title		CMS-106: Introduction to Film Appreciation				
Course Description		History, methods and social implications of film as an art form. Special emphasis on evaluation and criticism of films.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	129	99	107	86	0
	Online/ASYNC	73	105	74	63	87
	Hybrid	0	0	9	0	0
Total Credit Hours		606	612	570	447	261
Success Rate	Face to Face	62%	55%	60%	47%	N/A
	Online/ASYNC	61%	61%	68%	73%	49%
	SYNC	N/A				N/A
	Hybrid	N/A	N/A	78%	N/A	N/A
IAI Status (list code)		F2 908				
How does the data support the course goals? Elaborate.		<p>This course may experience a temporary enrollment decline due to staffing changes. With Dr. Dittus retiring, current staff needs additional training, a new instructor will need to be hired, or the curriculum requirements for the instructor need to be changed. The goal is to have this course above 400 credit hours by FY24.</p> <p>Within the department, this course has lower success rates. Sections have included the traditional online modality for the entire review period, not just for the pandemic. While it is a general pattern that online success runs slightly lower than face-to-face, results for this course have been contrary, with online success sometimes higher.</p>				
What disaggregated data was reviewed?		College dashboards were used to review disaggregation based on Race/Ethnicity.				
Were there identifiable gaps in the data? Please explain.		The data showed gaps based on Race/Ethnicity. Equity in this course may be technology-based? When the course is offered under new faculty, attention will be paid to equity in both course design and assessment of outcomes to understand what influence might still be present.				
Course Title		CMS-112: Special Topics in Speech				
Course Description		A course designed to meet varied needs expressed by students and community groups for developing knowledge and skills in methods, types and practical applications of oral communication. Course is repeatable to twelve credits				

		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	17	10	15	13	0
	Online/ASYNC	0	3	0	0	0
Total Credit Hours		40	30	31	26	0
Success Rate	Face to Face	94%	100%	93%	100%	N/A
	Online/ASYNC	N/A	100%	N/A		
Form 13 Status (list signature dates and institutions)		N/A Special Topics Course				
How does the data support the course goals? Elaborate.		Previously, CMS-112 was run for special topics (including forensics and interviewing). However, the department now has designated courses for these topic areas: CMS-146 (Forensics) and CMS-230 (Interviewing).				
What disaggregated data was reviewed?		N/A, low enrollment, insufficient data.				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		CMS-130: Business and Professional Speaking				
Course Description		Effective professional communication will be accomplished through skills development. Skills needed for effective communication will be identified. Methods for developing and improving skills will be applied. Areas of concentration will be small group communication, interviewing, person-to-group speaking and interpersonal communication.				
		FY17	FY18	FY19	FY20	FY21
Enrollment		0	0	0	0	0
Total Credit Hours		N/A				
Success Rate		N/A				
Form 13 Status (list signature dates and institutions)		EIU 5/9/22, Columbia MO 5/10/22, SIUE 5/16/22				
How does the data support the course goals? Elaborate.		This course may be dropped. The department is discussing.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		CMS-146: Forensics Practicum				
Course Description		Open to students competing with the forensic team, this class will foster the development of communication skills through the creation and use of				

		performance materials (speeches, interpretive cuttings and debate) in speech contests. Students are expected to participate in regular practice sessions where critiques of performances are given and to use those critiques to prepare effective material which they will use when participating in competitive events.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	New course		2	3	0
	Online/ASYNCR			0	0	1
Total Credit Hours		N/A		6	9	3
Success Rate	Face to Face	N/A		100%	100%	N/A
	Online/ASYNCR			N/A		100%
Form 13 Status (list signature dates and institutions)		EIU 5/9/22, Columbia MO 5/10/22, SIUE 5/16/22				
How does the data support the course goals? Elaborate.		Enrollment will most likely continue to be between 5-10 credit hours. This should remain stable unless the size and budget of the speech/debate team were to increase.				
What disaggregated data was reviewed?		N/A, low enrollment, insufficient data				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		CMS-203: Group Communication				
Course Description		This course provides an introduction to the theories of group communication and provides students with practical opportunities to use those theories to develop effective group communication skills. Students are expected to demonstrate both practical and theoretical understanding of problem-solving and decision making group contexts and the issues which groups must address to be effective.				
		FY17	FY18	FY19	FY20	FY21
Enrollment		New Course		0	0	0
Total Credit Hours		N/A				
Success Rate		N/A				
IAI Status (list code)		MC 902				
How does the data support the course goals? Elaborate.		Course has been offered but did not run. This would be a core course of a communication major with expected enrollment of 1-2 sections per year. It will be kept in the catalog while the major core is being redeveloped.				

What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		CMS-210: Interpersonal Communication				
Course Description		Course addresses effective communication in personal relationships by examining principles and theories of communication; studying communication barriers and breakdowns and focusing on theories about self-concept and conflict management.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	32	31	28	33	0
	Online/ASYNC	0	0	0	0	36
Total Credit Hours		96	93	84	99	108
Success Rate	Face to Face	91%	90%	90%	90%	N/A
	Online/ASYNC	N/A				85%
IAI Status (list code)		MC 901				
How does the data support the course goals? Elaborate.		<p>This course will consistently run one section per semester. It primarily serves as a transferable course for potential communication or other social science majors. If the program expands the major core, these credit hours might expand 50%.</p> <p>Success rates are higher than average.</p>				
What disaggregated data was reviewed?		None at this time.				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		CMS-215: Intercultural Communication				
Course Description		This course presents principles and theories of intercultural communication and examines how culture influences the communication process. It reviews major theories of multi-intercultural communication, the universal human processes that contribute to cultural differences, and the practical approaches to communicating more effectively with persons from other cultures.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	62	91	112	113	0
	Online/ASYNC	0	0	0	0	92
	SYNC					24

Total Credit Hours		186	273	336	339	348
Success Rate	Face to Face	93%	92%	89%	88%	N/A
	Online/ASYNC	N/A				90%
	SYNC	N/A				88%
Form 13 Status (list signature dates and institutions)		EIU 5/9/22, SIUE 5/16/22, Columbia MO 5/11/22				
How does the data support the course goals? Elaborate.		<p>In FY19, additional health professions programs required CMS-215. The majority of students are in the Physical Therapy Assistant or Medical Imaging programs. The course will continue to be a 3 section per semester course, up from 2 sections per semester at the start of this cycle, though enrollment will be driven primarily by those programs.</p> <p>There may be an IAI code for intercultural communication which will be investigated as part of the initiative to redevelop the communication major. This articulation could boost enrollment in the future.</p> <p>Similar to 210, success rates are consistently higher than average in this course as the health professions programs mentioned above have selective admissions.</p>				
What disaggregated data was reviewed?		<p>The success rates of 215 are above the average success rates for the department as a whole. The data does suggest that there was no significant decline in success rates as the course moved to an online modality for the first time, being offered as both a synchronous and asynchronous option. There does not appear to be any equity gaps in the data when looking at five-year success rates. Small numbers do mean that there is either a perfect success rate, or slightly lower success rate than the average is one student drops.</p>				
Were there identifiable gaps in the data? Please explain.		<p>Final grades for this course sometimes divide into very high grades for most students (healthcare majors are driven) and then a few failure-to-completes (students exploring major or attempting to enter a healthcare major only to change their mind).</p>				
Course Title		CMS-216: Argumentation				
Course Description		<p>Introduces the student to theories of argumentation with emphasis on the nature of argument, proofs and evidence, constructing arguments, attack and defense of arguments, fallacies of arguments and the use of logical and persuasive reasoning. Students are expected to design and orally defend and attack argumentative messages</p>				

		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	1	0	0	0	0
Total Credit Hours		3	N/A			
Success Rate	Face to Face	100%	N/A			
IAI Status (list code)		MC 905				
How does the data support the course goals? Elaborate.		The course is being kept as the department moves towards program/major status. If the program expands the major core, this may run 1-2 sections per year.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		CMS-230: Interviewing				
Course Description		This course will supply students with practical and theoretical interviewing experience to be a successful interviewer and interviewee. This course will examine various types of interviews (informative, persuasive, employment related, etc.). Through this course, students will not only learn the skills of "how to" be an effective interviewer/ee, but also learn why these skills are important				
		FY17	FY18	FY19	FY20	FY21
Enrollment		0	0	0	0	0
Total Credit Hours		N/A				
Success Rate		N/A				
Form 13 Status (list signature dates and institutions)		EIU 5/9/22, Columbia MO 5/10/22, SIUE 5/16/22				
How does the data support the course goals? Elaborate.		The course is being kept as the department moves towards program/major status. If the program expands the major core, this may run 1-2 sections per year.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Academic Course Review Results						
Rationale R1. Provide a brief summary of the review		The discipline’s courses are operating well with consistent enrollment and above average success rates. CMS-101 as a primary degree				

findings and a rationale for any future modifications.	<p>requirement was able to successfully transition to remote teaching and learning due in large part to advancements in communications technology. The department will continue to explore the potential to create a Speech Lab to support student success across disciplines.</p> <p>As CMS moves towards being a major, at least two more core courses will need to be developed for IAI articulation. Such advancement would have a positive impact on enrollment in CMS courses.</p> <p>From an equity standpoint, the department is pleased that CMS-101 is part of the Assessment cohort and faculty fully expect that this project and complementary equity efforts will make materials sound less punitive and more inviting.</p>
<p>Intended Action Steps R2. Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Finish CMS-101 participation the Assessment Equity Cohort; expand impact to other courses <u>Timeline:</u> Now- through spring 2024 <u>Person(s) Responsible:</u> Eric Long</p> <p>Create a Communication Major with IAI <u>Timeline:</u> 2026 <u>Person(s) Responsible:</u> Department faculty</p> <p>Create a Communication/Speech Lab <u>Timeline:</u> 2026 <u>Person(s) Responsible:</u> Department faculty with division administration support</p>
<p>Program Objectives R2. A If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The pandemic helped the department create more resources and integrate new technologies. In many ways, better speeches may be created as a result of having more tools to practice with. The struggle for Communication Studies might be separating the communicative skill from the technological skill, and one can be misinterpreted for the other.</p> <p>An investigation on the technological divide is probably warranted. While access to internet is a remote learning issue, access to a computer is something else - and some skills are harder to learn and practice with just a smart phone.</p> <p>Not having access to stable, fast internet is a struggle as uploading speeches can take a long time with low bandwidth.</p>
<p>Performance and Equity R2. B To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>As discussed throughout this report, CMS-101 is participating in the college's equity project, Advancing Equity through the Assessment of Student Learning. Participation in this project will include substantive data collection to support meaningful disaggregation to better understand the nature of learning gaps. Faculty are committed to devising multiple interventions, including syllabi revision and a review of teaching materials from an equity lens.</p>

Resources Needed R3.	The first two goals mostly require administrative support. The communication lab will require recording technology, space, and labor resources similar in scope to the Write Place or Math Labs.
Responsibility R4. Who is responsible for completing or implementing the modifications?	Eric Long, faculty and Instructional Coordinator will lead the assessment cohort efforts. Department faculty will work on the Speech Lab and the IAI Major curriculum expansion.

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2017 - 2021
Discipline Area:	English
Review Summary	
Program Objectives RS.1 What are the objectives of the discipline?	Program Level Student Learning Outcomes: English Composition: <ul style="list-style-type: none"> A. A clear purpose appropriately directed to a specific audience B. Appropriate development of the specific purpose for writing C. Logical organization based on the specific purpose for writing D. Appropriate style, mechanics, formatting, and documentation English Creative Writing: <ul style="list-style-type: none"> A. Critically read another authors' work B. Identify, analyze, and incorporate literary devices C. Employ revision tactics specific to all three genres based on critical commentary from the instructor and peers D. Develop voice in the areas of Creative Nonfiction, Fiction, and Poetry E. Utilize appropriate style, mechanics, and formatting
	<p>In the English composition sequence, the outcomes are constantly covered as the core skills. Earlier in the sequence, the outcomes are introduced and practiced, and students are even expected to reach a certain level of mastery. Fuller mastery is expected in ENG-102. Faculty do not view mastery as "perfection." Rather, the department outlines very specific requirements for essay assignments where students must meet expectations, culminating in the research paper in ENG-102. All of the program outcomes contribute to the research paper. Course-level assessment identifies opportunities to strengthen student outcomes towards the goals of the program. This review noticed that ENG-102 course-level outcomes do not explicitly include grammar and mechanics, something the program will likely revise.</p>

<p>RS.3 How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?</p>	<p>The courses contribute quite a lot. The composition courses are required for many degree programs. The writing skills are foundational for much of the work students do in other courses, as are the research skills developed in ENG-102, especially. The program is a key component of the Communication and Information Literacy general education outcomes. English courses are part of the Honors program and the dual-credit program. The creative writing courses contribute to additional co-curricular learning experiences such as creation of The Spire publication and participating in Skyway competitions. The Write Place, the writing specific tutoring center, is partially staffed by English instructors, and provides writing support across all disciplines at the college.</p>
<p>Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.</p>	<p>Progress towards goals from the FY17 Program Review: <u>English Composition:</u></p> <p>Establish committees (with wider departmental representation) to revise ENG-102 and ENG-098 course outcomes, aligning them with recently approved revisions to ENG-101 outcomes. <u>Status:</u> Complete Comments: ENG-102 and ENG-098 department syllabi updated. ENG-101 and ENG-102 outcomes and departmental syllabi also reviewed more broadly to incorporate updates to IAI requirements, such as essay length. Outcomes for ENG-102 can be further revised to match the detail found in the ENG-101 outcomes in departmental syllabi.</p> <p>Establish a Writing Across the Curriculum committee and survey faculty about expectations for reading and writing. Make recommendations for further actions to inform how the department is teaching reading and writing and how to support that work across other disciplines (Spring 2018). <u>Status:</u> Deferred Comments: Program did not explore this in a formal way. One faculty member discussed reading requirements with the Biology department, but much more could be done with this.</p> <p>Establish a committee to look more closely at African-American student success data in English Composition and</p>

across the college. Present findings and make recommendations.

Status: Deferred

Comments:

While the program looked at and analyzed some student-success data for this student demographic, an official committee was not formed to address this. Departmental discussions of equity have been broader. As the college begins to move on from the pandemic, faculty hope to fulfill this goal.

ENG-097 course outcome revision and re-alignment based on assessment

Status: Completed

Comments:

ENG-097 will no longer be offered in lieu of LTC-099 providing students another course option. ENG-097 has been removed from the curriculum after much discussion and realignment of developmental education.

Develop a committee to look more closely into online course success rates and make recommendations for improvement. Efforts to include faculty engagement, engagement across the college, and towards closing equity gaps.

Status: Deferred

Comments:

Effort not formally undertaken, but program is still interested in exploring this topic.

Creative Writing:

Modify class schedule to experiment with alternative options for offering ENG-110 in order to increase enrollments

Status: Completed

Comments:

Now there are three different types of offerings: twice a week daytime, once a week evening session, and online asynchronous. This opens up student options for times and modalities. Course prerequisites also changed from ENG-102 to the more inclusive ENG-101. As changes have only recently been instituted, monitoring of enrollment and success are ongoing. However, evening sections have not been offered as frequently due to lack of faculty.

	<p><u>Pilot section of CBS-199 for Spire Literary Magazine development (2018SP)</u></p> <p><u>Status:</u> Completed</p> <p>Comments:</p> <p>CBS-199 course section ran in spring 2018 to support three literary students who prepared the Spire Literary Magazine. The magazine production will again use the course structure in spring 2019, implementing improvements learned through the initial pilot. This change has been implemented and has worked well.</p> <p>Hold planning discussions with Creative Writing faculty to discuss program health and growth as well as expectations for student learning artifacts</p> <p><u>Status:</u> Ongoing</p> <p>Comments:</p> <p>The creative writing faculty have been meeting with Associate Dean Dr. Garcia in some conversations: where they are heading, etc. At Elgin Community College traditionally, the creative writing courses have been viewed as preparatory, meaning students are meant to prepare for further study in creative writing programs. There is a competing philosophy that creative writing can be for personal enrichment, possibly serving different populations. The faculty of these courses are in the process of figuring out what the focus should be.</p> <p>Increase efforts to incorporate Writers Center programming into English/Literature courses</p> <p><u>Status:</u> In Progress</p> <p>Comments:</p> <p>While this has been offered, no faculty have reached out for the opportunity.</p> <p>Explore creation of online creative writing course</p> <p><u>Status:</u> Complete</p> <p>Comments:</p> <p>This has been done successfully, even pre-pandemic (SP2019).</p> <p>Increase awareness of Creative Writing program with area high schools</p> <p><u>Status:</u> In Progress</p> <p>Comments:</p>
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	<p>Faculty are in conversation with Marketing about ways to do this; for instance, scholarship students could visit the high schools.</p> <p>Pilot revising ENG-110 prerequisite from ENG-102 to ENG-101; study the impact of the prerequisite change on the program (increasing student access without decreasing success) <u>Status:</u> In progress Comments: The change has been made: faculty need to gather data and study the impact.</p> <p>Collaborate with transfer director to define educational plans with four-year institutions for creative writing majors <u>Status:</u> Deferred Comments: This has not been done.</p> <p>Other departmental accomplishments not related to FY17 goals:</p> <ul style="list-style-type: none"> • Skills and content from Reading courses were incorporated into English. integrated reading and writing have also been used to restructure developmental course offerings. • Department placement procedures and language, specifically with a mind to equity, including allowing placement from home, which increases access. • Objectives, skills and outcomes from ENG-101 to ENG-102 were further aligned. • Program broadened online offerings. • Faculty worked to be more creative with teaching and underwent much professional growth with online teaching as a department.
Review Analysis	
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.

	<p>Where relevant, data is provided by Institutional Research to inform discussion and decisions.</p> <p>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 an 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.</p>
1.2 How will students be informed or recruited for this discipline?	<p>Given that the composition courses are required for so many programs, the information largely comes from advisors and new student orientation. The program does actively try to recruit for the creative writing courses with speaker events and community outreach.</p>
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?	<p>The General Education Core Curriculum (GECC) credential was established for the 2019/2020 Catalog.</p> <p>A new Global Scholar transcript designation has been created as means to identify and recognize students who have focused their coursework in areas that promote global knowledge, competencies, and awareness. Students who complete this designation will be able to build on their global learning foundation at Elgin Community College and showcase the transcript designation in order to better place themselves into careers and fields of study that value global and international knowledge and experience. The Global Scholar Designation prepares students for the complex and evolving world we live in by providing them with knowledge of diverse nations and cultures and to understand their own society within the context of the larger global experience. The designation is designed to offer students an interdisciplinary approach as they explore the cultural, political, social, and historical issues both within and outside the U.S. The designation also promotes equity and inclusion as it offers an alternative equivalent through coursework for students who may not be able to participate in Elgin Community College study abroad programs.</p> <p>Within this review period, the English Composition courses have been added to several degree programs: Ophthalmic Technician AAS (new degree, required courses), Surgical Technology AAS (new degree, required courses), Culinary Arts</p>

	<p>AAS (revised degree, optional courses), Hospitality Management AAS (revised degree, optional courses), Pastry Arts AAS (revised degree, optional courses), and AFA - Music Production (new degree, required courses). Adding the ENG courses as options provide students flexibility and work in their favor should they later decide to transfer and pursue a Bachelor's degree.</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>Including the developmental course, ENG-098, the program currently offers eight courses. The program's courses with the highest enrollment are ENG-101 and 102, and 101 is the higher enrolled of the two. The reason is clear because both of these courses are required for so many degree programs across the college.</p> <p>The lowest enrollment is for the advanced creative writing courses, ENG-210, 212, and 213. These are specialty courses that often only run a single section a semester or even one section a year.</p> <p>Honors sections are offered routinely, and enrollment in these sections has also increased dramatically since FY19. This past year had honors enrollment of the equivalent to around 8-9 full sections worth of students in both ENG-101 and 102.</p> <p>Enrollment for the program is headed in the right direction when COVID-19 is taken out of account. Faculty know they need to continue to diversify offerings to further drive enrollment and to overcome the downfall of pandemic enrollment.</p>
<p>1.5 Does this discipline offer courses to dual-credit high school students? Describe enrollment and plans/opportunities for expansion.</p>	<p>Dual credit for the composition sequence is quite extensive. ENG-101 and 102 both have many sections with some reserved seats for dual-enrolled students, and several of the district high schools have dual credit courses taught by their faculty in the building. Several dozen students are served in our classes each semester, and then many more are served in the high schools. This provides a good opportunity to get a head start in college.</p> <p>Middle College/Dual Enrollment has steadily increased over the past five years, even with the pandemic. In both ENG-101 and ENG-102, this enrollment is up more than threefold compared with FY17. This pattern is predicted to continue to grow and expand.</p>
Indicator 2: Cost Effectiveness	Response
<p>2.1a How does the operational cost of this discipline compare to that of</p>	<p>The budget of the English program is supported solely by the Ed Fund consisting of tuition/fee revenue, local property tax leverage, federal and state support. Costs are consistent with the</p>

other baccalaureate/transfer disciplines and all programs offered by the college overall?	<p>other transfer departments of the division and college where instructional technology; equipment and supplies are at a minimum.</p> <p>The budget has fluctuated with the retiring of senior faculty and hiring new full-time and part-time faculty.</p>
2.1b What are the primary costs associated with this discipline?	<p>The largest percentage of the budget is the salary for full time faculty at 67%, and part time faculty at 21% and benefits at 12%. The remaining 10% covers instructional Coordinators pay, printing cost and instructional supply cost.</p> <p>The cost to cover the developing and redeveloping of online courses and purchasing equipment to support teaching remote, and the stipend for first timer teaching online courses constitute the additional cost to the budget.</p>
2.1c How many full- and part-time faculty are maintained for this discipline?)	Faculty in the English department also teach sections within Literature or Journalism. For FY22, 10 full-time and 26 part-time faculty taught English courses. There were 20 full-time and 29 part-time taught any of the three disciplines during that year.
2.2 What steps can be taken to offer curricula more cost-effectively?	The department is fairly cost-efficient already as most sections run at capacity. There are no particular concerns with cost effectiveness of the program.
2.3 Is there a need for additional resources?	<p>The programmatic need is an ongoing one related to staffing and equity. The department currently has a low number of full-time faculty who are people of color. Research indicates a benefit to a diverse student population when the faculty is diverse. Hiring more full-time positions with an eye toward equity and diversity would benefit student learning especially within the traditionally marginalized student populations.</p> <p>Otherwise, there are no anticipated large expenses in the next five years.</p>
Indicator 3: Quality	Response
3.01 Describe the strengths of this discipline.	<p>The program is staffed by talented and successfully faculty. During the review period, many earned doctorate degrees, other certificates and published various works.</p> <p>The program strives for Innovation, teaching the old discipline of writing within an ever-changing media landscape that continuously changes how written communication happens.</p> <p>Even before the college was doing this as a whole, faculty were looking at disaggregated student success data to see which groups had the lowest success rates. Though they are still grappling with the results of that data analysis, many</p>

	<p>conversations continue about becoming more equitable as a department.</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>The composition courses had both been offered online for years, and prior to 2020, faculty worked to develop an online version of Creative Writing to open access and drive enrollment. Beyond the traditional 16-week format, there were also late-start 12-week sections and even occasionally 8-week sections. There also is a 2-in-1 option where students take ENG-101 for the first 8 weeks and then ENG-102 in the second 8 weeks of a single semester. Summer sections would range from five to 10 weeks.</p> <p>Pre-COVID-19, enrollment was influenced by the limitations of space. Often, students wanted many sections at peak times, but there are only so many classrooms. This led to some sections being offered at times where fewer students enrolled, leading to underfilled sections. Offering late start sections can aid enrollment somewhat, usually allowing another couple of sections to fill in a semester. Evening and Saturday sections are offered to the extent that they fill, which is not often. More asynchronous online offerings help students take a course without concern for scheduling, so this has a role in increasing enrollment. ENG-101 has also been part of a learning community for ESL students, getting enrollment from yet another subset of students. All of these offerings help enrollment as it takes away as many barriers as possible for students trying to fit an English course into their schedule.</p> <p>During the period of remote teaching and learning, there were no fully face-to-face or hybrid sections given the discipline's ability to go fully online (no labs, for instance). Therefore, during that year, all of our English courses were online, either asynchronous or synchronous. Contract negotiations between the faculty union and the college allowed for individual instructors to choose either synchronous instruction or asynchronous instruction and the program ended up with a large number of both.</p> <p>As students begin to come back to campus in-person, the department expects there to be a large number of fully face-to-face sections; as a modality, hybrid was not as effective as F2F or online and will not be viable. Online enrollment might be more robust than in the past as more students are now familiar with online education. It is predicted that most online sections will be asynchronous, though the newly-minted synchronous model might be retained in a more limited manner if there is a</p>

	desire from 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?	<p>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.</p> <p>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 need online development to advance college goals. It remains unknown how the modality mix will shift once college operations return to the “new normal.”</p>
3.2a How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	<p>As the switch was made to remote teaching and learning in Spring 2020, the college provided laptops, Chromebook's and hotspots to students in need. This continued into FY21 to expand student access to online options. A <i>Remote Hub</i> webpage was developed to serve as a central location for many essential resources, including a Student Resource Guide and a “How to Thrive in Your Online Classes” guide.</p> <p>Projects within the Distance Learning and the Student Access and Disability Services departments and others across the college have been focusing on general accessibility concerns, some accommodations specific for students with disabilities, and some more general in nature. Training and support resources are provided for faculty to make their online course shells more accessible (for screen readers, for example) and assistance is available to students who are having technical difficulty with computers/D2L/Zoom and so on. In Fall 2022, students will be able to participate in computer tutoring to develop skills needed to successfully work in the digital environment.</p> <p>In 2021 the college launched the Student Success Coach program to explicitly support students in online or hybrid class modalities from Latinx, Black/African-American and/or Pell-eligible populations.</p> <p>Within the English department, faculty recognize that an appropriate mix of delivery methods is a means to equitably serve varying student needs as they strive to balance their academic, personal and professional lives. It is anticipated that more robust offerings will continue after the pandemic effects on scheduling decline. However, equitable opportunity for success is just as critical. Given the shift to multiple online modalities</p>

	(synchronous and asynchronous), many faculty in the program have extended their repertoire of online learning tools. In addition to D2L, many instructors have started using various software programs for synchronous online instruction to better engage students in that platform, such as Padlet and Flipgrid.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	<p>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.</p> <p>Aside from the normal, contractual evaluation process, both full-time and adjunct instructors participate in departmental course assessment processes to review and improve student learning outcomes.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p> <p>Is all professional development offered to both full time and adjunct faculty?</p> <p>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>There are various and plentiful professional development opportunities for faculty (regardless of full-time or part-time status) at the college, many of which switched to a remote format after Spring 2020. The faculty contract allows for professional development funds, and includes part-time faculty. Faculty may choose to attend conferences in their discipline. The college offers in-house training on various subjects through the office of Professional and Organizational Development and the Center for Enhancement of Teaching and Learning (CETL). Increased offerings are now available regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.</p> <p>Specific to this discipline, faculty are members of various professional organizations which contribute to their own learning and development. Such organizations help faculty stay current on disciplinary trends and bring that knowledge to the department, helping inform department decisions. These include: CRLA, LRA, AERA, AWP, AWP Two-Year Teaching Caucus, ILACEP, Academy of American Poets, CCCC, National Alliance of Concurrent Enrollment Partnerships; TESOL, Illinois-TESOL. Some have also sponsored specific EDI-related topics: AERA 2021: Race and Instructional Planning for Developmental Literacy; CRLA 2021: Race and Instructional Planning for Developmental Literacy; CRLA 2017: Integrated Reading and Writing; NACEP 2021: Dual Credit Collaborations.</p> <p>Departmental faculty have also made various presentations:</p> <ul style="list-style-type: none"> • "The Ethics of Online Teaching," Making Excellence Inclusive

	<p>(MEI): Together We RISE, American Association of Colleges and Universities (AAC&U), Eastern Illinois University; Oct. 15, 2021.</p> <p>"The Ethics of Online Teaching," FSI: At the Intersection of Teaching, Learning, and Technology, Center for Innovation in Teaching & Learning (CITL) at the University of Illinois at Urbana-Champaign; May 19, 2021.</p> <p>"ALP English Student Success," Faculty Research Community Panel Presentation, TEACH ECC Conference, Elgin Community College; Feb. 18, 2021.</p> <p>"Checking in or Checking out?: Engaging Distance Learners by Infusing Active Learning in the Online 'Classroom,'" OLC Innovate 2020 Conference, Online Learning Consortium and MERLOT; June 16, 2020. Lead Presenter.</p> <p>"Improving Student Retention in English Courses," Faculty Research Community Panel Presentation, Assessment Diaries, Elgin Community College; Feb. 8, 2019.</p> <p>"Un-Research: Deconstructing the Research Paper," Writing on the Edge Conference, College of DuPage; Oct. 20, 2018.</p> <p>"'We Get the Job Done': Using Popular Culture to Address Diversity," 10th Annual Assessment Conference & Share Fair, Harper College; Sept. 21, 2018.</p> <p>"Panel Discussion: Improving General Education Skills Across the Curriculum," 10th Annual Assessment Conference & Share Fair, Harper College; Sept. 21, 2018.</p> <p>"Discovering and Articulating Your Teaching Practice," Adjunct Faculty Teaching and Learning Conference, Harper College; Aug. 16, 2017.</p> <p>"Discovering and Articulating Your Teaching Practice," Teaching and Learning National Institute, Washington Center at Evergreen State College, Olympia, WA; July 30-Aug. 2, 2017.</p> <p>"Integrated Reading and Writing: a Best Practice for Multilingual Learners", CRLA conference presentation, November 2016;</p> <p>"The Professional Tutor Model: Operationalizing the Faculty-Driven Writing Center" at Midwest Writing Center Association in 2016.;</p> <p>AWP Conference and Bookfair, 2018, "Creative Writing Teachers in the Composition Classroom"</p> <p>Faculty in the English department are encouraged to take CETL</p>
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	<p>workshops internal to Elgin Community College, especially those related to online teaching for those who had little or no experience with it prior to the pandemic. New training specific to teaching English in an evolving media landscape would be useful, as would more training specifically about English and Equity, Diversity, Inclusion (EDI) matters. A barrier to equity in English is a conflict between needing to teach strong writing skills and different philosophies on what that means. Support to help shape a more common vision of language instruction would be helpful in combating the continued inequity.</p> <p>All adjunct faculty are welcome and encouraged to attend department meetings and be part of departmental initiatives. They are encouraged to take the integrated reading/writing training to enhance their teaching.</p>
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	To the author's knowledge, no member of the department has been involved in IAI panel review.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	<p>The first identification of at-risk students is the placement process. Students in need of remediation are identified to take developmental course work. This is meant to provide them with more background knowledge and skills so that they can be more successful in ENG-101 when they take it. The college also sponsors a tutoring center specifically for writing skills, The Write Place, where many instructors send students who need further support. The college widely advertises this resource so that students from various disciplines know about it. Many faculty will incorporate a visit to The Write Place as part of an assignment or offer extra credit.</p> <p>Assistant Professor Josh Thusat created a scholarship for academic ESL students called the (Joshua Thusat) Hope Book Club Scholarship, which is another support to students.</p>
3.7 To what extent is the discipline integrated with other instructional programs and services?	<p>There is a longstanding collaboration with the ESL department, manifesting as a learning community for students in the higher-level ESL course also taking ENG-101. The program also runs several honors sections each year in collaboration with the Honors Program. The Write Place, the on-campus tutoring center for writing, is housed in another division, but it is operated by and largely staffed by faculty in the English department. Students from any program or discipline are invited and encouraged to use The Write Place. Students writing research papers heavily rely on Library resources and staff.</p> <p>As mentioned above, the program also offers training on</p>

	<p>integrated reading/writing instruction taught by faculty in the program for other faculty across disciplines. Additionally, the program collaborated with TIDE (Teaching/Learning for Inclusion, Diversity, and Equity, an internal faculty group) to develop a pilot program to offer English-specific training in EDI matters. This pilot program has since expanded to a college-wide set of workshops.</p> <p>Basic writing skills are a component of the college's Minimum Competencies policy. Students not demonstrating readiness for college-level work will need to complete ENG-098, developmental composition.</p>
<p>3.7.1 Where has the program developed stronger collaborations and relationships over the last five years? Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? Comment on areas within ECC as well as externally in the community (and beyond).</p>	<ul style="list-style-type: none"> ● Promotion of student participation in Co-curricular spaces: Phi Theta Kappa; Honors; Creative Writing Scholarship students (assist in programming for Writer's Center, editing Spire) ● In-high school dual credit: multiple sections across high schools, working with HS faculty on alignment, to validate courses taught in the HS based on training which has increased success, including having students use other Elgin Community College resources (library, etc.)
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Program faculty meet regularly, once a month, so most of these discussions happen there initially particular in regards to the discipline's curricular needs. Department meetings are attended by most of the full-time faculty and a few adjunct faculty, periodically. Beyond that, there are department members on several key committees across the campus, such as those dedicated to curriculum, assessment, and others. They bring their discussions back to the department to help the group make decisions. In addition to department meetings, there may be smaller meetings on targeted topics, such as the developmental education sequence, how certain skills are taught, etc.</p> <p>A few curricular changes were made during this review period. ENG-109, Expository Writing, was withdrawn. The ENG-110 Creative Writing prerequisite was changed from ENG-102 to 101 to further open access and drive enrollment. Faculty decided that students can be successful with ENG-101 for the most part. LGBTQ Literature dropped from ENG-101 to Minimum Competencies (ENG-098 or LTC-099) to match the other Literature courses. These changes also give students greater flexibility in scheduling their enrollment in such courses.</p> <p>Based on a review of offerings at other colleges, the program may consider creating a technical writing course. Elgin</p>

	<p>Community College has similar courses in the business program which supports CTE students, but it might be useful to have an English class fitting this genre of writing. Another consideration is the development of a web-based writing course also found at some area colleges.</p>
<p>3.8.1 Specifically, how does the program ensure that quality, relevant, contextualized, and culturally responsive curriculum is offered?</p>	<p>Recent conversations have largely focused on equity. A close view of the composition sequence questions whether different demographic groups, especially traditionally underserved student groups, are being served. Success data is broken down by course and disaggregated by racial groups. Inequitable trends are driving discussion to find ways to make courses more equitable. Recent updates also have been made to outlines and syllabi to ensure the curriculum is in line with evolving IAI requirements.</p> <p>Regarding culturally responsive curriculum, faculty have created forums to share materials they have created that are culturally responsive, such as assignments and readings. Faculty also share such resources by email when they find relevant articles and other resources. Some have suggested the department consider a rewrite of the course descriptions and learning outcomes to include an emphasis on diversity, equity, and inclusion. Without consistency from the master course outline, it is up to individual instructors to choose to include this content. This will allow the curriculum to more systematically contribute to another of the college's general education outcomes, Global and Multicultural Literacy.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p> <p>Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</p>	<p>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. Findings will be discussed in the "Performance and Equity" section of this report.</p> <p>The developmental English courses have been revamped to address success rate issues. As such, the current success rates are consistently on par with the college as a whole. If a course started showing a lower success rate consistently, faculty would</p>

	<p>form a committee to discover what issues were contributing to the problem and then would then revise the curriculum as needed.</p>
<p>3.10</p> <p>a. How does the college determine student success in this discipline?</p> <p>b. What assessment methods are used to ensure success?</p> <p>c. How are assessment results or other findings related to student learning shared with others within the department, division, college and community for continuous improvement?</p>	<p>In this discipline, the department defines student success in two main ways. One is completion of the sequence. There are students who start in developmental courses, so one important gauge of success is whether the students ever make it to Eng-102 and then whether they pass ENG-102. The other measure of success is writing skill. This includes skills in drafting essays, organizing writing, and clearly fulfilling a purpose in writing. It also includes effective use of cited research and adequate mastery of standardized English grammar conventions.</p> <p>Broad course assessment every few years to see how well students in the department are doing. Essays are easily collected as the primary artifacts and rated with rubrics. On the faculty side, the department holds sessions on grade norming to help ensure similar assessment standards are deployed across sections. This will be an ongoing effort as there is wide variance at times.</p> <p>Major findings demonstrate that fewer students are meeting or exceeding standards than faculty would hope and a lower percentage than the corresponding course success rate, suggesting some students are passing the class even if the departmental consensus would not be that they have sufficiently met the outcomes. Due to this, faculty know they need to do more work with grade norming and making sure all sections are held to similar standards of excellence.</p> <p>These findings and reports are shared at department meetings and influence department discussions regarding professional development and department priorities. The reports are also shared with the division and college administration.</p> <p>Generally, assessment results have not suggested curriculum revisions, rather the focus will be on more even application of the prescribed curriculum across sections to improve learning outcomes. One emerging priority is how students use research in their writing and strengthening those skills. Another topic is in regards to the mastery of grammar and mechanics, especially in ENG-102 at the end of the program. There are concerns with proficiency in these skills for these higher-level students. To monitor progression in these skills from developmental courses all the way through ENG-102 will highlight how much is changing, where, demonstrate areas of opportunity for growth</p>

	on each outcome.
3.11 Did the review of quality result in any actions or modifications? Please explain.	A major topic of conversation has been increasing success in online instruction. Even before the pandemic, the department's success rates in online sections were consistently lower. Small groups have been tasked with finding best practices to better teach online, and nearly all of the English instructors have now taken formal training in online instruction. Monitoring the success rates in online sections will motivate the continuation of efforts to research best practices for online writing instruction.
3.12 List any barriers encountered while implementing the discipline.	
<p>Some students enter the college with low reading levels and writing skills that are not at the college level. This barrier makes it harder to implement the discipline because the basic skills must be covered first. There are also barriers that impact the time a student has for the class. Especially in ENG-102, there is a lot of writing to complete, which takes time to do well, and a student with much going on outside of the classroom will face a barrier to complete all the work and truly get all the benefit out of the curriculum.</p> <p>English courses are heavy on reading and writing. Online instruction, made much more common due to COVID-19, by necessity relies on even more reading and writing. As such, the students who already struggle with these skills have increased challenges to become successful in this program. The department has investigated best practices to teach online in hopes of helping more students succeed, especially those with lower entrance skills.</p> <p>The course sequencing with developmental courses used to be more cumbersome for students. Over the past several years, this we have simplified the sequence. No other particular barriers exist that are not shared across the college.</p>	
Performance and Equity	
PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program	<p>Increases are expected as the college moves out of the worst of COVID-19. Program enrollment was at its highest point of the review period through FY20, suggesting health in this area. The program predicts that student interest in online education will remain higher than it was pre-pandemic. Other influences that might affect enrollment are not known at this time.</p> <p>The two main required courses, ENG-101 and ENG-102, continue to have success rates on par with the college as a whole, meaning the program is serving the students as well as the Transfer program is overall. As a group, the creative writing courses have the highest success rates, which is not surprising for multiple reasons. First, across these years, those courses had a prerequisite of English 102. This meant that the pool of students was limited to those who had already shown a certain level of college success in English. Also, those classes are generally taken by students who have a passion in the topic, as opposed to the other courses that are typically taken due to requirements.</p>

		Success rates in online classes have always been lower and continue to be lower than face-to-face instruction. It is imperative, then, that the program continue to improve online pedagogy to help raise those success rates since some students simply need access to online classes in order to make college work for them.				
PE.2 Overall Comments Regarding Equity within the Program		<p>As discussed elsewhere, the department has been investigating disaggregated success rates and is aware of gaps by race/ethnicity groups. Moving towards teaching practices that foster more equitable learning environments and outcomes is top of mind for the faculty.</p> <p>The composition courses (ENG-101 and ENG-102) are participating in a college-level equity and assessment cohort project which began in Fall 2021. As two of the top-enrolled courses at the college, the strategy of infusing significant time and energy recourses into studying outcomes in a disaggregated manner may make significant progress towards reducing equity gaps. Black/African-American and Latinx students are enrolled in the program at slightly higher proportions than the college overall.</p> <p>Faculty are having discussions related to the cost of textbooks as related to equitable access. Costs vary by faculty member: some choose textbooks that are expensive while some use completely open-source materials at no cost to the students. There is a push for faculty to consider the cost of their materials.</p>				
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. Moving into FY21, ASYNC refers to the traditional online-only modality and trends backwards. SYNC began in Summer/Fall 2020 as a new modality alternative, representing synchronous instruction via meeting technology such as Zoom.						
Academic Discipline		English				
Course Title		ENG-101: English Composition I				
Course Description		The goal of ENG-101 is for students to become better readers, writers, and thinkers. Students will read a variety of essays that will serve as models for the expressive, expository, and persuasive essays of their own. Students will not only improve their grammar skills, but will also learn how to read closely, write clearly, and think critically.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	2,274	2,118	2,223	2,292	167
	Online/ ASYNC	210	251	190	240	1,132

	SYNC					866
Total Credit Hours		7,452	7,107	7,239	7,596	6,495
Success Rate	Face to Face	77%	79%	77%	75%	99%
	Online/ ASYNC	71%	68%	70%	77%	70%
	SYNC	N/A				75%
IAI Status (list code)		C1 900				
How does the data support the course goals? Elaborate.		<p>ENG-101 is a foundational course given its requirement by most programs. As such, enrollment remains high but will fluctuate with the enrollment volume of the college overall. Like similar transfer courses, the pivot to remote teaching/learning was not as disruptive as in other areas, such as science labs.</p> <p>The success rates in face to face sections remained consistent and then spiked in FY21, but that is an anomaly of the pandemic scheduling. The online/asynchronous success rate also stayed fairly consistent across this time period.</p>				
What disaggregated data was reviewed?		<p>The college provides dashboards to review success rates by modality, dual-credit status, and other standard student demographics - race/ethnicity, gender, and Pell status, for example. The ability to disaggregate on other factors as well as in combination of characteristics is growing.</p> <p>The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum.</p>				
Were there identifiable gaps in the data? Please explain.		<p>There are equity gaps, but they are somewhat less pronounced than in the program overall. Hispanic/Latino students have a success rate 9% lower than Asian students while Black students have a success rate 19% lower. It is noted that Black/African-American students in this course have lower success rates than in other transfer courses, 53% to 59%. Similar to patterns for the division and other transfer courses, men have lower success rates as well as those eligible for Pell grants. Dual-credit high school students consistently outperform college peers, though this is the same pattern for all programs.</p> <p>As the department continues its equity work, investigations can expand to look at combinations of factors. For example, interesting differences have been noted when combining race/ethnicity with Veteran or Disability status</p>				
Course Title		ENG-102: English Composition II				
Course Description		<p>Second semester of one-year course normally required by all universities and colleges. Emphasis on achieving logic and precision in handling such extensive compositions as the research paper and persuasive and critical themes based on literature or other academic disciplines.</p>				

		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	1,721	1,716	1,572	1,795	176
	Online/ ASync	364	348	381	428	1,156
	Sync	N/A				625
	Hybrid	37	0	0	0	0
Total Credit Hours		6,366	6,192	5,859	6,669	5,871
Success Rate	Face to Face	84%	82%	85%	83%	94%
	Online/ ASync	77%	71%	72%	77%	76%
	Sync	N/A				79%
	Hybrid	65%	N/A	N/A	N/A	N/A
IAI Status (list code)		C1 901R				
How does the data support the course goals? Elaborate.		<p>ENG-102, also a required course for many programs, has expected high enrollment with patterns that mirror college enrollment. Like similar transfer courses, the pivot to remote teaching/learning was not as disruptive as in other areas, such as science labs.</p> <p>ENG-102 has a success rate above that of the college on average, especially in face to face sections. The online success rate is lower but still good compared to the college overall. Success in this second course is slightly higher than ENG-101, demonstrating that those who continue in the sequence are well prepared for success.</p>				
What disaggregated data was reviewed?		<p>The college provides dashboards to review success rates by modality, dual-credit status, and other standard student demographics - race/ethnicity, gender, and Pell status, for example. The ability to disaggregate on other factors as well as in combination of characteristics is growing.</p> <p>The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. This course was reviewed based on race/ethnicity and modality.</p>				
Were there identifiable gaps in the data? Please explain.		<p>The gap is a bit wider in ENG-102, though success rates for all race/ethnic groups are higher than in ENG-101. Hispanic/Latino students come in 10% lower than Asian students in course success, while Black students are 24% lower in course success. This suggests that while all groups have higher success in ENG-102 than ENG-101, the more marginalized groups are not seeing as much increased success.</p> <p>Success in formats other than face-to-face are not as high, but meet or exceed comparable rates. Particularly through the period of remote learning, faculty worked on improving the learning environment to promote successful outcomes.</p>				
Course Title		ENG-110: Creative Writing				

Course Description		Creative writing includes the study and writing of literary nonfiction, fiction, and poetry. It is an introductory course designed to help writers decide which genre or genres they prefer and to prepare them for advanced study in writing.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	51	59	50	38	0
	Online/ASYNC	0	0	0	11	49
	SYNC	N/A				20
Total Credit Hours		153	177	150	147	207
Success Rate	Face to Face	92%	90%	84%	92%	N/A
	Online/ASYNC	N/A	N/A	N/A	91%	85%
	SYNC	N/A				95%
Form 13 Status (list signature dates and institutions)		Columbia College of Missouri 5/10/22, SIUE 5/16/22, ISU 6/6/22				
How does the data support the course goals? Elaborate.		ENG-110 has fairly consistent enrollment across this five-year period. This is a reliable course that the program is aiming to make more available to students. Part of that is a prerequisite change that will allow more students to enroll. Enrollment and success will be monitored moving forward to ensure the right balance of access and success. Prior to the change overall success rates have been sufficiently high and have been maintained in the online modality. These courses are not required for any particular associate's degree programs and therefore attract interested and motivated students.				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. This course was reviewed based on race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		In ENG-110, the number of students is lower, and so the disaggregated data will have more statistical variation. In this course, white students have the highest success rate at 88% followed closely by Hispanic/Latino students at 86%. Asian and Black students are at 73% and 69%, respectively, but there were only 13 students in each group. The program may consider pooling all non-composition writing courses together to better discern patterns of note.				
Course Title		ENG-210: Fiction Writing				
Course Description		This advanced course focuses on writing fiction as a craft, learning to use the writer's tools, and studying the way other writers have used them to create stories. The emphasis will be on experimenting with variations in the student's own writing. Course is repeatable to nine credits.				

		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	0	0	22	9	0
	SYNC	N/A				11
Total Credit Hours		N/A		66	27	11
Success Rate	Face to Face	N/A		96%	89%	N/A
	SYNC	N/A				100%
Form 13 Status (list signature dates and institutions)		EIU 5/9/22, Columbia College of Missouri 5/10/22, SIUE 5/16/22				
How does the data support the course goals? Elaborate.		<p>This course offers limited sections each year, and they are cross-listed with the other creative writing topics Poetry and Non-Fiction to ensure they run in a cost-efficient manner. There are no plans to specifically try to increase enrollment as these are only aimed at a limited number of advanced creative writing students.</p> <p>As with the other non-composition courses, this elective enjoys high success rates.</p>				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. It is more difficult to reliably disaggregate when enrollment figures are comparably low.				
Were there identifiable gaps in the data? Please explain.		Disaggregation is less helpful with such low numbers of students, but no discernable variation was detected between groups. The program may consider pooling all non-composition writing courses together to better discern patterns of note.				
Course Title		ENG-212: Poetry Writing				
Course Description		This advanced course focuses on writing poetry as a craft, learning to use the writer's tools, and studying the way other writers have used them to create poems. The emphasis will be on experimenting with variations in the student's own writing. Course is repeatable to nine credits.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	0	0	6	4	0
	SYNC	N/A				3
Total Credit Hours		N/A		18	12	9
Success Rate	Face to Face	N/A		100%	100%	N/A
	SYNC	N/A				100%
Form 13 Status (list signature dates and institutions)		EIU 5/9/22, Columbia College of Missouri 5/10/22, SIUE 5/16/22				
How does the data support the course goals? Elaborate.		<p>This course offers limited sections each year, and they are cross-listed with the other creative writing topics Fiction and Non-Fiction to ensure they run in a cost-efficient manner. There are no plans to specifically try to increase enrollment as these are only</p>				

		aimed at a limited number of advanced creative writing students. As with the other non-composition courses, this elective enjoys high success rates, 100% for the review period.				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. It is more difficult to reliably disaggregate when enrollment figures are comparably low.				
Were there identifiable gaps in the data? Please explain.		ENG-212 saw 100% success for all groups.				
Course Title		ENG-213: Literary Non-Fiction Writing				
Course Description		This advanced course focuses on writing non-fiction as a craft, learning to use the writer's tools, and studying the way other writers have used them to create stories and essays. The emphasis will be on experimenting with variations in the student's own writing. Course is repeatable to nine credits.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	0	0	4	4	0
	SYNC	N/A				2
Total Credit Hours		N/A		12	12	6
Success Rate	Face to Face	N/A		100%	100%	N/A
	SYNC	N/A				100%
Form 13 Status (list signature dates and institutions)		EIU 5/9/22, Columbia College of Missouri 5/10/22, SIUE 5/16/22				
How does the data support the course goals? Elaborate.		This course offers limited sections each year, and they are cross-listed with the other creative writing topics Poetry and Fiction to ensure they run in a cost-efficient manner. There are no plans to specifically try to increase enrollment as these are only aimed at a limited number of advanced creative writing students. As with the other non-composition courses, this elective enjoys high success rates, 100% for the review period.				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. It is more difficult to reliably disaggregate when enrollment figures are comparably low.				
Were there identifiable gaps in the data? Please explain.		ENG-213 saw 100% success for all groups.				
Course Title		ENG-215: Introduction to Linguistics				
Course Description		In this course, students will study how spoken, written, and visual languages operate. Students will examine key issues in linguistics from structural, historical, regional, and social perspectives to gain				

	a deeper understanding of how language shapes and is shaped by humans.				
	FY17	FY18	FY19	FY20	FY21
Enrollment	N/A, New course				
Total Credit Hours					
Success Rate					
Form 13 Status (list signature dates and institutions)	Columbia MO 5/10/22, SIUE 5/16/22, ISU 6/6/22				
How does the data support the course goals? Elaborate.	<p>This course has not yet been offered. It was slated to run for the first time in FY21, but the pandemic caused it to be pulled. It was determined such a specialty course would not draw enough enrollment during remote teaching/learning period. The program does plan to run the course soon as the pandemic wanes, likely fall 2022.</p> <p>This course will serve education students pursuing an ESL endorsement, coordination will occur with the Education department to attract students.</p>				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Academic Course Review Results					
Rationale R1. Provide a brief summary of the review findings and a rationale for any future modifications.	The program has some places for improvement, but the overall program is heavily tied to IAI requirements and thus will not change fundamentally. The main focus will be on equitable learning opportunities and assessment data to demonstrate student learning across all relevant subgroups.				
Intended Action Steps R2. Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	<p>Evaluate and improve alignment of learning outcomes across developmental (transitional) classes and into the English 101/102 gateway courses using backward design. Evaluate program sequence for signs of inequity.</p> <p><u>Timeline:</u> Spring 2023</p> <p>Establish course leads for individual courses to lead regular professional development within the department.</p> <p><u>Timeline:</u> Ongoing</p> <p>Evaluate and modify placement testing to better reflect English track and promote greater equity.</p> <ul style="list-style-type: none">Investigate changing to integrated reading and writing				

	<p>placement test</p> <ul style="list-style-type: none"> • If decided, implement new placement test • Evaluate diagnostic • Establish system for faculty to address misplaced students <p><u>Timeline:</u> 2022-2024</p> <p>Create norming opportunities for placement testing and summative testing. <u>Timeline:</u> Ongoing</p> <p>Craft a shared departmental statement on equity in English education.</p> <ul style="list-style-type: none"> • Create a team to compile research • Report findings to the department • Create a team to craft a draft statement and share with department to finalize <p><u>Timeline:</u> Fall 2023</p>
<p>Program Objectives</p> <p>R2. A If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The departmental assessment process is providing sufficient information to determine where student learning can be strengthened. For example, results have shown that while writing a unified thesis and focusing an essay, students exceeded our expectations as a whole, but expectations were missed when it came to using evidence.</p> <p>In such instances, the program will continue to strategize as a group and use additional course assessment with norming sessions and department meetings to adapt curriculum and instruction appropriately. This all happens as well from an equity perspective.</p>
<p>Performance and Equity</p> <p>R2. B To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The program will continue to research best practices to promote equity in English education. Evaluating alignment between courses will close examination of equity gaps as students' progress in the sequence.</p> <p>As a high enrolled program, this discipline has significant potential to contribute to equitable access. Helping students develop good writing skills helps them succeed. For students from marginalized backgrounds, often standardized language skills are a hindrance to success because of the racism that manifests in linguistic discrimination. At the same time, this discipline can work against equity when it is used as a gatekeeper discipline that reinforces racist language philosophies. Many in the department have been working to have a more equity-minded English department since the vast majority of students at the college pass through our courses.</p>

Resources Needed R3.	<p>Increased full-time positions in the department would foster the ability to bring in more faculty that can devote more time to program initiatives at Elgin Community College.</p> <p>Administrative support would be helpful when faculty are establishing professional development opportunities.</p>
Responsibility R4. Who is responsible for completing or implementing the modifications?	<p>FY23 Instructional Coordinator Josh Thusat will facilitate discussion and activity with the department. Division Dean/Associate Dean will provide support where needed.</p>
R5. Review team who contributed to this report:	<p>Ryan Kerr, Associate Professor of English, collaborated with many members of the English department to complete the report. It was reviewed by CABS Dean Dr. Rick Mao and Associate Dean Dr. Kristina Garcia.</p>

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2017 - 2021
Discipline Area:	Journalism
Review Summary	
Program Objectives RS.1 What are the objectives of the discipline?	<p>Journalism is a very small program, adjacent to the English and Literature programs, comprised of three courses and a Special topics course. The first two, Intro to Mass Communications (JRN-130) and Fundamentals of Journalism (JRN-131) are typical 3-credit transfer courses which also have IAI articulation for the Major of journalism. The third, Newspaper Workshop (JRN-134), is a 1-credit hands-on experience to produce the student newspaper, <i>The ECC Observer</i>.</p> <p>Overall, the program outlines two main program-level Student Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify the major criteria for news selection • Recognize the major functions of media within media content
RS.2 To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	<p>Students are generally meeting or nearly meeting the objectives/outcomes. For the bulk of the program, the students are generating news story ideas on their own, engaging the same type of newsgathering process as professional reporters - suggesting topics, writing stories, taking photos, writing contemporary digital-focused headlines, editing stories before publication, compiling the issue and engaging with social media. Those students who have taken multiple journalism courses at Elgin Community College have been recognized individually and collectively for their news publication by the Illinois Community College Journalism Association, evidence of excelling at the learning objectives.</p> <p>There have been occasions where Elgin Community College (ECC) students have sought to get their JRN-131 credit class recognized by other schools (not a part of IAI). Based on examination of the course syllabus, in all cases over the past 6 years, they have awarded the transfer credit. There have also been several occasions where former Elgin Community College journalism students have had to formally apply for work at their university newspaper, and in almost all cases, they end up getting those paying jobs due in part to their experience and preparation.</p>

	Those are indicators that Elgin Community College students demonstrate readiness.
RS.3 How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	<p>In addition to developing writing skills, the journalism courses help produce the student newspaper, The Observer, which has won awards and serves the college community with local journalism. Students develop skills to support the General Education learning outcomes of the college, primarily Communication, Critical Thinking, and Information Literacy. In terms of course content and assessments, the program is training future reporters to examine and probe stories in a way that always examines the impact of how school, government, or other societal institutions' policies affect equity. Choosing stories and analyzing what gets press can serve as a lesson in Global and Multi-cultural Literacy as well.</p> <p>While situated within a particular course (JRN-134), the newspaper workshop also functions much like a co-curricular learning experience outside of the classroom. As such, additional skills are also developed. Interpersonal skills are developed when students are interviewing people in the community for news stories. Emphasis is also given to collaborative projects and working as a team. The work emphasizes self-discipline, initiative, integrity and professionalism. These qualities are discussed and presented as imperative to thrive in a journalism or related field. Leadership positions (editor-in-chief, managing editor, etc.) get opportunities to help manage personnel and budgets and learn ways to motivate staff.</p>
<p>Prior Review Update</p> <p>RS.4 Describe any quality improvements or modifications made since the last review period.</p>	<p>Strengthen the prerequisites in JRN-134 to include having students seek instructor consent after they have taken the class the allotted four credits</p> <p><u>Status:</u> Pending</p> <p><u>Comments:</u></p> <p>We reviewed this policy consideration and concluded it was not necessary to pursue.</p> <p>Do more to market JRN courses and reach out to students majoring in Journalism or Communications</p> <p><u>Status:</u> In progress</p> <p><u>Comments:</u></p> <p>The JRN-134 class (Observer workshop) has an email newsletter which has increased awareness among students who are interested in or are majoring in journalism/communications.</p>

	<p>Program hypothesizes that students who come to ECC with an intention of majoring in communications are not necessarily being advised to enroll in the journalism courses.</p> <p>Create a dedicated feature writing class (“JRN-230”); Seek IAI approval. <u>Status:</u> Canceled <u>Comments:</u> There is no IAI code for a feature writing class, so the program decided not to pursue the idea.</p> <p>Encourage English instructors to identify strong writers, “outside-the-box” thinkers and extroverts as potential recruits to the JRN department <u>Status:</u> Pending <u>Comments:</u> About three years ago, the English department created a flier advertising journalism, literature, and creative writing classes. This practice seemed to stop.</p> <p>Secure guest speakers for JRN classes specifically for the current journalism job climate <u>Status:</u> Completed <u>Comments:</u> Journalism students in JRN-134 have been given several opportunities to attend virtual or in-person conferences (at no charge), so students have had the opportunity to hear speakers within the industry.</p> <p>Contract reputable vendor to host an Observer mobile app. <u>Status:</u> Complete <u>Comments:</u> The mobile app is in place along with additional digital services.</p> <p>Keep updated with changing technology in the field <u>Status:</u> In progress/ongoing <u>Comments:</u> The program now creates an email newsletter, the current industry standard.</p>
Review Analysis	
Indicator 1: Need	Response

<p>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?</p>	<p>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.</p> <p>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 an 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.</p>
<p>1.2 How will students be informed or recruited for this discipline?</p>	<p>Besides word of mouth, the journalism classes have been promoted with posters and, more recently, via the email newsletter produced by students in JRN-134. It is distributed to all students several times per semester.</p>
<p>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?</p>	<p>None involving Journalism.</p>
<p>1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?</p>	<p>There are four courses in the catalog. JRN-134, the newspaper workshop, has the largest enrollment because it is offered in both the fall and spring semesters and is tuition-free. It also attracts students with varying academic interests (journalism, communications, photography, videography) and also attracts students who wish to be more involved with their peers on campus. As a 1-credit course, it is easier to add to a student's schedule based on their interest.</p> <p>JRN-298, which is a special topics course designed for those who are serious in pursuing journalism as a career, has historically had a lower enrollment. The course is also offered occasionally (every or every other spring semester).</p>

1.5 Does this discipline offer courses to dual-credit high school students? Describe enrollment and plans/opportunities for expansion.	JRN-131 and JRN-134 are dual-credit courses with some seats opened for high school students. Students must first complete ENG-101 before enrolling in JRN-134. There was no enrollment from this population during the review period. Dual-credit students should be more intentionally pursued and encouraged to enroll in journalism classes that are appropriate for them, as there seems to be sufficient demand.
Indicator 2: Cost Effectiveness	Response
2.1b What are the primary costs associated with this discipline?	<p>The primary cost of this program is the salary for the faculty member teaching a limited number of courses in this discipline. As the salary of this faculty is maintained within in the English department, actual costs to JRN are reduced. Only voluntary overload cost is included in its budget. In recent terms, there have been additional costs for the faculty stipend to cover online modality development and first-time instruction.</p> <p>The budget is covered by the Ed Fund from tuition and fees.</p>
2.1a How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall?	<p>Funding for this discipline is unique in that it is not a standalone budget, rather, it looks more like a supplemental budget.</p> <p>Students do not pay tuition for the 1-credit newspaper workshop, JRN-134.</p>
2.1c How many full- and part-time faculty are maintained for this discipline?)	Faculty in the Journalism department also teach sections within Literature or English. For FY22, 1 full-time and no part-time faculty taught Journalism courses. There were 20 full-time and 29 part-time that taught any of the three disciplines during that year.
2.2 What steps can be taken to offer curricula more cost-effectively?	Costs to the college as well as to the students are generally kept at a minimum. Supplies such as reporters' notebooks and copies of the <i>Associated Press Styleguide</i> are often purchased using appropriate college funds.
2.3 Is there a need for additional resources?	<p>At this time, there is no need for major additional resource allocation. However, for JRN-134 (the Observer), it's difficult to predict large expense changes within the next five years. The class receives some funding from Student Life since it is also considered a student club with an annual budget that is more or less aligned with current spending projections. In addition, the class has additional money from Observer advertising revenues.</p> <p>At this time, significant changes in the budget are not expected within the next two years. Given the changing nature of media advertising, projecting more than a few years out is difficult.</p>
Indicator 3: Quality	Response

<p>3.01 Describe the strengths of this discipline.</p>	<p>The program continues to have strong levels of success. The program has also expanded their operations by publishing the school newspaper (a primary component of JRN-134) online for broader readership. This feature, a shared product (the Observer newsletter, website and other platforms), generates an excitement and motivation in students to a) perform to the best of their abilities, b) encourages them to try new aspects journalism, and c) work together on projects. This risk taking and collaboration is difficult for any discipline to achieve.</p> <p>Moving the printed newspaper to the online/email newsletter is an example of adapting to the times within the mass communications and journalism industries. The new product type is a major source of audience engagement and revenue for many mainstream newspapers and magazines.</p> <p>Faculty Lori Clark and Nick Obradovich were recognized as finalists for Outstanding Course Assessment in journalism in 2019. The Observer has garnered multiple awards by the Illinois Community College Journalism Association (ICCJA) for best newspaper and best news website; individual students have won many awards. A summary of the awards can be found in the Appendix of this chapter.</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>The program has consistently utilized a 16-week in-person model because it attracts the greatest number of students and delivers the curriculum appropriately. For the 2020/2021 academic year, journalism classes used synchronous online modality as a means to preserve the face-to-face discussion and collaborative aspects of meeting in-person, which are vital to the discipline. As with many other programs, enrollment dropped. A substantial increase was then realized when hybrid sections were scheduled, which included some on-campus in-person instruction for AY21/22.</p> <p>Moving forward out of the pandemic, the program anticipates resuming the primary format of 16-weeks with face-to-face instruction. However, certain communication strategies and tools that were used during the remote year, such as shared docs and videos, will be incorporated. Faculty will continue to consider how to innovate in this new environment.</p>
<p>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?</p>	<p>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,</p>

	<p>implementation and improvement of their offerings. Prior to COVID-19, instructional deans work at a strategic level to plan which courses need online development to advance college goals. It remains unknown how the modality mix will shift once college operations return to the “new normal.”</p>
<p>3.2a How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>As the switch was made to remote teaching and learning in Spring 2020, the college provided laptops, Chromebook’s and hotspots to students in need. This continued into FY21 to expand student access to online options. A <i>Remote Hub</i> webpage was developed to serve as a central location for many essential resources, including a Student Resource Guide and a “How to Thrive in Your Online Classes” guide.</p> <p>Projects within the Distance Learning and the Student Access and Disability Services departments and others across the college have been focusing on general accessibility concerns, some accommodations specific for students with disabilities, and some more general in nature. Training and support resources are provided for faculty to make their online course shells more accessible (for screen readers, for example) and assistance is available to students who are having technical difficulty with computers/D2L/Zoom and so on. In Fall 2022, students will be able to participate in computer tutoring to develop skills needed to successfully work in the digital environment.</p> <p>In 2021, the college launched the Student Success Coach program to explicitly support students in online or hybrid class modalities from Latinx, Black/African-American and/or Pell-eligible populations.</p>
<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>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.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty? What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>There are various and plentiful professional development opportunities for faculty (regardless of full-time or part-time status) at the college, many of which switched to a remote format after Spring 2020. The faculty contract allows for professional development funds, and includes part-time faculty. Faculty may choose to attend conferences in their discipline. The college offers in-house training on various subjects through the office of Professional and Organizational Development and the Center for Enhancement of Teaching and Learning (CETL). Increased offerings are now available regarding topics of Equity, Diversity and Inclusion (EDI). Refer to Appendices A and B for example</p>

	<p>listings.</p> <p>Specific to this discipline, faculty take advantage of professional development opportunities via industry organizations and memberships. They belong to the Illinois Community College Journalism Association (ICCJA), the College Media Association (CMA), and the Associated Collegiate Press (ACP) and have attended state ICCJA conferences twice a year and at least one ACP-CMA national conference per year. Such participation has helped the program keep current with the latest industry trends and technologies. Students have also had the opportunity to attend major state and national conferences with a faculty advisor.</p> <p>In regards to EDI, the national college journalism conference has typically offered specific sessions, such as in recruiting and training young journalists from historically marginalized populations. As travel restrictions begin to ease, faculty look forward to attending these conferences again and getting new best practice strategies in the coming year.</p>
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	No, JRN faculty have been on an IAI review panel.
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	<p>The program is hesitant to label students “at-risk.” The program is small and mainly attracts those with this niche interest. JRN-130 and JRN-134 carry minimum competency prerequisites, and students must earn a C or better in ENG-101 prior to enrolling in JRN-131. If students should struggle, early semester writing activities help to identify them quickly. For the most part, the instructor works closely with such students during office hours as the primary means of support.</p> <p>As mentioned elsewhere, JRN-134 is a tuition-free course and supplies are provided for the students, which reduces a financial barrier to enrollment and success.</p>
3.7 To what extent is the discipline integrated with other instructional programs and services?	In addition to developing writing skills, the journalism courses help produce the student newspaper, The Observer, which has won awards and serves the college community with local journalism. The experiential course is integrated with Student Life, and students working on stories will take their work across the college. Informally, the newspaper workshop course has cooperated with other disciplines on occasion (see #3.7.1 below).

<p>3.7.1 Where has the program developed stronger collaborations and relationships over the last five years? Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? Comment on areas within ECC as well as externally in the community (and beyond).</p>	<p>Prior to the pandemic, the journalism program started to informally partner with faculty in the graphic design/videography department in an effort to start a news podcast to give journalism students the opportunity to explore a growing specialty within the field. They recorded three podcasts in February 2020 and released one. More were scheduled when the pandemic started. At the time, there was much enthusiasm for this project among the students, so the program anticipates restarting this effort at some point when most operations have more fully returned to campus.</p> <p>Faculty are also considering more focused outreach to groups such as TRIUMPH (Transforming and Inspiring Undergraduate Men Pursuing Higher Education) and TIDE (Teaching/Learning for Inclusivity, Diversity, and Equity) to provide inroads to recruiting a more diverse student body for the journalism program, as well as to highlight the work being done by those groups to enhance Equity, Diversity and Inclusion on campus.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>The journalism courses strive to conform to current industry standards. Faculty stay abreast of the industry with respect to skills and employment expectations and opportunities through professional publications, journalism-centered podcasts, and state/national college journalism conferences. The course outlines are broad enough to allow for such external shifts, and at the current time there are no major changes needed for this small program. For example, the topics of headline writing and AP style are standard components of the coursework. There are industry changes occurring, but they do not necessitate a change in the curriculum, just new ways of teaching the content and having students practice and master the skills. Additional audio/visual equipment (cameras, microphones and more powerful computers) have been obtained to support the focus on digital media.</p> <p>More so, the focus will be on the pedagogy. Faculty engage in course review and analyze where the instruction and learning environment can to be improved. Additionally, work is being done with regards to instructional modality as sections come back from a synchronous online format to the face-to-face classroom.</p>
<p>3.8.1 Specifically, how does the program ensure that quality, relevant, contextualized, and culturally responsive curriculum is offered?</p>	<p>While it is not a primary purpose of the program to prepare students for employment, it must reflect the current journalism environment. The newspaper workshop has transitioned from a print-based newspaper publication to solely a digital-based publication that is distributed and promoted with an email newsletter, website, and social media. This was, in part, due to the pandemic, but will likely permanent change in 2023. The program</p>

	<p>is also pursuing a new textbook for JRN-131 to fully reflect the shift to digital journalism.</p> <p>The journalism program has been mindful of two additional areas of change in the past few years. One area of focus has been writing headlines for news stories and social media. As the news industry has pivoted to a digital-first approach, the ways in which we write (and, therefore, teach) headline writing has changed. New curriculum and instruction have been developed to teach contemporary digital headline writing for news stories and social media using instructive techniques from active journalists who have taught it at national college journalism conferences.</p> <p>The other area of focus has been to instruct students on recent changes in Associated Press (AP) style (the style of writing for United States-based media); in 2020 for example, changes in racial and ethnic identifiers were implemented by AP, which is reflected and taught in all of the program's courses.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p> <p>Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</p>	<p>Success rates have been consistently strong. If these rates drop, the faculty member who teaches the courses will work with the relatively small number of students directly to find ways to improve.</p> <p>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. Findings will be discussed in the "Performance and Equity" section of this report.</p> <p>The Journalism program is interested in exploring equity from the angle of recruitment and enrollment. Attracting a more diverse set of students will strengthen the program as well as support the aim of diversifying the content of The Observer publication. Faculty will look to national journalism conferences hosted by the Associated Collegiate Press and/or College Media Association for the most update-to-date recommendations and strategies for the recruiting and retaining of students of different backgrounds.</p>

<p>3.10</p> <p>a. How does the college determine student success in this discipline?</p> <p>b. What assessment methods are used to ensure success?</p> <p>c. How are assessment results or other findings related to student learning shared with others within the department, division, college and community for continuous improvement?</p>	<p>The program defines student success as students demonstrating the ability to report and write stories that are at a near-professional level, meaning that their news-gathering techniques and writing approximate those of an entry-level professional reporter. Summative assessments are scored against a rubric that aligns closely with professional journalism standards, documenting performance for students.</p> <p>Upon reflection during this program assessment, faculty has learned that students in this program need more exposure to quality news media. Students come into these classes with limited understanding of how journalism actually works and somewhat limited experience reading “serious” news journalism (due to the myriad of digital options and social media that they are constantly exposed to). Faculty must make a renewed effort to engage students with serious news media, making the consumption of serious news media in various forms an ongoing semester-long process.</p> <p>All courses have been assessed within the past 5 years (not counting the short period of time at the start of the pandemic). Suggestions for improvement were implemented in all courses. Relevant faculty share findings with each other, but at broader levels, sharing needs to be improved.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>Related to assessment results discussed above, courses will all be requiring more early-semester readings of quality news journalism as well as engagement with more contemporary forms of reporting that news media engages in, such as podcasts. Faculty is continuing to look for new, update-to-date textbook options for JRN-131 and JRN- 298, whether print or digital form. Faculty will also utilize the free digital New York Times subscription provided via the Elgin Community College Library, and may look into other free subscriptions as well.</p>
<p>3.12 List any barriers encountered while implementing the discipline.</p>	
<p>Since the program is so small, it could be a challenge to have enough enrollment to support the newspaper. This has not been a problem so far.</p> <p>Most students have limited experience in writing in the journalism style. And because of the abundance of choices of media to consume—including social media—most students have not read an adequate amount of serious news reporting.</p> <p>Because these classes are small and fluctuate in size, there is always a chance that a class will not have sufficient artifacts for assessment or not run at all.</p>	
<p>Performance and Equity</p>	

<p>PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program</p>	<p>ENROLLMENT</p> <p>In such a small program, fluctuation in enrollment has been the case historically and has followed projections. After the 2016 election cycle and the national attention the media received, the program experienced a major increase in enrollment. That enrollment remained healthy in relationship to overall enrollment. The pandemic, which forced all of these classes to go virtual (until the Spring 2022 semester) caused a predictable dip in enrollment, as journalism/communication studies is perceived as more beneficial in an in-person environment. Prior to the pandemic, all sections were face-to-face only. During the Fall 2021 semester, the program started to experience growth in enrollment again. It should continue to grow and stabilize by seeking dual-credit students and continues to transition to a digital-focused curriculum which will attract more students overall.</p> <p>SUCCESS</p> <p>The success rates are consistently strong. In nearly every year, this program has better success numbers than the average for Transfer courses, and sometimes numbers quite a bit higher.</p>
<p>PE.2 Overall Comments Regarding Equity within the Program</p>	<p>The success rate patterns by demographics are quite different than many programs at the college. Asian students have the lowest success rates, and Black students have the highest. The lowest race/ethnicity subgroup is “other.” Those groups have small numbers of students, though. This program enrolls a higher percentage of white students than the college overall.</p> <p>The gap is smallest for JRN-134. For Pell students (low income proxy), the gap is quite a bit larger in the program overall and even worse in JRN 134. Faculty will investigate why that is, particularly since it is tuition free and supplies are provided. The difference in gender is about the same proportion among all the like-enrollment groups. The largest gap is females and males with disability, though the numbers are not high.</p> <p>The journalism program has much lower diversity than many programs. With white students, the program is at 82%, far overrepresented compared to District-509 and Elgin Community College. Hispanic/Latino students are only at 9%, far under the 27% of District-509 and 38% of Elgin Community College. Black students are slightly overrepresented in the program, at 6% compared to 4% in District-509 and Elgin Community College. It will be helpful to coordinate and expand outreach to diverse student groups. More enrollment from diverse groups is needed.</p>
<p>Curriculum Data</p>	

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. Moving into FY21, ASYNC refers to the traditional online-only modality and trends backwards. SYNC began in Summer/Fall 2020 as a new modality alternative, representing synchronous instruction via meeting technology such as Zoom.						
Academic Discipline		Journalism				
Course Title		JRN-130: Intro to Mass Communications				
Course Description		Students will learn the history and importance of print media, broadcast media, digital media, advertising and public relations. The course will also explore the legal, economic and cultural impacts of media. The overall objective is to help students become better consumers of media through a clearer understanding of how media and their messages affect us all.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	15	0	0	11	0
	SYNC	N/A				10
Total Credit Hours		45	N/A		33	30
Success Rate	Face to Face	73%	N/A		82%	N/A
	SYNC	N/A				100%
IAI Status (list code)		Major MC 911				
How does the data support the course goals? Elaborate.		This is a course that is occasionally offered because of a lower demand. It has less of a broad appeal than others in the program. It will be kept on the books and offered occasionally. Success rates have exceeded college average that for the most recent two years. The program is curious to look back and consider why 100% of students were successful during the year of remote teaching and learning.				
What disaggregated data was reviewed?		Success rates were provided by modality and various demographic characteristics.				
Were there identifiable gaps in the data? Please explain.		The success rates for this course are fairly even across groups, even showing 100% for Black students, though they are a small proportion of enrollment. The synchronous-online modality was extremely successful in FY21.				
Course Title		JRN-131: Fundamentals of Journalism				
Course Description		The field of Journalism is changing. In this course, students will learn the basics of the most common types of news and feature/human interest stories. They will also learn skills that will make them marketable in whatever field of journalism they decide to pursue--whether in new media, broadcast journalism, or print media.				

		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	13	10	14	7	0
	SYNC	N/A				4
Total Credit Hours		39	30	42	21	12
Success Rate	Face to Face	92%	91%	93%	100%	N/A
	SYNC	N/A				50%
IAI Status (list code)		Major MC 919				
How does the data support the course goals? Elaborate.		<p>This course is offered more consistently than JRN-130. (JRN-131 runs each fall; JRN-130 is typically offered each fall but does not always run.)</p> <p>The overall enrollment decline, hurt JRN enrollment, but it is expected to bounce back.</p> <p>Success rates are high. Students typically do better with the focus of a practical-based course such as JRN-131 and JRN-134.</p>				
What disaggregated data was reviewed?		Success rates were provided by modality and various demographic characteristics.				
Were there identifiable gaps in the data? Please explain.		<p>Before the pandemic, this course had consistently high success levels, significantly higher than the college overall. During FY21, in the shift to synchronous online instruction, success dropped off significantly, though the volume of enrollment was also lower.</p> <p>Black and Hispanic/Latino students outperformed white students. Only "Other Groups" fell below white students, but by 19%. This was only with 4 students, though.</p>				
Course Title		JRN-134: Newspaper Workshop				
Course Description		Students will acquire practical training in all aspects of newspaper production. Students enrolled are responsible for managing and publishing the ECC student newspaper (the Observer), gathering news and feature material, video recording, writing, editing, layout, photography, web publishing and advertising.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	24	20	25	20	0
	SYNC	N/A				11
Total Credit Hours		24	20	25	20	11
Success Rate	Face to Face	77%	100%	89%	95%	N/A
	SYNC	N/A				91%
Form 13 Status (list signature dates and institutions)		EIU 5/9/22, Columbia MO 5/10/22, SIUE 5/16/22				
How does the data support the course goals? Elaborate.		<p>This is another course that has had consistent enrollment each semester. After FY17, this course has consistently high success rates, even reaching 100% in FY18. Even in FY21, the success rate is above 90%. As with 131, students typically do better with the focus of a practical-based course.</p>				

What disaggregated data was reviewed?		Success rates were provided by modality and various demographic characteristics.				
Were there identifiable gaps in the data? Please explain.		Not Pell students outperformed Pell students by 26%. Hispanic/Latino students, the only group besides white students with more than 10 students total, outperformed white students.				
Course Title		JRN-298: Topics in Journalism				
Course Description		This course will provide an opportunity for students to study specific facets of journalism in greater detail. Topics may include: feature writing, global media, alternative media, history of journalism, media ethics, beyond news writing (columns, editorials, reviews, sports), and editing. Topics would rotate for this three-credit course. Repeatable to 12 credits.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	0	12	0	1	0
	SYNC	N/A				0
Total Credit Hours		N/A	36	N/A	3	N/A
Success Rate	Face to Face	N/A	100%	N/A	100%	N/A
	SYNC	N/A				N/A
IAI Status or Form 13 Status		N/A Special Topics Course				
How does the data support the course goals? Elaborate.		This course is not offered often because it is a special topics course. However, it is good to keep on the books for the occasional need. When this course was offered, the success rates were perfect.				
What disaggregated data was reviewed?		N/A, insufficient enrollment for disaggregation.				
Were there identifiable gaps in the data? Please explain.		N/A				
Academic Course Review Results						
Rationale R1. Provide a brief summary of the review findings and a rationale for any future modifications.		Faculty believe the program is performing solidly. Students are assessed on a series of expectations that closely align with standards within the journalism industry. There are areas of improvement that the program will focus on during the upcoming review period as outlined below.				
Intended Action Steps R2. Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.		Implement curriculum updates (find contemporary texts for JRN-131 and JRN-298) <u>Timeline:</u> 2023 <u>Person(s) Responsible:</u> Nick Obradovich Recruit more diverse student enrollment <ul style="list-style-type: none">Consult with TRIUMPH, TRIO, and TIDEPerform outreach to the school English departments for due-				

	<p>enrollment students</p> <ul style="list-style-type: none"> • Work with marketing to attract diverse students • Develop fliers to promote journalism and distribute in English classes • Market journalism classes in Observer (JRN-134) newsletter • Consider ECC's English department and Academic Advisors <p><u>Timeline:</u> 2022-2024</p> <p><u>Person(s) Responsible:</u> Nick Obradovich, Josh Thusat</p> <p>Revive podcast collaboration?</p> <p><u>Timeline:</u> Complete exploration of podcast by fall 2022</p> <p><u>Person(s) Responsible:</u> Nick Obradovich</p>
<p>Program Objectives R2. A If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>As mentioned, students are making satisfactory progress towards learning outcomes. Focus will be on honing the journalistic style, increasing exposure to formal journalistic writing and additional practice in the contemporary digital-focused skills of headline writing.</p>
<p>Performance and Equity R2. B To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Overall enrollment is small, though recruitment efforts will additionally focus on students from minoritized groups. Data thus far suggests such students perform well in the program, but monitoring will continue for any relevant equity gaps.</p> <p>For JRN-134 specifically (Observer newspaper workshop), the staff will put an emphasis on engaging campus groups such as TRIUMPH and the Black Student Achievers, not only to highlight their accomplishments but to potentially attract Black students to enroll in the program.</p>
<p>Resources Needed R3.</p>	<p>The current resources are sufficient at this time. Face-to-face classes use the same standard computer classrooms as the English department. There is a dedicated space to produce The Observer that includes computers with greater capabilities for photo and graphic editing. The program has also invested in professional-grade cameras for student photo journalists to use.</p>
<p>Responsibility R4. Who is responsible for completing or implementing the modifications?</p>	<p>Nick Obradovich, Associate Professor of English, and Lori Clark, Professor of English, are the full-time faculty teaching in the program. They both contributed to the completion of the review. Mr. Obradovich will take the lead on the goals of this report along with the English department instructional coordinator, faculty Josh Thusat.</p>

Appendix

Journalism Awards from Illinois Community College Journalism Association (ICCJA)

April 2019	<ul style="list-style-type: none"> • 1st place-Celedonia Hernandez-Page Design • 2nd place-Celedonia Hernandez-Advertising
April 2020	<ul style="list-style-type: none"> • 1st place- Shealeigh Voith- Feature writing • 1st place- Camryn Cutinello, Lance Lagoni, and Kristen Flojo- Multimedia story • 1st place- Juan Castillo- News column • 2nd place- Camryn Cutinello- Feature writing • 2nd place- Shealeigh Voith- News story • 2nd place- Lance Lagoni- News photo • 2nd place- Observer staff- Best website • 2nd place- Julissa Luna- Page design • 3rd place- Hadley Corbett- Arts review • 3rd place- Lance Lagoni- Sports photo • 3rd place- Observer staff- headline writing • 4th place- Julissa Luna- Front page design • 4th place- Kristen Flojo- Sports photo
Nov.2020	<ul style="list-style-type: none"> • 2nd place-Observer Staff-Best of Show
April 2021	<ul style="list-style-type: none"> • 3rd place-Observer staff-General Excellence • 3rd place-Observer staff-Website • 2nd place-Hadley Corbett-News story • 3rd place-Hadley Corbett-News column • Honorable Mention-Hadley Corbett-Reporter of the Year • 2nd place-Lance Lagoni-Sports photo • 2nd place-Lance Lagoni-Multimedia story • 3rd place-Lance Lagoni-News photo • 3rd place-Lance Lagoni-Feature photo
April 2022	<ul style="list-style-type: none"> • Honorable mention place for General Excellence • 1st place-Shelby Anne Taylor-News story • 1st place-Lina Fasihi-News photo • 2nd place-Dominic Di Palermo-sports photo • 2nd place-Dominic Di Palermo-Feature photo • 2nd place-Shelby Anne Taylor-News story • Honorable Mention-Observer staff-newsletter

Academic Disciplines	
College Name:	Elgin Community College
Academic Years Reviewed:	2017 - 2021
Discipline Area:	Literature
Review Summary	
Program Objectives RS.1 What are the objectives of the discipline?	Program Level Student Learning Outcomes: <ol style="list-style-type: none"> 1. Identify theme(s) of a work 2. Demonstrate how other literary elements (plot, character, metaphor, etc.) work to support that theme 3. Interpret a specific work of literature within a specific context or critical theory 4. Appropriately and correctly quote from, paraphrase, or summarize a work of literature 5. Write using mechanically correct sentences and correct MLA manuscript format <p>Courses within the department fulfill Human Relations and Humanities degree requirements for transfer degrees.</p>
RS.2 To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	<p>Considering the most common introductory course (LIT-201) as a model, students are more or less generally meeting course outcomes based on student essays, though in some instances, expectations are narrowly missed. Assessment moving forward and pooling student work across the courses together will yield more definitive results.</p>
RS.3 How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	<p>Learning about literature helps develop critical thinking, reading and writing skills that can be used in other disciplines. The discipline also puts a large focus on diversity of perspectives within many of its courses which aims to make students more empathetic and culturally competent. This benefits students in many careers and in their roles in society. One course is on the list for students to earn a new Global Scholar transcript designation, LIT-223.</p>
Prior Review Update RS.4 Describe any quality improvements or modifications made since the last review period.	FY17 Goals: Update LIT course outlines based on faculty feedback collected fall 2016 <u>Status:</u> Completed Using success data, faculty will consider a possible change in prerequisites (adding ENG-101) for Lit courses.

	<p><u>Status:</u> Completed</p> <p>English faculty analyzed course success rate data in spring 2018 as they explored options for pre-requisites. Discussion concluded not to change them in favor of wider access with the current Minimum Competencies in place. The prerequisite for LIT-220 was reduced, which was much higher than the rest.</p> <p>Determine appropriate LIT course expectations for volume of writing, use of exams, and diversity of texts.</p> <p><u>Status:</u> In Progress</p> <p>Comments:</p> <p>Work can continue towards establishing consistent expectations regarding amount of writing expected, incorporation of diverse materials, etc. Discussions regarding diversity of material resulted in the development and offering of new courses - African-American Literature and Latinx Literature.</p> <p>Update course offering rotation to ensure courses with similar content are not competing for enrollment.</p> <p><u>Status:</u> Completed</p> <p>Comments:</p> <p>Met with English faculty and updated rotation schedule based on their feedback. This is monitored each semester.</p> <p>Review LIT-214-217 & LIT-230-231 for overlap with other LIT courses; consider withdrawal.</p> <p><u>Status:</u> Completed</p> <p>Comments:</p> <p>Courses withdrawn via Curriculum Committee in 2017-18</p> <p>Experiment with using Chromebooks in LIT classes.</p> <p><u>Status:</u> Completed</p> <p>Comments:</p> <p>LIT classes scheduled in room with Chromebooks FY2018.</p> <p>Explore offering Intro to Shakespeare as an honors course (FY2019).</p> <p><u>Status:</u> Deferred</p> <p>Comments:</p>
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	<p>Enrollment in this course has been low lately, so a change like this does not seem advisable at the moment.</p> <p>Expand online LIT course options (and assess them alongside their face-to-face sections).</p> <p><u>Status:</u> Completed</p> <p>Comments:</p> <p>Added LIT-225 and LIT-223 as online offerings AY18/19 (pre-pandemic). The majority of other courses in the department moved online for remote teaching and learning in AY20/21.</p> <p>Success rates will be more closely studied once there is data not marred by the pandemic.</p> <p>Work with the library to increase its poetry collection and leverage the Writer's Center collection.</p> <p><u>Status:</u> Deferred</p> <p>Comments:</p> <p>Due to COVID-19, this was paused. Moving forward, program will determine commonly-used literature books that the library can offer and look into databases that might be available for literature and poetry.</p> <p>Document department syllabi and resources in the English Department Instructor Resources D2L page for the most commonly offered LIT courses.</p> <p><u>Status:</u> No progress, still viable</p> <p>Complete regular course assessment projects across LIT offerings.</p> <p><u>Status:</u> Completed</p> <p>Comments:</p> <p>Cycle for assessment of LIT courses has been implemented and continues to be reworked when needed. In the next review cycle, new tools will be leveraged to make the process less logistically burdensome.</p> <p>Other departmental accomplishments not related to FY17 goals:</p> <ul style="list-style-type: none"> • The discipline has made a large shift to offering more diverse literature courses, including the addition of African-American Literature and our newest course
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	<p>Latinx Literature. These courses were developed to better represent our diverse student body.</p> <ul style="list-style-type: none"> • The African-American Literature course has run in a learning community with African American History, an exciting collaboration across divisions.
Review Analysis	
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?	<p>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.</p> <p>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 an 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.</p>
1.2 How will students be informed or recruited for this discipline?	<p>Students learn about the courses through advisors and orientation. For specific courses, the program sometimes runs promotional materials, such as when the new Latinx literature and African-American literature courses were offered.</p>
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?	<p>The General Education Core Curriculum (GECC) credential was established for the 2019/2020 Catalog.</p> <p>A new Global Scholar transcript designation has been created as a means to identify and recognize students who have focused their coursework in areas that promote global knowledge, competencies, and awareness. Students who complete this designation will be able to build on their global learning foundation at Elgin Community College and showcase the transcript designation in order to better place themselves into careers and fields of study that value global and international knowledge and experience. The Global Scholar Designation</p>

	<p>prepares students for the complex and evolving world we live in by providing them with knowledge of diverse nations and cultures and to understand their own society within the context of the larger global experience. The designation is designed to offer students an interdisciplinary approach as they explore the cultural, political, social, and historical issues both within and outside the U.S. The designation also promotes equity and inclusion as it offers an alternative equivalent through coursework for students who may not be able to participate in Elgin Community College study abroad programs.</p> <p>LIT-209 has been added to the Social/Behavioral Sciences section of the GECC and Associate's degree programs.</p>
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	<p>There are 15 standard Literature courses, a Special Topics course, and five Great Books Seminar courses.</p> <p>LIT-201: Introduction to Literature: Fictions has the highest enrollment because it is a basic introductory course. Many students feel comfortable taking that course for their general education requirement. However, the program has noticed a slight decline in enrollment to this general course as more specialized courses become available. Students will likely enroll in topics that are of interest and relevance to them.</p> <p>LIT-225, Children's Literature, has high enrollment because many of the students are education and early childhood education majors who need it for their course of study.</p>
1.5 Does this discipline offer courses to dual-credit high school students? Describe enrollment and plans/opportunities for expansion.	<p>Yes, several of the literature courses hold open seats for dual-enrolled students. The numbers range from a few students up to half of a section. There is certainly opportunity for expansion as more seats within those sections could be opened for high school students if need dictated.</p>
Indicator 2: Cost Effectiveness	Response
2.1a What are the primary costs associated with this discipline?	<p>The primary cost of this program is the salary of the faculty, comparable to other similar transfer programs. However, as the faculty time is shared with English, Reading, and Journalism, the budget is not handled as a standalone budget, rather a supplemental budget.</p>
2.1b How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall?	<p>The tuition and fees for these courses are standard. There is no specialized software, supplies, or equipment. The budget trend has shown a sudden hike because of the need to pay for the development of the online modality of courses and the stipend for the first timer teaching these online courses. Otherwise, trends consistently fluctuate with the English department</p>

	enrollment and the college enrollment.
2.1c How many full- and part-time faculty are maintained for this discipline?)	Faculty in the Literature department also teach sections within English or Journalism. For FY22, 10 full-time and 4 part-time faculty taught Literature courses. The majority of literature courses are taught by full-time faculty. There were 20 full-time and 29 part-time taught any of the three disciplines during that year.
2.2 What steps can be taken to offer curricula more cost-effectively?	<p>From the college's perspective, the only issue with cost-efficiency is when sections run with fewer students. Thought has been given to review the offerings and the timing of them, running more sections of courses that fill and less frequently running low-enrolled sections of the specialty courses.</p> <p>For the students, there have been faculty discussions regarding textbook costs, which can vary widely by instructor. Some classes have textbook costs around \$100, while some have a much smaller cost. As a program, faculty are encouraged to choose less-expensive materials to help students. At least one faculty member lends books out for free to her students.</p> <p>A literature course that was part of a learning community successfully petitioned funds from the Student Success Infrastructure to sponsor a field trip for the students.</p>
2.3 Is there a need for additional resources?	There is no particular need for additional resources at this time. There are no anticipated large expenses in the next five years.
Indicator 3: Quality	Response
3.01 Describe the strengths of this discipline.	<p>A current strength of the program is the innovative shift in terms of literature course offerings. Several years ago, there was a larger percentage of courses focused on canonical, largely European-based literature. However, in the past five years, the program has added three African-American literature courses and one Latinx literature course to the catalog. Having this fundamental curriculum shift toward diversity then contributes to a broader appreciation of diversity in the classroom, serving the students especially well in a diverse student body.</p> <p>Faculty are active practitioners of their craft. Jeff Weisman had a novel published. Josh Thusat had a short story published. Chasity Gunn was named a 2021 Academy of American Poet Laureate Fellow. Kellen Bolt won an award for an academic article that was published about Moby Dick.</p>

<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p>	<p>Prior to the COVID-19 disruption, most literature courses were taught in the face-to-face modality and were typically run during the daytime. Prior to 2020, the Intro and Children's Lit courses also had online options, which helped drive enrollment for those popular courses where demand could support multiple sections. Courses do not typically have 8-week sections, but are offered in an accelerated fashion over the summer term (10 weeks), both online and in-person.</p> <p>In switching to remote teaching/learning, all literature courses went online, in both synchronous and asynchronous methods. Moving forward, there will probably be a healthy balance between face-to-face and online to best serve students and increase enrollment opportunities. Due to negotiations between the faculty union and the college, faculty were able to choose whether their sections would be synchronous or asynchronous. The synchronous option was more popular with faculty choice, so more courses went with a synchronous schedule.</p>
<p>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?</p>	<p>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.</p> <p>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 need online development to advance college goals. It remains unknown how the modality mix will shift once college operations return to the "new normal."</p>
<p>3.2a How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?</p>	<p>As the switch was made to remote teaching and learning in Spring 2020, the college provided laptops, Chromebook's and hotspots to students in need. This continued into FY21 to expand student access to online options. A <i>Remote Hub</i> webpage was developed to serve as a central location for many essential resources, including a Student Resource Guide and a "How to Thrive in Your Online Classes" guide.</p> <p>Projects within the Distance Learning and the Student Access and Disability Services departments and others across the college have been focusing on general accessibility concerns, some accommodations specific for students with disabilities, and some more general in nature. Training and support resources are provided for faculty to make their online course shells more accessible (for screen readers, for example) and</p>

	<p>assistance is available to students who are having technical difficulty with computers/D2L/Zoom and so on. In Fall 2022, students will be able to participate in computer tutoring to develop skills needed to successfully work in the digital environment.</p> <p>In 2021 the college launched the Student Success Coach program to explicitly support students in online or hybrid class modalities from Latinx, Black/African-American and/or Pell-eligible populations.</p>
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.
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p> <p>Is all professional development offered to both full time and adjunct faculty?</p> <p>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>There are various and plentiful professional development opportunities for faculty (regardless of full-time or part-time status) at the college, many of which switched to a remote format after Spring 2020. The faculty contract allows for professional development funds, and includes part-time faculty. Faculty may choose to attend conferences in their discipline. The college offers in-house training on various subjects through the office of Professional and Organizational Development and the Center for Enhancement of Teaching and Learning (CETL). Increased offerings are now available regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.</p> <p>Specific to this discipline, faculty believe it would be helpful to have training on integration of diverse texts into classes traditionally focused on white and European authors. Training in teaching literature equitably would be helpful.</p>
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	None of the discipline's faculty have been involved in IAI panel review.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	Instructors are not given any extra information to identify at-risk students, so the identification comes through formative and summative assessments. The Write Place is a support available for writing help, and individual instructors and the college promote this resource in their syllabi and throughout the semester.

<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>Honors sections have been offered, and courses are open to the dual-credit program. There also is a learning community between African-American Literature and African-American History.</p> <p>The coursework serves to develop student learning and skill across several of the college's General Education learning outcomes, notably Communication, Critical Thinking, and Global/Multicultural Literacy. Several courses fulfill the Diversity or Non-Western degree requirements. One course also currently contributes to the Global Scholar transcript designation.</p>
<p>3.7.1 Where has the program developed stronger collaborations and relationships over the last five years? Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? Comment on areas within ECC as well as externally in the community (and beyond).</p>	<p>As described, faculty teach across programs within the discipline. It is a strength that those teaching Literature may also teach in English, supporting students' writing skills.</p> <p>The program has added an African-American Literature course that is currently linked in a learning community with a history course. This learning community was also in-part funded by the college's Student Success Infrastructure (SSI) committee, creating a partnership with that body.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Program faculty have monthly department meetings, which is where such discussions happen initially. Beyond that, there are department members on several key committees across the campus, such as those dedicated to curriculum, assessment, and others. They bring their discussions back to the department to help decision making. In addition to department meetings, there are sometimes smaller meetings on targeted topics, such as diversity of authors when choosing literary texts.</p> <p>As discussed within this report, curriculum development has moved away from more traditionally canon-based topics such as "Masterpiece" courses in favor of those which can address the diverse student body.</p>
<p>3.8.1 Specifically, how does the program ensure that quality, relevant, contextualized, and culturally responsive curriculum is offered?</p>	<p>For literature faculty, the primary conversations have been around equity and, more specifically, having literature courses that match the diversity of the college. To promote culturally responsive curriculum, they have reviewed the courses offered and worked to ensure that the offerings are diverse, outside the white-dominated canon, including courses like Multicultural Literature and Latinx Literature. Some of this work began several years ago by using models from other colleges.</p> <p>At this time, the offerings now seem appropriate, though faculty may consider reviewing course titles and descriptions to make</p>

	<p>sure they reflect the desired emphasis on diversity of authors and content material in literature selections.</p> <p>While the program will continue to push for more diversity of literary texts to emphasize global and multicultural literacy, it still does not have a broadly diverse faculty pool. Hiring more full-time instructors with diverse literature backgrounds would better serve the students.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p> <p>Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</p>	<p>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. Findings will be discussed in the “Performance and Equity” section of this report.</p> <p>Most courses in the Literature program are taught by one or two faculty members, so they usually work on a small level to address success rate issues.</p>
<p>3.10</p> <p>a. How does the college determine student success in this discipline?</p> <p>b. What assessment methods are used to ensure success?</p> <p>c. How are assessment results or other findings related to student learning shared with others within the department, division, college and community for continuous improvement?</p>	<p>Student success in a literature course means students can appreciate and analyze literature at a deep level. Successful students can read a literary work and identify themes, draw meaningful connections between the literary work and themselves and the world around them, and support their analyses with textual evidence from the text.</p> <p>Individual instructors often teach the same literature course regularly over several years, so they do individual assessments to see how students are doing. They adapt as needed and consult with their colleagues who also teach the same class, when applicable.</p> <p>In regards to the college’s formal course assessment process, several classes have been assessed in the past five years, focusing most frequently on those that are offered frequently. New data collection tools developing within D2L may allow smaller courses to be assessed more systematically, even if only one section is offered a year.</p> <p>Generally, essays are the artifacts employed to assess student learning with rubrics. The major findings are that students do</p>

	<p>well with the lower order skill of identifying the theme of a work of fiction. When it comes to analysis, though, many students fall too heavily into summary of a literary work when more focused analysis of literary elements is needed. The faculty in the program need to focus on this particular skill more regularly, regardless of the particular course.</p> <p>There is a priority to see how students are succeeding in the new literature courses such as African-American Literature and Latinx Literature. Since these courses were developed to reach more diverse student populations, faculty want to know if this move has impacted student success in analyzing literature.</p>
3.11 Did the review of quality result in any actions or modifications? Please explain.	As discussed, the program is focused on diversity and equity efforts, with the curriculum, pedagogy, teaching materials, instructional modality, and staffing.
3.12 List any barriers encountered while implementing the discipline.	
<p>It is a barrier when students do not have much experience reading literature. It is also a barrier when students lack strong reading and writing skills as these are important skills in a literature course.</p> <p>Some courses struggle to get enough enrollment to run, so it can be a barrier deciding which courses to offer since there are so many in the catalog.</p> <p>The shift to online has meant many courses that had never been taught online suddenly have been. Since internet sections have shown worse equity gaps, this increase in remote learning may have negative consequences for equity in the program. As faculty have become accustomed to teaching online, hopefully they can reach the closer proximity to equity found in the classroom sections. The challenge remains engaging students with technology when the traditional method of teaching literature has been large in-person discussions.</p>	
Performance and Equity	
<p>PE.1 Overall Comments Regarding Enrollment & Success Rates within the Program</p>	<p>Enrollment in this program has steadily increased between FY17 and FY20. There was a drop-off during FY21, which is expected given the pandemic. The literature program has a better trend than Elgin Community College as a whole, which has had a decreasing trend. Patterns show some variation at the course-level which will be discussed below.</p> <p>Once COVID-19 is less of an issue, enrollment in the literature program is expected to rise again. Additionally, as more topics are added to better serve the student population (such as those focused on African-American and Latinx texts), faculty hope to see literature courses gain popularity and interest.</p> <p>There will be continued discussions of how much of a role online instruction should play with the literature courses as everyone moves on from the pandemic. During the review period, the program had a higher</p>

	<p>proportion of online classes than the Transfer average.</p> <p>Success in this program has dropped off slightly. The lowest success rate is still higher than the college overall, though. The years between 2016 and 2019 are consistent within 2%, so the changes are not dramatic nor surprising. Compared to the Transfer average, this program has higher success rates each year. This program saw good levels of success in online sections. Though the success rate is still lower than the face to face rate, the online success rate is at 72%, higher than the college average.</p> <p>For the courses that had dual credit students, the success rate for college-level counterparts was usually in the upper 70% range (as high as 84%). Dual credit students were more successful, ranging from an 88% to a 94% success rate. Interestingly, while this program saw overall success rates higher than the college average, two of the three years with dual credit students in this program saw them with a success rate lower than the Elgin Community College average for dual credit. It is not significantly lower, though.</p>
<p>PE.2 Overall Comments Regarding Equity within the Program</p>	<p>The biggest discussion of equity matters has been a change in course offerings. There are several new courses focusing on literature written by Black and Latino/a writers, better representing the student body as a whole. Representation in literature is an important push toward equity for students.</p> <p>In regards to enrollment, the literature program is within 2% of Elgin Community College in most demographic groups, with exceptions for Hispanic/Latino and white. Compared to enrollment overall at the college, Hispanic/Latino students are underrepresented and White students are overrepresented in the department compared to Elgin Community College.</p> <p>Taken as a whole program, success rates among different demographic groups are generally not as pronounced as elsewhere at the college. Among white, Asian, Hispanic/Latino, and Other Groups, the success rates are all within 4%. There is a drop-off for black students, though, with a success rate 15% lower than the highest performing group.</p> <p>The difference in modality shows an interesting shift. All groups saw a drop when changing to internet sections and the variance is greater among racial/ethnic groups. In classroom sections, the success rates for all groups except Black students was higher, differing only a total of 4%. There is an inequity indication with Black students having a success rate 14% lower. With internet sections, Asian students have success rates 6% lower than white students, Other Groups are 9% lower, and Hispanic/Latino success is 14% lower. Black students have success</p>

	<p>rates 18% lower. It seems online literature courses increased inequity in ways that should be investigated.</p> <p>With regard to gender, classroom sections saw females outperform males by 7%, though they only outperformed males by 2% online. Not-Pell students outperformed Pell students by 2% in the classroom but by 11% in internet sections. Veteran status also seemed to increase inequity in success rates, but the number of students is so much lower as to call the findings into question. A similar finding happens with disability. The success rates are more varied for students with disability, but some of the group numbers are less than 10 total students.</p> <p>The widest course success gap, among the larger volume subgroups, appears to be black students, in internet sections especially, though this does vary by course. As students are likely to want more online sections in the future, the department needs to find ways to close equity gaps online.</p>					
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. Moving into FY21, ASYNC refers to the traditional online-only modality and trends backwards. SYNC began in Summer/Fall 2020 as a new modality alternative, representing synchronous instruction via meeting technology such as Zoom.						
Academic Discipline		Literature				
Course Title		LIT-201: Introduction to Literature: Fiction				
Course Description		Students in this course will engage in critical reading and discussion of short stories and novels from a range of literatures. Students will gain knowledge and skills to support more advanced study of literature, as well as an appreciation of reading fiction for life-long learning.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	109	81	96	99	
	Online/ Asynchronous	107	105	105	94	135
	SYNC	N/A				23
Total Credit Hours		648	558	603	579	474
Success Rate	Face to Face	85%	84%	85%	84%	N/A
	Online/ Asynchronous	76%	84%	81%	87%	76%
	SYNC	N/A				78%

IAI Status		H3 901				
How does the data support the course goals? Elaborate.		<p>Enrollment has dropped in this course, likely due to the fact that more literature options for specific topics have been offered, drawing student interest away from the general literature course.</p> <p>Success in this course is consistently higher than the college average in both face-to-face and online modalities. During the pandemic, the success rate dropped somewhat but still did not fall below the college average.</p> <p>There was no honors enrollment during this period, though an honors section of LIT-201 will be offered in the upcoming spring 2022 semester.</p>				
What disaggregated data was reviewed?		<p>The college provides dashboards to review success rates by modality, dual-credit status, and other standard student demographics - race/ethnicity, gender, and Pell status, for example. The ability to disaggregate on other factors as well as in combination of characteristics is growing.</p> <p>The college’s program review process asks for disaggregated analysis on the highest enrolled course at a minimum.</p>				
Were there identifiable gaps in the data? Please explain.		Within this course, the major gap is for black students, having success rates 13% below white students.				
Course Title		LIT-202: Introduction to Literature: Drama				
Course Description		In this course students will study representative plays from major periods in the development of western drama. Through the study of drama, students will become more critical audience members or theater practitioners. The course may include classical works such as those of Euripides, Shakespeare, and Moliere as well as more modern works such as those of Ibsen, Shaw, Chekhov, Brecht, Stoppard and Albee.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	0	0	9	0	0
Total Credit Hours		0	0	27	0	0
Success Rate	Face to Face	N/A		78%	N/A	
IAI Status (list code)		H3 902				
How does the data support the course goals? Elaborate.		<p>LIT-202 traditionally only attracts a small number of students, so it is only offered every few years. A new instructor will teach it in the spring and try to diversify and modernize the texts and appeal to more students. There is a plan to also update the course description. This will hopefully drive enrollment moving forward.</p> <p>Though the course is offered infrequently, it serves an important role as it covers one of the major genres of literature.</p>				

		There is only one year of data, but the success rate was around the college average.				
What disaggregated data was reviewed?		None. The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. It is more difficult to reliably disaggregate when enrollment figures are comparably low.				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		LIT-203: Introduction to Literature: Poetry				
Course Description		In this course, students will achieve a greater understanding and appreciation of literature through reading and discussing representative poems, with some attention to critical work on poetry. Students will become familiar with poetic forms, genres, and techniques; they will also gain knowledge and skills to deal effectively with matters of interpretation.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	54	50	53	50	0
	SYNC	N/A				32
Total Credit Hours		162	150	159	150	96
Success Rate	Face to Face	89%	88%	89%	90%	N/A
	SYNC	N/A				84%
IAI Status (list code)		H3 903				
How does the data support the course goals? Elaborate.		This course has consistent enrollment. Success in this course is consistently high, even when shifting to synchronous instruction during the pandemic.				
What disaggregated data was reviewed?		Race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		All other groups have high success rates, but there is a significant drop-off for black students.				
Course Title		LIT-204: Survey of African American Poetry				
Course Description		This course will survey the African American poetic expression and tradition. The approach is thematic and chronological and will situate texts within their particular historical, cultural, and social contexts. The selected works will reflect the experience and construction of African American identity.				
		FY17	FY18	FY19	FY20	FY21
Enrollment		New course				
Total Credit Hours		N/A				
Success Rate		New course				

Form 13 Status (list signature dates and institutions)		Columbia MO 5/10/22, SIUE 5/16/22, UIC5/24/22				
How does the data support the course goals? Elaborate.		This is a new course that has not been offered yet, but will be soon. LIT-204 does not qualify for IAI as it only focuses on poetry, not multiple genres.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		LIT-205: Introduction to Shakespeare				
Course Description		This course is an introduction to the works of William Shakespeare. A variety of his most interesting plays will be read and discussed, including at least one comedy, one tragedy and one historical drama. Students will also read some of Shakespeare's most notable poems. The goal is to develop an understanding and appreciation of the man generally considered the greatest writer in the history of the English language. Because Shakespeare's plays were meant to be seen, students will watch an acclaimed film production of each work.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	37	23	43	24	0
	SYNC	N/A				12
Total Credit Hours		111	69	129	72	36
Success Rate	Face to Face	72%	52%	73%	77%	N/A
	SYNC	N/A				83%
IAI Status (list code)		H3 905				
How does the data support the course goals? Elaborate.		This course has declining enrollment, again possibly due to the newer topics now available in other courses. It has often been offered in both fall and spring, though it likely will change to just once per year. Success in this class has been around the college average, though lower among all of the Literature courses likely due to the challenging material. Success dipped in FY18 then was much higher during FY21, after the shift to synchronous instruction.				
What disaggregated data was reviewed?		Race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		Black students had the highest success rate, but there were only 6 total enrolled. Hispanic/Latino students underperformed White students by 15%.				

Course Title		LIT-206: Latinx Literatures of the US				
Course Description		This course explores the trends and movements of various historical periods of U.S. Latinx literature, focusing on how identity, family, love, faith, belonging, bilingualism, racism, immigration, refugee status, imperialism, memory, and other themes relevant to our students emerge in literary works. The readings in this course include a variety of genres -fiction, poetry, drama, memoir, essays, corrido's - by gender diverse writers with roots in Cuba, The Dominican Republic, Mexico, Puerto Rico, and throughout South, Central, and North Americas. Writing assignments/projects, as appropriate to the discipline, are part of the course. Special Note: All works will be read in English and must have been published in the United States.				
		FY17	FY18	FY19	FY20	FY21
Enrollment		New course				
Total Credit Hours		N/A				
Success Rate		New course				
IAI Status (list code)		H3910D				
How does the data support the course goals? Elaborate.		This is a new course, and the program hopes that enrollment will be consistent and notable once offered. It has been advertised to drive enrollment				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		LIT-209: African American Lit 1619-1940				
Course Description		This course will survey the African American literary record from the 1700s to 1940. The approach is chronological and will situate texts within their particular historical, cultural, and social contexts. The selected works will reflect the experience and construction of African American identity.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	New course				0
	SYNC	N/A				7
Total Credit Hours		N/A				21
Success Rate	Face to Face	N/A				0
	SYNC	N/A				67%
IAI Status (list code)		H3 910D				

How does the data support the course goals? Elaborate.		This is a new course that was only offered once during the pandemic. In the new normal, the program hopes to see higher enrollment. The success rate is lower than the college average, but not significantly so and the pandemic was likely a factor.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		LIT-210: Multicultural American Literature				
Course Description		This course is an introduction to multicultural literary works of the United States, with emphases on novels, autobiographies, poetry, short stories, drama, memoir, essays, journals and other literary genres. This course requires students to read and understand a variety of texts in order to explore issues of race, ethnicity, class, caste, gender, sex, sexuality, nation, region, disability, age and ecosystem, along with history, formal dynamics and the personal as political.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	10	21	24	23	0
	SYNC	N/A				38
Total Credit Hours		30	63	72	69	114
Success Rate	Face to Face	67%	100%	72%	88%	N/A
	SYNC	N/A				76%
IAI Status (list code)		H3 910D				
How does the data support the course goals? Elaborate.		This course has increasing enrollment, something faculty hope to continue to see. Success rates in this class fluctuate from below the college average to 100%. In the shift to synchronous during FY21, the success rate did fall from the previous year, but not alarmingly so.				
What disaggregated data was reviewed?		Race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		The gaps are a bit less in this course. Black students have a success rate 13% lower than white students, but there are only a total of 6 black students enrolled.				
Course Title		LIT-211: Intro to Literature by Women				
Course Description		The goal of this course is to introduce students to a wide variety of literature written by women in various genres including drama, short story, novel, poetry, essays, letters, and memoir. This course will take into account women's experiences from historical, social, political, and rhetorical perspectives				

		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	0	29	0	0	0
	Online/ Asynchronous	N/A		21	46	38
Total Credit Hours		0	87	63	138	114
Success Rate	Face to Face		82%			
	Online/ Asynchronous	N/A		74%	98%	86%
IAI Status (list code)		H3 911D				
How does the data support the course goals? Elaborate.		<p>This course has increasing enrollment that is good to see. This was one of the courses to go online prior to the pandemic, helping with the enrollment in FY20.</p> <p>The success rates dropped somewhat in FY19 but then rose to above average levels.</p>				
What disaggregated data was reviewed?		Race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		Black and Asian students outperformed white students, but there were only 4 students in each group (Black and Asian). Hispanic/Latino students came in 10% lower than white students.				
Course Title		LIT-218: African American Lit (1940-Present)				
Course Description		This course will survey the African American literary record from the 1940s to present day. The approach is chronological and will situate texts within their particular historical, cultural, and social contexts. The selected works will reflect the experience and construction of African American identity.				
		FY17	FY18	FY19	FY20	FY21
Enrollment		New course				
Total Credit Hours		N/A				
Success Rate		New course				
Form 13 Status		H3910D				
How does the data support the course goals? Elaborate.		This new course breaks the content from LIT-209 after the Harlem Renaissance.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				

Course Title		LIT-220: LGBTQ Literature				
Course Description		This course will introduce students to lesbian, gay, bisexual, transgender, and queer (LGBTQ) authors and LGBTQ themes. The course will look at the genre of LGBTQ Literature from a historical standpoint, beginning with ancient homoerotic writing and ending with modern day writers and themes.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	0	12	19	8	0
	SYNC	N/A				27
Total Credit Hours		0	36	57	24	81
Success Rate	Face to Face	N/A	71%	81%	67%	N/A
	SYNC	N/A				93%
IAI Status (list code)		H3 911D				
How does the data support the course goals? Elaborate.		<p>This is another course representing a traditionally-marginalized student population. It therefore is important to run, even with somewhat lower enrollment. More students enrolled in FY21 than the rest of the review period.</p> <p>This course has fluctuating success rates, never dropping far below the college average. When shifting to synchronous in FY21, the success rate rose to its highest level.</p>				
What disaggregated data was reviewed?		Race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		The total enrollment numbers are low, including zero black students.				
Course Title		LIT-223: International Literature				
Course Description		In this course students will read literature from outside the Western tradition (US, Canada, Australia, Western Europe). The course will emphasize works from South America, Central America, and Mexico in North America as well as Eastern Europe, Asia, and Africa. Students will study cultural traditions as well as mainstream published literature.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	10	23	21	23	0
	SYNC	N/A				25
Total Credit Hours		30	69	63	69	75
Success Rate	Face to Face	100%	83%	100%	94%	N/A
	SYNC	N/A				84%
IAI Status (list code)		H3 908N				

How does the data support the course goals? Elaborate.		This course has consistent enrollment. The success rate is quite a bit higher than the college average, sometimes reaching 100%. The shift to synchronous in FY21 saw a drop, but the success rate remained well above the college average. The program needs to investigate if the AP Exam proficiency credit is still relevant.				
What disaggregated data was reviewed?		Race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		Looking to the only groups with more than 5 students, Hispanic/Latino students had success rates 12% lower than white students.				
Course Title		LIT-225: Children's Literature				
Course Description		Children's Literature is a course based on the historical, social, cultural and critical contemporary issues in children's literature from preschool through adolescence. The course will analyze works of children's literature from a literary perspective and will also look critically at how these works help to form children's understanding of the world around them.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	66	53	52	77	0
	Online/ Asynchronous	50	102	101	90	150
Total Credit Hours		348	465	459	576	450
Success Rate	Face to Face	76%	86%	90%	82%	N/A
	Online/ Asynchronous	78%	84%	83%	79%	80%
IAI Status (list code)		H3 918				
How does the data support the course goals? Elaborate.		This course runs multiple sections each semester and usually fills all sections because there is such a demand for it. The popularity is on an upward trend, pandemic notwithstanding. This high enrollment is because many of the students are education and early childhood education majors who need it for their course of study. All success rates were on par or higher than the college average. The difference between face-to-face and online success rates usually only varied by 2-3%, alternating which modality had a higher success rate.				
What disaggregated data was reviewed?		Race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		Hispanic/Latino students have success rates 9% lower than white students. There are only 18 black students in these rates, but they have a				

		success rate 29% lower than white students.				
Course Title		LIT-229: Novel and Film				
Course Description		In this course students will view award-winning films and read the critically acclaimed novels upon which they are based. Through in-depth class discussions, we'll explore both the novel and the film, focusing on the various ways a written work is adapted for a visual medium. The goal is to develop an appreciation and understanding of both cinematic and literary techniques. Though students often enter the course thinking, "The novel is always better than the film," by the end of the course students will learn to use their critical thinking skills to judge the two works separately and see what each does well, making the students better readers of book and better viewers of films				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	46	52	63	53	0
	SYNC	N/A				40
Total Credit Hours		138	156	189	159	120
Success Rate	Face to Face	87%	88%	80%	94%	N/A
	SYNC	N/A				90%
IAI Status (list code)		HF 908				
How does the data support the course goals? Elaborate.		This course has good and consistent enrollment. Success rates are consistently higher than the college average, even remaining at 90% in FY21 and the shift to synchronous instruction.				
What disaggregated data was reviewed?		Race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		Hispanic/Latino students have a success rate 6% lower than white students.				
Course Title		LIT-230: Masterpieces of World Lit				
Course Description		World Literature introduces students to the major works of major writers from the ancient through the modern world with an emphasis on cultural diversity and global awareness				
		FY17	FY18	FY19	FY20	FY21
Enrollment		0	0	0	0	0
Total Credit Hours		N/A				
Success Rates		N/A				
IAI Status (list code)		H3 906				
How does the data support the course goals? Elaborate.		This course has not been offered. Other, new courses now cover world literature with a more modern focus. This course will be reviewed for				

		withdrawal within the next two years.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		LIT-232: Topics in Literature				
Course Description		This course offers an individual student an opportunity to do specialized study in a topic or literary movement. Students will read and discuss representative works of literature (short stories, novels, poetry, essays, and drama) directed toward increasing the student's understanding and appreciation of both the particular topic or movement and its literary expression. The course is repeatable up to nine credits but no more than six may be applied to GPA and graduation.				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	0	2	0	3	0
Total Credit Hours		0	6	0	9	0
Success Rate	Face to Face	N/A	100%	N/A	100%	N/A
IAI Status (list code)		N/A Special Topics Course				
How does the data support the course goals? Elaborate.		This special topics course is rarely used but is good to have as an option when needed. This course has not had much enrollment, but success rates are at 100%.				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		LIT-235: Bible as Literature				
Course Description		In this course, students will study the Bible from a primarily literary rather than a theological or historical perspective. Significant prose and poetry from both the Hebrew Bible (the Old Testament) and the New Testament will be examined as representatives of various biblical literary forms. Where appropriate, students will also study non-biblical literature				
		FY17	FY18	FY19	FY20	FY21
Enrollment	Face to Face	23	19	0	0	0
	Online/ASY NC	0	0	0	0	11

Total Credit Hours		69	57	N/A		33
Success Rate	Face to Face	100%	100%	N/A		
	Online/ASY NC	N/A				82%
IAI Status (list code)		H5 901				
How does the data support the course goals? Elaborate.		<p>This course is offered occasionally because there are students who are interested, but not typically enough to run yearly.</p> <p>Success rates were consistently high during this time period, remaining at 100% prior to FY21. The success rate dropped to 82% during the shift to synchronous instruction in FY21, but that is still above the college average.</p>				
What disaggregated data was reviewed?		Race/ethnicity and modality.				
Were there identifiable gaps in the data? Please explain.		Hispanic/Latino students are 4% lower in success rate compared to white students. The other groups have low enrollment numbers.				
Course Title		LIT-241: Great Books Seminar I				
Course Description		<p>The course is a study of classic writings in the humanities using the readings and the shared inquiry methods of discussion developed by the Great Books Foundation. The selected readings and course content are different from LIT-242, LIT-243, LIT-244 and LIT-245 even though the method and procedure are the same for each course</p>				
		FY17	FY18	FY19	FY20	FY21
Enrollment		0	0	0	0	0
Total Credit Hours		N/A				
Success Rate		N/A				
IAI Status (list code)		H3 906				
How does the data support the course goals? Elaborate.		<p>The Great Books courses have not been offered during the review period due to the retirement of a lead faculty member. Other faculty would need to be trained to teach the courses. If this cannot occur within the next two years, the courses will be considered for withdrawal.</p>				
What disaggregated data was reviewed?		N/A				
Were there identifiable gaps in the data? Please explain.		N/A				
Course Title		LIT-242: Great Books Seminar II				
Course Description		<p>The course is a study of classic writings in the humanities using the readings and the shared inquiry method of discussion developed by the Great Books Foundation. The selected readings and course content are different from LIT-241, LIT-243, LIT-244 and LIT-245 even though the method and procedure are the same for each course</p>				

	FY17	FY18	FY19	FY20	FY21
Enrollment	0	0	0	0	0
Total Credit Hours	N/A				
Success Rates	N/A				
IAI Status (list code)	H3 907				
How does the data support the course goals? Elaborate.	The Great Books courses have not been offered during the review period due to the retirement of a lead faculty member. Other faculty would need to be trained to teach the courses. If this cannot occur within the next two years, the courses will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	LIT-243: Great Books Seminar III				
Course Description	The course is a study of classic writings in the humanities using the readings and the shared inquiry method of discussion developed by the Great Books Foundation. The selected readings and course content are different from LIT-241, LIT-242, LIT-244 and LIT-245 even though the method and procedure are the same for each course.				
	FY17	FY18	FY19	FY20	FY21
Enrollment	0	0	0	0	0
Total Credit Hours	N/A				
Success Rates	N/A				
IAI Status (list code)	H3 906				
How does the data support the course goals? Elaborate.	The Great Books courses have not been offered during the review period due to the retirement of a lead faculty member. Other faculty would need to be trained to teach the courses. If this cannot occur within the next two years, the courses will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	LIT-244: Great Books Seminar IV				
Course Description	The course is a study of classic writings in the humanities using the readings and the shared inquiry method of discussion developed by the Great Books Foundation. The selected readings and course content are different from LIT-241, LIT-242, LIT-243, and LIT-245 even though the method and procedure are the same for each course.				

	FY17	FY18	FY19	FY20	FY21
Enrollment	14	0	0	0	0
Total Credit Hours	42	N/A			
Success Rate	93%	N/A			
IAI Status (list code)	H3 907				
How does the data support the course goals? Elaborate.	The Great Books courses have not been offered during the review period due to the retirement of a lead faculty member. Other faculty would need to be trained to teach the courses. If this cannot occur within the next two years, the courses will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Course Title	LIT-245: Great Books Seminar V				
Course Description	The course is a study of classic writings in the humanities using the readings and the shared inquiry method of discussion developed by the Great Books Foundation. The selected readings and course content are different from LIT-241, LIT-242, LIT-243 and LIT-244 even though the method and procedure are the same for each course.				
	FY17	FY18	FY19	FY20	FY21
Enrollment	0	0	0	0	0
Total Credit Hours	N/A				
Success Rate	N/A				
IAI Status	H3 906				
How does the data support the course goals? Elaborate.	The Great Books courses have not been offered during the review period due to the retirement of a lead faculty member. Other faculty would need to be trained to teach the courses. If this cannot occur within the next two years, the courses will be considered for withdrawal.				
What disaggregated data was reviewed?	N/A				
Were there identifiable gaps in the data? Please explain.	N/A				
Academic Course Review Results					
Rationale R1. Provide a brief summary of the review findings and a rationale for any future modifications.	Each literature course should, ideally, operate independently of the others, but each contributes to a core set of program-level learning outcomes. The literature program continues to update its offerings, but it does not need to undergo major changes in terms of program. The main focus has been on diversifying the curriculum and tea texts to meet the needs of a diverse student body. Faculty care deeply about equitable outcomes and will continue to review assessment results and disaggregated data for insights on how to improve.				

<p>Intended Action Steps R2. Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Develop a literature course focused on Native American literature <u>Timeline:</u> 2022-2023 <u>Person(s) Responsible:</u> Christina Marrocco, faculty</p> <p>Work with the library to increase its poetry collection and leverage the Writer's Center collection (already established) <u>Timeline:</u> 2023 <u>Person(s) Responsible:</u> Rachael Stewart, Christina Marrocco, faculty</p> <p>Document department syllabi and resources in the English Department Instructor Resources D2L page for the most commonly offered LIT courses (already established) <u>Timeline:</u> 2023 <u>Person(s) Responsible:</u> Josh Thusat, faculty and Instructional Coordinator</p>
<p>Program Objectives R2. A If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Considering the most common course as a model, LIT-201, faculty note that some students are not equally meeting expectations across the learning outcomes based on student essays that were collected. In general, students are meeting the outcomes mostly consistently or coming close. Enhanced data collection methods for systematic course assessment will help determine strengths and opportunities for disaggregated groups.</p>
<p>Performance and Equity R2. B To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The program is continuing to diversify its literature offerings, which addresses the lived experience of racially diverse groups and hopefully increases their student success. It also creates an environment more openly celebratory of diversity.</p>
<p>Resources Needed R3.</p>	<p>No additional resources are needed at this time.</p> <p>In addition to the new courses dedicated to marginalized racial/ethnic groups, we have also had departmental discussions about the need to diversify the curriculum of our general literature courses as well to promote equity.</p> <p>There have been workshops offered in the department regarding EDI concerns.</p> <p>The support for this comes from the faculty in the department who develop the new courses.</p>
<p>Responsibility R4. Who is responsible for completing or implementing the modifications?</p>	<p>Faculty and instructional coordinator.</p>

<i>R5. Review team who contributed to this report:</i>	Ryan Kerr, Associate Professor of English and FY22 Instructional Coordinator, sought feedback from the department and then wrote the review reports.
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<h2 style="text-align: center;">Student and Academic Support Services</h2> <p>Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
College Name:	Elgin Community College
Academic Years Reviewed:	2017-2021
Review Area:	Admissions
Review Team I.1 Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Nathan Krauz, current Admissions Coordinator, Primary author Ramon Albino, Records Specialist (former Admissions Coordinator), Contributing author Ann Kalas, Associate Dean of Admissions and Registrar, Reviewer, strategic contributor Greg Robinson, Associate Vice President of Student Services and Development (retired), Reviewer, strategic contributor Lauren Nehlsen, Associate Dean, Recruitment, Outreach, Global Engagement, Supplementary contributor Rachel Alonso, Admissions Receptionist, Supplementary contributor Carina Zamudio-Ramos, former Office Coordinator, Supplementary contributor Claudia Rivera, Admissions Specialist - Bilingual, Supplementary contributor
Mission I.2 How does the program/service contribute to the mission of the college?	<p>The mission of Elgin Community College is to improve people's lives through learning. The Admissions Office represents a key first step for prospective students to experience the college. It is essential that staff and processes are clear, accurate, timely and welcoming.</p> <p>The Admissions Office is also a key department for student employment with the Student Ambassador program. These ambassadors provide relatable, peer support to prospective students and their families and are essential staff for meeting enrollment goals. In turn, the Student Ambassadors gain knowledge, skills and confidence to support their own educational and transfer or career goals.</p>

Advancement of Equity

I.3 How does the program/service help advance equity?

The Admissions Office has a unique role in that *all* students regardless of their Admit status or program of study utilize its services. Therefore, it is essential that personnel be able to effectively serve the diverse array of students and their varied needs as they first interact with Elgin Community College (ECC). Initiatives of the past five years relate to service excellence for front-line staff. All Admissions processing staff members and the Associate Dean of Admissions and Registrar have participated in the Safe Zone LGBTQ+ training, which has better-equipped staff to be able to help students who identify as members of these marginalized populations. Safe Zone stickers are displayed prominently in the office to encourage a safe environment for LGBTQ+ students. The college also provides military ally training and other mandatory programs including FERPA, sexual harassment, and cyber-security training. The Admissions Office also participated in a two-part training and information session to learn more about how to provide additional support and resources for undocumented students. Such sessions are insightful and help staff members to widen their understanding of the students they serve so that they can provide better service and have a greater impact on the community, which includes equitable access and outcomes.

Through their employment in the Admissions Office, Student workers may also benefit from being assigned to occasionally work with the Center for Global Engagement and with the English as a Second Language (ESL) program in the Adult Basic Education Center (ABEC). The Center for Global Engagement helps international students with the admissions process at Elgin Community College, assists these students with their visas, and provides many resources that help international students to succeed at Elgin Community College and in their communities. The English as a Second Language program in the Adult Basic Education Center helps a large number of students, many of whom are immigrants, to gain or improve their ability to communicate in English. The ESL program helps these students to improve their job prospects and to enjoy greater participation in their communities. Both of these departments and programs would expose student workers to greater global and cultural diversity, which by extension would also improve their global and cultural literacy. Interacting with students who have backgrounds that are very different from their own would help student workers to achieve a greater understanding of the different histories, cultures,

	<p>socioeconomic perspectives, and community perspectives that are provided by Elgin Community College's diverse student body.</p> <p>The Admissions Office is reviewing how to place a greater emphasis on promoting the Transforming and Impacting Undergraduate Men Pursuing Higher Education (TRIUMPH) Program for new students. TRIUMPH is a resource dedicated to improving graduation rates among males of color. TRIUMPH provides training and mentorship opportunities for these students so that they can leverage these support systems into tangible academic progress. This would include increased communications sent to all students that particularly emphasize TRIUMPH alongside other programs, keeping additional flyers that promote TRIUMPH for distribution among men of color and parents who mention previous academic struggles in high school or other colleges, and posters placed in prominent areas in the office that promote the resource.</p>
<p>Service Objectives</p> <p>I.4 Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?</p>	<p>The goals of the Admissions department are to:</p> <ul style="list-style-type: none"> ● Inform and communicate with prospective students about their next steps at Elgin Community College with accurate, timely and beneficial information, ● Improve Admissions processes, ● Provide high quality customer service to students and the community, and ● Ensure that prospective students have a smooth college transition. <p>These functions then translate into key learning outcomes for students, currently defined as:</p> <ol style="list-style-type: none"> 1. After meeting with a recruitment coordinator, students will be able to demonstrate an understanding of the enrollment process by describing their next steps. 2. After meeting with a recruitment coordinator, students will be able to identify field of study or resources to help them further define their program of study. 3. Student Ambassadors will be able to articulate what they learned about being a student worker and how this work relates to their larger career path or passion. <p>These outcomes were first established in the 2017 program review and they remain pertinent. Some outcome updates that are required include that after their interactions with the Admissions Office students should be able to:</p> <ol style="list-style-type: none"> 4. Identify where to find the online application on the college's website,

	<ol style="list-style-type: none"> 5. Determine whether or not placement testing is required, and 6. Understand what resources are available to them throughout their tenure at the college. <p>Another overarching goal of the Admissions Office is to be a collaborative partner to other departments involved in student onboarding, working diligently to review and update any communication documents such as Welcome letters, new Student Orientation letters, minimum competency information, or testing procedures, for example. This collaboration also ensures that messages to the students are consistent between departments or appropriately differentiated for unique student groups such as dual-credit, music and fork-lift.</p> <p>The Admissions team is becoming essential to the New Student Orientation task force. The Admissions department shares and suggests critical information to help the NSO process run smoothly, ensuring that students receive proper communications very quickly based on their admission status in regards to their enrollment status as well as their next step in the enrollment process.</p>
<p>I.5 To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>When the Admissions Coordinator was hired in 2017, there was no transition of internal procedures in the Admissions office from the previous employee. The current Coordinator worked closely with his direct supervisor in creating and updating procedures for the Admissions department. These internal procedures are kept in a shared drive and are updated when necessary to ensure the accuracy of the process. This creates standardization and allows colleagues to reference when there is confusion on how to complete a task. Also, the Admissions Coordinator created a manual for Student Ambassadors to help them familiarize themselves with the office tasks while also providing consistent training.</p> <p>Improvements with communications and admissions processes are achieved through collaboration and are often measured by efficiency gains (such as processing speed/turn-around time) as well as accuracy, such as reduction in errors or out-of-date information.</p> <p>Three years ago, the Admissions office collaborated with the Dual Credit department to create online application instructions for these students specifically. This implementation helped the Admissions office identify these students and to provide proper communications that reflect their Admit Status. The implementation of the process improved the flow of the</p>

Admissions process and reduced the frustrations of students and parents. Admissions has now recently implemented the same procedure improvements with the Music department. Students for specialty programs such as EYSO and private lessons have been transitioned from hard-copy paper applications to online. This has resulted in a much smoother process where students can be served in a timelier manner. Admissions is now currently collaborating with the ABEC department, conducting staff training for application processing and providing adult education and ESL students with instructions on how to apply online.

Examples of process improvements demonstrate how bottlenecks have been identified and reduced or eliminated:

- **Conversion to digital processing:** The Admissions Office now primarily processes digital files instead of hard copies. Previously, the Admissions Office worked almost exclusively with hard copies of transcripts, SAT/ACT test scores, and applications. However, now the office only takes online applications except in rare circumstances where a hard copy format is absolutely necessary and now strongly encourages students and high schools to send transcript and test scores digitally. This shift to primarily working in the digital world has decreased wait times for students and allowed greater flexibility for them as they can now send their own copies of their high school transcripts and test scores through their emails. The Admissions Office will still accept them, even if they are considered “unofficial.”
- **Entering high school equivalencies in the system:** The transition towards electronic submission of high school transcripts has reduced the time spent to process HSE. The Admissions office highly recommended that high school transcripts be submitted electronically instead of being sent via mail. As a result, transcripts are entered into the system faster and the Admissions team can communicate more quickly to inform students of their next steps in the Enrollment process.
- **Implementation of Math Pending:** The implementation of “Math Pending” as a policy and system tool allows prospective students to be “New Student Orientation ready” while they await the final grades of their eighth-semester math or transitional math class. This was implemented because students may use their fourth-year

high school math coursework to demonstrate math proficiency as an alternative to math placement testing, but these students do not receive their grades until the end of the school year. As a result, this implementation helps students to move forward with their next steps in the enrollment process after having completed one semester of fourth-year math, rather than waiting months for their final grades. This implementation allows students to temporarily register for math classes pending their final grade verification.

- **Implementation of General Education Equivalency**

Procedure: In collaboration with the First Stop department, Admissions created an internal procedure, as well as a flow chart, on how to process and enter college general education classes that we received from other college institutions. This procedure greatly helps transfer students and allows them to register for classes in a timelier manner while waiting for their formal evaluation of credits, which has an expected turnaround time of two to three weeks to complete. This also reduces the need for phone calls and emails from students asking whether they meet the prerequisite of the particular class or classes.

- **Software Testing of Minimum Competency and Placement Test evaluation:**

The Testing and Admissions departments collaborated to test Colleague, the college's ERP system, on whether the system read minimum competency and placement test scores correctly. The software test identified one scenario out of ten where the system interpreted data incorrectly. The Testing and Admissions departments provided a recommendation to slightly modify the logic of Colleague to the IT department, who then implemented the change to correct the issue.

Student Ambassadors are often the face of the Admissions office. They are essential to the Admissions process and ensure that the processing of the department's incoming and outgoing mail is completed on time. They provide important assistance in-person and over the phone for students and community members. This is not limited to showing these individuals how to apply online, but also directing them to the right departments, and providing various resources to the students. Their experiences as students themselves at the college provide

	<p>a crucial perspective for both other students and staff. The Admissions office continues to hire student ambassadors when needed. The Admissions office also trains student ambassadors to develop and enhance their communication skills and customer service skills which helps them to become more confident not only in a professional setting but also in their personal growth.</p> <p>A survey for Admissions student workers was developed and implemented for the first time in Spring 2022. This survey will be given to all student workers at the end of each semester and focuses on what student workers have learned, how that knowledge relates to their future careers, and what the Admissions Office can do to improve the experience of being a student worker to better prepare them for their future. This survey is similar to an exit interview, but will also be given to students who plan to return so that their insight can be used to improve their own experience from semester to semester.</p> <p>Results from the first term were very positive. One student pointed to her experiences helping other students as being directly related to her future career in education, and her only concerns were that she would have liked to have performed more tours with students and that she occasionally struggled with helping rude and impatient students and their parents. Another student focused her responses on the mailing duties that she performed which directly related to her supply chain degree.</p>
<p>Past Program Review Action I.6 What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>Goals from previous report:</p> <p>To improve the quality of the working environment of the Admissions office by emphasizing the importance of a cohesive team. This goal intends to re-engage staff with their own roles and highlight how their roles and those of the other departments in the college come together to influence the overall student experience.</p> <p><u>Status:</u> Completed</p> <p>The reorganization and redesign of the Admissions department drastically improved the department culture. Cross-functional meetings foster collaboration and have allowed for teams to share their roles and responsibilities with others. For example, the Registration and Records, First Stop, and Admissions processing teams have a weekly meeting to share ideas on how to improve processes and create efficiencies to deliver quality</p>

customer service to students and the community.

The hiring of an Admissions Coordinator contributed to improving the culture of the department. This position helped the Senior Director of Admissions by driving collaboration, coordinating activities, providing input, and delegating tasks among the team members to ensure the tasks are done promptly while maintaining quality. Also, this position assists the Senior Director of Admissions to identify tasks, inspect processes and recommend procedures to be addressed, while also researching and proposing solutions to continuously improve the department.

Have staff reengage with ICCAROO and IACRAO to be able to network and gain best practices with area colleagues.

Status: Ongoing

The budget has supported this effort and staff continue to actively participate. Departmental leadership is encouraging more staff to participate in conferences. Members of the Admissions staff attend Illinois Community College Admissions and Records Officers Organization (ICCAROO) and Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO) conferences and bring back some best practices that would be beneficial for the department and/or for the college.

Admissions Coordinator Ramon Albino has presented at the IACRAO conference about the efficiency of Admissions processing.

Senior Director of Admissions and Registrar Ann Kalas served as president of ICCAROO.

Complete the communications management audit and make necessary revisions to ensure cohesive message and more timely communication.

Status: Ongoing

A communications management audit was conducted to review not only the specific language within the college's correspondence with students but also the process of if, when, and how these communications are sent out. Some results of this communications management audit included: implementing separate and tailored first time and transfer communications letters instead of one general letter for both groups, creating

special communications for students who are only attending the college for personal interest, modifying transfer and returning student communications to further clarify admissions requirements, adding special communications for forklift students, and reviewing all communications in general to add clarity and concision.

The Admissions Office also regularly reviews communications when new semesters arrive. The Office Coordinator in Enrollment Services and the Admissions Office continue to collaborate by sharing ideas in meetings, editing letters, and providing suggestions when necessary to improve communications management for students. The Admissions Office also regularly communicates with the IT processing team via email and meetings to improve the communications process when necessary.

Identify and implement a technical solution for high school transcript reading and import into Colleague.

Status: In progress

This concept was proposed to the Foundation in January 2020 for consideration; however, it is a very costly undertaking.

Currently, high school transcripts are received electronically which improves the efficiency of entering the high school equivalencies in the system compared to previous years.

The Admissions Office has begun the process of reaching out to vendors for implementing an Automated Transcript Processing System. The Admissions Office will review the features and pricing of the systems provided by these vendors and anticipates fully implementing a system during AY24. Transcripts are commonly sent in PDF formats that allow fast and simple data scraping due to their repetitive data structures, which can be easily mapped and automatically uploaded into Colleague. For PDFs that do not allow simple word extraction due to the file being a scan instead of a data export, or for image files that also do not allow simple data scraping, optical character recognition (OCR) is an option provided by vendors, which would further reduce the need for human data entry.

To improve and identify fraudulent online applications

	<p><u>Status:</u> In progress</p> <p>While the online application process has become more accessible and convenient for everyone, fraudulent applications have also increased. Scammers and fraudsters have become more creative in filling out applications. It has become difficult and takes time to differentiate between real and fraudulent applications. For now, there is no easy way to identify which applications are fraudulent until we receive returned mail, or someone calls us to let us know that no such students are living at a particular address. With the help of the IT team, we are hoping to reduce or eliminate these fraudulent applications.</p> <p>Implement Transcript template for home-school high school students.</p> <p><u>Status:</u> Complete pending approval</p> <p>This project will allow a home-school administrator to guide them on how to build their transcripts based on what Elgin Community College is looking for. This helps the Admissions team to determine which high school equivalencies (HSE) and other information are to be entered into the system. By doing so, this also helps to make the process of Dual Enrollment smoother.</p> <p>Consider hiring part-time frontline staff</p> <p><u>Status:</u> Under review</p> <p>While Student Ambassadors are a huge help to assist with some of the Admissions office tasks, there is a need to continuously retrain staff due to their working status, which is “come and go.” It would be beneficial to have another permanent front-line person to assist with tasks that take up a significant amount of bandwidth, such as answering phone calls, night office coverage, scanning, and other responsibilities.</p> <p>Additional accomplishments for the review period:</p> <ul style="list-style-type: none"> • The hiring of Student Ambassadors with formalized and personalized training helps to improve the quality of the customer service in the department. For example, student ambassadors are required to complete FERPA, cybersecurity, and sexual harassment training. Also, they are provided a Student Ambassador training manual and
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	<p>continually learn with the supervision of the Admissions Coordinator. Furthermore, the student Ambassadors communicate regularly with the Admissions Coordinator to ensure that daily tasks and projects are completed in a timely manner. The Student Ambassadors are great assets to the Admissions department.</p> <ul style="list-style-type: none"> • The creation and regular updating of internal procedures and regular refresher training for staff help ease the confusion on how to enter high school equivalencies (HSE) in the system. It also increases the efficiency of entering the HSE in the system. As a result, prospect, transfer, and returning students are all quickly well-informed about their next steps in the enrollment process. • The Admissions staff maintained and downloaded both high school and college transcripts and entered HSE promptly amid the COVID-19 pandemic. Without disruption, staff continued to serve students and communicated with them to inform them of their next steps in the enrollment process during this disruptive time.
Indicator: Need	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>The Illinois Public Community College Act requires that the primary functions of the Admissions Office be fulfilled. Per Sec. 3-17 of the Public Community College Act:</p> <p>“The community college districts shall admit all students qualified to complete any one of their programs including general education, transfer, occupational, technical, and terminal, as long as space for effective instruction is available. After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities. Students allowed entry into college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs...A student who has graduated from high school and has scored within the community college's accepted range on the ACT or SAT shall not be required to take a high school equivalency test as a prerequisite to admission.”</p> <p>The process of determining qualification, determining competence for programs chosen by students, and reviewing high school graduation and ACT/SAT testing scores are all</p>

	<p>responsibilities that are administered by the Admissions Office.</p> <p>Elgin Community College maintains a close relationship with the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education to regularly review and improve the college's standards and to ensure compliance with state laws and regulations. Standard accreditation audits from these agencies consistently deem all elements in compliance.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>The Admissions Office intakes new students, so the need for the office is generally correlated with the college's enrollment trends. However, enrollment trends and the need for the office are not always directly tied. The need for the services provided by the Admissions Office, like transcript and application processing, remains consistent and elevated despite drops in enrollment.</p> <p>Elgin Community College relies on a wide variety of data to determine the need for services including school district 509 census information, student inquiry reports, and previous years' enrollment information. Although COVID-19 added significant challenges and unpredictability to this process, these separate forms of data allow the college to generate working estimates of the future need for the Admissions Office's services. The college continues to refine the modeling for its estimates so that it can better distribute its resources in a proactive way.</p> <p>The college utilizes enrollment reports from its ERP system Colleague. Colleague also provides enrollment communications management functionality with "tracks". These tracks implement different communications strategies and timelines for individual students based on their programs and enrollment status. The college also uses a "XEDD" report to generate enrollment status reports, which can cross-reference between earlier student inquiries and later student registrations to generate yield information.</p> <p>The college also uses a "XANE" report which provides detailed information on the status of the thousands of students who are within the Admissions process at any given point in time. This information includes if the student needs placement testing, what placement testing has been completed by the student, if the student has completed their online orientation, and many other details. This information provides granular data so that these students can be contacted if necessary and this large volume of data can then also be used to create data models to compare the progress students are making to previous semesters</p>

	and years.
1.3 If applicable, what is the student usage for this program/service?	<p>The college's headcount, which directly impacts the operations of the Admissions Office in a significant way, was affected by COVID-19. Headcount had been slowly dwindling before COVID-19. The total headcount in 2017 numbered 15,211, and in 2020 numbered 14,467, reflecting an overall decrease of 4.9%. This trend was exacerbated by the pandemic, and the total headcount for 2021 was 11,788, which reflected a steep drop of 18.5% from the previous year.</p> <p>The college expects an increase in attendance in the near short-term due to COVID-19 reaching a more endemic state, which in turn will increase the number of applicants and time spent on processing. Some students who have delayed their education due to virtual learning, social distancing, and masking are likely to return to college soon as the school returns to pre-pandemic protocols.</p> <p>However, in the long term, enrollment is likely to decrease. The United States has an aging population, and District 509 is not an exception to this trend. There have been delays in the 2020 census, but 2015-2019 records indicate that the proportion of District 509 residents under 18 years of age is dwindling while the proportion of D509 residents over 55 years of age is increasing, which is likely to affect the pipeline for the college's services.</p> <p>Based on electronic transcript downloads, the Admissions Office is busiest with its processing duties in the months directly preceding the Fall and Spring semesters. On average, the months of June, July, and August see the most electronic transcripts delivered overall, including both high school and college transcripts. From 2017 to 2021 the month of June was the busiest month for downloading transcripts with the sole exception of 2019 when that number one spot was overtaken by July. The months of June and October appear to be complementary in their relationships to Fall and Spring, respectively, with October being in the top three busiest months for each year from 2017 to 2021 with the exceptions of 2020 and 2021. November took third place and October took fourth place in 2020. In 2021 October took ninth place, November took eighth place, and December took last place, indicating that COVID-19 appears to have had a more pronounced impact on Spring semesters than the Fall.</p>

1.4 How does the student usage compare to assessed need of the program/service?

The workload of Admissions Office processing tasks has not always conformed to these headcount patterns. The table below outlines the number of online applications downloaded by staff for the current review period.

Calendar Year	# Applications	% Change by Year
2017	10,061	
2018	10,130	0.7%
2019	10,169	0.4%
2020	9,552	-6.1%
2021	10,498	9.9%

Prior to the pandemic for the period of January 2017 to December 2019, applications increased overall by 1.1% while the total headcount at the college dropped during this time. This reflects a reduced yield in students who apply and then are converted into attending students. The increase in applications since 2021 appears to be slowing, and application rates may soon correlate to headcount rates.

The increase in applications in contrast to the decrease in headcount is surprising, but the overall slowing of this increase is not. The significant jump in applications for the 2021 calendar year may reflect an increased interest from students in returning to education as the state, country, and world “return to normal”. Future years will shed light on if these application rates will continue to slow and then begin to dwindle to match overall headcount rates.

Application processing is slightly overutilized in comparison to overall headcounts. Before COVID-19, application rates increased slightly in contrast to headcount rates decreasing, leading to slightly increasing workloads for the Admissions Office with less overall yield for these applicants converting into students. Both applications and headcount dropped in the wake of COVID-19, but both have also made a comeback, with application rates exceeding pre-COVID-19 levels in 2021. It is expected that application and headcount rates will increase in the short term, but decrease in the long term to match nationwide enrollment trends and the school district 509 population trends.

	<p>This trend of overutilization of the processing services of the Admissions Office also applies to transcript processing. The Admissions Office downloads all high school/GED and college transcripts and these transcript processing rates have not matched headcount trends. From 2017 to 2021 the headcount rate for the college has faced a 22.5% decrease. However, during this same period, the rate of transcripts that the Admissions Office has received and processed has increased by 83.79%. Also, in contrast to headcount, transcript receiving rates by the college do not seem to have been significantly affected by the pandemic. While headcount dropped precipitously in the wake of COVID-19, from 2017 to 2021 the number of transcripts received by the college increased every single year, without ever dropping from one year to the next despite the effects of the virus.</p> <p>A more positive impact of COVID-19 involved New Student Orientation (NSO), which is required for all first-time students. Prior to 2020, this was in the process of being transformed into an online format. The timing of this move was fortuitous because its implementation coincided with the emergency closure and subsequent reduction of in-person services for AY20-21. NSOs had previously been held in-person only, but the online format allowed these introductory materials to be disseminated to students safely and dynamically. The online format of these orientations provides a flexible and efficient delivery of this information, and Elgin Community College continues to maintain this format at this time.</p>
Indicator: Cost	
2.1 What are the current expenditures of the department?	<p>The costs and expenditures for the Admissions Office include labor costs for staff and student workers. Colleague maintenance and consulting fees are handled by the college as a whole, but the needs and adjustments required by the Admissions Office factor into these Colleague-related expenses. The Admissions Office also distributes significant amounts of flyers and brochures. Welcome mail, mail that outlines the requirements needed for specific programs, and many different flyers and brochures that inform students about the services and opportunities provided by the college are all distributed by the Admissions Office.</p> <p>Labor costs for the Admissions Office are similar to other offices of comparable size. The costs incurred from the distribution of letters, flyers, and brochures are significantly higher than most offices due to the nature of the mission of the</p>

	<p>Admissions Office. From 2017 through 2021 the Admissions and Records Offices together spent more money than the Financial Aid administration, but less than Wellness Services and Career Development Services.</p> <p>The college's total expenses for the 2017 - 2020 fiscal years steadily increased 9.6%. In comparison, the expenditures of Admissions and Records increased 8.5%, which is slightly lower than the school as a whole.</p> <p>The college's total expenses show a marked difference between fiscal years 2020 and 2021 due to the impact of COVID-19 and total expenses increased 4.4%. However, the Admissions and Records Offices were able to control expenditures, and expenditures only increased 1.1% for Admissions and Records during this same time.</p> <p>The Admissions and Records share of the Student Services and Development division expenditures has remained steady. Admissions and Records proportionately comprised 18.5% of Student Services and Development expenditures in 2017, though was at a steady 11% for 2018 - 2021. The year 2017 remains an outlier and was reduced by 28.8% from the fiscal year 2016 to 2017. The disparity arose because the SSD division's total expenditures increased 66.23% from FY17 to FY18 while Admissions and Records expenditures decreased 0.2% during that same period.</p> <p>District 509's population is aging, and as a result the long-term enrollment at the college is trending downward. This could lead to reduced revenues, which would then lead to reduced budgets for the college as a whole and for the Admissions Office by extension. Nationwide enrollment trends are also decreasing, so the college faces the prospect of needing to spend more and more money to attract and recruit students as they compete with other colleges' recruitment efforts for an increasingly limited pool of students.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>As a core office in the college, the Admissions Office is funded through the college's main (educational fund) budget, and it does not rely on grants. During the state of Illinois' government budget impasse (2015 - 2017), the college had to cut several positions from the Admission Office. Now several years on, the Admissions Office has retained this reduced staffing level while continuing to provide excellent customer service and quick processing.</p> <p>COVID-19 has had an impact on the budget and cost for the</p>

	<p>college as a whole and for the Admissions Office in particular. The effects of COVID-19 on revenues from tuition and fees is clear: from fiscal years 2017 - 2020 revenues from tuition and fees slowly increased 2.9%. In the wake of COVID-19, there was a significant drop of 15.4% in revenues from tuition and fees from fiscal years 2020 to 2021. Total operating expenses did not drop during this same pandemic-impacted period, and in fact increased 5.8% as additional resources were needed to continue operations during the period of remote operations. The Admissions and Records Office's expenditures increased, but at a lower rate than total operating expenses, increasing only 1.1% when comparing the 2020 and 2021 fiscal years.</p> <p>The Admissions Office will be implementing an Automated Transcript Processing System which will increase costs in the short-term, but in the long-term will reduce the labor hours necessary to process transcripts. This automation will set the office up to maintain sustainability well into the future by controlling these labor costs and replacing them with fixed service costs.</p> <p>Moving the orientation process to an online format has not only provided a socially-distanced and flexible format for students but has also reduced costs for the Admissions Office by decreasing the number of brochures and flyers that are used. It has also reduced the labor hours that are needed for both preparation and implementation of orientations. The Admissions Office also sends out fewer postcards than before and has streamlined its physical communications process.</p> <p>The Admissions Office is a cost-effective program for students. Elgin Community College does not charge an application fee. Many local high schools automatically send large batches of final high school transcripts to the college, reducing the cost for high school students as they do not have to pay to order these transcripts. The college also accepts unofficial high school transcripts and unofficial SAT score reports to further reduce cost barriers for students.</p>
<p>2.3 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Significant numbers of phone calls and walk-ins make Admissions processing more difficult, which can slow the Admissions progress for students. Student workers provide invaluable assistance by helping to field many of these phone calls and walk-ins so that Admissions Office staff can continue to process tasks. However, training student workers takes time and these students are often only employed at the college for a short while before they graduate and become ineligible for</p>

	<p>employment as student workers. A part-time academic support employee dedicated to phone calls and walk-ins would help to reduce the burden on Admissions processing.</p> <p>Processing large volumes of high school transcripts takes up significant bandwidth in the Admissions Office. Local high schools send large volumes of final transcripts at the end of each school year, and the amount is so significant that the First Stop, Records, and Registration Offices are all enlisted to help process these transcripts. As mentioned earlier, the Admissions Office plans to implement an Automated Transcript Processing System within the next year, which will lead to a significant reduction in everyday data processing performed by staff members. If implemented effectively, this would eliminate the need for a part-time academic support employee who is dedicated to phone calls and walk-ins.</p> <p>There has been an increased evaluation of the work that staff members are performing so that PDQs can be updated for accuracy. Auxiliary roles have also been updated to ensure that backup duties are written into the PDQs for these roles so that it is less necessary to pull employees from other disparate roles in order to ensure coverage. Student workers are also utilized to help increase the bandwidth available to staff members by helping field phone calls and walk-ins by students, which has reduced the need for hiring full or part-time staff members.</p>
Indicator: Quality	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>The Admissions Office takes advantage of the professional improvement knowledge that is provided by its participation in IACRAO, AACRAO, and ICCAROO. The informational sessions and networking available from these organizations provide many opportunities to determine new best practices and to implement solutions that have been effective in other colleges.</p> <p>Processing efficiency and turnaround times are used to measure capacity and output. Trends to past performance and the interplay of anticipated work as matched to enrollment figures are primary benchmarks of quality.</p>
<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>The college uses the Hay Guide Chart to develop accurate and reliable PDQs so that the college makes precise determinations on the educational background, salary, and role substitution requirements of all of its job roles. All personnel are strictly held to these standards within the hiring process, including in the Admissions Office, which ensures that staff are qualified</p>

	<p>and appropriate for their positions.</p> <p>All employees attend New Employee Orientation, which is an all-day introduction to both the college and the experience of being an employee. This orientation introduces employees to the college's professional expectations of them, resources, and important information about the history of the college, its students, and the district.</p> <p>As mentioned elsewhere, it is a priority that all staff have the opportunity to benefit from the membership, conference, workshop and networking offerings of related professional organizations, including IACRAO and ICCAROO.</p> <p>The college also provides professional development reimbursements for tuition and other expenses that are incurred by employees who are trying to improve their professional knowledge and skills. The college provides equity, diversity, and inclusion resources so that employees are trained and prepared to assist the diverse student population enjoyed by the college. If employees want to participate in hiring committees they must first attend the "Seeking Cultural Consciousness and Competence in Hiring" training that provides employees with the tools and perspective to make equitable hiring decisions when they participate in these committees.</p> <p>Needs for Additional Staff Development</p> <p>Additional training on the use of technology and its impact on the administration of education would be helpful for staff. Increased skills in using Google Suite products and Office 365 could help employees to perform their jobs more effectively and provide them with the tools to develop new creative solutions to problems that they face.</p> <p>More training on how to adopt Equity, Diversity, and Inclusion (EDI) principles into the daily professional lives of staff members would also be helpful. The Admissions Office works with a very diverse student body and staff, so these types of training are very functionally important.</p> <p>The college provides digital accessibility training opportunities that help employees to ensure that the materials they create can be more easily absorbed by individuals with auditory, cognitive, motor, or visual disabilities. However, additional training that is oriented towards helping these students in-person rather than just online would also be helpful. The ability for disabled individuals to live free and open lives is important, and many college employees may be unprepared to assist these</p>
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	<p>individuals in person in a way that is conducive to that importance. Training to prepare for other scenarios that staff may face, like providing support for students during severe mental health episodes while they await professional assistance, would also provide considerable benefits to the Admissions Office and the college.</p>
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>The Admissions Office would define innovation as the process of making creative changes to previous processes and procedures that have a pronounced benefit to students. The Admissions Office provides opportunities to discuss innovation through its weekly department meetings with the Registration, Records, and First Stop Offices where an open forum is provided at the end of these meetings. There are also open lines of communication between staff members and the Associate Dean of Admissions and Registrar and new ideas are always welcome.</p> <p>An opportunity to display innovation in the department will be the implementation of an Automated Transcript Processing System, which will use technology to significantly improve transcript processing time and reduce the length of the admissions process for students.</p> <p>An important innovation that had a significant impact on students was implementing the “pending” high school math process to allow students to qualify early to take their online student orientation. This innovation provided a creative solution to a common problem and has reduced discouragement for high school students who had previously faced hindrances in registering for their courses simply because they were a semester away from graduation. The elimination of this known bottleneck provides a significant head-start for these students and makes it more likely that they will enroll and persist if they obtain seats in their desired classes due to the flexibility afforded by this process.</p> <p>Some opportunities for innovation in the next five years include implementing a completely digital intake form for student inquiries. Today the Admissions Office still relies on paper forms for students and applicants who want to meet with a recruitment coordinator; the students’ information is then entered into Colleague from these paper forms. The manual nature of these forms makes it more likely that typos will occur as this data is transposed. A completely digital intake form process would significantly reduce the likelihood of these types of errors.</p>

	<p>Another opportunity for innovation would be to promote greater synergy between the First Stop and Admissions Offices to provide a more-frictionless experience for summer-only students. The process for summer-only students is significantly simpler than for most students as placement testing, new student orientation, and an advising appointment are not required. Once the student has finished this quick admission process they are then directed to fill out a prerequisite approval request form with the First Stop Office for the specific class or classes that they would like to take. This form is itself a much faster alternative to the longer and more-involved transcript evaluation request form.</p> <p>The friction is reduced even further by the student being allowed to submit an unofficial transcript along with the prerequisite approval request form. However, at the start of open registration, the First Stop Office is flooded with significant numbers of prerequisite approval request forms, which delays their processing speed significantly. The Admissions Office may be able to assist the First Stop Office by helping to process prerequisite approval request forms for schools that are members of the Illinois Articulation Initiative (IAI) transfer agreement. The process of transferring credits for IAI schools is much more rudimentary, prompt, and easier to train on than for colleges outside of the IAI agreement. In fact, new employees of the First Stop Office first train on transferring IAI credits for these forms due to the simplified nature. Reducing the workload of the First Stop Office during these peak periods would improve the turnaround time for all summer-only students who are utilizing the prerequisite approval request form. However, the operational adjustments required to make these changes will first need to be examined, as the Admissions Office also faces its own increased workload during peak periods.</p>
3.4 What are the strengths of this program or service?	<p>As mentioned throughout this report, the Admissions Office operates under a mode of continuous improvement. Lines of communication within and between departments are established and nurtured to ensure students are always served with clear, concise, updated and timely information to guide them on their path of admission to the college. Despite budget and staffing challenges, the Admissions Office has not had to reduce service hours and continues to maintain a high standard of customer service and fast processing times for students.</p> <p>The Admissions Office maintains excellent relationships with</p>

	<p>local schools which allow early interactions between the college and its future students. These relationships allow students to ask questions and request information early so that they are more prepared for their entrance into college life.</p> <p>The Admission Office processing team also maintains an excellent and united relationship with the Recruiting team. The Admissions processing team works closely with recruiters to ensure a seamless admissions process. When students set up appointments with recruiters the recruiters then take the lead in explaining the admissions process to these students and then pass along transcripts, SAT scores, and other documents to the processing team to ensure fulfillment for the student. This close relationship has prevented hang-ups or quality issues.</p> <p>The Admissions Office also maintains a close relationship with the First Stop, Registration, Records, and Testing Offices to further ensure a smooth and consistent onboarding process for students as they interact with these different departments.</p> <p>The direct supervisor over the Admissions Office, Associate Dean of Admissions and Registrar Ann Kalas, hosts weekly meetings with all staff members of the Admissions, Registration, Records, and First Stop Offices. This allows all staff members of these departments to be updated on any new events or procedure changes. This also provides an opportunity for staff members to put forth any ideas or to make administrators and other staff members aware of any issues that they have faced in the previous week.</p> <p>The Associate Dean of Admissions and Registrar met regularly with other student services managers to discuss any issues and ideas as well as plans for how to implement any strategies that have been disseminated by the president and vice presidents of the college. This also provides opportunities for effective communication between these student services managers so that they can build unity and cross-functionality between the different departments.</p> <p>As a best practice, the Admissions Office staff frequently encourages students to undergo placement testing, particularly math placement testing, even if the student is not required to do so. This placement testing can help to support student success in their classes by providing the student with an accurate determination of their current skill levels and the classes that correspond to those skill levels.</p> <p>The Admissions Office also provides information to new students about the Tutoring Center so that they have additional</p>
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	<p>resources if they fall behind in their classes. Admissions often provides the contact information for the Tutoring Center, directions to their offices, and helps students with registering for tutoring.</p> <p>When a student has questions about the content of a class the Admissions Office directs the student to the department's coordinator so that the student may request a syllabus to ensure their preparation for the course.</p> <p>Senior Director of Admissions and Registrar Ann Kalas served as president of ICCAROO during this review period.</p> <p>For the past five years, the Admissions department encourages and sends employees to attend professional development conferences. In 2019, Ramon Albino had an opportunity to present a topic about how to improve the Admissions communications and processes efficiently at the IACRAO conference.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>The Admissions Office continues to struggle with assisting last-minute applicants. Like most SSD offices, it faces a deluge of new applicants and requests to perform its processes in the few weeks preceding both open registration and the start of classes.</p> <p>Late applicants face several barriers. The inundation of new applications delays their processing. Transcripts are sent a masse by local high schools at the conclusion of the school year, which coincides with preparations for the summer semester at the college. Students starting their admissions process late for the summer have their own transcripts buried within this rush of transcripts. Many students rely on their high schools sending their transcripts automatically, so there is no way to prioritize student transcripts that are not within this mass dispatch.</p> <p>Another barrier is simply that many students do not notice or check for communications that are sent to them. Many students do not regularly use or check their emails or physical mailboxes, so when the college sends important messages about their admissions status they remain unaware of their progress. This leads many students to falsely assume that they have made adequate progress and will be able to simply register for classes when they are closer to the start of the semester without realizing that there are several steps they must take first. A student may be proactive and apply to the school very early, but if this student remains unaware of these important communications and does not finish their requirements until</p>

	<p>they try to register close to the start of the semester, this proactive student has in effect become a last-minute applicant in practice.</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>The Admissions Office relies on enrollment reports provided through the software Tableau, which are furnished by the Institutional Research Office. Admissions also relies on a Colleague report, XANE, which displays how many students have applied to the college in contrast to how many have registered for classes for the upcoming semesters. The Admissions Office can also compare enrollment trends to District 509 census information and local high school enrollment information to review if enrollment trends are matching the expected trends of the local population.</p> <p>The Admissions Office is reviewing the possibility of implementing a survey to gauge student perceptions of the Admissions Office and to determine areas of improvement. The Admissions Office often becomes a shorthand for the entire onboarding process before class registration, so this survey would likely need to rely on written responses from students. A survey can be added to the communication protocol for all students who have finished the Admissions process. This survey can be coded to be customized to the student's information so that responses by students can be cross-referenced with their admit status, program of study, and other important data points for further insights. Are summer-only students more satisfied with the Admissions process over other admit statuses due to the ease of their onboarding process, or are they less satisfied because they expect an even more-frictionless experience due to their expected transitory relationship with the college? This survey could assist the Admissions Office in developing better procedures for students and increase the college's yield rate.</p> <p>It is important for the Admissions Office to be aware of demographics and forecasted trends within the district. District 509 is aging, which means there are fewer and fewer students who will be graduating high school and then enrolling in the college. These demographic trends are impossible for the college to change, so all that Elgin Community College, and the Admissions Office by extension, can do is adjust its resources and strategies to compensate for these developments. However, thus far these demographic changes have not led to a reduction in processing work. Transcripts and applications have increased in the last five years despite decreases in enrollments, so the</p>

	Admissions Office faces possible college-wide declining budgets while its resources are strained with increasing demands.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	<p>The Admissions Office relies on Colleague reports, Tableau software, and online application reports for informational and performance data and to compare enrollment trends from one semester to another.</p> <p>Over the last five years, application rates have increased while overall headcount has decreased. This has led to a discussion on how to increase the yield rate for students, including improving and streamlining the admissions process to make onboarding and registering students as frictionless as possible to prevent students from being discouraged during this process.</p> <p>One complication that the college faces with improving its yield rates is that high schools frequently direct their students to apply to the college in order to take the lead in ensuring that their students are prepared for the next step in their educational journey as well as to maintain reasonable college acceptance rates for these students. However, many of these students either do not attend college or attend a different college than Elgin Community College, which lowers the college's yield rate.</p>
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	<p>The Admissions Office is able to collect, measure, and evaluate any data that is maintained in Colleague. This includes significant demographic data that is imported from the online application. This data can then be cross-referenced with data that is generated throughout the rest of the admissions process. As discussed elsewhere, yield rate is a primary measure of program effectiveness for the Admissions office.</p> <p>The XANE report is used to generate granular and highly-disaggregated data that provides a snapshot of the student population's placement within the admissions pipeline. This report is regularly used by administrators to track progress in the student population. The XANE report provides data on each student's name, student ID, selected starting term, district residency, contact information, admit status, academic program, placement testing status, and much more. However, the XANE report does not currently provide any significant emphasis on demographic information, which may be a compelling missed opportunity. Granular data about which groups are falling behind in the admissions process and why could prove to be of profound importance.</p> <p>However, qualitative feedback would also provide valuable</p>

	<p>insight to student behavior, perceptions and satisfaction. The proposed survey procedure would allow the Admissions Office to delve deeper into the experiences of students as they go through the onboarding process of the college. This survey would include multiple-choice questions as well as short answer questions so that the former can be used to make simple data comparisons between types of students and the latter can be used for deeper analysis of how to make process improvements.</p> <p>The survey would provide an excellent tool to track perceptions and attitudes, while the enhanced XANE report can be used to provide hard data on the strengths and shortcomings of the admissions process and its relationship with equity. The key to both methods will be to ensure a mechanism for reliable and meaningful disaggregation.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>Traditional points of disaggregation for Admissions have been process related, such as admission status and program of study. A more complete equity focus will incorporate student characteristics into these views to better understand how subgroups of applicants can be better served by the office.</p> <p>The primary admissions equity gap revealed by the college's current research data is that men continue to be underrepresented within the college. Like most higher education institutions, Elgin Community College sees more women apply and graduate from the college.</p> <p>However, there may be other significant equity gaps that are present within the areas served by the Admissions Office, which is why further disaggregation of data, particularly within the XANE report, is so important. This data is already at the office's disposal, though better analysis tools can help prioritize disaggregated examination. Such a focus may reveal novel, compelling areas for improvement and provide granular roadmaps that lead to larger composite change. Such actions will appear in the goals at the end of this report.</p> <p>The Admissions Office has found that COVID-19 exacerbated inequities that were already present in the college and district. From 2020 to 2021 enrollment rates for women dropped 13.9% in the wake of the pandemic. The enrollment rates for men dropped 25.5% during this same period. These disparities were felt along racial and ethnic lines as well. While enrollment rates for white students at the college dropped 11.5% from 2020 to 2021, enrollment rates among Latinos saw a 32.1% decrease and Black students saw a 28.0% decrease. Despite the college's</p>

	<p>classification as a Hispanic-serving institution, Hispanic and Latino students appear to be the hardest-hit post-COVID of the three largest racial and ethnic groups. Before COVID-19, Hispanics and Latinos had made up a plurality of the student population since 2017. In the wake of COVID-19, white students became a plurality of the student population once again. It is noted that reduced enrollment capacity in instructional programs at the college was not uniformly affected. It is likely that programs which serve higher numbers of non-White students were impacted more severely and depressed enrollment.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>Across ECC</p> <p>College-wide, much activity and attention is given to uncovering equity gaps and reducing their impact. This past year, the college hired its first Executive Director of Equity, Diversity and Inclusion. Equity is a key component of the upcoming Strategic Plan (as well as the current one about to expire). Memberships in organizations such as Achieving the Dream and ILEA help frame the work which is coordinated internally through the Student Success Infrastructure and supported by a fully staffed Institutional Research office.</p> <p>Within the Admissions Office</p> <p>Many adjustments to procedures within the Admissions Office have been aimed at reducing barriers generally among all students. Well-represented groups have benefited from many of these adjustments and while that is still a positive development, the Admissions Office intends to engage in greater analyses of how to adjust processes and procedures that can have measurable and specific impacts on underrepresented groups to maximize their benefit.</p> <p>The aforementioned admissions survey and data extracts can assist the Admissions Office to determine areas of improvement. If disaggregated sufficiently, results could also provide an important vehicle for equity-based research. Are greater numbers of Black or Latino students struggling to move past the admissions process? Where and why are these hang-ups occurring? What assistance can the college provide to encourage these students to complete the admissions process and register for classes? A well-structured survey can be an effective tool for general quality control for the office as well as an important mechanism for determining equity disparities and then developing remedies.</p> <p>Areas of Possible Expansion</p>

	<p>The Admissions Office needs additional resources to contact students and shepherd them through the admissions process. Additional tools like texting and automated phone calls are not currently used by the Admissions Office processing staff but could prove invaluable for narrowing equity gaps. The office's two main vehicles for communication, mailing letters and sending emails, may be viewed as outdated for newer generations that seldom communicate through these avenues. While the Student Disability Services Office provides a specialized main avenue for assisting students with disabilities, it is unrealistic to funnel all of the college's interactions with these students through this one office. As the Admissions Office interacts in some way with <i>all</i> students, disabled or not, additional training on how to provide the best possible support within the office's capacities would be invaluable.</p> <p>Additional advertising resources are necessary to reach out to men who are underrepresented within higher education in order to emphasize the variety, flexibility, and practicality offered within the college's programs.</p> <p>Impact of the Pandemic</p> <p>The Admissions Office was able to assist students of all backgrounds by efficiently and effectively moving to fully-remote service without reducing its processing capacity or eliminating the services provided. High school transcript processing procedures were adjusted to allow for Pass or Fail grades to account for changes in grading practices in high schools. While Pass scores were not previously accepted, as the college primarily requires grades of C or better and Pass scores often include D grades, many high school classes greatly expanded Pass or Fail grading during the height of the pandemic. The Admissions Office adjusted accordingly.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>Effective collaboration is essential for equitable outcomes. The Admissions Office worked alongside Testing Services to update and refine communication about the college's implementation of HB 2170. One of the main goals of HB 2170 was to reduce barriers for students who are taking developmental courses. Disproportionate numbers of black students are referred into developmental courses due to placement testing. These developmental courses cost the same as college-level courses while providing no college credit to these students. The updates enacted by HB 2170 seek to close these gaps by providing additional avenues for students to either place into college-level courses or to significantly reduce the prerequisite courses that</p>

	<p>are necessary to begin taking college-level courses.</p> <p>The Admissions Office, in its role as a main point of contact for students seeking information on college course placement, consulted extensively with Testing Services on how to effectively communicate these changes and illustrate the pathways available for students to take college-level courses. A main objective of HB 2170 is to reduce prerequisite-related discouragement amongst college students, which has been correlated with reduced achievement for students taking developmental courses, so the consultation of the Admissions Office in developing this communication was an important function of the office.</p> <p>The equity gap between men and women is two-fold: less men apply to college and less men graduate from college. A greater emphasis on both sides of this issue may improve these gender equity gaps present in higher education. The office is reviewing how to provide additional emphasis and information about non-degree opportunities for men. Research indicates that a significant source of the enrollment and graduation disparities between men and women comes down to an enthusiasm gap between the groups. Greater numbers of men than women felt they “didn’t need more education for the job or career they wanted” or that they “just didn’t want to.” Many of these men may be turned off by the idea of dedicating two years to a degree that they do not feel will improve their bottom lines.</p> <p>The Admissions Office needs to consider these viewpoints when providing flyers, mailers, and other forms of advertising to students and demonstrate a level of flexibility that contrasts with the traditional one-size-fits-all associate degree paradigm that drives most of these distributed resources. A greater emphasis on shorter certificate programs with easy-to-demonstrate career and wage potential may entice more men into pursuing an education at the college. These responsibilities would not fall solely on the Admissions Office, and instead the Admissions Office has the opportunity to work alongside TLSD, Marketing and Communications, and Recruitment to implement these strategic initiatives. (Source: https://www.pewresearch.org/fact-tank/2021/11/08/whats-behind-the-growing-gap-between-men-and-women-in-college-completion/)</p> <p>The Admissions Office supports instructional equity by serving local employers. Staff ensure fast turnaround times and flexibility for the applicants who are dispatched by employers to pursue certificates and other employment-related skills. This</p>
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	<p>specific group has a wide variety of options to qualify to start taking these classes and the Admissions Office plays an important role in helping them navigate the right path. This particular service also necessitates a strong relationship with the instructional programs that train these students. As likely “non-traditional” adult learners, this student group may need additional support getting started at Elgin Community College.</p> <p>Remote learning and enhanced flexibility in providing college services have had a profound impact on how the Admissions Office and the whole college operate. These changes will be far-reaching long after COVID-19 reaches a fully endemic stage. The Admissions Office is likely to continue to transition away from physical forms and the physical intake of hard copy transcripts. The office is likely to reduce its flexibility in hard copy internal forms while retaining its flexibility with transcripts and other documentation. This will lead to the provision of services that are both highly efficient and highly responsive to the needs of students.</p> <p>The flexibility enforced by the pandemic has the opportunity to either help level the playing field for underrepresented groups or simply provide even more flexibility for well-represented groups to further utilize. It is incumbent on all higher education institutions and their employees to ensure that underrepresented groups can also reap the rewards provided by this adaptation to “the new normal.”</p>
<h3 style="text-align: center;">Review Results</h3>	
<p>Rationale R.1 Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>An important review of the Admissions Office’s program quality was the communications management audit. Some actions that resulted from this audit included separating first-time and transfer student letters and emails so that these communications were more concise and precise, developing tailored communications for personal interest students, updating communications for transfer and returning students to provide additional clarification, and creating special communications for students in the forklift program.</p> <p>An Automated Transcript Processing System would significantly improve the quality of the Admissions Office by reducing the turnaround time for high school students, particularly in the weeks directly preceding open registration and new semesters. Despite enrollments steadily dropping at the college, transcript and application download rates have steadily increased, and this automated system would be an excellent tool</p>

to mitigate these contrasting trends. The department has budgeted for this system and expects to implement it within the next fiscal year.

Additional resources to reach out to employers may also improve the quality of the Admissions Office and of student success. As District 509's population continues to age, the traditional hyper focus on the high school-to-college pipeline may become outdated in the long term. The Admissions Office may need to lead the way as the college refocuses to provide cutting-edge training and certifications for employers who want to develop skills for their workers. This concentration on adult students may require greater resources to maintain close connections with local employers as they dispatch their employees for onboarding through the Admissions Office.

The program review generated some important findings:

- The overall population of District 509 is likely to continue to follow nationwide aging trends, and by extension, the college population is likely to continue to dwindle long term. However, admissions processing tasks have lagged behind this pattern. There are often large disparities between the college's enrollment rates and the higher usage rates of the Admission Office's services. It is unreasonable to assume that the budget for the Admissions Office will never face cuts in the face of potentially continuous lowering enrollments. This underscores the need for increased automation and digitization to ensure sustainability against these headwinds. Paper forms will need to continue to be phased out and eventually be all but eliminated. An Automated Transcript Processing System will need to be implemented to more easily manage the regular and seasonal influx of high school transcripts. The Admissions Office must adapt so that it can do more with less.
- The Admissions Office plays a unique role in the college. It is the only office that, in one way or another, communicates with each student at the college. Thus, the office has many opportunities to interact with and analyze the experiences of students in unique and exciting new ways. This includes in-depth analyses of the onboarding process, customized communication protocols that improve the lives and opportunities of students and sharing more club and volunteer opportunities.
- Steps that were taken to streamline the admissions

	<p>process and reduce friction for students were important and beneficial to students. Implementing the General Education Equivalency process for all college transcripts reduced hurdles in establishing prerequisites for registration. Enacting the “high school math pending” procedure reduced barriers in the admissions process for qualifying high school students. There remain more opportunities for streamlining the admission of new students and the Admissions Office will consistently seek out these opportunities.</p> <ul style="list-style-type: none"> • There are potentially many opportunities for the Admissions Office to research equity gaps and to make changes that can then close these gaps. The office has a wealth of data at its disposal alongside additional tools like potential survey implementations that can transform its knowledge base and provide pathways to help level the playing field in exciting new ways. • Student workers provide invaluable assistance to the office and greater attention should be placed on preparing these students for their future careers and ensuring that they are developing their professionalism and gaining the experience necessary to leave the office with more opportunities than they had when they entered it.
<p>Intended Action Steps R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Ensure that communications are accurate, informative, and helpful.</p> <ul style="list-style-type: none"> • Determine regular communications audit intervals and then hold the office accountable to these schedules • Review opportunities for new communications about student clubs, volunteering, and resources available to students • Explore further utilization of alternative communication methods like texting and automated phone calls <p><u>Timeline:</u> Ongoing</p> <p><u>Person(s) Responsible:</u> Admissions Coordinator, Associate Dean of Admissions and Registrar</p> <p>Implement further automation and digitization:</p> <ul style="list-style-type: none"> • Fully implement an Automated Transcript Processing System • Transition to digital intake forms to replace hard copy forms • Explore other digitization opportunities

	<p><u>Timeline:</u> AY23</p> <p><u>Person(s) Responsible:</u> Admissions Coordinator, Associate Dean of Admissions and Registrar, Systems Analysts</p> <p>Develop granular data about the office's effectiveness:</p> <ul style="list-style-type: none"> ● Implement a survey to gauge student perceptions of their experiences with the Admissions Office and to find areas of improvement ● Use reporting tools like XANE and Tableau to develop better data models that can determine which specific obstacles cause hardships for which students and how to eliminate them. <p><u>Timeline:</u> AY23-24</p> <p><u>Person(s) Responsible:</u> Admissions Coordinator, Associate Dean of Admissions and Registrar, Systems Analysts, Institutional Research</p> <p>Identify equity gaps and reduce or eliminate these gaps when possible:</p> <ul style="list-style-type: none"> ● Cross-reference survey results with demographic information to determine equity gaps in student perceptions of the office. ● Cross-reference admissions processing data with demographic information to identify equity gaps in the admissions pipeline <p><u>Timeline:</u> AY23-24, Ongoing</p> <p><u>Person(s) Responsible:</u> Admissions Coordinator, Associate Dean of Admissions and Registrar, Systems Analysts, Institutional Research</p> <p>Increase long-term opportunities for student workers:</p> <ul style="list-style-type: none"> ● Continue to implement and refine end-of-semester student worker surveys ● Use survey results to develop student worker role generally and to tailor experiences of individual student workers to their long-term employment goals if possible <p><u>Timeline:</u> Ongoing</p> <p><u>Person(s) Responsible:</u> Admissions Coordinator</p>
R.2.1 To what extent are action steps being implemented to address equity gaps, including	The Admissions Office is reviewing the specifics of implementing a survey as part of the communication protocols

<p>racial equity gaps?</p>	<p>for all students, which would then allow self-identification and/or be cross-referenced with demographic information to identify issues that are specific to underrepresented and disenfranchised groups.</p> <p>As it is the most commonly-used report in identifying the status of students within the admissions pipeline, the Admissions Office is reviewing an expansion of the data collected within the XANE report to provide additional tools to identify equity gaps within the admissions process.</p> <p>The Admissions Office is evaluating how to place a greater emphasis on the TRIUMPH program for young men of color as a part of the admissions process so that more of these eligible men are aware early on of the resources available to them so that they can leverage these resources into academic success.</p> <p>The office continues to develop preferred name procedures to support the rights of students to be identified by the names that they have chosen. The office continues to work through issues caused by browsers auto-filling in the names of family members that share computers with students as well as ensuring that these preferred names serve as the default identifiers in other connected software used by these students.</p> <p>The Admissions Office continues to prioritize participation by its staff members in equity-based training like the Safe Zone LGBTQ+ training and the two-part undocumented immigrant ally training.</p>
<p>R.3 Resources Needed</p>	<p>Close collaboration with the systems analysts will be necessary to implement technical solutions proposed by the Admissions Office. Updating the XANE report, for example, will require additions to the original report by the systems analysts.</p> <p>Implementing an Admissions Office survey communication will require a specialized survey software that can create custom links, instead of one general survey link for all students, so that data can be cross-referenced with specific students and groups.</p> <p>An Automated Transcript Processing System will need to be purchased and fully implemented which will require an upfront licensing purchase, potential implementation costs, ongoing licensing fees, and ongoing consulting fees for any necessary adjustments.</p> <p>Additional survey, text messaging, and phone automation software may need to be purchased if the office intends to capitalize on solutions provided by these services.</p> <p>Additional flyers may need to be created to effectively share</p>

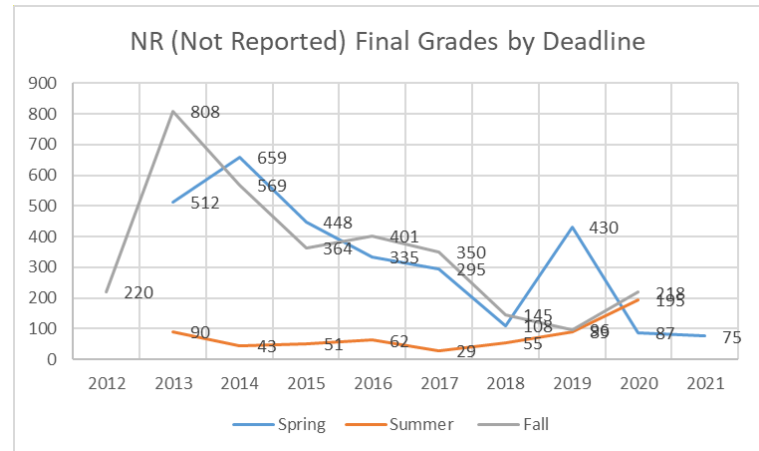
	volunteer, club, and resource information for disadvantaged students.
Responsibility R.4 Who is responsible for completing or implementing the modifications?	As outlined above, the Admissions Coordinator, Associate Dean of Admissions and Registrar will lead department efforts and collaborate as necessary with assisting offices such as the Systems Analysts and Institutional Research.

<h2 style="text-align: center;">Student and Academic Support Services</h2> <p>Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
College Name:	Elgin Community College
Academic Years Reviewed:	2017-2021
Review Area:	Records
Review Team I.1 Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Ramon Albino, Records Specialist, Primary author Nathan Krauz, Admissions Coordinator, Contributing author Ann Kalas, Associate Dean of Admissions and Registrar, Reviewer, Primary author for equity and goals, strategic contributor Greg Robinson, Associate Vice President of Student Services and Development (retired), Reviewer, strategic contributor Kacy Bonavolonta, Transcript Specialist, Contributing author
Mission I.2 How does the program/service contribute to the mission of the college?	The mission of Elgin Community College (ECC) is to "improve people's lives through learning." The mission statement of the Records Office is "to empower students to use resources in achieving their goals, deliver quality service, and celebrate student successes." The Records Office represents several key steps along a student's time at the college from admission to graduation and even beyond. After selecting a program of study, the Records Office maintains systems to track and notify students of their progress towards their desired credential, including grades earned in their coursework and GPA calculations. The Records Office processes applications for graduation and helps students prepare for and celebrate this milestone. Staff from this office work with students to transfer in credits they earned elsewhere, reducing time to degree.
Advancement of Equity I.3 How does the program/service help advance equity?	All students will benefit when each Elgin Community College employee is informed about students 'rights to privacy of their records. FERPA training benefits the students' right to privacy and helps college employees to know what student information can and cannot be shared with third parties. FERPA training is critical to maintaining student records' integrity, confidentiality, and privacy. All Records Office staff members and the Associate Dean of Admissions and Registrar have participated in the Safe Zone

	<p>LGBTQ+ training, which has better-equipped staff to be able to help students who identify as members of these marginalized populations. Safe Zone stickers are displayed prominently in the office to encourage a safe environment for LGBTQ+ students. The college also provides military ally training and other mandatory programs including FERPA, sexual harassment, and cyber-security training. The Records Office also participated in a two-part training and information session to learn more about how to provide additional support and resources for undocumented students. Such sessions are insightful and help staff members to widen their understanding of the students they serve so that they can provide better service and have a greater impact on the community, which includes equitable access and outcomes.</p> <p>The Gender Management project is an institution-wide endeavor involving the Records Office to embed equity, diversity and inclusion into every aspect of the college. The goal of the project was to allow students to have their <i>chosen</i> first name displayed anywhere in college records or communications where a legal name is not required, including in Colleague for class rosters.</p> <p>This type of equity work extended to the Administrative Procedure Review team which sought to update language to be gender neutral and therefore more inclusive. Senior Director of Admissions and Registrar advocated for this update while a member and then chair of the Administrative Procedure Review team. These updates were made during this last review period. While president of Illinois Community College Admissions and Records Officers Organization (ICCAROO), she also led a similar gender-neutral language update to the organization's constitution to use gender neutral language which can serve as a model for other colleges to adopt.</p> <p>The department assists all students based on their unique needs. Records staff is a diverse team that can easily assist students with language barriers.</p>
<p>Service Objectives I.4 Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?</p>	<p>The primary functions of the Records department are to:</p> <ul style="list-style-type: none"> • Manage systems and communicate with students regarding their progress to complete their intended credentials, including grade reports • Inform students of policies regarding their path, such as required prerequisites, courses, residency, etc. • Assist students with navigating the college's website and where to find various resources, as well as be able

	<p>to find information that they are looking for or are interested in.</p> <ul style="list-style-type: none"> ● Review and process graduation applications. ● Plan, organize and execute graduation ceremonies ● Refer students to other support offices to continue on their path, such as Advising and the Testing Center. ● Review and evaluate transcripts from other institutions to transfer credits & verify student readiness for college-level and next-level coursework. ● Maintain student transcripts and process requests for transcripts ● Communicate with and support faculty is submitting course grades correctly and promptly. <p>These functions then translate into key learning outcomes for students, currently defined as:</p> <ol style="list-style-type: none"> 1. New, continuing, and former students will take advantage of resources that allow them to transfer Elgin Community College courses to other institutions 2. as well as how to have their courses from other institutions applied to their programs at Elgin Community College.
<p>I.5 To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>Assessment measures attend to efficiency and accuracy/quality of the services provided by the Records department. Overall, the Records Office continues to maintain a high standard of customer service and efficiency for students and other stakeholders. Internal procedures have recently been revised and documented, which have proven invaluable for newly hired team members. The thoroughness also provides efficiencies in training new staff.</p> <p>Although the online workflow for proficiency and substitution processes is not in place, the submissions of proficiency and substitution through emailing the records department and the hiring of Records Specialist helped speed up the process promptly and efficiently.</p> <p>The Records Department strives for a 95% submission rate from the faculty. The department created an instructional tutorial video to assist faculty and help increase the grades submission rate.</p> <p>Huge strides were made in collecting final grades by the 2021SP deadline. We are closing in on our goal of all grades submitted by the deadline: In spring 2021 we were missing only 75 individual student grades!</p>

2020SP and 2020SU were out of the ordinary due to course extensions and increased numbers of incomplete grades assigned due to COVID 19.



Goal achievement is also measured by participation in graduation ceremonies. Notwithstanding the virtual ceremonies of 2020 and 2021, average attendance has increased over the review period.

	Average 2012- 2016	Average 2017 - 2019
Spring Ceremony	378	392
Fall Ceremony	228	254

Factors influencing the increased numbers include the removal of student fees related to graduation, extension of the graduation ceremony deadline, ease of the online application, addition of the second ceremony, and concerted efforts to increase awareness of ceremony deadlines and encouragement to participate.

Other improvements towards efficiency and accuracy are outlined in item I.6 below.

Past Program Review Action

I.6 What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?

Goals from previous report:

Recent departmental redesign in conjunction with staff changes and reductions allow an opportunity to revisit the department's mission and vision and emphasize the importance of a cohesive team. This goal intends to re-engage staff in their roles and highlight how their positions and those of the other departments in the college together influence the overall student experience.

	<p><u>Status:</u> In Progress</p> <p>Change in department structure, and impactful staff changes (RIF, retirements, unexpected resignation following maternity leave) have delayed this project. Now that the team has settled in with many new members, there is an opportunity to revisit the mission with fresh eyes. It will be a valuable exercise in the coming review period for the almost entirely new records department to evaluate the mission to determine if it needs updating. It will be a good exercise in reaffirming everyone's roles and demonstrating value to the institution and to the students.</p> <p>Have staff reengage with ICCAROO and IACRAO to network and gain best practices with area colleagues.</p> <p><u>Status:</u> Ongoing</p> <p>Records staff regularly participates in state and local organizations to learn and share best practices in academic records. Even COVID-19 didn't stop the team from joining multiple virtual conferences since 2020 and members have learned many ideas and brought back best practices from other institutions which has been utilized to improve the quality of customer service to students, faculty, and staff. In addition, the conference also provided insightful materials that benefit both the personal and professional growth of our team. Virtual conferences made attendance easier in some respects because travel was not required, but difficult in other respects in that it was difficult to pull away from other work to attend the conference from the office. Both the Associate Dean of Admissions and Registrar, and the Assistant Registrar served as president of ICCAROO during this review period.</p> <p>Implement the online graduation application.</p> <p><u>Status:</u> Completed</p> <p>Implementing the online graduation application helps ease the students' stress from submitting in person and worrying about office hours. Also, this allows our diverse students to save time and meet the deadline</p>
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	<p>because it is available 24 hours a day and accessible from virtually anywhere. This contactless service was especially beneficial to students during COVID-19. Furthermore, it is environmentally friendly as staff work toward a more paperless office.</p> <p>Implement online workflow using ImageNow to streamline the proficiency and substitution processes to eliminate the paper and speed up the processing.</p> <p><u>Status:</u> Deferred, System analysts are needed for other priorities</p> <p>Although the online workflow for proficiency and substitution processes is not in place, the submissions of proficiency and substitution through emailing the records department and the hiring of Records Specialist helped speed up the process promptly and efficiently. We have, however, implemented a quality control aspect in the grade change process within ImageNow (now called Perceptive Software) by requiring a stamp of completion of grade changes prior to scanning.</p> <p>Enforce the online FERPA training as required training for all staff, particularly faculty, focusing on adjuncts.</p> <p><u>Status:</u> In progress</p> <p>Previously this was only offered once through a presentation at new employee orientation. Now the HR-based eTalent system can house and monitor completion of this training.</p> <p>Turnover in HR and other priorities in that department have led to difficulty in getting this implemented for all employee groups. There currently are some challenges with the mandatory requirement for union employees. Training can begin with administrators and through the standard onboarding process for new employees. The training can be offered for optional completion for the remaining employees while negotiations continue with the unions.</p> <p>Hire Records Specialist and Assistant Registrar</p> <p><u>Status:</u> Completed</p> <p>Due to restructuring of the records department and</p>
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	<p>related enrollment services departments during the previous review period, there was a need for an Assistant Registrar, which had been vacant since 2012. In 2019, the records specialist (full-time SSECCA) was promoted to Assistant Registrar, an administrative position. The records specialist position was also subsequently filled.</p> <p>These hires have been critical to the department and have significantly reduced the backlog of projects, such as duplicate records courses transfer, student trustee information lookup, a final grade of W auditing/clean up from previous years. The hiring of Records Specialist also strengthens the relationship between the office, the faculty, and the deans of the instructional divisions.</p> <p>During this period, the part-time Grades Specialist resigned, so the current needs of the department were evaluated. It was determined it would be a better use of resources to fold the Grades Specialist work into the Records Specialist position and expand to a full-time and a part-time Records Specialist to ensure continuity of work during absences or vacancies. At this time, the Assistant Registrar also took over the responsibilities of supervising the Registration and First Stop personnel, which helps with span of control in supervision and development of these four departments.</p> <p>Create internal procedures/instructions</p> <p><u>Status:</u> Complete</p> <p>The previous Grade Specialist diligently created, updated, and organized internal procedures for the department to ensure the quality and efficiency of the tasks have been met. The up-to-date internal processes have been lifesavers for newly hired team members. They find the internal procedures very thorough and helpful. It provides efficiencies in training new staff.</p> <p>Transition of Evaluation Request from hard copy to online submission.</p> <p><u>Status:</u> Completed</p> <p>Replaced PDF transcript evaluation request form with</p>
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a more user-friendly web form. The transition of transfer credit evaluation request form from PDF to webform made it more accessible to a broader and diverse population of students. In addition, the webform request made it easy for the Credential Analyst to monitor the evaluation request and process it efficiently.

Implement a solution to upload AP and CLEP scores directly into Colleague to eliminate the need for data entry.

Status: In progress

System analysts are researching a way to accomplish this in Colleague as it is not currently set up to do this. SAT and ACT scores are currently imported, so the process was anticipated to be similar and fairly straightforward. It is proving to be more of a challenge but is prioritized for FY2023 and appears in the goals section of this report.

Additional accomplishments since FY17 not related to goals above:

Cap and Gown Drive-Thru Pick-Up (COVID-19 Period)

Status: Completed

The Records department was committed to celebrating students' success during COVID-19. In May 2020, the records department hosted a cap and gown drive-thru pick up event. The department distributed 381 caps and gowns, and yard signs in a drive-up event May 26 through May 28, 2020 to celebrate May 2020 graduates and support student life engagement efforts when the in-person ceremony was canceled due to COVID 19. An additional 46 regalia packages and yard signs were delivered to graduates who could not participate in the drive-up event. This was hosted prior to developing the virtual graduation ceremony, so by the time we determined the date to celebrate our May graduates, September 26, 2020, many of those students had already done their celebrating, so the number of participants in the Spring 2020 virtual ceremony was much lower than the number of students who collected their regalia and yard signs for their own socially distanced celebrations. Subsequent virtual ceremonies

had much higher levels of participation since they were more closely aligned with the semester end date and premiered on the regularly scheduled graduation dates for those semesters.

Virtual graduations

Status: Completed

The graduation team led by the Records department successfully executed virtual graduations in collaboration with multiple departments as a creative solution to celebrate students' accomplishments during COVID-19, which also included the drive-thru pickups outlined above. Graduates who responded they were interested in participating in virtual graduation ceremonies were provided regalia. The first virtual ceremony debuted in September, several months after the end of the spring semester. As a result, participation was low with only 73 transfer and CTE graduates.

Subsequent virtual ceremonies had higher participation since there was more time to plan in order to debut the ceremonies on schedule, at the end of the semester. See below for the number of participants. The college looks forward to returning to in-person graduation ceremonies in Spring 2022!

TERM	Transfer Grads	CTE Grads
2020FA	260	211
2021SP	210	260
2021FA	220	140

Implemented Parchment for transcripts services

Status: Completed

Elgin Community College transcripts are processed daily and continue to be provided at no cost to students. They can be ordered online either through the Elgin Community College portal or directly from the vendor, Parchment, which acquired the previously used vendor, eScrip-Safe.

	<p>Grading Tutorial Video for faculty</p> <p><u>Status:</u> Completed</p> <p>While written instruction for grading is available and accessible, the grading tutorial video is an excellent addition to instructional tools for faculty. The video contains step-by-step instructions for the faculty to submit their grades. Compliance is measured against the 95% standard.</p> <p>Implementation of No-Harm Grading for 2020 Spring and adjusting Withdrawal dates</p> <p><u>Status:</u> Completed</p> <p>COVID-19 affected students in many ways, including difficulty transitioning to remote learning mid-semester. To serve students in the best possible way, the implementation of no-harm grading eased academic hardship while adjusting to life during the pandemic. In addition, course withdrawal rates were extended and adjusted to accommodate students when the campus closed early in the semester.</p> <p>Transitioning Grade Change Process</p> <p><u>Status:</u> completed</p> <p>Additional functionality provided by Colleague Self-Service provided the opportunity to allow grade changes to be submitted by faculty online, rather than via email as had been the previous process. This new process is more secure and efficient.</p>
Indicator: Need	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>The functions performed by the Records Office are required by federal and state law. The proper awarding of degrees and certificates to students is a primary mandate of the Illinois Public Community College Act. These duties are fulfilled by the Records Office.</p> <p>The department also complies with multiple Illinois State laws such as the Illinois Articulation Initiative Act (IAI). The Records Office complies with the IAI to ensure that any IAI-approved courses from other Illinois Universities and community colleges are appropriately transferred to Elgin Community College.</p> <p>The Records Office promotes fairness, quality services, and</p>

	<p>veteran-friendly training in compliance with the Higher Education Veterans Service Act.</p> <p>In addition to compliance with Illinois state laws, the Elgin Community College Records Office also complies with federal laws such as the Family Educational Rights and Privacy Act (FERPA). A central duty of the Records Office is to maintain the privacy and confidentiality of the student's academic records.</p> <p>Moreover, the Records Office requires newly hired employees to complete FERPA training and encourages current Student Services employees to complete FERPA training at least once a year.</p> <p>Elgin Community College maintains a close relationship with the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education to review and improve the college's standards regularly and to ensure compliance with state laws and regulations.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>In collaboration with the Admissions office, prospective transfer students are informed of and encouraged to submit a request for evaluation of credits by including information in a modified welcome letter for transfer students, which also states the next steps of the admissions process.</p> <p>The college utilizes enrollment reports from its ERP system, Colleague. Colleague provides enrollment communications management functionality with "tracks." These tracks implement different communication strategies and timelines for individual students based on their program and enrollment status. The college also uses an "XEDD" report to generate enrollment status reports, which can cross-reference earlier student inquiries and later student registrations to generate yield information.</p> <p>For the past two years, the Records Office has made a significant change and improvement to the transcript evaluation process, which has included direct communication with students and improved turnaround time for evaluations. This process improvement directly supports enrollment growth for the transfer student population.</p> <p>The open-door policy between staff members and the supervisor allows us to have a comprehensive understanding of the department, determine the improvements needed, and discuss attainable solutions. Then, these ideas are introduced up the chain of command so that staff members and administrators</p>

	can implement procedure changes when necessary.
1.3 If applicable, what is the student usage for this program/service?	<p>Student usage of the services provided by the Records office is not solely based on current enrollment. Prospective and former students will make use of the services as well as graduates.</p> <p>The beginning of fall and spring terms are the busiest time for the Credential Analyst, especially for Health Professions applicants. Many transfer students are trying to apply for Elgin Community College's competitive and prestigious Health Profession programs. January, July, and August are the busiest months. Between 2011 and 2021, the Credential Analyst reviewed an average of 136.2 transcripts in January, 138.2 in July, and 153.2 in August.</p> <p>Another peak time for the Records office is with the applications for graduation. The two staff members cannot process over 600 applications in the required amount of time, so a cross-training process was implemented so First-Stop staff can help with the review and meet the deadline.</p> <p>Despite COVID-19, the Records Office continues to assist students with uninterrupted high-quality service. Most of its services are now done electronically, and the transition to web-based services, such as transcript requests, evaluation of credits, and graduation applications, benefited students tremendously during the campus closure. However, the department also experienced a considerable increase in the volume of emails during this time.</p>
1.4 How does the student usage compare to assessed need of the program/service?	<p>There has been a significant decline in transcript evaluations from 2019 (pre-COVID-19) compared to 2020 and 2021. In 2019, the Records Office evaluated 1,061 transcript evaluation requests but in 2020 the numbers declined to 864, and to 819 in 2021. This reflected drops of 19% in 2020 and 23% in 2021. This decline is consistent with national enrollment trends that were affected by COVID-19 as so much uncertainty affected students' plans for higher education.</p> <p>The college expects an increase in attendance in the short-term as COVID-19 reaches a more endemic state. Some students have delayed their education due to virtual learning, social distancing and masking are likely to return to college as the system returns to pre-pandemic protocols.</p> <p>In the long term, enrollment is likely to decrease. The United States has an aging population, and school District 509 is not an exception to this trend. There have been delays in the 2020 census, but 2015-2019 records indicate that the proportion of</p>

	<p>D509 residents under 18 years of age is dwindling while the proportion of D509 residents over 55 years of age is increasing, which is likely to affect the pipeline for Elgin Community College's services. The Records Office is overwhelmed with two full-time staff members and the current vacancy of one part-time staff member. To help remedy the state of being understaffed, the department has redesigned the functions of the existing Records positions to create two identical Records Specialist positions, one full time and one part-time, so that there is an overlap in duties to ensure continuity of work when there are absences and vacancies.</p> <p>Staff was fully remote for approximately three months and then gradually returned full-time to the campus over an almost two-year period. Most Records services to students were not adversely impacted due to the availability of remote and online services. During the brief period that the office was fully remote, there were slight delays in services that required paper, and one special trip to the campus was required to serve a student. Staff quickly adapted to virtual meetings and utilized Google Voice numbers to speak to students.</p> <p>The effects of Spring 2020 introduced new adaptations to some existing processes impacting the records office, including "no-harm grading" and an extension of the withdrawal date for classes. These new, short-term processes added to the pressure of functioning through a pandemic and adjusting to remote work, and then to hybrid remote/in-person work. In Summer 2022, staff have fully returned to on-campus work and are adjusting once again to the new schedule.</p>
Indicator: Cost	
<p>2.1 What are the current expenditures of the department?</p>	<p>The costs and expenditures for the Records Office include labor costs for staff and expenses for colleague maintenance and consulting fees. Other expenses and costs include office supplies and travel expenses for training and conferences.</p> <p>The Records Office absorbs the cost of electronic-based transcript requests (Parchment). Although students are encouraged to request and obtain their transcripts electronically, the college still offers paper transcripts for students in certain circumstances and covers the cost of transcript paper and mailing.</p> <p>The Records Office is responsible for the cost of the commencement ceremony, including decorations, logistics</p>

	<p>costs, programs, and any other ceremony-related expenses. Since eliminating the graduation application fee, the Records Office also absorbs the cost of the caps and gowns.</p> <p>From 2017 through 2021, the Admissions and Records Offices spent more money than the Financial Aid administration office but less than counseling and career guidance.</p> <p>The Admissions and Records share of the Student Services Support expenditures has remained steady. Admissions and Records made up 18.5% of the Student Services Support expenditures in 2017, 11.1% in 2018, 11.1% in 2019, 11.4% in 2020, and 11.3 in 2021. 2017 remains an outlier, and in fact, the expenditures for Admissions and Records decreased by 28.8% from the fiscal year 2016 to 2017. The disparity arose because the Student Services Support expenditures increased 66.23% from the fiscal year 2017 to fiscal year 2018, while Admissions and Records expenditures decreased 0.2% during that same period.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>The Records Office is funded through the college's main budget from the Ed Fund, and it does not rely on grants.</p> <p>Updates to Records Office processes are not only making the department more cost-effective but eco-friendlier as well.</p> <p>The Records Office eliminated the paper request form for evaluation of credits, graduation application forms, and transcript requests and moved to web-based requests.</p> <p>The Records Office is a cost-effective resource for students. The Records Office offers a variety of cost-efficient programs such as transcript requests, evaluation of credits, graduation applications, and any type of student verifications, which are provided free of charge to students.</p> <p>The Records Office communicates with prospective students and is encouraged not to request official documents that usually come with a fee if the college will accept unofficial documents. For example, students are not required to send their official transcripts if they only use them for prerequisite purposes. Unofficial high school transcripts and SAT/ACT score reports can be used for high school equivalencies and reading, writing, and math minimum competencies.</p> <p>The Records Office eliminated the graduation fee to encourage students to attend the graduation ceremony. Eliminating the graduation application fee resulted in increased graduation participation. In 2014, before graduation fees were eliminated, 50% of graduates attended the graduation ceremony compared</p>

	<p>to 2015 when attendance increased by 2%. Since then, attendance has continued to increase: 57% in 2016, 51% in 2017, 59% in 2018, and 60% in 2019.</p>
<p>2.3 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Budgeting and expenditures proved challenging during the COVID-19 period of remote teaching/learning. The college adapted to a virtual graduation ceremony to celebrate students who graduated 2020SP, 2020SU, 2020FA, 2021SP, 2021SU, and 2021FA. Virtual ceremonies were filmed on three occasions for the college graduates as well as once for the HSE (high school equivalency) graduates. This cost was covered from what was already in place for the regular in-person ceremonies, but it was more difficult to anticipate costs related to the virtual recording and production, in addition to services and accessories for graduates.</p> <p>The college provided regalia for photo opportunities, inclusion in the virtual ceremonies, and personal celebrations for all of graduates during the COVID-19 period. The department ordered yard signs for any graduates who wished to display them. When budgeting for the following year, with the understanding that so much was still unknown about how to plan, the budget was written again for in-person ceremonies but ultimately used these funds again for virtual ceremonies through 2021FA.</p> <p>The review of this time period found that the office used less paper and other office supplies while working fully remote, but ordered other types of supplies to accommodate remote work (office furniture, etc.)</p> <p>The Records Office currently has three positions, two full-time and one part-time (one credential analyst and two records specialists). Since the positions have different responsibilities, sometimes it hinders efficiency and quality of service, especially when one of the employees is out, whether on vacation or medical leave, etc. Another full-time staffer would be a great addition to the team. This employee could oversee the responsibilities of the team and be universally trained to handle the tasks of the Credential Analyst and Records Specialist. This employee would help the Associate Dean of Admission and Registrar and contribute to the strategy of the overall department.</p> <p>This would also reduce costs by eliminating the need for the department to pay an extra 10 percent stipend of a current employee's salary when an employee executes a task outside of</p>

	<p>their job description.</p> <p>As graduation costs and student participation in graduation increase, so do the expenses for the department. An RFP will be submitted for a regalia vendor since the current contract has expired. It is expected this will require board approval due to the cost increase. Josten's has been a great vendor, supplying superior products with great customer service as well as interesting, cost-effective, and environmentally friendly options. With increased student and, hoped, faculty participation, the volume of products ordered will also increase.</p>
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	<p>The Records Office maintains and focuses on a student-centered philosophy, and operates as a friendly environment in which staff respect and value differences and support ideas that contribute to common goals.</p> <p>Furthermore, the Records Office is committed and invested in its mission statement "to empower students to use resources in achieving their goals, deliver quality service, and celebrate student successes."</p> <p>As such, the department relies heavily on feedback from students and other stakeholders. As noted earlier in the report, Records strives for a 95% submission rate for grades.</p>
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	<p>The Records Office staff are well trained and qualified for their positions. The Records Office supervisor prepared a "checklist" for new hires to ensure that the new hire feels welcomed and has the proper resources for their job. The department is constantly reviewing and updating its internal procedures to ensure everything is up to date.</p> <p>Two of the department's positions were revised to ensure that the department met the expectations of quality service for students. The PDQs are updated annually or when it is necessary to ensure that tasks are up to date by the agreement between the support staff union (SSECCA) and the Administration.</p> <p>Furthermore, the Records Office conducts annual reviews of its staff to ensure we continue to provide high-quality service to students, are quick to address any areas of improvement, and acknowledge our accomplishments and contributions to the department.</p> <p>The Records Office promptly complies with college-wide training and encourages staff enrollment in professional</p>

	<p>development courses, skills training, awareness training, and more. The records staff are encouraged to register for any professional development in regards to technology use to ensure they are aware and up to date on any improvements, software updates, and other technology innovations that are useful to their responsibilities.</p> <p>Administrators responsible for overseeing the Admissions Office are members of IACRAO and AACRAO and participate regularly in its workshops and conferences. All employees in the Records Office are members of ICCAROO. All non-administrative staff are also members, including the credential analyst and records specialist. The Records staff are encouraged to attend the ICCAROO and IACRAO conferences. Lack of travel and virtual conferences with free registration allowed more staff the opportunity to participate during COVID-19.</p>
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>The Records Office defines innovation as “the process of improving our service towards our students.” This includes improved efficiency and support for their success, such as moving away from paper request forms and moving to web-based requests. Staff are committed to and continue to practice a “student-centered” philosophy.</p> <p>For example, a challenge often arose with paper-based transcript evaluation requests on many occasions when the form did not arrive for the correct department or personnel. The credential analyst needed to spend significant time figuring out where or to whom the student submitted the form. The web-based request has improved the service dramatically. Students are now served promptly with the elimination of wasted time spent locating missing forms.</p> <p>Other process improvements, such as graduation applications and transcript requests, have positively impacted turnaround-time which in-turn support student success. Web-based services are available 24-hours a day and students receive an automatic response that their request has been received and they are provided a specific time frame in which the request will be completed. Before the innovation, the department did not have the capacity to level-set expectations until the students contacted the department to confirm.</p> <p>To support these new processes, the Records department created various media tools to connect with students, instructing how to complete common tasks, such as check their</p>

	grades or apply for graduation.
3.4 What are the strengths of this program or service?	<p>Web-based request forms improved quality of service for students, which significantly impacts students; however, innovation with technology is only part of the program's success. The records staff members are also integral to this success, starting from planning to implementation of the web-based solution. The team is committed to the Records' mission statement, "to empower students to use resources to achieve their goals, deliver quality service, and celebrate student successes."</p>
3.5 What are the challenges or weaknesses of the program/service?	<p>A potential weakness of the service is when the system is shut down or unavailable. However, the department is prepared and plans alternative solutions if this happens.</p> <p>Limited staffing makes it difficult to progress with long-term projects. A lot of time is spent prioritizing individual student issues, as it should be, and that means long-term projects may take longer than expected to complete as they can only be attended to during "slower" times. COVID-19 shifted priorities even more significantly, delaying existing or long-term projects in favor of the immediate need to adapt to serving students in a COVID-19 environment.</p> <p>It is a challenge to attract and retain an employee in the part-time Records Specialist position. Ideally, this would be a third full-time position. This would allow the department to make significant headway on long-term, outstanding projects, and also help to retain the staff in that position. Lack of staff most certainly impacts the department's ability to meet the increasing demands of students.</p>
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	<p>The Records Office used the total numbers of evaluated transcripts and the turnaround time of the credit evaluation process to determine the effectiveness of the department's quality service.</p> <p>The Records Office will use the outcome of the final results of the effectiveness of the graduation application review turnaround time when the department moves from paper applications to electronic-based.</p> <p>Furthermore, effectiveness is measured through feedback from staff members in other departments as they provide observations and suggestions on the transition from paper-based processes to electronic-based processes.</p> <p>The Records Office transitioned to fully electronic transcript</p>

	<p>requests and switched to a different vendor for processing these requests. Staff measured the volume of emails and phone calls for transcript requests and compared the volume before transcripts were sent electronically to the volume after.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>There has been a tremendous improvement in the transcript evaluation process in the past two years. The turnaround time for the evaluation process improved drastically. Currently, the turnaround time is 1-2 days compared to two years ago, when it was 7-10 days.</p> <p>Maintaining up-to-date internal procedures help to ensure that the process is completed correctly. The up-to-date internal processes have been lifesavers for newly hired team members. They find the internal procedures very thorough and helpful. It provides efficiencies in training new staff.</p> <p>In addition, an open-door policy builds a positive working relationship between colleagues and supervisors and can provide comprehensive solutions when there is a need for additional help. Thus, open communication promotes camaraderie and a healthy work environment where differences are valued, encouraged, and supported.</p> <p>The records specialist, the credential analysts, and the supervisor constantly communicate with each other to make sure that everyone is on the same page. This ensures that daily tasks are always completed and then team members with additional bandwidth can reach out for additional ways to contribute.</p> <p>When COVID-19 started and the college continued to try to serve as many students as possible, it became evident that many students did not have the resources they needed outside of campus to meet their academic needs. In addition, many records processes depended on students coming to campus to complete their services. The records department moved to accessible PDFs that could be emailed or to online for web forms that could be submitted from a smartphone, such as the transcript evaluation request form and the graduation application. These are services that will continue since they provide a simpler way for students to be served and create efficiencies in processing.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>The department can gather data based on Elgin Community College transcripts ordered, transcripts evaluated, graduation applications received and how many graduation applications are received compared to how many</p>

	<p>students complete the programs they apply for.</p> <p>The records department plans to research graduation attendance data, compared to degree/certificate conferrals to see if there are gaps based on various demographic groups. If, for instance, smaller percentages of students of color attend the ceremony compared to other groups of students, there may be targeted outreach we can do to 1) find out why and 2) encourage participation.</p>
3.9 Were there any identifiable equity gaps in the data? Please explain.	The disaggregated analysis described above is in the early stages.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	<p>College-wide, much activity and attention is given to uncovering equity gaps and reducing their impact. This past year, the college hired its first Executive Director of Equity, Diversity and Inclusion. Equity is a key component of the upcoming Strategic Plan (as well as the current one about to expire). Memberships in organizations such as Achieving the Dream and ILEA help frame the work which is coordinated internally through the Student Success Infrastructure and supported by a fully staffed Institutional Research office.</p> <p>The Records department will retain the processes that have been adapted in order to continue to assist students without computer resources as well as the rest of the student population. Staff are researching ways to communicate with students beyond email and postal mail to reach a population who more readily responds to texts.</p> <p>As stated above, the department will of course continue to provide in person services, but for those who may have transportation, mobility, time issues or lack of resources, most services can be completed online through the AccessECC portal or through services provided on the Elgin Community College website.</p>
3.11 How does the program or service address inequities in instructional programs, if appropriate?	<p>The records office collaborated with the health professions program directors to align the admissions processes for those students.</p> <p>The Records Department is committed to awarding as many credits as much as possible to benefit the students. For example, students can be granted multiple proficiency credits based on their cultural learning experience and language which would apply to what they would have learned in a World Languages course, such as SPN-101: Elementary Spanish I,</p>

	<p>which is 4 credit hours.</p> <p>Annual Customer Service training would be a great help for the Records Office. Ideas include expanding accessibility training to include topics oriented towards helping individuals with auditory, cognitive, motor or visual disabilities in-person rather than just online would also be helpful. The ability for disabled individuals to live free and open lives is important, and many college employees may be unprepared to assist these individuals in person in a way that is conducive to that importance. Training to prepare for other scenarios that staff may face, like providing support for students during severe mental health episodes while they await professional assistance, would also provide considerable benefits to the Records Office and the college.</p>
Review Results	
<p>Rationale R.1 Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Participation in professional organizations for professional growth will continue to support the staff to learn about best practices which are critical in serving students. The department will continue to emphasize the importance of other professional growth opportunities within the college, such as FERPA, cultural competency, Safe-Zone and veteran student training. These trainings, as well as training in gender management and equity, are essential for the department in providing high-quality, equitable services and to have a better understanding of the needs of ECC's students.</p> <p>The records department will continue to advocate for online FERPA testing for all employees, which can easily include new employees as part of the onboarding process, admin and SSECCA staff. This can gradually work toward encouraging faculty to voluntarily complete the training since it cannot currently be required per the ECCFA contract.</p> <p>There are several processes that, if automated, would help with efficiencies in the department, freeing up staff time to assist students and work on other existing and developing projects. Such processes still to be automated are electronic upload of AP and CLEP scores.</p>
<p>Intended Action Steps R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Implement a solution to upload AP and CLEP scores directly to Colleague <u>Timeline:</u> AY24</p> <p>To enforce FERPA training to all ECC employees <u>Timeline:</u> AY27</p> <p>Continue to require skills training for many professional development trainings such as Veteran Ally training, safe zone,</p>

	<p>undocumented information, etc. for staff within the department. <u>Timeline:</u> Ongoing</p> <p>Continued participation in professional organizations. <u>Timeline:</u> Ongoing</p> <p>Review and update all current departmental processes <u>Timeline:</u> Annually</p> <p>Disaggregate graduation data to identify gaps in participation by students of various demographics. <u>Timeline:</u> Annually</p>
R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<p>There are multiple programs/training which address the equity gaps such as undocumented student ally training, Safe Zone, and Veteran ally training for Student Services staff. These programs help the Records personnel provide correct information and resources for students at Elgin Community College. Recently, the Student Services division held a two-day Undocumented Student ally training for Student Services staff.</p> <p>The records department plans to research graduation attendance data, compared to degree/certificate conferrals to see if there are gaps based on various demographic groups. If, for instance, smaller percentages of students of color attend the ceremony compared to other groups of students, there may be targeted outreach we can do to 1) find out why and 2) encourage participation.</p>
R.3 Resources Needed	<ul style="list-style-type: none"> • Hiring or promoting a quality record staff member would be an excellent resource to continue to deliver high-quality customer service. • The ability to have/maintain financial budgets for transcript request services and other financial budgets specific to student service. • Continue to have access to professional development training, attend conferences and skills training, and have a great leader in helping and supporting the records staff to develop their skills and ability, both professionally and personally.
Responsibility R.4 Who is responsible for completing or implementing the modifications?	<p>Progress towards goals will be led by Ann Kalas, Associate Dean of Admissions and Registrar</p>

<h2 style="text-align: center;">Student and Academic Support Services</h2> <p>Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
College Name:	Elgin Community College
Academic Years Reviewed:	2017-2021
Review Area:	Recruitment and Outreach Services
Review Team I.1 Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Primary authors: Dr. Lauren Nehlsen, Associate Dean of Recruitment, Outreach Services, and Global Engagement Ashley Ward, Manager of Student Recruitment and Outreach Review & Feedback: Dr. Gregory Robinson, Associate Vice President, Student Services and Development Amy Perrin, Dean of Enrollment and Student Financial Services
Mission I.2 How does the program/service contribute to the mission of the college?	<p>Recruitment and Outreach Services contribute to the mission of the college by providing information and resources for students to enroll at the institution and improve their lives through learning. This is achieved through the sharing of knowledge with students regarding but not limited to: how Elgin Community College's credits are transferable, student support services, financial aid opportunities and overall process, educational requirements and paths for various careers, U.S higher education system, new student placement process, cultural and generational behaviors, college's scholarship and application processes. Additionally, the department provides information, guidance, and detailed overview and breakdown of the variety of degree and certificate options the college offers. Conversations with prospective students take place to review learning opportunities and additional services and assistance programs that may provide relief on barriers that hinder college enrollment, retention, and completion. Recruitment and Outreach Services utilizes best practices in new student enrollment to ensure a streamlined and positive enrollment experience for all students.</p> <p>As the first point of contact for new students, the department is well-positioned to provide information on academic programs</p>

	<p>at Elgin Community College and transfer opportunities to four-year partners. The department shares this information with prospective students, high schools, and through district-wide events. Additionally, Recruitment Coordinators host in-person and virtual sessions where Elgin Community College programs are highlighted. Referrals to academic coordinators are also made if prospective students require more in-depth knowledge of specific programs (requirements, deadlines, format, curriculum, etc.). The office also shares information on the college's pathways and partnerships opportunities with four-year public and private institutions available to students upon graduating from Elgin Community College. For undecided students, the department refers students to Career Development Services to help them make an informed decision on their academic major and career pathway.</p>
<p>Advancement of Equity I.3 How does the program/service help advance equity?</p>	<p>The Recruitment and Outreach Services department helps advance equity by understanding that while it is expected to provide the same services to all students, not all students start at the same place. To ensure students can be successful, the team works to identify their background, needs and goals, and creates an enrollment plan that will allow that student to be successful meeting their unique goals. Students are provided resources such as computer or internet access in the department to allow them the opportunity to complete applications and admissions steps should a student not have these resources at home. The department hosts multiple events on different platforms such as in person and virtually to provide students the information in a way that works best for them. The department hosts specific events directed toward different student populations so the information provided is more relevant to their unique characteristics, for example, Adult Information Sessions that target adult students returning or beginning their higher education. The department has discussed having more focused conversations using a mind map approach, which is an organized way to have an in-depth conversation with a student that better identifies students' unique needs so staff can provide the resources for them to be successful.</p> <p>The team has been participating in undocumented student training to better understand this student population and to appreciate the fears, concerns, and struggles they face. This can allow the team to understand the needs these students have and how to better assist them and create a welcoming environment. The program is also reviewing data to identify how to increase</p>

	<p>applications from racially minoritized students. Current data trends demonstrate that African American students have some of the lowest application and enrollment rates. Data also shows which schools have the highest application and enrollment rates for these students and where efforts can be focused. Further study can highlight how the department can assist certain populations of students with successfully completing the enrollment process.</p> <p>The department is increasing events within area high schools to be more visible to students and to build better relationships. Recruitment Coordinators who are onsite at local high schools can assist Elgin Community College students with applications, next steps, and mitigating issues they may have with transportation, technology/internet and provide a welcoming environment to discuss concerns about going to school. Additional activities within the community also promote Elgin Community College and connect with individuals within the surrounding areas.</p> <p>To build capacity for equity work, staff will be required to attend one external professional conference, workshop, or training related to issues in enrollment such as equity, diversity, inclusion, and social justice. The department intends to send staff to National Association for College Admission Counseling (NACAC) and Illinois Association for College Admission Counseling (IACAC) conferences which typically present on topics related to recruitment issues and barriers. There are additional webinars hosted by the American Association of Collegiate Registrars and Admissions Officers (ACARO) specifically focused on adult learners and the needs of these individuals.</p> <p>Assessment of these efforts will be discussed later in this report.</p>
<p>Service Objectives</p> <p>I.4 Please provide a brief overview of the program or service being evaluated.</p> <p>What are the overarching goals/objectives of the program/service?</p>	<p>Recruitment and Outreach Services, a unit within Admissions & Recruitment, provides District 509 residents and prospective students with information on the college's programs, services, and resources to improve people's lives through learning. The department helps to plan, coordinate, deliver, and report the recruitment activities related to new student enrollment. This involves the cooperative development of activities that impact immediate and future enrollment at the college. It also involves developing relationships within the college and the community thus meeting the educational needs of the community and its members. Intentional outreach events include: Adult</p>

Information Sessions, Spartan Information Sessions, High School Counselor Breakfast, College Night, on-campus tours, and high school visits throughout the year. The signature recruitment event is called Experience ECC. Held annually in April, the event brings together faculty from a variety of academic disciplines and staff from student service areas such as admissions, advising, financial aid, scholarships, and career development, to promote the college's course offerings, services, and resources to prospective students.

The department is staffed with recruitment coordinators who can meet with students virtually or in person, with or without appointments. The office manages communications with applicants quickly and efficiently.

MISSION STATEMENT: The mission of the Elgin Community College Recruitment Department is to create a welcoming and supportive environment for all prospective students, and provide them with accurate information about the admissions process, academic programs, and college services. This information will help prospective students make Elgin Community College their institution of choice. The department's goals and objectives are to increase new and current student enrollment by providing information, assistance, and knowledge on how to navigate the enrollment process.

Program-Level Learning Outcomes:

- After meeting with a recruitment coordinator, students will be able to demonstrate an understanding of the enrollment process by describing their next steps.
- After meeting with a recruitment coordinator, students will be able to identify fields of study or resources to help them further define their program of study.
- Student Ambassadors will be able to articulate what they learned about being a student worker and how this work relates to their larger career path or passion.

(Source: Student Services Annual Report, 2019-2020)

The outcomes were established to gather quantitative data on how prospective students process information obtained during meetings with recruitment coordinators, and how students make informed decisions on their next steps regarding academic pathways and enrollment. Revisions may be considered upon implementation of the upcoming Customer Relationship Management (CRM) tool.

<p>I.5 To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed.</p>	<p>The department has utilized a survey instrument to gather direct feedback from students. Content can be viewed in the Appendix (Satisfaction/Spartan Tour Survey) to this chapter. The department plans to implement new assessments to gauge student satisfaction, engagement, and learning in their interactions with Recruitment and Outreach Services staff with the implementation of the CRM. Another key method of monitoring success is through Yield rates from the Colleague Enrollment (XEDD) report, which tracks student actions from application to enrollment. For the last full term of data available, fall 2021, the applied to enroll yield rate on the 10th day was 48%.</p> <p>The program also tracks the amount of time from Application to Ready for New Student Orientation (NSO) for students enrolled. The goal is 80% within 45 days of application, based on a marketing standard of concentrating nine contacts within 45 days as a baseline for the most interested leads. The goal of 80% is a pilot benchmark that sets an expectation of above-average results. The past few cycles of Fall terms have achieved 78% (Fall 2019), 56% (Fall 2020) and 69% (Fall 2021). Remote learning definitely has affected the patterns, though moving forward, the metric will be monitored. Staff will also investigate those students who enroll after this timeframe to determine which barriers may have impeded their progress within the targeted 45 days, especially those who are in the next spike at more than 120 days.</p> <p>This behavioral data such as these then link back to one of the department's learning outcomes. After meeting with a recruitment coordinator, students will be able to demonstrate an understanding of the enrollment process by describing their next steps. Based on this data, staff can conclude that collaborative efforts in Student Services, including those of Recruitment and Outreach Services, help students to achieve the learning outcome. New assessments of students' experiences in Recruitment will be explored as part of the reporting actions available in the new CRM.</p> <p>The Marketing department has also increased its digital advertising and social media presence, resulting in an increase in applications over Fall 2020 and Fall 2019. Yield conversion is higher than Fall 2020 as the college looks to recoup enrollment lost in AY21. In addition, a change was made to utilize Mailchimp to execute outreach to high school counselors in order to leverage data analytics and establish</p>
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	<p>baseline data for the intended audience.</p> <p>To ensure equity, applicant yield rates are now disaggregated by socially-constructed racial/ethnic groups, a tactic derived from Dr. Estela Bensimon's concept of equity-mindedness and equitable practices. In Fall 2021, the weekly Enrollment Report began to reveal that African-American/Black and Latinx applicants had lower yield rates, resulting in lower course enrollments for these groups. The department then implemented a High-Impact Practice to address this finding.</p> <p>A call campaign set out to determine why these students were not continuing in the enrollment process, what assistance could be provided, and gather information to further enhance processes and resources. The outreach was done via multiple modalities - phone calls, emails and letters. Personal emails and letters were sent from Mr. Anthony Ramos, Executive Director of Equity, Diversity and Inclusion (EDI) not only to introduce himself but to remind students to register for classes. Within a week, the overall yield rate for these students increased by 4%, which can be correlated with outreach efforts.</p>
<p>Past Program Review Action I.6 What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>Goals from FY17 Program Review:</p> <p>Revisit the mission and vision of the department to emphasize the importance of a cohesive team. This goal intends to re-engage staff in their own roles and highlight how their roles and those of the other departments in the college together influence the overall student experience. <u>Status:</u> Complete</p> <p>Comments:</p> <p>The mission of the Elgin Community College (ECC) Admissions and Recruitment Department is to create a welcoming and supportive environment for all prospective students, and provide them with accurate information about the admissions process, academic programs, and college services. This information will help prospective students make Elgin Community College their institution of choice.</p> <p>This mission appears on the weekly staff agenda for recruitment. Since this revision, the admission processing staff have been reorganized into another unit. At the time of this program review cycle, recruitment is being folded with international education so that all recruitment, domestic and international, are under one umbrella.</p>

	<p>Have staff reengage with IACAC and IACRAO to be able to network and gain best practices with area colleagues.</p> <p><u>Status:</u> Complete</p> <p>Comments:</p> <p>The budget has been supported. One recruitment coordinator has been sent for the past two years to the IACAC conference to bring back best practices. Information has provided ideas for College Night and Experience ECC revisions.</p> <p>Recruitment staff continue to take turns attending the Illinois Association for College Admission Counseling (IACAC), National Association for College Admission Counseling (NACAC), and other professional organizations to remain knowledgeable of trends in recruiting. This was especially important during the pandemic so as to be responsive in an online environment.</p> <p>Continue to strengthen relationships with high school guidance counselors and create a web presence that allows them easy access to information on the entire enrollment process and resources at Elgin Community College.</p> <p><u>Status:</u> Delayed then canceled</p> <p>Comments:</p> <p>The college's web redesign project delayed this portion of the goal through FY19. Previous survey data indicates high school guidance counselors are satisfied with programming and participation. Timing of the breakfast events was altered to improve attendance.</p> <p>The department continued to find other ways to assist high school counselors including creating enrollment step flyers and updating the various placement testing materials so they can help guide students. A Community Connection electronic newsletter is also sent on a regular basis to high school counselors in the district. The Community Connection highlights news and events of interest to high school students and their parents, and college updates that help high school counselors inform prospective students of Elgin Community College's programs and services.</p> <p>Complete the communications management audit and make necessary revisions to ensure cohesive message and more timely communication.</p> <p><u>Status:</u> Completed</p>
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Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	<p>The recruitment function is essential to any college. Recruitment and Outreach Services provide critical services to prospective students interested in enrolling at the college. Elgin Community College has an open-door admission policy, as governed by the Illinois Community College Act. This means students may enroll in any class – as long as space for effective instruction is available - provided they have met any applicable departmental admission requirements, have satisfied course prerequisites, and meet the college’s minimum competency requirements demonstrating they are college-ready. To enroll, students must apply for admission. Depending on the applicant’s program of study, the applicant may also need to submit transcripts and placement or other test scores. Some academic programs have additional departmental admission requirements and registration dates that students must meet.</p>
1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i> ?	<p>As stated above, recruitment is an essential activity for the college. The department is the first point of contact for many prospective students, and recruitment coordinators target specific territories (e.g. assigned high schools, student populations, community organizations) to promote the college and its programs, service, and resources. Although enrollment trends have declined over the last five years - from 15,211 seats in 2017 to 11,788 seats in 2021, much of this is due to external factors, such as a decrease in birth rates, COVID-19, and increasing costs to attend college. Despite these challenges, the area remains a friendly, robust, and welcoming environment for prospective students and is committed to excellent student service.</p> <p>The program utilizes data and reports to efficiently shepherd applicants through the enrollment process. XANE (Applied-Not-Enrolled) helps determine what items a student is missing to complete the enrollment process and the next steps are provided to students via email, text and phone. The department meets bi-weekly to discuss enrollment trends and best practices. The CRM will provide additional mechanisms and tools to determine the need for changes and updates to services and/or delivery.</p> <p>The needs of prospective students changed during the pandemic. The department has implemented virtual events to accommodate those affected by COVID-19. These remote events include virtual tours, virtual appointments and advising,</p>

	<p>virtual Spartan Admission Presentations, and a virtual Experience ECC event. There also was an increase in email and phone calls since the start of the pandemic and staff have pivoted quickly to service students via the modality that best suits them. A Live Chat feature also has been added to the website to answer questions in real time that come up through that channel.</p> <p>The department plans to continue virtual and in-person events based on student interest. For example, large events such as Experience ECC and College Night are more successful as in-person events as they lend themselves well to face-to-face interaction. However, other events, such as the Spartan Admission Presentations and campus tours, can and will continue to be offered in both in-person and remote formats. Additionally, a continued increase in emails, phone, chat, and virtual advising appointments is likely to continue in order to provide services and resources to students via the modality that best suits them.</p>
1.3 If applicable, what is the student usage for this program/service?	<p>Student usage of recruitment services has remained relatively flat over the last five years when looking at data as of the 10th day. In 2017-2018, the college received 2271 inquiries and 9549 applications, with a yield rate of 55% for FA 2017 as of the 10th day and 48 % for SP 2019 as of 10th day. In 2021-2022, the college received (up to 4/1/22) 1564 inquiries and 9203 applications, with a yield rate of 49% in FA21 as of 10th day and 37% for SP22 as of 10th day. While the yield rates remain similar or saw slight decreases, this can be largely attributed to COVID-19.</p> <p>Yield rates for application to enrollment were higher when data was looked at solely for District 509 high schools. For FA 2021 as of 10th day, the yield rate was 58% and for Spring 2022 as of 10th day, the yield rate was 51%. These yield rates are higher than the established target of 40%.</p>
1.4 How does the student usage compare to assessed need of the program/service?	<p>There are opportunities to enhance services. Many people became acclimated to using services remotely during the pandemic. As the college transitions back to campus, the number of students reaching out or requesting assistance virtually or over the phone has outpaced walk-ins or in-person appointments.</p> <p>Students are increasingly using live chat, email, text messaging, and virtual meetings to learn about the college, and this takes increased time and effort from staff to help meet students via the modality that is best for them. The increase in</p>

	<p>emails and phone calls, as well as the addition of live chat to staff responsibilities, has left some coordinators feeling overwhelmed. The college is exploring tactics and strategies to help with the increased volume of calls coming into the department. Additionally, the implementation of a CRM in 2022 will allow the college to better use data to inform recruitment activities and services. It is expected that the CRM will streamline communications with students, partners, and local high schools and create a more robust student enrollment experience.</p> <p>With these implementations in 2022, staff hope to increase outreach by the recruitment coordinators by participating in more events in the local community to help increase enrollment.</p>
Indicator: Cost	
2.1 What are the current expenditures of the department?	<p>The total budget for the area in FY22 was \$306,091.49. The amount requested for FY23 (pending approval) is \$449,511.11 which includes additional salary and benefits for the manager position, reshoot for the virtual tour (project expense), student worker support, and travel requests. There also was a budget increase between FY20 and FY21, largely due to the incorporation of Intersect Naviance, a digital recruitment tool that generates leads from prospective students for the college and allows recruiters to schedule visits with high schools through revisits. Additionally, the college invested in a virtual tour to allow students to view the campus in a virtual format during the pandemic.</p> <p>Costs for the department include labor and are similar to departments of a similar size at the college. Department costs have increased since 2018, due to increases in labor costs, travel, and benefits. The recruitment budget also includes items that are budgeted in other departments, making it a bit tricky to do department to department comparisons. For instance, all enrollment marketing (and thus recruitment marketing) is budgeted in Marketing. Supplies and print expenses are budgeted through Admissions.</p> <p>The FY23 budget includes a slight increase due to the reorganization of the department and deployment of the CRM. Costs will also increase with the strategy to engage in more community and digital outreach.</p> <p>A limited recruitment budget also limits the college's digital footprint. There are many digital platforms available to generate more leads and applications. Additionally, targeted</p>

	<p>outreach efforts to socially-constructed racial minoritized students will require extra support/staffing. This will be something to consider in the coming years as the college strives to grow enrollment.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>The program is resourced through the Educational Fund, and thus, revenue from tuition/fees. COVID-19 has impacted aspects of operations and strategy, and social distancing has reduced section seat capacity, thus reducing enrollment in the short-term. The FY22 budget reflects the transition to several virtual events, which saved the college money by eliminating food and other physical event expenses.</p> <p>The college participates in limited digital recruitment to recruit students and drive students to the website for information. It has also cut back significantly on print materials. The department evaluates recruitment activities that will have a higher yield rate or ROI than others, especially as it relates to out-of-district events.</p> <p>In Spring 2022, the program hired a Manager of Student Recruitment and Outreach to finalize the October 2021 reorganization of Recruitment and Outreach Services. The Manager is responsible for day-to-day activities and scheduling, as well as act as the point person on the CRM. This will allow the Associate Dean to focus, as initially intended, more effort on strategy, recruitment tactics, goals/metrics, and collaboration with Marketing and other Enrollment Services departments.</p> <p>Anticipated large expenses include ongoing operational support for the virtual tour, including reshoots every two years (\$5000-10,000), the CRM, additional staff support for call campaigns and recruitment generalists.</p>
<p>2.3 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Ideally, additional funding would support more digital recruitment platforms, increased staffing to attend more community events and increased targeted outreach, and promotional items for new enrolled students (ECC t-shirt, lawn signs for new enrolled and graduates, etc.).</p> <p>One of the long-term additional resources that has been needed for some time is a recruitment CRM which will provide many business uses for the area, including:</p> <ul style="list-style-type: none"> ● Consulting partner that will review the college's current processes and use native Salesforce functionality to help improve business practices, increase productivity and improve student satisfaction.

	<ul style="list-style-type: none"> ● Seamless integration with other systems such as Ellucian Colleague, Terra Dotta, Microsoft Outlook, and the future Marketing Email & Digital Marketing Tool ● Communications options that will allow the college to consolidate the various systems currently used for tracking call campaigns, texting, email and chat into one integrated solution. ● Configurable form builder that will provide a central location for student-friendly applications for admissions, international, adult education and other secondary applications for special programs such as the health professions, as well as forms needed for other purposes ● Event Management module that provides a user-friendly interface and integration in the CRM for in-person and virtual events with ability to track registrants, attendees, and provide automated e-mail/text messages for event reminders and follow-up. ● Robust reporting tool with built-in options such as the enrollment funnel, contact dashboards and reports, goal monitoring metrics and predictive analytics, reports by topics such as demographics, academic programs, student types, etc., as well as other options to create new reports. <p>The implementation of the CRM will provide monitoring metrics that will help inform any necessary changes in recruitment tactics or strategies. Currently, staff have limited means to determine volume and caseload per recruitment coordinator. The data from the CRM will help determine additional staffing needs to increase recruitment efforts. Current staffing levels do not support substantial increased engagement in the community beyond the many events and initiatives the department currently operates. In the short-term, additional staff is needed to help answer phone calls and provide general enrollment information to prospective students. Recruitment coordinators spend an increasing amount of time answering calls and emails when this time could be spent engaging the community and high schools.</p>
Indicator: Quality	

<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>Benchmarking measures include the following:</p> <ul style="list-style-type: none"> Tracking of follow-up to students who have applied but not enrolled to include three touches every two weeks. Students are contacted by email, text, and phone. 80% goal of Application to Ready-for-NSO within 45 days, improve from current baseline of 51% Increased application yield Increased enrollment yield, target is 40%.
<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>Staff are qualified to provide the services by meeting the minimum requirements as set forth within the job descriptions.</p> <p>Professional development opportunities include membership in the Illinois Association for College Admission Counseling (IACAC), the National Association for College Admission Counseling (NACAC), and the Hispanic Association of Colleges and Universities, among others. Staff are involved in these organizations and attend annual conferences and professional development workshops. Staff are also encouraged to take advantage of Elgin Community College professional development opportunities.</p>
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>Opportunities for innovation exist in recruitment, including targeted and increased outreach to populations with low yield rates, partnerships with more community organizations, and using data to better inform staff recruitment territories and volume. The program also plans to take more pictures and videos at recruitment events to post on social media, letting the community know college staff are out in the area and at community events. Inquiries from the Experience ECC event increased from 80 in 2018 to 177 in 2019.</p> <p>New approaches to innovation in recent years have included a review of adult learner needs through the Council for Adult and Experiential Learning (CAEL) 360 assessment and discussions on how to utilize data to better serve vulnerable populations.</p> <p>Results from the CAEL AL360 survey provided the institution with valuable data on how to support adult students. For example, in partnership with the Strategic Enrollment Planning committee, the Strategic Partnerships office has drafted a definition for Experiential Learning that will be vetted and then rolled out to the campus in an effort to provide intentional and engaging interaction with students in the classroom and in co-curricular and extra-curricular activities. Due to the pandemic, many innovations had to be put on hold. However, exploration continues on how to implement strategies to support adult</p>

	learners.
3.4 What are the strengths of this program or service?	<p>The program maintains a diverse and bi-lingual staff to meet the needs of the District 509 community. Outreach efforts have increased via multiple modalities (phone, email, <i>and</i> text) to Applied-not-Enrolled students to encourage enrollment. Furthermore, the department has implemented SARS to better track wait times for walk-ins and volume. The department works effectively with Admissions processing to ensure documentation is on file in a timely manner in the student information system and other college tools.</p> <p>Support services are available to all students, including advising students on the enrollment and application process, academic programs, placement testing, special admissions processes to certain programs (e.g. health professions programs), and assistance with navigating other student services, such as wellness, financial aid, and academic advising. A best practice that the department utilizes is bringing services to local high schools. For example, the department has held application days and mini-orientations at high schools to encourage increased applications to the college and navigation of enrollment with on-demand admission counseling available.</p> <p>The department is unique and attractive to students for a variety of reasons, including the flexibility offered by multiple modalities of service delivery. Information sessions, known as Spartan Admission presentations, are offered in-person and virtually to allow prospective students a variety of modalities to connect with the College. Services are offered in a welcoming and friendly environment via phone, email, live chat, walk-ins and virtual and in-person appointments.</p> <p>The department is set apart from similar programs at other institutions through its one-stop shop set-up that allows students to complete recruitment and admissions related items in one area. Additionally, staff are able to help students navigate the full enrollment process, from application to registration. The department also offers services during a full range of hours: M-Th, 8 am - 7 pm, and Friday from 8 am - 4 pm.</p>
3.5 What are the challenges or weaknesses of the program/service?	<p>A streamlined enrollment experience for students remains a challenge, but with the implementation of the upcoming CRM, this will be a needed resource to address this challenge. The department maintains an open conversation about the needs of student groups and specific students. The department discusses ideas to enhance student retention and success in navigating the</p>

	<p>enrollment process every two weeks during staff meetings.</p> <p>Challenges of the program also include:</p> <ul style="list-style-type: none"> ● Decline in birth rate that makes the pool of potential students smaller ● External macro factors, such as the pandemic, inflation, and the cost of college, contribute to declining enrollment. ● Future increases in outreach with a small staff make it difficult to attend all potential recruitment events while maintaining coverage in the office. ● The use of disaggregated data to inform staff workload and volume remains a challenge. However, the CRM will help immensely in obtaining and utilizing this data to better inform recruitment efforts.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	<p>Staff use a variety of reports and tools to measure and evaluate the effectiveness of services (e.g. previously mentioned XEDD and XANE). Some data reports are also available through Tableau, the college's data visualization software. Surveys are used to assess events and campus tours, as well as in-person meetings with recruiters.</p> <p>In the upcoming review period, the college will provide more intentional support to measure and improve student learning in co-curricular and service areas.</p>
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	<p>Data indicate that students who utilize the departments' services report they are satisfied or strongly satisfied with the services received. The department uses post-event and post-visit surveys to demonstrate the effectiveness of services. Survey results indicate that the majority of students answered "Strongly Agreed" or "Agreed" in response to the following questions:</p> <ul style="list-style-type: none"> ● Booking your ECC visit was easy? ● Admissions staff was helpful and assisted upon arrival? ● Was the Admission information session helpful? ● Was the tour guide experience beneficial? ● ECC campus and facilities appear clean and modern? ● Your overall campus visit was informational and beneficial? <p>The department also uses enrollment data to benchmark the success of yield rates.</p>
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service	<p>Student demographic data is compiled from completed applications, New Student Online Orientation (OLOs) registration, and the transcripts and documents that have been</p>

effectiveness?	<p>received. Using this data to filter by demographics can show the number of students that are slower to complete the enrollment steps and could use additional support. The department can determine how many students complete these steps too late and end up not being able to enroll because their schedules conflict with priorities in their life. The department uses primary demographic data primarily obtained from institutional reports such as XANE, XEDD, and Tableau to inform how to best advise students. Targeted demographics include race/ethnicity, high school status, adult learner status, and academic program (CTE/transfer). By using demographic data, the department is better able to assist students with completing the enrollment process and reaching out to students who may need additional assistance with applying and registering for classes.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>Yield rates for African-American and Latinx students remain below that of White students. For example, from FY 2018-2022, enrollment yield rates for Black or African American students was 29%, and was 46% for Latino/Hispanic students, compared to 52% for White students and 50% for Asian/Pacific islander students. These gaps indicate that there is work to be done to increase yield rates among vulnerable populations of students who may need additional supports during the enrollment process. Targeted outreach and support to these students will help close these equity gaps.</p> <p>Enrollment yield rates over the last five years (FY 2018- FY 2022) for students identifying their race as American/Alaskan Native, Asian, Asian/Pacific Islander, Hawaiian Pacific Islander, Hispanic/Latino, and White exceeded the goal of 40% yield, with the highest being Asian Pacific Islander (100%), White (52%), and Hawaiian Pacific Islander (51%). Yield rates for students identifying as Black/African American and Unknown fell short of the goal, with a yield of 29% for Black/African American students and 33% for Unknown. In fact, more students who identified as Black/African American (71%) did not enroll after completing an application. This is an area that needs to be assessed and remedied through more targeted and personal outreach and mentoring to these populations.</p> <p>Disaggregation also considers where students are coming from. For example, data indicate that the largest in-district high schools that send Black/African American applications and that produce the highest yield rate of enrollment are St Charles</p>

	<p>North (67%), Burlington Central (62%), and St Charles East (61%). Although other schools may have sent higher numbers of applications, their yield rates were lower. Thus, targeted outreach plans will be constructed to reach out to these populations to offer more support to increase enrollment yield rates.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>College-wide, much activity and attention is given to uncovering equity gaps and reducing their impact. This past year, the college hired its first Executive Director of Equity, Diversity and Inclusion. Equity is a key component of the upcoming Strategic Plan (as well as the current one about to expire). Memberships in organizations such as Achieving the Dream and ILEA help frame the work which is coordinated internally through the Student Success Infrastructure and supported by a fully staffed Institutional Research office.</p> <p>Specifically, the Recruitment and Outreach Services Department engages with local high schools and community organizations to solicit feedback on how to best meet the needs of prospective students. For example, some high schools prefer on-campus tours and specialized presentations for groups of students based on their needs and wants (e.g. presentations on specific programs or enrollment services, tours of specific buildings or academic programs).</p> <p>In Fall 2022, the program is looking to increase targeted outreach to students with historically low yield rates, outreach to community organizations and faith-based organizations, and exploring a return to Middle School Fridays to encourage a pipeline of enrollment for the district's youngest prospective students. Marketing has created testimonials using real students to showcase non-traditional students in CTE Programs, such as women in welding and truck driving and men in nursing.</p> <p>The previously discussed CRM will allow for better tracking in the enrollment funnel. By being able to track students through their educational journey, the department can be more proactive to those students that typically struggle early on and provide more resources sooner to help them enroll. Attention can be shifted from prospects that are more likely to enroll with minimal assistance and to focus on those students who need more support to get through the process. These student groups include vulnerable and marginalized populations of students who may need additional outreach and support to enroll.</p> <p>The CRM will also enable the department to better identify caseloads for each recruitment coordinator that will enable a</p>

	<p>more personalized experience for students as well as give them a sense of belonging through more regular connection and assistance. Operational efficiency will be increased when administration can determine the total number of students per recruitment coordinator, the time it takes to assist students, number of events/offsite taking away from being able to support students and how many missed opportunities there have been with current processes.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>The department can assist with addressing inequities in instructional programs by discussing the potential barriers students may face trying to get into them and advocating for scheduling of courses that are convenient for adult learners and students with outside responsibilities beyond school. For example, in some Health Professions programs, the equity imbalance is not with program success, but rather with the applicant pool.</p> <p>Additionally, Recruitment Coordinators host in-person and virtual sessions where Elgin Community College programs are highlighted. Referrals to academic coordinators are also made if prospective students require more in-depth knowledge of specific programs (requirements, deadlines, format, curriculum, etc). The office also shares information on the college's pathways and partnerships opportunities with four-year public and private institutions available to students upon graduating from Elgin Community College. For undecided students, the department refers students to Career Development Services to help make an informed decision on their academic major and career pathway.</p>
Review Results	
<p>Rationale R.1 Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The implementation of the CRM will assist in identifying trends in enrollment, low yield rates, and which student populations need further support to successfully complete the enrollment process. The goals outlined below seek to close these equity gaps and increase enrollment through targeted and deliberate outreach.</p> <p>As the first point of contact for new students, the department is well-positioned to provide information on academic programs at Elgin Community College and transfer opportunities to four-year partners. The department shares this information with prospective students, high schools, and through district-wide events.</p> <p>Over the last five years, Recruitment and Outreach Services has developed stronger collaborations with high school guidance counselors to bring promising students to campus and provide workshops about</p>

	<p>financial aid and how to succeed in college to help build that knowledge base with students. The program also seeks to be more integrated with the surrounding community and be creative with recruitment strategies. Working with the Boys and Girls Club and Centro de Informacion has helped disseminate information on enrollment to their families and continues to provide an opportunity for recruitment events geared toward students who use these community services.</p>
<p>Intended Action Steps R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ol style="list-style-type: none"> 1. Increase applications from racially minoritized students and enrollment yield from public high schools for Fall 2023. Using XEDD, we will see a 10% increase in applications and a 5% increase in yield for racially minoritized students from public high schools for Fall 2023 using the final numbers for Fall 2022 as a comparison. <u>Timeline:</u> End of Fall 2023 2. In collaboration with Teaching, Learning, Student Development, Operations (TLSD Operations), Marketing, and IT, implement, train, and utilize the new admissions CRM tool. <u>Timeline:</u> Fall 2022/Spring 2023 3. Increase outreach to the community to increase application and enrollment yield through targeted events and visits. <ul style="list-style-type: none"> Each recruitment coordinator will be assigned two community organizations (e.g. Boys and Girls Club, cultural groups, religious organizations) in AY 2022-23 to promote ECC courses, services, and offerings. Each recruitment coordinator will visit or present to each community group or organization at least once in Fall 2022 and once in Spring 2023. <u>Timeline:</u> June 2023 4. Each staff member will attend one external professional conference, workshop, or training related to best practices, current trends, or issues in recruitment. <u>Timeline:</u> June 2023
<p>R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The action steps being implemented to increase enrollment and address yield rates are based on data that indicate there are equity gaps among certain student populations when trying to complete the enrollment process and persist. Examples have been discussed within this report. These gaps indicate that there is work to be done to increase yield rates among vulnerable populations of students who may need additional support during the enrollment process. Targeted outreach and support to these students will help close these equity gaps. The implementation of</p>

	<p>the CRM will also support closing equity gaps among historically marginalized students.</p> <p>While discussions at the college and within the newly reorganized department/division are held regarding how to improve operations and services on a day-to-day basis, there is a need for ongoing training in the department to ensure quality, relevant, contextualized, and culturally responsive services.</p>
R.3 Resources Needed	<p>The implementation of the CRM is a top priority for the department. The CRM will revamp the enrollment journey for students and allow the College to target students in a more direct and deliberate manner. Additionally, more staff will likely be needed to increase outreach to the community and, thus, increase enrollment.</p>
Responsibility R.4 Who is responsible for completing or implementing the modifications?	<ul style="list-style-type: none"> • Luis Alarcon, Bilingual Recruitment Coordinator • Jeremiah Wright, Recruitment Coordinator • Shirley Bell, Recruitment Coordinator

ECC Admissions Satisfaction Survey

1. Were you served in a timely manner?

☐ Yes

☐ No

2. The Admissions staff was courteous and accommodating during your visit

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

3. Admissions staff members were knowledgeable and able to address my questions and concerns

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

4. Based on your visit today, how likely are you to attend or recommend ECC?

☐ Very likely

☐ Most likely

☐ Neutral

☐ Less likely

☐ Not at all

5. Please tell us about your overall experience. Can we follow up with you? If so, provide name and email/phone number



Please identify your next steps after meeting with a Recruitment Coordinator:

After this meeting, are you clear on your career path and/or program of study? Please kindly state what that is:

- 1) Yes
- 2) No

What are some additional ECC Resources to narrow down your career path, to do further career exploration, or to complement your program of study?

- 1) Career Development Services
- 2) Instructional Coordinator/Chair
- 3) Apprenticeship Programs
- 4) ICAPS (Integrated Career & Academic Preparation System)
- 5) Future Workforce Leaders Program
- 6) Not sure, please elaborate

<h2 style="text-align: center;">Student and Academic Support Services</h2> <p>Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
College Name:	Elgin Community College
Academic Years Reviewed:	2017-2021
Review Area:	Registration/First Stop
Review Team I.1 Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Fatima Soto, Assistant Registrar, Lead author Nathan Krauz, former First Stop Coordinator, Contributing author Ann Kalas, Associate Dean of Admissions and Registrar, Reviewer Greg Robinson, Associate Vice President of Student Services and Development (retired), Reviewer, strategic contributor
Mission I.2 How does the program/service contribute to the mission of the college?	The college's mission is "Improving people's lives through learning." Registration and First Stop support this mission by aiding students in the enrollment process. These offices serve by eliminating as many obstacles as possible for students who are completing a course or program. Staff ensure students are following the correct steps, registering for the right courses, following essential timelines and utilizing appropriate online tools. Staff assist students with the AccessECC online portal, the course management system (D2L), student email and various passwords. To that end, by orienting students to the AccessECC student portal, First Stop provides assistance to students in accessing most of their academic data that is available online in some form or another. This includes midterm grades, unofficial transcripts, placement test results, course planning and registration information, academic plan information, and much more. By familiarizing students with online registration, First Stop helps students to feel comfortable with these online tools so in the future they can register as early as possible and fulfill their educational goals.
Advancement of Equity I.3 How does the program/service help advance equity?	Registration & First Stop both assist students participating in various college programs such as ESL, GED/HiSET, Dual Credit, Corporate Training, etc. Students in these programs range in age, gender, ethnicity, English proficiency and computer skills, among others. Registration & First Stop is

	<p>responsible for assuring these students have the accessibility to the same resources offered by Elgin Community College. Instructional documentation has been created to assist special populations. Enrollment procedures have been modified to fit the needs of students. This requires our offices to collaborate with other college departments in order to assist students, focus on enrollment and be in compliance with all protocols. Staff have attended accessibility workshops offered by the college in order to stay up to date on how to help students with any special needs/accommodations.</p>
<p>Service Objectives I.4 Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?</p>	<p>Registration and First Stop assist students in registering for their courses, ensuring students learn how to navigate the portal in order to find sections to fit their personal schedules. Staff will help resolve any problems that arise for students within the registration steps and also direct them to other areas of the college to resolve other issues. Staff help students use and become familiar with online tools that will promote their success. Assistance to students is provided through email, walk-ins, live chat and phone. Such assistance provided by Registration and First Stop helps to reduce the stress of starting college for many students.</p> <p>Registration also assists students in updating their personal information. Important pieces of data like the student's legal or preferred name, date of birth, home address, emergency contact numbers, and much more are maintained and updated by the Registration department.</p> <p>Registration provides students with Proof of Enrollment. This Proof of Enrollment is necessary for insurance, employment, and legal purposes, as well as any number of other reasons that the student may require this documentation.</p> <p>The First Stop office also provides auxiliary support for the Advising, Registration, and Records offices.</p> <p>First Stop reduces the credit transfer workload for the Records office. First Stop performs a minimum competency procedure for all college transcripts that are sent to the Admissions office. This minimum competency procedure involves reviewing these college transcripts to determine if basic reading, writing, and math competencies can be awarded to the student so that the student can then take basic college-level courses that only require those minimum competencies instead of having the student perform a full Credit Transfer Evaluation or placement testing if neither are necessary.</p>

	<p>First Stop also processes Prerequisite Approval Requests. Prerequisite Approval Requests assists in speeding up the credit transfer process for students who are not pursuing a program at Elgin Community College rather they need to take one or two courses and transfer back to their home institution. First Stop reviews unofficial transcripts from the student's home college and then can award the prerequisite credits for the requested courses instead of for an entire program. This allows the student to avoid a full Credit Transfer Evaluation, speeding up the process for the student and reducing the workload of the Records office, promoting greater efficiency for both parties.</p> <p>First Stop reviews graduation audits to help safeguard accuracy, helping to ensure that students are awarded program completion and honors statuses. If the student's program is not complete, then the student is informed on what steps they must take in order to then complete their program.</p> <p>Registration and First stop have defined the following program-level student learning outcomes:</p> <ul style="list-style-type: none"> • Continuing students will take advantage of priority registration as a result of change in language in outreach efforts and incentive from advising. • Student workers should experience some interpersonal and identity development as a result of their experience in a professional work environment • Denied graduation applicants will understand the value of completion.
<p>I.5 To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>Reports obtained by the live chat helps determine the scheduling of staff coverage, identify common questions and the efficiency of the assistance provided through this modality. Additionally, First Stop works with the Advising Office to assure students going through the orientation process are registering for their courses. Procedures have been implemented to make sure all students, regardless if they had an in-person or remote advising appointment, or have been offered assistance in the final registration steps. Currently, a report identifying students who have not enrolled, but have gone through orientation is utilized to focus on enrollment. The department continues to focus on decreasing the turnaround time for graduation audits and prerequisite approval requests.</p> <p>The Registration Office has a specialized position focusing on the accuracy of student records and online applications. The</p>

	college has seen a dramatic increase in fraudulent applications since 2020. The Registration Quality Specialist is able to determine if an online application is fraudulent and collaborates with Admissions and Financial Aid to close out the record to prevent any misuse of student information.
Past Program Review Action I.6 What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	<p>Goals from previous program review:</p> <p>Revisit the mission and vision of the department to emphasize the importance of a cohesive team. This goal intends to re-engage staff in their own roles and highlight how their roles and those of the other departments in the college together influence the overall student experience.</p> <p><u>Status:</u> In Progress</p> <p>Now that admissions processing has officially separated from recruitment as a department and is realigned with registration and records, the new team has settled in with a lot of new members. There is an opportunity to revisit the mission with fresh eyes this year.</p> <p>Registration and First Stop both report to the Assistant Registrar. Records and Admissions Processing reports to the Associate Dean of Admissions/Registrar. This has allowed for each department to have a more accessible manager. The Technical Enrollment Facilitator PDQ was updated in March 2022 to reflect its current role. Occasional team building activities have been done during weekly staff meetings for Registration and First Stop. A more consistent occurrence of these activities is a future goal.</p> <p>Have staff reengage with ICCAROO and IACRAO to be able to network and gain best practices with area colleagues.</p> <p><u>Status:</u> Complete</p> <p>The budget has been supported and staff are encouraged to attend the Illinois Community College Admissions & Records Officers Organization (ICCAROO) and Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO) conferences. Information has provided ideas implementing best practices in Registration and First Stop. Since 2020 many conferences and meetings have been held virtually and free of cost. This has</p>

	<p>allowed more staff to participate in IACRAO and ICCAROO.</p> <p>Enforce the online FERPA training as a required training for all staff, faculty in particular, with special focus on adjunct.</p> <p><u>Status:</u> Complete</p> <p>Human Resources implemented eTalent which has an onboarding component which can house and require this training. Students will benefit when all employees are informed about the students' right to privacy of their records. All new staff and student workers complete training within the first week of employment through eTalent.</p> <p>Additional accomplishments:</p> <ul style="list-style-type: none"> • First Stop collaborated with various departments in Enrollment Services to launch the college's new virtual orientation process. Staff members contributed to this process by attending meetings with other stakeholders and providing input. A follow up email was created by First Stop in collaboration with Advising to touch base with all students going through New Student Orientation (NSO). • Instructional videos were also created by the First Stop office to assist with registration and payment process and are incorporated in the NSO process. • A Spanish instructional video was created by the First Stop office to assist Spanish-speaking students. This was a need when more ABEC students started using student email and D2L. This will also provide assistance to students who cannot come to campus when staff are available due to work or other obligations. • The college added a live chat feature on the website during the COVID-19 pandemic in order to provide another avenue to assist students remotely. This feature will be maintained after the pandemic subsides in order to provide another communication option for students. The live chat feature also provides regular access to data on which topics most affect students at different times throughout the year, allowing administrators to more effectively strategize. • The Registration and First Stop offices have also
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	<p>adjusted rules and procedures to both compensate for the effects of the COVID-19 pandemic and to adjust to the increasing prominence of the digital world. Walk-in hard copy applications have been cut down significantly, including applications for health programs, and replaced with digital forms.</p>
Indicator: Need	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>Registration is an essential function for any college. Administration ensures all applicable regulations are met, such as related to privacy.</p> <p>The Illinois Public Community College Act requires that the primary functions of the Registration Office and First Stop be fulfilled. Per Sec. 3-17 of the Public Community College Act: “The community college districts shall admit all students qualified to complete any one of their programs including general education, transfer, occupational, technical, and terminal, as long as space for effective instruction is available. After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities. Students allowed entry into college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs...A student who has graduated from high school and has scored within the community college's accepted range on the ACT or SAT shall not be required to take a high school equivalency test as a prerequisite to admission.”</p> <p>Registration & First Stop are essential departments in Enrollment Services. They assist students in crucial steps of the enrollment process by troubleshooting technical issues, teaching them to navigate the AccessECC portal, interpreting course prerequisites, registering students in credit and noncredit courses and maintaining the accuracy of student records within our SIS.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>As the college continues to shift to a more digital world, several services are accessible through the portal. Students consistently need to be made aware of these services as well as taught on how to utilize them. First Stop serves as a technical liaison between students and the college's IT department in order to resolve technical issues on the portal. Although the majority of the student population registers</p>

	<p>online, the need for the Registration Office still persists. Elgin Community College has grown its partnerships with surrounding high schools and businesses. This has resulted in batch registration for these various programs such as dual credit, ESL and GET/HiSET and private music lessons. Additionally, Registration serves students with special registration circumstances that cannot be processed through the portal.</p>
1.3 If applicable, what is the student usage for this program/service?	<p>Since the implementation of the live chat in January 2021, a total of 7,721 chats have been answered by staff. The busiest months, January and August, align with historical enrollment patterns. This tool was implemented in order to continue serving students while the college mainly operated remotely due to the Covid-19 pandemic.</p>
1.4 How does the student usage compare to assessed need of the program/service?	<p>Many services have been offered virtually since March 2020 that were traditionally required to be done in-person such as verification of student residency, student information changes, account security reset, manual registration, etc. Also, the college launched its virtual New Student Orientation in March 2020. Making these services more accessible remotely has resulted in students not having to drive to campus and/or having to take time off from work to complete their business.</p> <p>First Stop spearheaded the implementation of Live Chat in January 2021. Now, Recruitment, Registration and First Stop are all responsible for staffing the chat. Since implementation, it is possible to see the trends based on topics, time of day, time of year and length of chats. Managing coverage for the chat can be difficult at times when staff are in meetings and/or have time off. The departments would benefit from having a bot staff either partially during the day and/or completely during the hours when the offices are closed. Having the chat available 24/7 would offer an accessible service to all future students.</p> <p>Over the past five years, Registration has collaborated in-depth with the Music department and the ABEC division, whose students are registered in batches. The process has been streamlined in order to decrease the amount of duplicate student records, timely registration and better record keeping.</p> <p>Unlike other students, dual-credit students do not register on their own through the AccessECC portal. The Dual Credit office coordinator sends batches of information that includes Dual Credit students' names and courses, which Registration then uses to enroll these students in their courses. The office</p>

	<p>coordinator also monitors the progress of these students and then works with the Registration office to drop and enroll students through the semester. This process requires a large amount of communication and collaboration among the Registration Specialist, School Partnership Office and high school personnel. The department's role is to maintain accurate academic records.</p>
Indicator: Cost	
2.1 What are the current expenditures of the department?	<p>Primary expenditures are for staff salaries and benefits. Other expenses include office supplies and departmental forms. The live chat vendor, LibraryH3lp! was already being utilized by a different college department therefore there is no cost to First Stop for this service.</p>
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	<p>There is a \$6.00 registration fee that the college charges per semester to support these offices; other monies come through the Education Fund.</p> <p>Registration and First Stop have been impacted by the state budget, staff resignation and retirement. This has resulted in each department functioning with reduced staff compared to the last review period. However, the level of customer service has not been impacted.</p> <p>The transition of in-person orientation to online has eliminated the need for staff to work outside of their scheduled hours. Previously, in-person orientation ran after the standard office hours.</p>
2.3 Did the review of program cost result in any actions or modifications? Please explain.	<p>Registration & First Stop both serve as backup for the Admissions Processing team, especially during summer peak periods. During this time all staff is expected to enter high school transcript data as they are received in high volumes. A significant time is spent by staff in processing transcripts. A transcript reading software would shorten the processing time and allow all staff to prioritize other responsibilities.</p>
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	<p>The staff at First Stop have worked with the system analyst team to create efficient technical troubleshooting resources for students based on what is known about the most common issues or problems. Instructional videos were created in English and Spanish to assist students with various services such as registering for classes, making a payment, obtaining a class schedule and unofficial transcript. An FAQ feature is available online for those students trying to use the live chat</p>

	<p>outside of standard office hours. This data is thorough and informative. Information from the FAQ document was used to create canned messages on the live chat.</p> <p>Not all surrounding community colleges offer a live chat option. For some schools, the chat is monitored by a bot while others only have one designated person overseeing the chat.</p> <p>Processing efficiency and turnaround times are used to measure capacity and output.</p>
<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>The college uses the Hay Guide Chart to develop accurate and reliable Position Description Questionnaires so that the college makes precise determinations on the educational background, skills set requirements, and salary of all of its job roles. All personnel are strictly held to these standards within the hiring process which ensures that staff are qualified and appropriate for their positions.</p> <p>Staff and administration are members of related professional organizations: Illinois Association of Collegiate Registrars and Admissions Officers, Illinois Community College Admissions and Records Offices, and American Association of Collegiate Registrars and Admissions Officers, which provide a network to share ideas and experiences with colleagues among colleges/universities. It also provides an opportunity for members to obtain a leadership role within the organizations. Staff attend the ICCAROO summer and fall meetings, the annual IACRAO meeting and the district meetings for IACRAO as well.</p> <p>Annual performance reviews ensure staff adhere to essential requirements of job functions. Professional development is provided by the college.</p> <p>Registration, First Stop, Admissions and Records all meet on a weekly basis. This is an opportunity for staff to share any ideas or bring up any departmental concerns. Additionally, individual employees from Registration and First Stop meet on a monthly basis with the manager.</p>
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>A benefit of First Stop is that students can expect to get basic information on just about any topic; not just financial aid and registration. Additionally, First Stop's primary role is to provide technical support with AccessECC, D2L and student email. Both Registration and First Stop are responsible for the website's live chat feature where a live agent is available during standard office hours. There is an opportunity to improve this service by implementing a bot to cover the chat</p>

	when the offices are closed.
3.4 What are the strengths of this program or service?	<p>Registration & First Stop play an essential role in the enrollment process for all students. The departments have gone through staff and management changes within the last five years. Throughout those changes and the COVID-19 pandemic, the level of customer service has not suffered. In a very short time, Registration & First Stop were able to shift their method of customer service delivery for all their services to students due to the college shutdown. Students were assisted via phone, email and chat. Additionally, Registration & First Stop were one of the first departments to return to campus only a few months after the initial shutdown in March 2020. Collaboration and creativity were crucial during this time period, and Registration and First Stop showcased its strengths.</p> <p>The accuracy of the information and attention to detail Registration & First Stop provides to students is another strength. Both departments play a role towards the end of the enrollment process which requires staff to enforce various regulations such as prerequisite requirements, class schedule time conflicts, residency verification, and tuition cost. As students reach the final steps of their enrollment, Registration & First Stop verify that all steps have been completed.</p> <p>While Registration & First Stop are two departments, the level and frequency of collaboration among the departments is crucial. Staff undergo cross functional training in order to best serve all students. Staff are experts in their area, but they also have a basic understanding of the other departments such as Admissions, Records, Testing, Financial Aid, Student Accounts, and Advising in order to provide general information to students.</p> <p>Within the last five years Registration and First Stop have increased their diversity among staff. Both departments are great examples of a diverse group. Staff is composed of members of various groups bringing different and new perspectives to our policies and processes. Additionally, it is a representation of the Elgin Community College student body. Having college employees reflect the student population is important and creates a welcoming environment for students and community members.</p>
3.5 What are the challenges or weaknesses of the program/service?	The mission of Registration and First Stop is to teach students how to navigate through the various resources they have and grow their self-efficacy. This has played a bigger role in the

	<p>last five years as the departments transition to digital services. Although we promote self-efficacy, many students and other college departments continue to view Registration and First Stop as one-dimensional departments that only offer in-and-out services. The inaccuracy tends to set false expectations among students, employees and community members.</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>Registration recently went through an internal audit of the Student Residency procedure, 4.102. The results of this internal audit were used to organize a residency verification project. Staff was able to scan all residency documents into student's records which had been backlogged.</p> <p>Each semester a prerequisite check report is processed to assure students are enrolled in their correct classes. Any overrides processed by staff are listed on the report. Documentation of overrides are detailed and thorough demonstrating the accuracy of the Registration department.</p> <p>Live chat reports were utilized to improve staff coverage during peak hours and days. The reports provide the volume of chats. Since its implementation both students and staff have become familiar with the live chat feature. Staff are far more comfortable and knowledgeable managing this tool.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>Many departments with Enrollment Services utilize a Colleague report which identifies students who have applied to the college but are yet to enroll. One of First Stop's responsibilities is to connect with students going through the orientation process. This includes students who have met with an advisor either in-person or virtually. Although we are moving students quicker through the enrollment pipeline, enrollment continues to consistently decrease. This trend is not unique to Elgin Community College. Our goal is to create a more personal approach when assisting students through the registration process. Making students feel welcomed and valued at Elgin Community College will positively impact their experience and our enrollment numbers.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>The online application form collects several demographic data which is used by departments college-wide. Residency is essential for the Registration department. This information is used to accurately code a student's residency status as well as provide them with any additional information regarding proof of residency. Such additional information includes eligibility for a joint agreement or works-in-district. Recently, the department has administered a new process to better serve displaced (homeless) students. Registration is collaborating</p>

	with Admissions, Financial Aid and Wellness to provide information to this student population in an efficient manner.
3.9 Were there any identifiable equity gaps in the data? Please explain.	As previously stated, a formal process was required to help staff serve the college's displaced student population. Identifying these students can be challenging because they must self-identify, which can be subjective and inconsistent. The department is strengthening the messaging on the website, making the services more visible that can benefit this group and having a main person of contact to assist students.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	<p>College-wide, much activity and attention is given to uncovering equity gaps and reducing their impact. This past year, the college hired its first Executive Director of Equity, Diversity and Inclusion. Equity is a key component of the upcoming Strategic Plan (as well as the current one about to expire). Memberships in organizations such as Achieving the Dream and ILEA help frame the work which is coordinated internally through the Student Success Infrastructure and supported by a fully staffed Institutional Research office.</p> <p>Residency verification is a topic that is continuously discussed among the department. Several students find themselves being unable to submit eligible address documentation for various reasons such as living between divorced parents, not having any services under their name, homelessness, etc. Additionally, the DMV was closed and/or offered limited services during the pandemic. The department and manager provided temporary exceptions to this process during the emergency closing of the DMV. Unique circumstances are escalated to Assistant Registrar. This procedure recently went through an internal audit and will be revised in the fall 2022. The department must ensure any equitable accommodations still abide by ICCB regulations.</p>
3.11 How does the program or service address inequities in instructional programs, if appropriate?	<p>Registration and First Stop provide answers to basic questions from students and parents for current and prospective students and refers them to the appropriate personnel for further information. This support is particularly helpful for dual-credit and adult education/ESL programs where there is less familiarity with the college.</p> <p>After transitioning to a remote work environment, Registration and First Stop were able to service students virtually. At first, some students struggle with this change but with time both staff and students adapted well to this change. During this transition, Registration and First Stop were able to</p>

	<p>eliminate certain barriers for students needing to register. Barriers such as transportation, child care and work schedule conflicts were common when we required transactions to be done in-person. As a result, certain remote services will continue to be offered. The flexibility enforced by the pandemic has the opportunity to decrease equity gaps.</p>
Review Results	
<p>Rationale R.1 Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>In the past five years Registration and First Stop have gone through various changes from different staff, different leadership, remote services, and a completely online New Student Orientation process. Registration and First Stop have benefited from these changes. The staff is a more accurate reflection of the college's student body, managers are more accessible to staff, and remote services have offered a significant amount of flexibility for students struggling with transportation, child care and work conflicts. As both departments continue to transition more into the digital world, they are expected to provide the same personal touch as if the student were in-person. The quality of customer service cannot suffer due to the change in delivery of assistance. Considerable knowledge and attention will be required from both staff and management in order to stay relevant with the "new normal" as well as the new generation of college students.</p>
<p>Intended Action Steps R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Revision of the Student Residency Procedure, 4.102.</p> <ul style="list-style-type: none"> ● Include language addressing the Apprenticeship Program where students are not required to meet the 35 per week minimum to qualify for the in-district tuition rate per the Works-in-District policy. ● Provide more extensive information for displaced students. Recently students are seeking assistance from various organizations for shelter. Currently our procedure only references one organization. ● Provide more options in documents for students to use for verification such as renters insurance. <p><u>Timeline:</u> AY23</p> <p>Revision of the Course Audit and Pass/No Credit Procedure, 1.201.</p> <ul style="list-style-type: none"> ● Provide extension information regarding the use of this procedure and how to properly apply it to the student's goal. ● Limiting the number of courses to be audited per semester. ● Potentially assigning a time frame for registering in courses as an audit. <p><u>Timeline:</u> AY23</p> <p>Utilize a bot to staff the live chat outside of office hours, peak periods and when departments experience a shortage in staff.</p> <ul style="list-style-type: none"> ● Research if the current vendor offers this feature. If not, explore

	<p>other options.</p> <ul style="list-style-type: none"> Collaborate with other departments within Enrollment Services and Marketing to build the artificial intelligence required to use a bot for the chat. <p><u>Timeline:</u> AY24</p>
R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<p>Changes to the Student Residency Procedure, 4.102 will be more inclusive of the college programs, displaced students and additional documentation for verification of residency to address the various living situations of the students.</p> <p>More informative visual material will continue to be created, especially in Spanish to help students that lack English-proficiency.</p>
R.3 Resources Needed	<p>In order to complete the first two goals, collaboration with the Admissions and Advising department would be necessary as these changes will impact their departments. Accomplishing these goals without inadvertently creating obstacles for other departments will be a primary focus.</p> <p>If a new chat vendor needs to be purchased and fully implemented it will require an upfront licensing purchase, potential implementation costs, ongoing licensing fees, and ongoing consulting fees for any necessary adjustments. If we are able to use our current vendor then it would eliminate many of the previous steps. Collaboration with other departments within Enrollment Services and Marketing to build the artificial intelligence required to use a bot for the chat.</p>
Responsibility R.4 Who is responsible for completing or implementing the modifications?	<p>As the primary manager, the Assistant Registrar will be responsible for leading these efforts. Approval and collaboration will be required by the Associate Dean of Admissions and Registrar and the Dean of Enrollment Services.</p>

<h2 style="text-align: center;">Student and Academic Support Services</h2> <p>Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
College Name:	Elgin Community College
Academic Years Reviewed:	2017-2021
Review Area:	Testing
Review Team I.1 Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Natalie Leisering, (former) Director of Testing, Primary author Raquel Almestica, Enrollment Services Coordinator, Contributing author Greg Robinson, (retired) VP of Student Services and Development, Reviewer
Mission I.2 How does the program/service contribute to the mission of the college?	<p>Because the college's mission is to improve lives through learning, the Testing department strives to provide up-to-date testing services, exceptional resources, and an approachable environment where every test feels like an opportunity to improve.</p> <p>Testing Services supports students enrolled in courses by proctoring course exams for accommodated students (with approved testing accommodations from the Disability office) as well as students in need of a make-up exam. The proctoring of course exams supports both students and faculty by providing flexibility and assurance the assessment can be completed in a timely and supervised manner.</p> <p>In addition to proctoring course exams, the Testing Center is also a testing site for College Level Exam Prep (CLEP). CLEP exams allow degree seekers with prior knowledge of introductory college topics the opportunity to take an exam to demonstrate their mastery. CLEP scores can be shared with 4-year colleges and universities as well as Elgin Community College (ECC).</p> <p>Testing Services directly supports placement testing of Dual-Credit applicants and actively partners with the Assistant Dean of College in High School Programs to plan and meet each district's testing needs.</p> <p>This past year (2021), the program partnered with school district U-46, one of the high school districts, to provide group placement test sessions. Test sessions were attended by both</p>

	<p>remote and in-person U-46 dual-credit applicants during their scheduled school day. Over the course of three weeks, over 52 students completed testing.</p> <p>During the emergency shut-down and subsequent move to remote teaching and learning for COVID-19, the department had to shift operations to meet the new safety guidelines. The rule for six feet social distancing reduced the capacity of the Testing Center by sixty percent causing a reevaluation of testing needs and priorities. In support of the college mission, staff worked to balance the demands of:</p> <ul style="list-style-type: none"> ● Enrollment-driving assessments ● Reading, Writing, and Math for credit courses and CASAS testing for Adult Basic Education Center (ABEC) ● Proctoring to support currently enrolled students ● Accommodated testing ● Make-up exams ● Certification testing for students completing a credential for an Elgin Community College course or program <p>To ensure access to all groups needing testing, the Testing Center moved to an appointment-based system for all in-person testing which allowed available seating to be controlled to ensure access to testing for all within the constraints of the social distancing rules.</p> <p>As a last example, the Testing Center supports the mission of Elgin Community College by supporting the General Education and co-curricular learning outcomes of the college. As a critical student-serving office, students develop quantitative and information literacy and self-advocacy skills through scheduling exams, interpreting their scores, and devising next steps for their enrollment process.</p>
<p>Advancement of Equity I.3 How does the program/service help advance equity?</p>	<p>National educational research indicates that testing is a common area for inequitable outcomes. The Testing Center is committed to the college's work to identify and reduce equity gaps for Elgin Community College students. The department expects much more work to be done in the upcoming review period. Examples of data disaggregation in the Testing Center will be discussed later in this report.</p> <p>Examples of collaborative effort to address equity for students include:</p> <ul style="list-style-type: none"> ● Partnering with the ECC Foundation to leverage the Student Success Fund to provide financial assistance to

	<p>students with a financial barrier to pay for the PSB exam, required for admission to several health professions programs. The on-campus test cost to the student is \$60 (recently increased from \$20). If taken remotely the cost is \$85.</p> <ul style="list-style-type: none"> ● Partnering with ABEC to meet a voiced need from their students to provide remote testing opportunities. Students cite transportation, lack of child care, and time to get to campus to test. Remote testing provides flexibility to complete these grants required assessments. ● Kane County Workforce Development - Adult Programs - partnered to provide a testing site for WIOA grant.
<p>Service Objectives</p> <p>I.4 Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?</p>	<p>Testing Services is placed within the area of Enrollment Services in the division of Student Services and Development. The focus of the department is to inform students, faculty, staff, and the community about testing services. The office provides test proctoring for incoming students, current students and community members.</p> <p>The Center strives to provide a secure and conducive environment to support an optimal testing experience during placement- and course-testing throughout a student's educational journey. Certification assessments are also offered to capstone a student's academic program.</p> <p>Program-level learning outcomes were first established for the Testing Center in 2019. Work is ongoing to implement a user experience survey to establish baseline achievement levels of these SLOs:</p> <ul style="list-style-type: none"> ● Students will know how to schedule an appointment to take a test. ● Placement testers will know their results and course placement. ● Staff will be able to accurately answer questions and make appropriate referrals.
<p>I.5 To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>The Testing Center is meeting the needs of the college and its students. The number of tests administered and processing time to post placement tests are the primary measures of effectiveness for office processes. In the future, launching an exit survey to benchmark student experience should be considered.</p>

Past Program Review Action

I.6 What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?

1. Goals from the previous report:**Placement Testing at local High Schools**

Implement the process of placement testing at the High Schools with the new college placement tests of College Success, Aleks, and Smarter Select.

Status: Complete

- Coordination with the computer staff at the high school was necessary to set up students' ECC-ID numbers prior to taking the ALEKS math assessment.
- Testing was done successfully on location at South Elgin High School with all three placement tests - ALEKS for math, English Essay, College Success for Reading.
- Teachers in high school district 300 were trained to administer the ALEKS math test at Dundee Crown, (133), Hampshire, (98), and Jacobs (54) high schools. The students tested once in September, did the learning modules and tested again either in December 2017 or January 2018.
- Administered ALEKS math test at Central HS (25), St. Charles East (134), and St. Charles North (104). Math teachers were trained to administer the ALEKS math for the remaining 4 attempts.
- COVID-19 and safety protocols put a pause on group testing at high schools. However, in Spring 2021 remote proctoring of placement testing by the Testing Services staff was successful for reading, writing, math, and language placement testing.

Assess cut scores of new reading and math placement tests

Evaluate student progress in reading or math courses based on the College Success Reading and ALEKS math placement scores.

Status: In progress

- The Math Department and IR are now reviewing and are creating a proposal to update cut scores in response to Illinois HB2170. The goal of HB2170 is to streamline developmental education courses and increase the possibility of students progressing to a college level math within one academic year.

Compare PSAT Test scores to SAT test scores

	<p>Check if the benchmark PSAT scores are college- ready to the standard SAT college-ready scores.</p> <p><u>Status:</u> Complete</p> <ul style="list-style-type: none"> Information from SAT indicates that PSAT is not a good predictor. Recommend suspending this goal and finding another way to determine college readiness for dual credit students. (2018) Subsequent research within Elgin Community College in April 2020 led to the college accepting PSAT scores to meet college Minimum Competency requirements starting Fall 2021. <p>Does attending a math or reading workshop improve performance on the ALEKS math or College Success Reading Test.</p> <p>Determine if students place higher on ALEKS math or College Success Reading assessment after attending the math or reading workshop.</p> <p><u>Status:</u> Deferred</p> <ul style="list-style-type: none"> Beginning March 2020 prep workshops were suspended and are being reevaluated due to COVID-19. In the meantime, asynchronous online resources are posted on the Testing Service's webpage. <p>PSB Test process review</p> <p>Review and assess PSB Testing including scheduling, preparation workshops, registration, communication to students, results review, etc.</p> <p><u>Status:</u> Complete</p> <ul style="list-style-type: none"> Starting June 2020, the payment and registration of the PSB exam was updated. The process now allows testers to schedule an appointment and pay online instead of having to physically go to both Student Accounts and the Records Office. In person support and payment still exists if the option is needed. Test administrations have also increased and a varied schedule was implemented to provide testing appointments at many different times, including Saturdays. Pre-test study preparation was also enhanced to include a free, interactive test prep tool, Mometrix, through Elgin Community College's Library. This resource is posted on the Testing Services PSB webpage and is provided to students after they schedule their PSB appointment. Post-test communication was also enhanced to include
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	<p>score report breakdowns and summaries to help testers interpret and understand their scores.</p> <p>Testing Staff Training Ensuring there is enough staff to also allow rotation off the floor in order to conduct the training needed. Update training to all proctoring staff on all tests both standard and specialized. <u>Status:</u> Ongoing</p> <ul style="list-style-type: none"> • The Testing Center has implemented the Resource Site for all Testing staff to use when questions arise. • The Resource Site consists of FAQ's, manuals and step by step instructions on how to facilitate a number of exams. • The department continually adds to the Resource Site to improve processes. <p>Make-Up Test Process Review Finding solutions that meet the needs of various departments. <u>Status:</u> In progress</p> <ul style="list-style-type: none"> • Starting Fall 2021, a small group of faculty, submitting tests for Accommodated students have been identified to pilot Register Blast's Professor function. This function will allow faculty to submit exams and view student's appointments and exam history. This feature will help enhance the student and faculty experience in scheduling and taking tests. • The Center will continue to pilot and test with faculty Spring 2022 with a planned implementation Fall 2022. <p>Walk-in Testing Waitlist <u>Status:</u> New, on hold</p> <ul style="list-style-type: none"> • Equipment was purchased and installed to facilitate waitlists and walk-ins, however, this goal has been put on hold. Due to COVID-19, testers need an appointment to ensure social distancing guidelines. <p>Review Mission and SLOs As part of Program Review, our team hopes to assess and review our mission and create new SLOs that align with our mission. <u>Status:</u> Completed</p> <ul style="list-style-type: none"> • MISSION: <i>We believe in and are dedicated to the whole student. We believe all students have the right to learn all they can. Our job is to help them be as</i>
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	<p><i>successful as they can be. We will be understanding and supportive. We will acknowledge and respect individual differences and share our view of the need for life-long learning. To this end, we will provide: testing options, skills workshops, disability support, and personalized service.</i></p> <p>2. Other accomplishments for review period not related to goals above:</p> <ul style="list-style-type: none"> • Appointment scheduling is now available. This feature allows students to plan and ensure seat availability • Improvement of departmental communication and expectations has increased by adding daily huddle meetings for both morning and evening shifts. These connections are supplemented by regular whole team meetings. • Testing staff is able to independently administer and troubleshoot a wide range of assessments • Dedicated time is allocated to staff to study and prepare for proctoring certifications and recertification requirements • Proctor guides are now tailored for staff specific to internal process • Partnered with the Foundation to provide Financial Assistance for PSB testers when the test vendor increased the cost from \$20 to \$60 • Register Blast is leveraged to verify student accommodations, eliminating the need for paper letters.
Indicator: Need	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>Services from the Testing Center are integral to the college's compliance with several external requirements:</p> <p>The Illinois Public Community College Act requires students be able to complete "Entry level competence to such college transfer programs may be achieved through successful completion of other preparatory courses offered by the college." Testing Services provides placement tests in Reading, Writing, and Math to students that do not meet the college's minimum competency requirements through one of its established multiple measures outlined in Administrative Procedure 1.104. Students completing these assessments may be placed in preparatory/developmental courses.</p> <p>Additionally, the ICCB Adult Education and Literacy grant, which provides funding to Elgin Community College's ABEC</p>

	<p>programs, requires students complete pre- and post-testing within a required timeframe. Testing Services provides testing to pre-testers seeking enrollment.</p> <p>Lastly, Testing Services provides testing accommodations to students to ensure compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>Testing Services provides access and supports testing needs of three primary groups: Placement and Admission Assessments, Certification Assessments, and Course Exams. These services directly support enrollment, and the need for these services trend along with enrollment patterns.</p> <p>Placement and Admission Assessments</p> <p>Placement and Admissions exams are required for incoming students depending on their program of study. This process is also implemented for dual-credit students, which is a growing population. On-site testing has resumed at school dsitric U-46 high schools.</p> <p>Additionally, the college also supports the proctoring of the College Board ACT test five times a year to community members. The ACT is one of the multiple measure's students can meet minimum competency requirements.</p> <p>Credit Programs</p> <p>Incoming students, interested in credit course enrollment, are required to meet the college's minimum competency requirements as outlined in Administrative Procedure 1.104. Placement tests are offered in Reading, Writing and Math. These assessments provide a pathway to enrollment into credit courses with various prerequisites.</p> <p>Adult and Basic Education Programs</p> <p>Incoming students, interested in High School Equivalency, English as a Second Language, or one of Elgin Community College's workforce development programs, are required to complete a basic skills assessment as part of their admissions and placement process.</p> <p>Admission Assessments</p> <p>From AY11- AY21, all Health Professions programs, Paramedic, and Emergency Medical Technician programs required applicants to complete the Psychological Services Bureau (PSB) basic skills assessment for admission. Beginning AY22-23, only Dental Assisting, EMT, Paramedic, Radiography, and PTA programs will include the PSB in their</p>

admission requirements. This will reduce the demand of this test significantly.

Certification Assessments

Certification assessments are categorized as leading to a certification or academic credit. This service directly supports graduation and certification attainment. Certifications tied to Elgin Community College courses eb and flow with enrollments. Other types, such as WorkKey, increase when demand for paraprofessional job openings are high in the immediate area and when a vendor lists the college as a testing site.

Such assessments offered include:

- Automotive Entry Level (ASE)
- Certified Nurse Assistant (CNA)
- College Level Examination Program (CLEP)
- Environmental Protection Agency (EPA) 608
- Illinois Certification Board (ICB) – Illinois Alcohol and Other Drug Abuse Professional
- Illinois Constitution Test
- Modern Language Proficiency
- Microsoft Office Specialist (MOS)
- National Association of Stationary Operating Engineers (NASOE)
- National Restaurant Association - ServSafe
- PearsonVue
- General Education Development (GED)
- Educational Systems
- CompTIAA
- QuickBooks
- Residential/Light Commercial Low-Pressure Hydronic Heat
- WorkKeys

Course Exams

Testing Services provides students and faculty proctoring for course exams. Course exams are available for students with approved testing accommodations and for students needing to take a make-up exam. This service directly supports student retention by ensuring access and flexibility to assessments. The need for this service will also vary based on the proportion of students with accommodations.

Accommodated Testing

Any student with testing accommodations approved by the Student Access and Disabilities Services office will

	<p>use services from the Testing Center.</p> <p>Make-up Exams</p> <p>This service is intended for students who missed a test or quiz due to an extenuating circumstance and have the faculty member’s permission to complete the test or quiz in the testing center.</p> <p>It is not expected that the volume of assessments completed will change significantly over the next five years, but it will eb and flow with enrollment trends. However, the way in which Testing Services is used is changing. If remote monitoring of assessments is to continue, the college needs to formally support this initiative to ensure an efficient enrollment process for students needing placement testing before enrollment.</p> <p>The Director of Testing Services meets regularly with department stakeholders for example Admissions, ABEC, Health Professions to keep pulse on needed assessments and enrollment trends.</p>																																																																																				
1.3 If applicable, what is the student usage for this program/service?	<p>Year-by-year, volume in the Testing Center will vary with enrollment trends and policy/procedure changes. Term-by-term, busy times will fluctuate related to the enrollment calendar and the period of midterms and finals. Data for the current review period is tabulated below:</p> <table><tr><th>Test</th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th></tr><tr><td>PSB</td><td>788</td><td>765</td><td>703</td><td>873</td><td>459</td></tr><tr><td>Geometry Placement</td><td>49</td><td>111</td><td>91</td><td>48</td><td>48</td></tr><tr><td>Math Placement</td><td>4729</td><td>4337</td><td>3636</td><td>2983</td><td>2719</td></tr><tr><td>Reading Placement</td><td>2540</td><td>2765</td><td>2203</td><td>1396</td><td>1428</td></tr><tr><td>CASA</td><td>2642</td><td>2534</td><td>2203</td><td>3683</td><td>4959</td></tr><tr><td>TABE</td><td>2694</td><td>2521</td><td>2234</td><td>5</td><td>50</td></tr><tr><td>Writing Placement</td><td>2100</td><td>2183</td><td>1729</td><td>1199</td><td>1246</td></tr><tr><td>Language Placement</td><td>127</td><td>132</td><td>83</td><td>112</td><td>140</td></tr><tr><td>Course Exam</td><td>4323</td><td>4039</td><td>2725</td><td>5</td><td>283</td></tr><tr><td>MOS</td><td>19</td><td>146</td><td>99</td><td>72</td><td>56</td></tr><tr><td>Other School Test</td><td>689</td><td>509</td><td>412</td><td>0</td><td>1</td></tr><tr><td>WorkKeys</td><td>151</td><td>226</td><td>127</td><td>70</td><td>198</td></tr><tr><td>Total Tests Administered</td><td>20851</td><td>20268</td><td>16245</td><td>10446</td><td>11587</td></tr></table> <p>Placement and admission assessments are available year-round, but typically peak during open enrollment and 3-4 weeks before the start of the fall and spring terms.</p> <p>Certification assessments are offered year-round, but as a whole have higher demand toward the end of the term once students have completed coursework.</p>	Test	2018	2019	2020	2021	2022	PSB	788	765	703	873	459	Geometry Placement	49	111	91	48	48	Math Placement	4729	4337	3636	2983	2719	Reading Placement	2540	2765	2203	1396	1428	CASA	2642	2534	2203	3683	4959	TABE	2694	2521	2234	5	50	Writing Placement	2100	2183	1729	1199	1246	Language Placement	127	132	83	112	140	Course Exam	4323	4039	2725	5	283	MOS	19	146	99	72	56	Other School Test	689	509	412	0	1	WorkKeys	151	226	127	70	198	Total Tests Administered	20851	20268	16245	10446	11587
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	<p>Course exams are offered throughout the semester. Accommodated exams are steady throughout the semester, while makeup exams peak during midterm and finals.</p> <p>Examples of how policy changes have resulted in shifts to Testing Center volume include:</p> <ul style="list-style-type: none"> ● In Summer of 2020, multiple measures to meet the college's minimum competency requirement for reading and writing was expanded. Students earning a 6th semester high school GPA of a 3.0 or higher were deemed college-ready and did not need placement, resulting in lower test demand for reading and writing exams. ● Also, in Summer 2020, ABEC programs moved from TABE testing to CASAS testing for ESL program placement. ● In Spring 2022, all Health Professions programs with the exception of PTA and Radiography eliminated the PSB exam requirement for AY 22-23 admissions thus reducing demand for testing. ● Due to the pandemic closure and remote courses, Testing Services was not able to support course exams or other school tests AY 2021. Course exams resumed for on-campus courses fall 2022.
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Prior to COVID-19, Testing Services operated on a walk-in basis. All tests were completed on-campus, no remote testing was offered. During the pandemic period of March 2020 through July 2021, reduction in room capacity, coupled with more students opting for remote options has resulted in 65% of credit placement and ABEC testing occurring remotely. This required test monitoring software and included a proctor's review. In June 2020, some in-person testing resumed, but seating was limited to 18 testers, a 75% reduction in typical capacity. In August 2021, Elgin Community College welcomed staff back to campus at an 80% capacity. In turn, Testing Service's on-campus hours were increased, forcing a reduction in staff hours dedicated to remote services. Synchronous proctoring sessions were reduced from seventeen per week to three.</p> <p>Completion of the placement test in the remote modality has increased access to students unable to come to campus and added flexibility to students to complete the enrollment process. Some efficiencies were gained by offering 1:1 live virtual session for ABEC pre-testing and by some certification</p>

	<p>vendors proctoring their own remote sessions without the need for Elgin Community College staff.</p> <p>This review has highlighted the need for additional staff to support remote testing efforts. Testing Services continues to operate at a reduced capacity for on-campus testing and without dedicated staff to review and monitor remote assessments, the admissions timeline from application to enrollment will be lengthened. While placement outcomes are the same, the front-end processes are different for the staff. Remote testing options need to be supported with additional staff and a dedicated private space for them to complete proctoring and test reviews. Staff also must split their time and attention between serving students checking in for on-campus testing and completing asynchronous reviews for placement testing. Lastly, the current office space in the Testing Center does not provide a private space for 1:1 proctoring sessions needed for ABEC testing. Currently, these are completed by staff during their work-from-home shifts.</p>
Indicator: Cost	
2.1 What are the current expenditures of the department?	<p><u>Expenses:</u></p> <p>The total expenses for the area in FY21 was \$441,439. The primary annual costs incurred are for test units to support placement and admissions:</p> <p>ALEKS Math PPL - Math & Geometry Placement</p> <ul style="list-style-type: none"> • Math Placement testing fees • \$15 per account x~3,000 users annually • \$45,000 <p>CASAS</p> <ul style="list-style-type: none"> • ABEC HSE & ESL Testing Units • \$2.80 per test ~5,000 tests annually • \$14,000 <p>HonorLock</p> <ul style="list-style-type: none"> • NEW since Pandemic--Remote Reading placement test monitoring • \$6.50 per session ~1200 annually including retakes • \$7,800 <p>McCann College Success - Reading Placement</p> <ul style="list-style-type: none"> • Unit fees • \$1.50 per test ~1,700 tests per year • \$2,500 <p>PSB Testing</p> <ul style="list-style-type: none"> • School pay and re-norm units • test unit \$60 (20), \$85 (5), re-norm \$20 (30) • \$2,250

SmarterSelect

- Writing placement test annual subscription
- \$2,000

Writing Placement Readers

- Readers of Writing Placement Essays
- \$2 per essay per reader, each essay read by 2 readers (each essay = \$4) ~2000 essays annually
- \$8,000

WebCape - Modern Language Placement

- Modern Language Placement testing units 150 @\$4.5
- \$1,500

The cost of computer-based testing is increasing. This is exemplified recently when PSB sold their assessment to PearsonVue, a global test vendor, and the price increased for an on-campus test from \$20 to \$60. Cost increases caused by the vendor will require the college to re-examine the need for the assessment and if other options exist at a lower cost.

With the introduction of remote testing, the department has acquired the cost for test monitoring software. The department currently contracts with HonorLock to provide test monitoring for the Reading placement test. HonorLock pairs with College Success (the reading placement vendor) to facilitate asynchronous remote test sessions. The cost per test session is \$6.50. Currently, HonorLock is the only test monitoring software compatible with College Success, the chosen assessment by Reading/English faculty. Continued funding of this will increase costs.

Revenues:

Unlike other SSD areas, the Testing Center also generates revenue through the proctoring of PearsonVue, CNA, WorkKeys, and other school exams. Revenue opportunities have decreased due to capacity limitations since the pandemic. Testing Services also halted offering proctoring of other schools' exams, which generated a revenue of \$25 per test. They were halted to ensure sufficient space for placement, course, and certification exams for ECC students. Opportunities exist to resume and expand these offerings once social distancing is lifted.

Revenue Summary:

2017	2018	2019	2020	2021
\$55,815	\$53,200	\$53,340	\$36,093	\$13,725

	<p>PearsonVue is a computer-based testing company that contracts with test vendors to deliver tests. Currently, Testing Services uses PearsonVue to deliver GED, Evaluation Systems, and CompTIA certifications. The department staff have tried to keep pace with the demand for PearsonVue testing, but due to spacing constraints both frequency and capacity have been limited, thus reducing revenues generated by these tests.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>The Testing Center is funded from tuition and fees through the Ed Fund. It also generates revenue as detailed above. Where possible financial support is provided to students in need through the ECC Foundation.</p> <p>To achieve efficiencies, a paperless score entry process has been implemented saving on paper and printing dollars. When faculty choose assessments, a full review of all vendors should be reviewed.</p> <p>Responding to enrollment trends is the most challenging aspect to fiscal planning. Test units are budgeted and purchased based on previous patterns. These are hard to adjust in real-time. If testing needs do not meet anticipated demand, some test vendors do not roll-over unused test units to new contract terms. It is also difficult to tightly purchase; some vendors require an updated contract with each purchase which requires ECC's legal team review. This can take 6-8 weeks, and therefore under-purchasing could mean not having test units available to meet testing demands.</p>
<p>2.3 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Currently, the department is experiencing a growing need to facilitate remote tests for placement. Remote testing increases access and flexibility for students, but the department must scale up in staffing to support this new service. The existing gap in providing this service more fully will lead to the undesirable outcome of increased time between application and enrollment for those choosing remote testing for placement.</p> <p>Additional positions to support remote testing are also needed to ensure processing of placement tests.</p>
Indicator: Quality	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>While no formal benchmarking exists, the Testing Center is dedicated to quality and efficiency. The director and staff keep informed of emerging trends through the National Colleges Testing Association (NCTA) and participate in conversations during conferences and through its listserv. This professional organization guides standards and best practices for various</p>

	<p>aspects of the testing arena. Recently, the team provided feedback to the NCTA's Governing Board regarding remote testing and its emerging presence on college campuses.</p> <p>Testing Center staff also collaborates with the Northern Illinois Testing Coalition whose participants include regional four-year colleges and universities along with community colleges. This group acts as a resource for Illinois testing centers. ECC has collaborated with this group to update minimum competencies to align with ICCB guidelines.</p> <p>To ensure test integrity, test administration practices are put in place to ensure each student receives similar check-in, proctoring, and check-out experiences. For some tests, vendors require Testing staff to adhere to strict scripts when launching a test. To ensure this, all staff are trained to administer each test offered and are provided access to test vendor proctor manuals. At its core, Testing Services provides a space for testing and upholding administration practices set forth by the test vendor or faculty. Staff also take great care to ensure certification exam appointments are varied and available to meet the unique scheduling needs of the students.</p>
<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>Staff are qualified to provide the service by meeting the minimum requirements as set forth by the PDQ/job description and vendor required trainings. The department developed and launched a Testing Services Resource site to provide a place for staff to find process information, test administration manuals, student email FAQs, and professional development resources provided by NCTA. In addition to the professional development opportunities for staff from NCTA, staff are also encouraged to take advantage of Elgin Community College professional development opportunities.</p> <p>Regular meetings are held with placement stakeholders such as ABEC and the Reading/Writing and Math coordinators to address the needs of placement testing and address any modifications, issues or emerging trends.</p> <p>Opportunities for continued professional development for Testing Center staff include topics such as:</p> <ul style="list-style-type: none"> ● Basic skills and customer service to communicate with someone who's primarily language is not English ● Workshop to strengthen task-switching ● Issues of equity, diversity and inclusion as related to the department's services

<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>Innovation for the department is centered around creating access and availability of assessments and ensuring capacity and efficiency.</p> <p>Over the past two years, the department has expanded use of Register Blast, an electronic scheduling system. Register Blast enables the department to:</p> <ul style="list-style-type: none"> • Control test offerings to ensure required proctor-to-tester ratios • Ensure availability of seating • Provide thorough check-in and check-out procedures • Track high-demand times and flow <p>In the future, Register Blast will enable students to self-check-in and register for tests on a walk-in basis. Walk-in in testers will be added to a queue where they can see their space in line and view an estimated wait time. The estimated time will allow them to choose between waiting, or scheduling a future appointment. When the department is able to harness single sign-on capability for Register Blast, the registration process for accommodated students as well as faculty exam submissions could be further streamlined.</p> <p>These process improvements will have a positive impact on student success by reducing scheduling friction which can add unnecessary anxiety to an already stressful time. Enrollment is also supported by providing a smooth process enabling students to register for desired courses as soon as possible. Course success is enhanced when students receive correct placement to match their abilities and preparation.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>Staff are well trained to provide customer service and troubleshoot basic issues that arise during test administrations. The ability to offer remote testing and certification options is now a strength, though as noted elsewhere in this report, the virtual option needs additional staffing and space support from the college.</p> <p>Elgin Community College's Testing Center is unique in offering WorkKeys assessments to the community. This test is one pathway to earn a paraprofessional license through the state of Illinois. The department recently collaborated with one of the local high school districts (U-46) to promote this offering to help fill vacancies for this position across their district, which demonstrates commitment to the community and lifelong learning.</p>

<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>The physical space of the Testing Center presents a barrier to providing services at a larger scale. Current configuration only allows seven paper-based testing stations which severely limits capacity for high-demand times such as midterms and finals. While computer-based testing stations can be used as overflow, this partial remedy presents challenges to ensure test integrity and tester comfort. The desks with computers do not allow much space for paper testing materials.</p> <p>The Testing Center also lacks private testing rooms to seat students with this approved accommodation. To ensure compliance with ADA laws, the small testing room is often booked as a private testing room, thus further limiting capacity to testing.</p> <p>A continuing challenge is retention of the part-time Testing Assistant III staff. Lead-time to fully train this position takes a full academic cycle and turnover is disruptive to services. Employees in this entry-level position often leave to take full-time positions elsewhere in the college. The college will need to reevaluate the number and use of part-time positions in the department if they consistently lead to turnover. The ability to retain trained staff can have a positive return on investment for the operations of the Testing Center.</p> <p>As discussed elsewhere in this report, the department is advocating for additional staff to accommodate the increased demand for remote testing. Without dedicated staff and space for this process, the admissions timeline from application to enrollment will be lengthened.</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>Currently, the number of tests administered and processing time to post placement results are used to measure effectiveness of office processes. Capacity and efficiency are the metrics. Informative data is now available from the Register Blast tool. In the future, launching an exit survey to benchmark student experience should be considered.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>Measuring quality is an area of improvement for Testing Services. Currently, performance is gauged by appointment capacity and ensuring a varied schedule is offered to testers. The implementation of appointment based on-campus testing not only ensures social distancing but has also decreased wait times for students waiting in line to test.</p> <p>The department's current focus is to evaluate and streamline course exams submissions. Logistical issues present when</p>

	<p>faculty send students to test, but do not submit a Request to Test form or the exam materials. The vice versa also happens, where an exam is submitted but students do not make an appointment.</p> <p>Testing Services now offers placement testing for credit and ABEC courses as well as several certification exams. Remote testing has increased access and flexibility to testers. Distance Learning and Testing Services together built an infrastructure in D2L to allow for remote reading and writing placement testing. This initiative included working with test vendors to enable asynchronous test monitoring, ensuring test units were available, and managing licensing to meet proctoring expectations.</p> <p>Meetings with the Writing Coordinator has increased efficiency by having additional reading/scoring during peak times to expedite the posting of results during peak enrollment times. Meetings with Math Coordinators resulted in streamlining placement communications to students and training staff on retake recommendations.</p> <p>As discussed elsewhere, the implementation of Register Blast software has allowed data to inform operations. Due to capacity limitations, careful thought is put into appointment offerings for all placement, certification, and course exam options to ensure availability to testers. Appointment capacities and tester demand can be monitored in real-time. When needed, the Testing Director can redistribute appointment times to other areas where capacity allows. Appointment scheduling allows check-in times to be staggered to allow Testing Assistants to be scheduled efficiently.</p> <p>Register Blast can now display two years of data which demonstrate the natural demand curves of testing. Chart 1.1 below shows appointment registrations from June 2020 - April 2022. This snapshot captures peak demand for testing in July and August. This reflects enrollment trends and is due to a spike in demand for placement testing for both credit and ABEC programs.</p>
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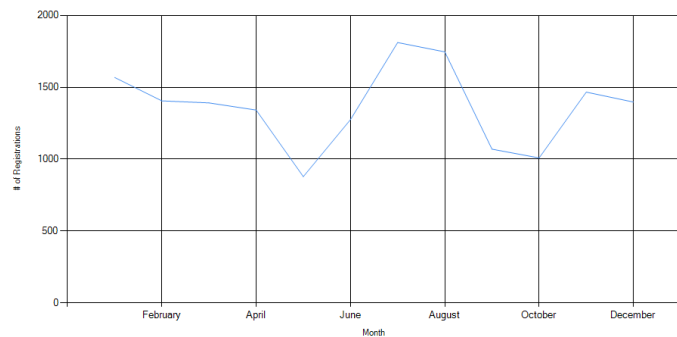
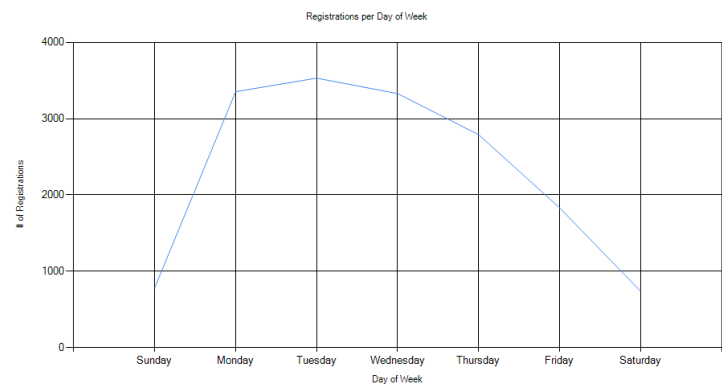
1.1

Chart 1.2 below captures appointment demand by day of the week. Monday, Tuesday, and Wednesday have the highest volume of appointments booked throughout the year.

1.2

This analysis helps prepare staff and coordinate scheduling. For example, to meet the demand of placement tests in July and August, certification exam offerings are decreased to support immediate enrollment efforts.

3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?

Prior to moving to a different position in the college, the Testing director had begun working with Institutional Research to investigate if an equity gap existed between remote and on-campus placement testers. The work focused in on disaggregating data to see if there was a race disparity between on-campus test vs remote test taking and achieved score placement score and length of time in the admission funnel to become ready for New Student Orientation.

Testing Services also began reviewing disaggregated data for students that retok placement tests to see if there were gaps in success in achieving a higher placement score and if success varied by modality.

<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>Remote versus in-person testing has become a critical point of disaggregation. The demand for this modality is expected to remain strong and stable. In 2021, when a mix of both on-campus and remote options for reading, writing and math were offered 76% of math test attempts were remote, 66% of reading was remote, and 67% of writing attempts were remote. While remote testing has opened access for students to complete placement tests at home, the system requirements for test proctoring vary. Testing Services cannot ensure or track if students have the required device for remote tests.</p> <p>Initial findings for Writing placement retake shows 47% of White students do not meet the college level score on their second attempt. Whereas 67% of Hispanic/Latinx students, 78% of Black students, and 76% of Asian students do not meet the college Writing requirement on their second attempt.</p> <p>Math data showed that after completing a second attempt on the math placement 72% of White students did not meet the college level requirement on ALEKS. Whereas 85% of Hispanic/Latinx, 85% of Black, and 59% of Asian students did not meet the college level requirement. Further research can disaggregate these results by test modality for additional effects.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>College-wide, much activity and attention is given to uncovering equity gaps and reducing their impact. This past year, the college hired its first Executive Director of Equity, Diversity and Inclusion. Equity is a key component of the upcoming Strategic Plan (as well as the current one about to expire). Memberships in organizations such as Achieving the Dream and ILEA help frame the work which is coordinated internally through the Student Success Infrastructure and supported by a fully staffed Institutional Research office.</p> <p>With the emergence of remote testing, the NCTA has begun developing best practices that focus on ensuring equal access to testing technologies. The college will stay attuned to these recommendations. The SSD Division will be reviewing and exploring ways to support remote testing from an accessibility lens. This will include a review of test vendors and their test monitoring options which can sometimes limit test taking on specific devices or require optimal internet speeds.</p> <p>Testing Services has collaborated with Disability Services to enhance the testing experience of students with accommodations. Tester accommodations are now flagged at</p>

	check-in to ensure a private and paperless transaction.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	<p>Through the offering of course exams, Testing Services provides a space to meet the needs of accommodated testers. The department also supports students in providing flexibility by offering makeup exams to students who were not able to complete testing during their designated classroom time due to extenuating circumstances.</p> <p>As a capstone, the Testing Center offers certification exams for several academic programs. Having a testing site on campus allows testers to be more relaxed during testing by being familiar with the environment.</p> <p>The Testing Center collaborated with ICCB and Professor Rosenfeld to increase access to testing to Human Service graduates and Rosencrance employees to become Illinois Alcohol and Other Drug Abuse Professional Certifications. The closest test site prior to this partnership was Springfield.</p> <p>The Testing Center partnered with Dean Cathy Taylor and CIS faculty to become a certified CompTIA test site. This collaboration will help to promote completion of CompTIA certification to students by providing a convenient and familiar testing location.</p> <p>Partnerships between the Testing Center and the Continuing Education office can be strengthened. The new directors in each area can strategize to address the opportunities to expand testing options to include these community members, particularly employers within the district.</p>
Review Results	
Rationale R.1 Provide a brief summary of the review findings and a rationale for any future modifications.	<p>Testing Services is a vital program to the college supporting students from enrollment to graduation. The overall demand for this program will eb and flow with enrollment trends, but has an opportunity to enhance several service elements.</p> <p>It is anticipated that social distancing will cease and the Testing Center will be able to resume services at full capacity. However, without a dedicated physical space and additional staff to review and monitor remote assessments, the admissions timeline from application to enrollment will be lengthened for students opting to test remotely.</p>
Intended Action Steps R.2 Please detail action steps to be completed in the future based on this	<p>Successfully onboard the incoming Director of Testing <u>Timeline:</u> August 2022 - July 2023</p> <p>Review and modify placement test processes and communications to ensure applicants in need of meeting the college's Minimum</p>

review with a timeline and/or anticipated dates.	<p>Competencies are clearly identified and students understand the steps they need to take to complete placement testing <u>Timeline:</u> 2023 - 2024</p> <p>Continue to support professional development of staff <u>Timeline:</u> Ongoing</p> <p>Review and evaluate the college's Proctoring Policy 4.409 <u>Timeline:</u> Fall 2022</p> <p>Scale and support remote testing <u>Timeline:</u> Ongoing</p>
R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	<p>While remote testing is available, it is not accessible to all. Not all students' personal devices meet the system requirements for testing or have the required internet speeds. The college tried to assist by providing Chromebooks to students, but not all remote tests can be taken on a Chromebook. The college also assisted early in the pandemic by providing hotspots to students; they have now moved to referring students to Xfinity's discounted internet program.</p>
R.3 Resources Needed	<p>As stated, Testing Services supports both incoming and current students, therefore close collaboration with all of SSD and faculty will be needed to ensure needs of all stakeholders are met.</p> <p>Additional staffing is needed. The department is staffed with only two full-time and four part-time Testing Assistants. The increased demand of on-campus and remote testing has reached a breaking point and staff are unable to keep up with servicing both modalities. The department also requires a larger, more thoughtful space with dedicated private testing rooms, a check-in area and waiting room.</p> <p>Financial support will be needed to scale and support the additional staff.</p>
Responsibility R.4 Who is responsible for completing or implementing the modifications?	<p>Progress towards goals will be led by the new Testing Director and the Dean of Enrollment & Student Financial Services, with support from the Interim Associate VP of Student Services & Development.</p>

English Language Acquisition (Title II- Adult Education and Literacy Program)

This review is meant to evaluate the English Language Acquisition program authorized and funded under WIOA Title II- Adult Education and Literacy Program, including the Integrated English Language and Civics Education program.

College Name:	Elgin Community College
Academic Years Reviewed:	FY2020 – FY2021 (program last reviewed FY20)

Review Summary

Program Objectives

RS.1 What are the objectives of the English Language Acquisition program?

English as a second language (ESL) instruction at Elgin Community College is for all non-native English speakers from any language, group, or nationality. Instruction includes reading, writing, listening, and speaking and is conducted entirely in English. Classroom instruction and college support services provide immigrant students the opportunity to progress toward self-sufficiency and economic success. All classes are offered free of charge to eligible immigrant students.

For class placement and registration, prior to FY20 students had to come to campus to do pre-testing and to a pre-course workshop to prepare themselves for language learning success before they enrolled in ESL classes. In FY21, the program had to pivot to offer remote registration, testing, orientation, and placement. A common spreadsheet was developed so that employees could collaborate during the process. Although slow and cumbersome at first, the program has collaborated with IT, marketing, and testing to improve systems and processes to improve the flow of the onboarding process for students. With the return to on campus classes, processes are still being adjusted so that the needs of students who want in-person or remote classes are met (e.g., in-person and remote intake, testing, orientation, and classes are now being offered as options to students).

ESL courses are segmented into six educational functioning levels: Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL, Low Intermediate ESL, High Intermediate ESL, and Advanced ESL, detailed below.

Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL Instruction: The purpose of these courses is to help English language learners to improve their reading, writing, speaking, and comprehension skills in English; improve their mathematics and basic technology skills; and acquire an understanding of the American system of government, individual freedom, and the responsibilities of citizenship so that learners can be full participants in their community as community members, parents and participants in the workforce. Upon completion of the high beginning level, students may choose to exit the program or to transition to intermediate ESL instruction in order to work on career or academic readiness.

Low Intermediate ESL, High Intermediate ESL Instruction: The

purpose of these courses is to equip students with the skills needed for career and academic readiness. Along with improving basic skills in reading, writing, speaking, listening, and mathematics, students will develop the academic and soft skills necessary to make the successful transition to college or to a career. Upon completion of the high intermediate levels, students may exit the program to pursue a high school equivalency certificate, enter a career/vocational training program, transition to advanced/academic ESL courses, or enter the workforce. An academic advisor is available to help students make the transition.

Advanced ESL Instruction: The purpose of these courses is to prepare students to enter college-level coursework. Students in these levels focus on the academic reading, writing, speaking, listening, and technological skills needed to make the transition to college-level work.

Upon completion of the advanced levels, students are ready to enroll in college degree programs. Students who are interested in transitioning to college level programming are encouraged to take the College Transitions for ESL Learners course, ESL-019. Students interested in this course must receive a recommendation from faculty or staff and are required to co-enroll in a transferable credit college class. Upon successful completion of the College Transitions for ESL Learners course, in-district tuition for one three-credit-hour college class will be waived. Individuals must live or work in district to be eligible for the waiver.

Program-level Learning Outcomes: Upon completion of the ESL program students will be able to:

Listening/Speaking

1. Participate in oral exchanges of information, ideas, and analyses in various social and academic contexts; clearly support points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.
2. Construct meaning from a variety of sources (e.g., lecture): analyze facts, details, and cite evidence; analyze the development of the themes/idea; and summarize the information.
3. Develop and deliver oral presentations (collaboratively and individually); adapt language choices to purpose, task, and audience; develop the topic with some relevant details, concepts, and examples based on research from multiple sources; integrate information into an organized oral report; include illustrations, diagrams, or other graphics as appropriate; and cite sources appropriately.

Reading

1. Using information from multiple print and digital sources, identify a writer's purpose and bias and evaluate source reliability; determine a central idea or theme and analyze its development citing specific details and evidence; and paraphrase and summarize literary and informational text.
2. Interpret, analyze, and summarize charts, tables, graphs, and other non-prose information citing specific details and evidence to support the analysis.

	<p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Integrating information from a variety of sources, write essays on literary and informational topics that include summarizing, paraphrasing, and citing sources appropriately; clearly supporting points with specific and relevant evidence; asking and answering questions to clarify ideas and conclusions; and summarizing the key points expressed. <p><u>Technology</u></p> <ol style="list-style-type: none"> 1. Navigate a web-based course management system (e.g., Desire2Learn) to complete course requirements; discuss and practice netiquette. 2. Select and evaluate online resources for learning; conduct online research for an academic purpose. 3. Integrate graphics or multimedia when presenting or writing about a variety of topics. <p><u>Employability Skills</u></p> <ol style="list-style-type: none"> 1. Plan and schedule for long-term assignments. 2. Identify self-directed learning strategies. 3. Ask for help proactively. 4. Employ self-monitoring and reflection strategies to gauge progress. 5. Use collaborative skills with peers (agree, disagree, and compromise).
<p>RS.2 To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?</p>	<p>The department took a deep look at its program-level outcomes for fall 2019. These outcomes changed significantly at that time to align with the new state content standards released in 2017. While many curricular changes have been made since 2017, the work continues. With the shutdown in March 2020, the need to develop remote alternatives for ESL students led to the construction of three curricular teams for beginning, intermediate, and advanced ESL courses. It was determined to use the college's LMS to house the new courses. Teams looked at course learning outcomes to determine how to develop new assessment tools for the online format. A variety of assessment tools including short quizzes, reflections, projects, discussion boards, speaking activities (e.g., read-aloud), and writing assignments were developed. Further discussion about how to provide assessment choices and promote equity in assessment continue for the instructors as courses are now being offered in both remote (sync/online) and face-to-face formats. Program outcomes are also measured and assessed through departmental tests, state standardized tests (CASAS), and student assessment forms (faculty report on outcomes based on formal and informal assessment throughout the semester). Students who achieve the outcomes for the level are passed to the next level. The department reviews assessment reports each semester to guarantee that program outcomes are being met. Adjustments are made based on these reviews. The department focuses on the program-level outcome progress during course review as well. The basic skills outcomes for bridge and IET programming focus on the preparation of students to</p>

	<p>transition to career or further education. Assessment methods vary and are best matched to the skill at hand:</p> <p>Listening/Speaking: Students are assessed both formally and informally on these outcomes. For example, students are assessed during group, pair, and classroom discussions; are given formal listening assessments; and are asked to develop and deliver oral presentations (complexity of these depend on level). Student progress is tracked on Student Assessment Forms that report student progress with scores from the beginning, midterm, and end of the semester</p> <p>Reading: Students are assessed formally with classroom quizzes and tests, and informally with read-aloud, reading reflections, short response questions, and discussions. Students are also formally assessed on the CASAS test. Student progress is tracked on Student Assessment Forms that report student progress with scores from the beginning, midterm, and end of the semester.</p> <p>Writing: Students are assessed formally and informally throughout the semester through writing assignments with varying purposes and complexity (depending on the outcomes for the level). Student progress is tracked on Student Assessment Forms that report student progress with scores from the beginning, midterm, and end of the semester. Students completing high beginning and high intermediate are given an additional departmental writing assessment (writing sentences after high beginning and writing paragraphs after high intermediate) that is administered and scored by ESL staff (not faculty).</p> <p>Technology: Student progress is tracked on Student Assessment Forms that report student progress with scores from the beginning, midterm, and end of the semester. These forms are informed by formal and informal classroom assessments, including the completion of specific projects (e.g., writing, presentations) using technology and online resources for learning.</p> <p>Employability Skills: Student progress is tracked on Student Assessment Forms that report student progress with scores from the beginning, midterm, and end of the semester. These forms are informed by formal and informal classroom assessments, including the completion of specific projects (e.g., creating study plans, reflective journaling).</p> <p>Student success measures are defined by both the department and ICCB. These include:</p> <ol style="list-style-type: none"> 1. Make measurable skill gains as demonstrated through standardized test (CASAS) 2. Complete course (persistence) 3. Take post-test 4. Improve basic skills (point gain but not level gain on CASAS)
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	<p>5. Pass course</p> <ul style="list-style-type: none"> • Continue in program (retention) • Earn HSE credential • Take additional college coursework; enrollment in college programming (e.g., ICAPS) • Receive industry recognized credentials (e.g., through ICAPS) • Obtain, retain employment; increase income <p>While some of these outcomes are measured by the college in its student success tables, many are reported directly to ICCB through its database (DAISI). There are some outcomes without data due to unidentified sources (e.g., #10) or because the reporting requirements have not been consistent. See performance data specifically discussed in the Quality section to follow.</p>
<p>RS.3 How do your program objectives align with the goals and objectives in the <u>2018-2023 Illinois Adult Education Strategic Plan</u>?</p>	<p>Strategic Plan Goal #1: Improve Outcomes by Scaling Effective Models and Strategies Across the System</p> <p>Program goals</p> <ul style="list-style-type: none"> • developed 2 new bridge programs - approved and will be offered in FY23 • developed hybrid/online versions of 2 existing bridge programs (approved) • developing pre-bridge program (in progress) based on career cluster framework • continued tutoring, wellness, advising in remote environment • collaborating with WIOA programs to expand services and develop local career pathways • developed hybrid/online versions of all ESL levels in program <p>Strategic Plan Goal #2: Increase Postsecondary Transitions and Credential Attainment</p> <p>Program goals</p> <ul style="list-style-type: none"> • continued ICAPS programming without interruption (remote support classes until programming returned to campus) • reviewing certificates that could be integrated into bridge programs • continued learning communities with Business Communications (Intermediate ESL/BUS-101), Communication Studies (Advanced ESL/CMS-100), and English (Advanced ESL/ENG-101) • 3-credit hour tuition waiver for students completing College Transitions for ESL course • dedicated advisor in ABEC; dedicated college advisor for ESL students • continued professional development of administrators on identifying labor market demands and how to demonstrate return on investment for their transition-related programs <p>Strategic Plan Goal #3: Strengthen College and Career Readiness</p> <p>Program goals</p> <ul style="list-style-type: none"> • program outcomes aligned with CCR outcomes/ ESL content

	<p>standards</p> <ul style="list-style-type: none"> ● instructors participating in standards proficient and master teacher training through ALRC ● essential employability skills framework embedded into courses ● 8 IET pathways <p>Strategic Plan Goal #4: Develop Lifelong Career Pathways Systems and Integrate Enabling Technologies</p> <p>Program goals</p> <ul style="list-style-type: none"> ● digital literacy integrated at all levels ● identified additional digital resources to enhance courses; e.g., Commonlit, Quill, Readworks, USA Learns ● all classes set up as enhanced courses (linked to LMS) so instructors can leverage LMS in face-to-face classes as well as online classes ● Creation of online versions of courses, including two bridge classes ● Leverage WorkNet and o-net in career exploration and identifying resources available to students
<p>Prior Review Update RS.8 Describe any quality improvements or modifications made since the last review period.</p>	<p>The ESL program was last reviewed within the FY20 Program Review cycle. Progress made towards goals established in that report are outlined below:</p> <p>1. Respond to immediate issues with COVID-19:</p> <p><u>PROGRESS MADE:</u></p> <ul style="list-style-type: none"> ● Created intake, registration, placement, and orientation systems that can be done remotely so that students can enroll for classes - these have been created and are in the process of refinement to improve communication, improve yield, and shorten the process for students. ● Develop synchronous/asynchronous online classes - course shells created, approved, and implemented. ● Develop systems to provide student and faculty support in remote teaching situations - faculty website developed and implemented. Student website still in progress. ● Revise student assessment forms for remote classes - completed fillable pdf forms ● Develop systems for collecting all ICCB required student and faculty paperwork electronically during disruption - completed <p>2. CURRICULUM</p> <p><u>PROGRESS MADE:</u></p> <ul style="list-style-type: none"> ● Develop permanent hybrid and online classes - completed ● Follow a regular schedule for assessing and updating current curriculum (FY21-FY25). Discussions about developing specialized classes will be ongoing. Still need to complete FY21 course reviews. Will need to offset course updates by two years (begin FY23). Updated two specialized classes (high beginning speaking and high intermediate writing).

- Expand career pathways by creating bridges. Continue to research other bridge opportunities such as pre-bridges (FY21-FY25). Two bridges created (IT and Business/Finance) and will be offered in FY23. Pre-bridge in the process of development (FY22).
- Develop additional ICAPS pathway (FY22) and develop ICAPS continuation plan (FY22-23). It was determined not to develop an additional pathway as 8 are sufficient at present. Continuation plan in progress for FY23 transfer from Title III grant funding ICAPS program to other funding sources (institutional monies).

3. TEACHING/LEARNING

PROGRESS MADE:

- Continue to expand tutoring for ABEC students. Tutoring was continued in online format during COVID-19 closure and into FY22. May offer in-person tutoring in FY23.
- Research alternative transitioning models such as Learning Communities for possible development. This is still in progress. Pre-apprenticeship models are being explored.
- Share specific testing reports with faculty to inform instruction and use class-level reports to identify possible curriculum updates. Still in progress. Goal for FY23.
- IELCE training was added as a required qualification for teaching civics level course (high beginning) as of fall 2022 (not in program review goals previously but identified as a need since last review).

4. RECRUITMENT/MARKETING

PROGRESS MADE:

- Expand to new sites such as the Burlington campus (FY21). While plans were made to start classes at the Burlington campus in fall, lack of interest has delayed class start until FY23. More targeted marketing needed to attract enough students in the area.
- Develop a student website that would include a regular newsletter, learning resources, program information, on-campus activities, community resources, etc. (FY22-23). This is in progress with a planned completion date in FY23.
- Develop effective plan for marketing and recruitment (FY21-23), including improvement of referral systems and communications with WIOA partners. Marketing has been expanded and regular meetings on outcomes are being held. More student stories are being shared on all platforms. There has been an increase in interest and enrollment is almost up to pre-pandemic numbers. Discussion with WIOA partners continues including how to leverage career pathways to promote bridges, ICAPS, and apprenticeships.

5. ANALYSIS/QUALITY IMPROVEMENT

PROGRESS MADE:

- Continue researching means to improve student gains (FY21-22). Staff attended CASAS Institute summer 2021 to learn more about CASAS structure and tips for success. Staff regularly attends CASAS

	<p>meetings for testing updates. Plan to share CASAS reports with faculty in the upcoming fiscal year so that faculty can identify learning gaps.</p> <ul style="list-style-type: none"> • Visit other programs that are meeting state targets (FY20-25). While staff has attended virtual presentations by other programs, in-person visits have not been made yet. Staff intends to visit programs in FY23-25 • Develop systems to receive feedback from faculty, staff, and students (e.g., surveys, focus groups) to understand gaps and improve current services (FY22-25). Faculty survey and discussions focused on remote courses were conducted in FY 21. Improvements were made based on feedback. In FY22, students of the CMS-101/ESL-019 Learning community did a study on the ESL program and presented what they learned to ESL administration as well as to the President's cabinet. The ESL program is collaborating with other departments to focus on improvements/ service gaps suggested by study. Many suggestions made by the student group directly aligned with program review FY20 recommendations. Program is looking at additional ways to receive feedback and make improvements. • Develop systems to determine when students stop out and why, and create appropriate and timely interventions (FY21-25). Faculty have been encouraged to report why students stop out (e.g., accurate DAISI codes) so that interventions can be developed. Most students stopping out over the past two years report traditional reasons: change in work schedule, family, or health issues. The flexibility of remote course offerings seems to have alleviated some of the issues (e.g., transportation, time, and childcare). A detailed look at retention rates prior to the expansion of online course offerings, during the time period when only online courses were offered, and the time period when students had the option of in-person or online courses is needed to determine if this is the case. The program will continue to look at stop outs and possible interventions. • Develop plan for addressing equity within the division (FY21-22). Faculty and staff have been attending equity discussions across campus. Remote orientation (using the Zoom platform) has been added to the online orientation (in D2L) so students get practice accessing the online platform (D2L) and the Zoom platform for the synchronous part of the class prior to starting classes. The program is in the process of rechecking accessibility in the online portion of remote courses. Faculty and staff have been involved in doing UDL training through CETL. A more formalized equity plan still needs to be developed (FY23-24 goal). <p>6. STAFFING/DEVELOPMENT</p> <p><u>PROGRESS MADE:</u></p> <ul style="list-style-type: none"> • Hire an additional Student Support Specialist/Transitions Coordinator for ABEC students specifically for students in intermediate levels (FY22) Delayed. Goal for FY23 or FY24. • Seek out and/or develop trainings for faculty specific to topics of need: teaching across new modalities; developing and assessing
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	<p>learning objectives and outcomes; integrating employability skills (FY21-23)</p> <p>Trainings have been developed and offered through the ABEC program and through CETL. Additional training through PDN has been identified and shared with faculty.</p> <ul style="list-style-type: none"> • Provide more regular opportunities for collaboration (ongoing) Working with different divisions to continue development of systems for remote services (e.g., Chromebook checkout, tutoring, service referrals). Working with different divisions to address needs identified in the Novation project (ESL student study of ESL program needs that was presented to ABEC administrators). Working with WIOA partners on developing career pathway promotion and increasing referrals. Work with APC partners and Human Services Council to identify services available in the community. Need to increase faculty opportunities for input in the upcoming year. • Meet and exceed state targets for faculty completion of Content Standards Training (ongoing) In FY21-FY22, 7 instructors have completed ESL standards training and 7 instructors have completed ESL Specialist training. • Expand development of faculty website that includes resources, FAQs, regular newsletter, programmatic updates, faculty forums for discussion, etc. (FY20-23). Faculty website and faculty handbook created and updated/expanded regularly. • Collaborate with CETL to develop an ABEC New Faculty Orientation so that new faculty aren't asked to do three separate orientations when starting in the division (FY21-22). New faculty orientation for ABEC developed for an online environment and integrated with Elgin Community College's new faculty orientation.
Review Analysis	
Indicator 1: Need	Response
1.1 Detail how the ELA offerings align with the Index of Need and priority populations identified in WIOA for the program area.	<p>The college uses the most recent Index of Need Tables provided by SIU-E each year to determine local need for adult education services and programming. This data is based on the U.S. Census data and includes information by county for Cook, DeKalb, DuPage, Kane, and McHenry counties (APC509). There are 8 tables in the report which display: population and ethnic origin; adult population 16 & over by ethnic origin; target populations (corrections, adults with disabilities, and public aid recipients; total adult population at risk (immigrants); population in households in which English is not the primary language (ESL); adults (16 and over) living in poverty; and average monthly employment information (unemployed, labor force, and unemployment rate). Table 8 is the summary Index of Need based on less than 12th grade education, adult ESL, adults living in poverty, and unemployment.</p> <p>The overall index of need for APC509 is 0.0384 with Kane county</p>

	<p>representing the highest need at 0.0220. There are 50,624 adults in APC509 who have a less than 12th grade education, 135,754 ESL adults, and 19,665 adults living in poverty, and (at the time of the report) 19,737 unemployed adults. Due to the COVID-19 pandemic, the unemployment number increased substantially across the APC and state when compared to the previous review. The college uses other state, regional, and local labor market sources from IDES as well as the U.S. Bureau of Labor Statistics to determine employer needs with regard to program planning.</p> <p>However, there is a concern because when compared to the Index of Need for the district – the program is still serving a very small percentage of the total ESL population in the district. The program continues to partner with the Marketing department on strategies to reach individuals who have a need but who are not enrolled in classes. In addition, the program is looking at its WIOA partnerships to see if there is the potential to reach more clients through them. The program also plans to continue to offer both remote and face-to-face classes to meet the needs of more students and is considering other formats as well (e.g., weekend/hybrid).</p> <p>Trends for the next five years will be difficult to forecast due to the ever-changing nature of COVID-19. However, early indicators are showing a slow return to pre-pandemic numbers. While many students continued their studies in the remote environment, most ESL students have shown a preference for face-to-face classes. ESL enrollment has risen steadily the past year with the return of face-to-face classes.</p>
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	<p>Adult education (ABEC) collaborates with career-tech (CTE) and healthcare professions (HP) to identify the skill needs of industries in its community. Both divisions look at state, regional, and local plans and reports to determine what programs are needed. CTE conducts annual advisory boards in each field to receive feedback from employers so that it can identify the certifications, licenses, and industry-recognized credentials that will be required by local employers. CTE faculty also have direct communication with employers and receive feedback regarding the quality and needs of its programming. ABEC also participates in activities with its regional One Stop (AJC) and the LWIB to identify need and get feedback from local employers. A representative from ABEC regularly attends One Stop partner meetings, participates on One Stop committees, and attends LWIB meetings. ABEC uses this information to collaborate with Perkins, CTE, and HP to design meaningful pathways for ABEC students.</p>
1.3 Detail how past ELA enrollment trends compare to the index of need.	<p>Due to the COVID-19 pandemic and the move to remote services (including intake, testing, and classes), there was a significant drop in enrollment between FY20 and FY21. With the return to on-campus classes, in FY22, this is improving. When compared to DAISI NRS-performance-POP reports for ESL-specific data (Table 1), 1364 students</p>

	<p>were reported to have completed at least 12 hours or attendance in FY19, 1222 in FY20, 542 in FY21, and 774 (through 3rd quarter) FY22. FY20 numbers were impacted by the shutdown in March as summer classes were not held that year. In FY21, all services were provided remotely. In FY22, there were both remote and in-person services provided. According to ECC IR data, which includes all students enrolled and ESL students who are categorized as ABE/ASE, FY19 had 3,960 students enrolled and 2,973 completed; FY20 had 3,884 students enrolled and 2,966 completed, and FY21 had 1,057 students enrolled and 809 completed. There is no data for FY22 at this date for comparison. Again, this shows a severe dip in enrollment for FY21. Typically, the program serves approximately 3% of the ESL adult population when compared to the index of need tables. In FY21, the program was only serving approximately .8%. Again, there has been an increase in FY22, as students are coming back to the program and course offerings are being expanded (both remote and in-person).</p>
1.4 Detail how Bridge Program enrollment trends compare to the index of need.	<p>Enrollment in bridge programming has also dropped in the past review period. This also has been impacted by the pandemic although there was a drop-in bridge programming prior to the mandatory shut down. In FY20, there were 16 students reported in bridge class. In FY21 (when bridges were offered in a remote environment), there were 12 students reported. When compared to the unemployment numbers reported in the index of need, 19,737, this represents less than .01% of the unemployed population being enrolled in bridge programming.</p>
RS.4 What gaps were identified as it relates to program need?	<p>The biggest gap currently is in recruitment. The percentage of students going into bridge programming is limited. The program is working on a variety of changes to address this.</p> <ol style="list-style-type: none"> 1. A pre-bridge is in development so that students are exposed to bridge programming and its purpose earlier in the program. 2. More bridges have been created to meet student need and interest. A business/finance and an information technology bridge will be added offerings in FY23. 3. A revisioning of how the bridge program is marketed is in process, which would include a bigger picture approach and include IETs. 4. The times and semesters that bridges are being offered have been changed for FY23 in hopes of being available to more un- and under-employed individuals. These schedules will mimic IET programming so that students can make the transition to the next step.
RS.5 What additional support is needed to help students transition to post-secondary or employment?	<p>A focused approach on the bigger picture is important. The program needs to work on promoting bridge programming more effectively (collaborate with marketing). Collecting powerful student success stories will help students see others like them making the transition. The program also needs to work with the ICAPS coordinator and involve her more in promotion of ICAPS. Learning communities have been one effective way to help students make the transition to post-secondary education. The</p>

	<p>program needs to find more models like this. More collaboration with workforce and WIOA partners would help with finding additional models and pathways for students as well as funding and resources to support students in the next step. An additional advisor focused on student transition would be helpful in guiding students earlier towards the next step.</p>
Indicator 2: Cost Effectiveness	Response
2.1 What is the cost per student associated with this program?	The cost per student for this program is \$1,148. This amount is taken from the FY22 estimated projection within the budget narrative of the FY22 adult education and literacy grant application.
2.2 How is the college supporting the training portion of an IET for adult education students?	The training portion of the IET for adult education students is paid for through institutional funding. Some IET training classes are made up entirely of ICAPS students, while others have a mix of ICAPS and non ICAPS students, but in both situations the training classes are charged to institutional funding.
2.3 Explain how institutional dollars provided to the Adult Education program are used to increase ELA student outcomes.	<p>Institutional dollars help support the adult education program to increase ESL student outcomes in several ways, including funding for additional staff, staff hours, and instruction.</p> <p>The institutional funds have allowed operational support staff, including newly hired contingent staff to call students to help start the registration process and set up pre-testing. Additionally, faculty support staff/administrators have been allowed to work extra hours to provide student support (e.g., setting up student emails, D2L accounts, troubleshooting student issues).</p> <p>Extra hours have also been allowed for instructional staff to provide additional faculty training and support (e.g., Zoom training, office hours for support). Additionally, funds have been made available to hire faculty as contingent staff to conduct ESL student orientations detailing the program and process, as well as Zoom training for ESL students entering online classes.</p> <p>Instructionally, institutional funds have supported the development of business/finance and IT bridges, and a pre-bridge. Institutional dollars also pay for full-time faculty salaries and a percentage of the classes taught by adjunct instructors.</p>
2.4 What sources are being utilized in braided funding?	In the early years of ICAPS/IET programming, funding was braided from a number of sources. Since the college's 2016 award of a five-year Title III Strengthening Institutions grant to scale up ICAPS/IET programming and expand the number of pathways, no other funding sources have been needed to support the programming. However, the Title III grant closes 9/30/2022, so a sustainability plan for ICAPS has been developed.

<p>2.5 Identify any sustainability plans for adult education, ICAPS and Bridge programs.</p>	<p>A sustainability plan has been approved by the college to continue the high quality of ICAPS/IET programming currently being supported by the Title III grant. The two student support specialist positions have been combined into one position, called the workforce career coordinator, supporting all the ICAPS students. This position has been moved from Title III to institutional funding and is housed in the Workforce Develop and Continuing Education Division. While the second student support specialist position was collapsed, the person in that position is now the internship coordinator and is also being charged to institutional funding. ICAPS support classes and the stipends for faculty team teaching/auditing of CTE and health professions classes previously paid through Title III will be charged to institutional funding starting in fiscal year 2023. The program will also continue to loan students textbooks with these costs transitioning from Title III to Perkins funding for FY23.</p>
<p>2.6 Are there needs for additional ELA resources? If so, what are they?</p>	<p>ABEC would like the resources to hire an additional Adult Education Transitions Coordinator. The push in adult education is toward successfully transitioning students to college and career, and the success metrics are beginning to reflect this goal. The current single adult education transitions coordinator cannot keep up with the faculty requests to present in classrooms and the division's desire for her to meet individually with a greater number of students to discuss their college and career goals and help them navigate those pathways.</p> <p>Another need for the program is technological tools and systems that make intake, testing, orientation, and registration processes easier. Now that the program is offering both in-person and remote classes, having more automated systems that allow students to progress through the process faster and more independently are even more important. It would be helpful to have IT set up a tracking system for the department that helps staff to monitor progress so that they can reach out to students if students get stuck and provide more assistance to the students who need it. Right now, this system has been developed internally by staff, but having technical experts working on the project to develop a sustainable system would increase productivity and decrease costs in the long term. The college is looking at new systems to be used at the college level which may help departmentally.</p> <p>It would also be helpful if college systems and DAISI were integrated so that student information doesn't have to be entered twice - once into each system. This would also help with making sure that names, personal information, social security numbers, etc. that are needed to be consistent for DAISI reporting are accurate and updated.</p>
<p>RS.6 Based upon this review, what steps are being taken to</p>	<p>One positive impact of the COVID-19 pandemic is that it forced the department to look at online sites, tools, videos, and apps that would be appropriate for supplementing remote classes. When building the remote</p>

offer curricula more cost-effectively?	<p>curriculum, faculty and staff reviewed these with regard to quality, accessibility, ease, and cost. Remote courses were built and developed with these in mind so that they could be offered long-term with minimal additional costs (beyond faculty salaries and stipends that are required by the faculty contract). For this reason, tech tools that required an annual fee or per seat cost were avoided as long as there was an alternative cost-free tool that provided the same quality, accessibility, and ease of use. The program does not need to purchase extra text/workbooks or provide paper packets to online students for their classes.</p> <p>These tech tools are also now being used to supplement in-class instruction. All faculty received instruction in using the institutional LMS, so more faculty are housing resources, tools, class supplements in the LMS rather than making copies. With the dramatic increase in paper costs, this will make a difference in overall program costs.</p> <p>Program assessments, such as the writing test that is implemented after students complete high beginning and high intermediate classes, and placement assessments (used in orientations) have been developed in an online format Google forms, and most classes (both remote and in-person) are using the online assessment rather than a paper one, which also decreases costs.</p> <p>The next step will be to convert all program assessments (e.g., unit tests, midterms, finals) to a digital format. This will also decrease overall cost per student since they will no longer need to be printed (although paper format will still be available for students with special needs).</p>
Indicator 3: Quality	Response
3.1 What are the program's strengths?	<p>One of the biggest strengths of the ESL program is the commitment of its staff (administrators, staff, and faculty) to student success. Everyone is willing to collaborate and work as a team to provide quality programming and support. Everyone in the department is involved in reviewing outcomes and setting goals and has a voice in making suggestions for program improvement. The department has collaborated with other departments and divisions to create new programming (e.g., ICAPS, bridges, learning communities) and processes to benefit students.</p> <p>Another strength is the program's dedication to making informed decisions. The department collects a lot of data, and this data is scrutinized to determine programmatic needs and changes. Flexibility and innovation are also strengths within the department. Staff research and reach out to other adult education programs both in and out of state to look for ways to improve program processes and to provide more opportunities to students. They also research trends in other fields (e.g., K-12, technology) to identify potential opportunities for growth. Many programs have reached out to Elgin Community College adult education</p>

	<p>because it is regarded as a leader in the state when it comes to ESL programming.</p> <p>Involvement on state level committees and groups such as the Adult Education Advisory Council allows the program to have a voice in the direction adult education is heading at the state level and to provide input on issues, initiatives, and innovations. Having individuals on organizational boards such as IACEA and ITBE allows the department to have a voice in the professional development opportunities for faculty, help advocate for adult education and ESL, and keep up-to-date on innovations in the field. Having a member on the Workforce Innovation Board allows the department to keep up with workforce needs and concerns, which has a direct impact on department planning and programming. Maintaining involvement at the state and local level is one of the reasons Elgin Community College continues to be a recognized leader in the adult education field in the state.</p> <p>See a detailed list of the program's substantial awards, memberships and publications (since the last review) in Appendix A of this chapter.</p>
<p>3.2 What are the potential weaknesses of the program?</p>	<p>One of the program's challenges is that the vast majority, about 97%, of its faculty is part-time. While these faculty are supportive and dedicated to adult education, the program's ability to review and update curricula and develop specialized programs as frequently as would be preferred is limited by this staffing arrangement. It also makes communication more challenging. A majority of faculty attend division meetings, but since it is not a requirement for adjuncts, it makes it more difficult to communicate updates and pertinent information. This information is shared via email later, but there are often items that come up at the meetings that may be missed. This imbalance also puts an additional burden on full-time faculty to try to represent the division on college-wide committees as well as departmental ones. Many of the functions that are typically performed by full-time faculty in other departments (e.g., course assignments, program review, and curriculum development) are performed by the associate dean.</p> <p>Another challenge is providing adequate advising and support for students. Other adult education programs in the state have multiple staff members serving as transitions coordinators and student support specialists. Having enough staff to meet with every student to develop educational plans has shown to make a difference in retention, completion, and transfer to college programming. There is opportunity to build capacity in this area to advance student success.</p> <p>An additional challenge has been enrollment. With the college shutdown in March 2020, summer 2020 classes had to be canceled because there wasn't enough time to make a quality shift to remote classes and</p>

	<p>processes as there is only one week between the spring and summer semesters. Remote classes were offered in the fall of 2020, but transitioning from completely in-person to completely remote systems (intake, testing, orientation, and classes) took time to figure out and required more staff than was anticipated. It was also challenging for students to find us because the only way to access classes or get information about classes was through the college website. The program was in this remote format for the entire FY21. Each semester, systems improved and more students found us, but most ESL students wanted to be in face-to-face classes. However, during this remote time, we found that we had a new market for potential students who were not able to attend face-to-face classes, so when we returned to campus fall 2021, we offered both options (remote and face-to-face) to our students. With the help of marketing and the streamlining of processes, our enrollment is bouncing back.</p> <p>Scheduling is less of a challenge now with having remote hybrid and in-person options. However, the program still needs to ensure that the intensity of classes remains constant so that students generate enough hours for testing. There are students who are not able to make the Monday-Thursday morning/evening class schedules, so we are still considering Friday night or Saturday hybrid classes as an option as we see strong enrollment in our Spanish GED classes at those times. The hybrid model would allow us to maintain the level of our generation that we need for weekend classes.</p>
<p>3.3 How is the college ensuring that the adult education program is using the Illinois ELA Content Standards in the delivery of instruction?</p>	<p>The college ensures that the adult education program is using the state required Illinois Content Standards in the delivery of instruction in multiple ways. First, the curricula for all ESL classes were aligned to the content standards in an alignment project. This was completed by July 1, 2019 and has been shared with all ESL faculty. When remote classes were created in summer 2020, the standards were again reviewed to ensure that they were included in instruction.</p> <p>Over half of the ESL faculty have completed ESL standards training (31 out of 59 = 53%). Out of total faculty who have not completed standards training, over half of them (15 out of 28 = 54%) were hired in the past 1-2 years. 7 instructors (12% of faculty) have completed or are in progress of completing ESL specialist training. Faculty who have not yet completed standards training are encouraged to do so.</p> <p>There have also been faculty roundtables, discussions, and trainings held on integrating the standards into the classroom. Administrators have also attended standards trainings so they are knowledgeable regarding the state content standards.</p> <p>Each semester, faculty submit syllabi, which are closely checked to ensure they match the approved curricula and standards. During class</p>

	<p>evaluations, administrators make sure the standards to be taught are identified, and they give detailed and relevant feedback to faculty on their instruction.</p> <p>With regard to assessment of the standards, Student Assessment Forms, which are used to report progress, are aligned to outcomes/standards. Instructors are required to assess students based on the standards.</p> <p>The largest focus from the past five years has been on updating the ESL curriculum to match the rigor of the new State Content Standards. This has been important for the ESL students because the outcomes now match the college and career readiness standards for K-12, which helps them to transition more easily to college coursework. This has been a major undertaking and is still in progress.</p>
<p>3.4 Identify existing ICAPS programs with ELA students and how they have been incorporated across the institution. List any plans for future ICAPS programs.</p>	<p>All of the ICAPS programs offered at Elgin Community College (ECC) have had ELA/ESL students participate in them. Usually by the time they have the language skills for most ICAPS programs, ELA/ESL learners have tested out of CASAS Life and Work and are testing on CASAS GOALS, so they may not have an ESL prefix attached to their class but rather ABE/ASE even though they are second language learners. ECC offers 8 pathways through ICAPS:</p> <ul style="list-style-type: none"> • Dental Office Aide • Emergency Medical Technician-Basic (EMT-B) • Heating, Ventilation, Air Conditioning and Refrigeration (HVACR) • Basic Nurse Assistant (BNA) Training Program • Computer Numerical Control (CNC) Operator • Industrial Maintenance Technician (IST) • Welding • Sterile Processing and Distribution <p>At this time, there is no plan to add more ICAPS pathways. However, there has been discussion about how ICAPS and apprenticeships may be linked in the future.</p>
<p>3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)</p>	<p>The team-teaching model is used in ABEC's ICAPS programming. This has worked well for students. This model continued with distance learning in FY21. Students met with faculty through web conferencing and additional materials were provided through the LMS (D2L). Now that in-person classes have resumed for the ICAPS programs, the support classes have also resumed being in-person.</p> <p>The creation of online/hybrid classes was completed and approved in time for fall 2022. 20 courses were developed in the college's LMS so that they could be shared as course shells for other faculty teaching the same</p>

	<p>courses. Courses were developed for all ESL levels (1-9) plus the College Transitions course. All faculty received training through the college (either D2L or Quality Matters) so that they would be able to use the LMS in the fall. Both the healthcare and industrial arts bridge classes were developed for remote delivery for spring semester 2021. The citizenship class was also developed for remote delivery for the spring 2021 semester.</p> <p>In fall 2021, the college launched a limited return to in-person classes. ABEC offered a mixture of remote, hybrid (50% on campus), and in-person classes. In spring 2022, remote and in-person classes were offered. The program is looking at possibly adding hybrid classes on the weekends for FY24.</p> <p>Whether remote or face-to-face, there are several opportunities to utilize distance learning technology as a teaching and learning tool. With open educational resources and free apps, it is easier to keep materials up-to-date, interesting, and relevant to students. Open educational resources also help to keep programming costs down. Distance learning technologies provide faculty with multiple avenues to communicate with students and allow for more differentiation to meet the more specific needs of students. Being able to use technology is an employability skill that will help students to further their education or to get higher-wage jobs. Most importantly, distance learning will open the door to more students.</p>
<p>3.6 What innovation has been brought to or implemented in the program?</p>	<p>The ESL program is always looking for ways to provide more opportunities for students through innovative programming, including:</p> <p>Continuing to offer learning communities between High Intermediate ESL (ESL-016) and business communications (BUS-101), College Transitions for ESL (ESL-019) and English 1 (ENG-101, and College Transitions for ESL (ESL-019) and Speech (CMS1-01).</p> <p>Integrating service learning into the learning community model. Students partnered with <i>Centro de Información</i> as consultants and developed improvement plans for Centro, including how to update their data management system and how to launch their U.S. census plan. These students also brought their ideas regarding the U.S. census to Elgin Community College leadership (Dr. Sam and Dr. Heinrich), which helped to launch the <i>Count Me In</i> project on the Elgin Community College campus at the start of the spring 2020 term. In fall 2021, the CMS learning community served as consultants to ABEC. They presented their findings to college personnel and the college president's cabinet as part of their Novation project. Some of those recommendations are being integrated/adopted by ABEC and other college divisions.</p> <p>Continuing to offer ICAPS programming in a remote environment</p>

	<p>Designing two additional bridge pathways in Business/Finance and Information Technology</p> <p>Designing a pre-bridge class</p> <p>Creating a website dedicated to ABEC faculty that includes college resources, list of who to contact, curriculum, assessment forms, teaching resources, professional development resources, a faculty handbook, etc.</p> <p>Developing a student resource website specific to ABEC students (in progress)</p> <p>Using Google tools for placement, assessment, registration, surveying faculty and students, etc.</p> <p>The ESL program has been very proactive in incorporating distance learning technologies and other innovations. ESL faculty continue to be involved in the Illinois Learning Lab (2018-present) and bring innovations from the ILL to the ESL program.</p> <p>Many ESL instructors use phone apps such as <i>Quizlet</i>, <i>Kahoot!</i>, and <i>NearPod</i> to enhance learning. Students enjoy these apps because they allow gamification of classroom material, and they can be used for studying vocabulary. Many other online resources are used by ESL instructors including <i>Readworks</i> and <i>Commonlit</i> for reading assignments. These allow instructors to differentiate materials for students in the classroom. Intermediate classes use <i>Onet</i> and <i>Worknet</i> for career research and access college websites (such as Elgin Community College's) to get information about college programs. Resources such as TED Talks and Randal's Listening Lab are used for listening activities, and Google Suite is used for collaborative activities.</p> <p>The department has held regular technology sessions in-house for faculty to learn what others are using and has encouraged technology usage as a topic for faculty roundtables. In the past two years, there has been a focus on distance learning tools that could be used both inside and outside of the classroom.</p> <p>Over the past two years, the program has continued to be innovative, especially when it comes to registration, testing, orientations, and course programming. It has used Google tools as well as calendar apps and QR codes to assist students through the registration/orientation process. ABEC is constantly working on refining these processes to make them more efficient and accessible to students.</p>
<p>3.7 Have partnerships been formed since the last review that may increase the quality of the program and its</p>	<ul style="list-style-type: none"> ABEC has increased its collaboration with the One Stop in Aurora (now American Job Center) as a result of WIOA. Since the last review, a career pathways group has been formed between different partners and colleges to strategically develop meaningful pathways (and referrals) between partners.

<p>courses? If so, with whom?</p>	<ul style="list-style-type: none"> • After a one-year hiatus due to COVID-19, ABEC has renewed its collaboration with Dundee Crown High School. This collaboration includes the high school allowing Elgin Community College to have classes in its classrooms, Elgin Community College faculty access to its internet and interactive white boards, and supporting on-site registration before each semester. • After a two-year hiatus due to COVID-19, the ESL department has re-established its collaboration with <i>Centro de Información</i> and Literacy Connection to hold its annual new citizenship event in the city of Elgin.
<p>3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?</p>	<p>The state of Illinois requires all adult education instructors to complete at least 12 hours of professional development each year. Additionally, all new instructors must complete a 6-hour New Teacher Orientation. There are multiple resources for instructors to complete these hours, which are shared with faculty in a variety of ways. Faculty are required to develop a specific professional development plan and are provided with assistance in finding appropriate professional development training when needed. The department tracks all professional development done by faculty for reporting purposes.</p> <p>One in-house resource for faculty is CETL (Center for the Enhancement of Teaching and Learning). CETL offers workshops and classes focusing on a variety of topics related to teaching, including but not limited to methodology, UDL, technology, cultural competence, and special learning needs. Many ABEC faculty and staff have been asked to present workshops through CETL.</p> <p>ABEC also creates professional development opportunities specifically for its faculty. These include an annual Area Planning Council conference held in September where faculty from Elgin Community College and other adult education programs present on innovations in teaching, faculty roundtables that are held each semester so that faculty can discuss and collaborate on different topics related to their classes, workshops that are held after division meetings, and a Professional Development Day that is usually held in April. Other opportunities have been provided as needed such as National Reporting Standards training.</p> <p>External opportunities are also utilized. ESL faculty have been attending specialized trainings offered by the state that incorporate best practices and teaching the college and career readiness standards to ESL learners. ICCB offers training through its Adult Education Professional Development Network (PDN). These trainings include online and in-person classes and workshops. These resources are announced at division meetings, the catalog and iLearn website are shared on the ABEC faculty website, and PDN offering emails are forwarded to faculty. The PDN also hosts conferences each year such as the Forum for Excellence and the WIOA summit. These are low-cost, and faculty wanting to attend them may receive financial support from the department. Instructors are</p>

	<p>strongly encouraged to take content standards training and to continue on the professional pathway for the classes they are teaching.</p> <p>There are also conferences held by other adult professional organizations such as IACEA, ITBE, TESOL, and COABE that faculty may attend. Another outside source of professional development training comes from publishers. These trainings are usually high quality and related to adult education. Information regarding these trainings and conferences is forwarded to faculty via email as appropriate.</p> <p>Because the department is composed almost completely of adjunct faculty (96% adjunct), the department takes care to ensure their needs are met. New adjunct faculty (non-unit) are evaluated for the first four semesters so that they can receive timely feedback on their instruction and are able to develop and grow during their first two years. Administrators and staff maintain open-door policies for faculty so that they can come in to ask questions, discuss issues, or ask for suggestions related to their classroom instruction. Staff will come into the classroom upon request to assist faculty with getting students onto technology. Adjuncts receive frequent communication about opportunities for professional development. Adjunct faculty are invited to departmental and division meetings to discuss student outcomes, goals, and ways to improve the program. Adjunct faculty are also invited to participate in curriculum and assessment development.</p> <p>Teaching culturally sensitive lessons and addressing equity in the classroom have been a part of the equity initiative at Elgin Community College and ABEC instructors have presented and attended workshops on these topics sponsored through CETL.</p> <p>The program has also added IELCE training through iLearn as a required training for any faculty teaching High Beginning ESL classes.</p>
<p>3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.</p>	<p>There are many barriers to successful implementation of ICAPS programs, but two of the biggest barriers are cost and student recruitment. Cost and student recruitment as barriers go hand-in-hand, as the seemingly high cost of the program can partially be related to the often-low enrolled programming. In order to run ICAPS, the program has to have a support instructor for each pathway (Elgin Community College has eight) and it is recommended to have a navigator to help students overcome personal barriers and generally guide them through the college system. Elgin Community College has seen the student success to which having these positions leads. However, when class enrollment and caseloads are low, these positions appear costly. While institutionalizing the cost of ICAPS for FY23, it was decided to drop from two navigators to one to address the high cost. Additionally, little outside recruitment for ICAPS has been done in recent years due to both the pandemic and the</p>

	change to focusing on a different student demographic under Title III, so to address low enrollment, more recruitment is to be done outside of the college as we look to interest students for FY23 ICAPS programming.
3.10 How does the program partner with WIOA Core partners to ensure ELA students successfully transition to post-secondary education?	<p>Adult education partners most significantly with our onsite workforce development (Title I) division that currently serves WIOA youth and starting July 1, 2022 will serve adult and dislocated workers as well. Adult education staff refer ELA/ESL students to the workforce development division in order to be connected to the wide variety of services offered and, in some cases, adult education staff refer students directly to core partners. The workforce development division offers educational concierge service by assisting students with registering for courses, connecting them to support services, and following them for their first two semesters to offer additional supportive services.</p> <p>Workforce development staff connect students to the Department of Rehabilitation Services, Department of Human Services, and community-based partners to help provide wrap-around services to ESL/ ELA students. These services help remove barriers such as:</p> <ul style="list-style-type: none"> • Transportation • Tuition • Childcare • Housing insecurity • Food insecurity • Need for tutoring
3.11 Detail the types of professional development where staff have participated related to ELA Bridge and ICAPS programming.	<p>While the primary focus for professional development for faculty the past two years has been related to teaching at a distance and using tech tools in the remote and face-to-face classroom to enhance instruction. Both faculty and staff have attended the following workshops and have attended sessions at the conferences that were related to ELA/ESL bridge and ICAPS programming.</p> <ul style="list-style-type: none"> • ESL Workforce Institute • WIOA Summit • Forum for Excellence • IACEA Conference • COABE Conference • OTAN Conference <p>A couple of faculty members took training in the field that they are providing support for, for example, AWS training for welding.</p> <p>Staff have also participated in PD provided by ICCB including state meetings, learning communities, and attending/giving presentations on bridges, ICAPS/IET presentations, and IELCE presentations (see in appendix A).</p>

3.12 Discuss how ELA and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.

In the curriculum for every ELA/ESL class, there is a specific section that indicates the study/employability skills to be addressed at that level to ensure that these skills are developed as students' progress through the program. For example, for our beginning literacy course, the following specific skills are listed within the curriculum:

STUDY/EMPLOYABILITY SKILLS (ESL-010)

A high priority for the ESL program is helping students develop the academic and employability skills they will need to be successful in a career and/or an academic pathway. At this level, instructors are expected to help students develop the following practices.

- Provide a phone number
- Read a calendar
- Demonstrate basic study skills (e.g., how to study vocabulary, completing simple homework assignments).
- Demonstrate basic soft skills (e.g., asking for clarification, working as a team/in pairs; self-management, including being on time and attending class regularly).

Study and Employability skills are addressed more explicitly at the intermediate levels. For example, in ESL-016, the topics/outcomes for the course include:

Learning Skills/Soft Skills (ELP 2, ELP 8, ELP 9, ELP 10)

- Identify self-directed learning strategies. (HI. S1, HI. S4, HI. S5, HI. S6)
- Employ strategies to expand academic vocabulary. (HI. R3)

Career Readiness Skills (ELP 2, ELP 3, ELP 5, ELP 7, ELP 9, ELP 10), and

- Prepare, practice, and participate in a mock interview with outside interviewers. (HI. L1, HI. L3, HI. L4)
- Give a presentation on the career or academic topic using technology. (HI. S1, HI. S4, HI. S5)
- Work collaboratively with a classmate to research a career or academic program. (HI. R1, HI. R2, HI. R3, HI. R4)
- Use multiple online resources to research the career or academic topic. (HI. R2, HI. R3, HI. R4)
- Write a summary for employment-related social media sites. (HI. W1, HI. W2)
- Write and send a formal email of thanks after an interview. (HI. W4)
- Create charts and graphs to illustrate career or academic topic findings. (3.G.4, 3.G.5)
- Analyze earning potential, costs, etc. of career or academic findings. (3. MD.2)

College Readiness Skills (ELP 1, ELP 2, ELP 3, ELP 4, ELP 6, ELP 7, ELP 9, ELP 10).

- Discuss academic integrity. (HI. L1)
- Discuss netiquette. (HI. L1)
- Evaluate websites for authority and objectivity. (HI. R2, HI. R4)

- Evaluate the usefulness and credibility of online sources. (HI. R1, HI. R2, HI. R4)
- Write a personal statement as part of the application process for an academic program or scholarship. (HI. W4)
- Write a minimum of two paragraphs including opinion and compare-contrast paragraphs using a process writing approach. Use outside resources(s) in the paragraphs to support facts or opinions. Use a word processing program to publish final draft. (HI. W1, HI. W2)

Students who progress to the advanced levels may choose to take the College Transitions for ESL class, which is set up in a learning community format with two different transferable college credit courses: ENG-101 and CMS-101. Students who opt to continue to the college transitions course and participate in the learning community format tend to be more successful in their college coursework than more traditional students who have come from local high schools. Students who enroll in the learning community do not have to take the reading or writing placement classes and are considered college ready once they have completed these courses (avoiding potential placement in developmental courses).

Bridge classes have also been developed with a focus on transition and provide the academic skills necessary for students to be successful in post-secondary education and training. For example, the outcomes listed for this class include:

- Demonstrate teamwork and interpersonal communication skills.
- Discuss the principles of ethics and HIPAA
- Explain how diversity and culture impact health care practices and outcomes
- Identify job responsibilities and entry requirements for targeted healthcare professions
- Identify expectations for professional behavior in the healthcare field
- Paraphrase the meaning of relevant occupational and academic terminology and identify ways to develop this vocabulary
- Develop Critical reading skills including reading comprehension and textbook navigation
- Write emails, letters, and workplace forms demonstrating proficiency in grammar, mechanics, and workplace etiquette
- Organize note and implement effective note taking skills
- Analyze and interpret data in diagrams, graphs, and charts
- Apply basic mathematical skills (conversions, ratios, addition, and subtraction) in the context of the healthcare field
- Employ sound time management, study, and test taking skills

Preparing students for transition and for the workforce is a strength of the ESL program.

<p>3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.</p>	<p>Technology skills are intentionally included in the curriculum for every level in the ESL program. For example, at the beginning literacy level, students are introduced to apps that can be used for educational purposes. By the time students reach the advanced levels, student outcomes include creating papers, giving presentations, making videos, etc. using appropriate tools for the task; using a variety of communication tools (e.g., social media); conducting research, selecting, and evaluating web resources; and using a learning management system to access and submit assignments.</p> <p>The introduction of the appropriate tools at the appropriate levels is important. For example, introducing apps in beginning literacy allows faculty to use apps such as Quizlet, Kahoot!, and Quizziz for learning and practice; dictionaries and translation tools; and Google forms for practice and assessment. As students move up through levels, websites and other resources are also used, for example, USA Learns, Commonlit, Readworks, Quill, Nearpod, etc. These help to supplement what the students are learning in the classroom. At higher levels, students engage in word processing, creating slideshows, creating videos, and using spreadsheets.</p> <p>For students in remote learning, technological resources are linked for student access through the learning management system. Students can watch videos with close captioned support, review PowerPoints, and engage in meaningful practice to review what has been learned.</p> <p>As mentioned in a previous section, there has been a heavy emphasis on faculty professional development related to integrating technology into the classroom the past two years, and student proficiency in using technology has greatly increased.</p>
<p>3.14 How do adult education students access college services – library, tutoring, admissions, health counseling, etc.?</p>	<p>Elgin Community College’s adult education students have access to all student support services on campus. The majority of the classes are held on ECC’s campus, so students can be directed to the services they need (e.g., given directions, given contact names, phone calls over to the appropriate people so they know to look for a student, walking the student over to the appropriate person). The information regarding these services is included as a link in the course management system for remote learners and is shared by faculty and staff with face-to-face students. Students have been taken on virtual and in-person tours of the college library. The college library has a special section with books and materials specifically directed towards ESL learners and learning. When asked, librarians will also visit classrooms virtually or give in-person presentations in the library. The Elgin Community College library also has a live chat feature that is shared with students when they are given a library tour. Because research is required for some of the projects in intermediate and advanced classes, collaboration with the library is important. During the past two</p>

	<p>years, the library has also loaned Chromebooks to ESL students to use in their classes.</p> <p>Tutoring has also collaborated directly with adult education and has provided virtual tutoring to adult education students for the past two years. The director of the tutoring provides links to tutoring sign up to the associate dean, and she shares this information with faculty (via email and in the ABEC faculty virtual handbook). Teachers then share tutoring information with students. In-person tutoring has also been held in building K where ESL classes are held. There are plans to resume in-person tutoring in fall 2022.</p> <p>The adult education transitions advisor provides many services to students (e.g., information about admissions, financial aid, registration, etc.) and refers students directly to the appropriate department when needed. There is a specific college advisor that she can refer students to when they are making the transition from adult ed to college classes to help guide them through college programming.</p> <p>Health, wellness, and other student support service information is shared to students via the Elgin Community College website, staff, and faculty. Faculty are provided with a pamphlet with a list of all student support services that faculty can use to help with student referrals, or faculty send students to staff for help with referrals. Students also reach out directly to staff for help.</p> <p>While there are multiple assists already in place, adult education has identified linking students to services on campus could be improved. One idea is to create an ABEC student website that would help students to find these services more easily.</p>
<p>3.15 How is numeracy covered in the ELA program's various offerings?</p>	<p>As with the other content standards, numeracy is addressed in all of the ESL levels in the program. It is contextualized so that numeracy is integrated with the topics/themes assigned to the level. For example, in beginning literacy, numeracy is integrated into the themes of times, dates, money, and family attributes (e.g., height). Sample numeracy activities at this level include counting, putting items in numerical order, determining change, and telling time. In high beginning ESL, numeracy is integrated in the themes such as consumer economics, employment, education, and democratic processes. Sample numeracy activities at this level include taking surveys and creating charts (e.g., pie chart to explain election results), interpreting schedules and pay stubs, and preparing a household budget. In intermediate course offerings, students focus on education, work, and a high interest topic such as environmental awareness. Numeracy activities at this level include calculating grade point averages, calculating and comparing costs of different postsecondary programs, using rounding to compare population trends, comparing trends in different cultures, and using decimal notation for fractions (e.g., Richter</p>

	<p>Scale Readings). In advanced classes, more complex math concepts are addressed in a more academic context. For example, students engage in research projects and use numeracy skills to represent their findings, to make comparisons, and to draw conclusions.</p> <p>Numeracy concepts are also contextualized in an intentional manner in bridge courses. For example, in the healthcare bridge, students work with measurements in terms of medication. In the industrial arts bridge, students work with decimals and fractions in terms of dimensions (e.g., thickness of metal, accuracy of a machine).</p> <p>In ICAPS, numeracy concepts are taught and reviewed as needed to support the ICAPS content courses. For example, angles and measurements are an important concept in welding. Reading measurements such as blood pressure and heart rate are important in EMT-B. These are just a couple of examples of how numeracy is integrated in a meaningful way into the ESL program.</p>
<p>3.16 Is the ELA program entirely or partially funded by the IELCE grant? If so, how are the components being addressed?</p>	<p>In the ESL program, a few selected ESL-012 and ESL-013 (NRS 3 - High Intermediate A and High Intermediate B) classes are funded under this grant.</p> <p>The ESL program at Elgin Community College is designed so that students receive all of the components of IELCE program (acquisition/literacy activities, civics education, workforce preparation activities, and workforce training) as they progress through the ESL program. All levels include language acquisition and literacy activities and workforce preparation activities. Aspects of civics education are included in multiple levels (NRS3-5). There are multiple entry points into ESL programming and multiple transition points from ESL into college and career programming (workforce training).</p> <p>Starting in NRS level 3, students are introduced to the civics competencies at a beginning level. All six areas of civics (democratic process, community resources, U.S. school system, health and wellness, housing, and employment) are addressed in NRS 3, which is split into two classes – High Beginning A and High Beginning B.</p> <p>At NRS 4, students have the option of entering the industrial arts bridge (workforce preparation) and/or a low intermediate ESL class, where civics components consumer economics (finances and budgeting), employment (career surveys and research, workforce preparation), and education (educational systems, financial aid, scholarships) are addressed at an intermediate level.</p> <p>At NRS 5, students have the option of entering the early childhood education and healthcare bridge classes, high intermediate classes (High Intermediate A and High Intermediate B), or one of the manufacturing/constructions ICAPS programs (CNC, welding, IST, HVAC). The</p>

	<p>curricula for these classes include civics components – employment, education, consumer economics, health and wellness, community resources, and democratic process - as appropriate to the program as well as language instruction and workforce preparation. At NRS 6, students have the option of taking advanced ESL, non-IET early childhood education, or an ICAPS healthcare program (BNA, phlebotomy, dental office aide, EMT-B, sterile processing). These courses also integrate civics components – employment, education, consumer economics, health and wellness, community resources, and democratic process - as appropriate, at an advanced level.</p>
<p>RS.7 Discuss how the program strengths will lead to improved student outcomes.</p>	<p>Commitment to student success</p> <p>Faculty and staff are committed to student success as is demonstrated by their involvement in seeking relevant PD opportunities to improve teaching, developing new programs to fit student needs, and participating in discussions about student success. Faculty and staff serve on local, state, and national committees and organizations and advocate strongly for adult ed students.</p> <p>Collaboration</p> <p>The department has collaborated with other departments and divisions to create new programming (e.g., ICAPS, bridges, learning communities) and processes to benefit students.</p> <p>Informed decision making</p> <p>ABEC uses data (e.g., DAISI, IR, marketing) as well feedback from students, staff, and partners in the decision-making process. It also seeks out information from other programs and from the state with the goal of continuous program improvement.</p> <p>Flexibility and innovation</p> <p>As evidenced by the quick switchover to fully remote processes, ABEC is able to make changes and adapt to the changing environment. While many programs approached distance learning as a temporary situation, ABEC made the commitment not only to provide distance learning while the college was limiting in-person classes but to include it in its long-term offerings to students. This allowed for a whole new population of students to receive adult ed services.</p> <p>Dedication to quality professional development and supports for faculty</p> <p>With the shutdown due to COVID-19, ABEC realized that it would have to provide additional supports for faculty. This included extensive training in Zoom and teaching remotely during (and after) spring break 2020, the development of a faculty website, the development of a faculty forum, and providing virtual office hours for faculty who needed additional</p>

	assistance. ABEC also hosts an annual conference onsite (currently virtual) for its APC partners, holds roundtable discussions for faculty, and shares additional PD opportunities throughout the year. ABEC faculty and staff have also provided PD for other faculty on campus through CETL (by CETL request). ABEC also regularly observes faculty and provides constructive criticism to faculty on ways to improve their teaching. New faculty are observed every semester while union faculty are observed according to the faculty contract schedule.				
Performance and Equity					
	FY17	FY18	FY19	FY20	FY21
Number of Students Enrolled	3,777	4,120	3,960	3,884	1,057
Number of Completers	2,961	3,173	2,973	2,966	809
Number of Students in a Bridges course:	37	30	32	16	12
Number of Students in an ICAPS course:	45	125	125	135	114
Number of Students in Workplace Literacy Training	0	0	0	0	0
Other (Please identify)	4	25	27	42	13
PE.1 How does the data support the program goals? Elaborate.	Please refer to Appendix B for additional graphs relating to success analysis.				
	Increase overall student enrollment While there has been an increase in enrollment in FY22 with summer 2022 enrollment being almost the same as summer 2019 enrollment, overall student enrollment had been dropping steadily prior to 2019. ABEC would like to surpass 2019 numbers in the upcoming years so that more of the community needs are met (there is a high need according to the index of need).				
	Increase student performance on state measures While again these have increased in FY22, they are still not at the required state levels yet. With this number increasing each year, this is a continuous focus area for improvement.				
	Increase student completions With the availability of distance learning, the percentage of student completions has increased the past review period. The program would like to maintain/increase the level of student completions in the upcoming review cycle.				
	Increase bridge enrollment/options The program that took the biggest hit during the past review period was the bridge program. Some of this was due to being remote (e.g., Early childhood education was not offered because there were no programs that allowed visitors). The program has increased its bridge offerings and is increasing the visibility of bridge programs with the goal of increasing the enrollment numbers.				
	Increase adult education ICAPS enrollments				

	<p>Enrollment in ICAPS took a hit as well due to limited availability and space in most of its programs as well as limited ability to market the programs. With the move of ICAPS from Title III back to adult education, there will be a renewed focus on adult education recruitment.</p> <p>Increase transitions into college programs</p> <p>College transition programs such as the learning communities were also impacted by the remote environment. Furthermore, distance learning removed students from the campus environment, which made transitions more challenging. HSE testing services being shut down for an extended period also had a big impact on transitions.</p>																				
<p>PE.2 Are there any identifiable gaps? If so, please explain.</p>	<p>There is a definite gap in bridge enrollment, which impacts transitioning. Bridge students represent only 0.1% of the total students enrolled. This may be due to a need for a more defined pathway program and better communication about what bridge classes are and what they can do for students.</p> <p>There is also a gap in success rates by race/ethnicity, tabulated below. Because of the significant difference of numbers of each of these groups in the program, it is difficult to come to firm conclusions about these gaps.</p> <table><tr><th>Group</th><th>Students</th><th>Proportion</th><th>Success Rate</th></tr><tr><td>White</td><td>956</td><td>5%</td><td>52%</td></tr><tr><td>Asian</td><td>1,273</td><td>6%</td><td>45%</td></tr><tr><td>Latino</td><td>17,256</td><td>88%</td><td>39%</td></tr><tr><td>Black</td><td>121</td><td>1%</td><td>39%</td></tr></table> <p>Some considerations that also come into play would be the number of years of formal education individuals completed before entering the program, work schedules (e.g., part-time versus full-time versus multiple jobs; shifts worked), support systems, food scarcity, etc.</p>	Group	Students	Proportion	Success Rate	White	956	5%	52%	Asian	1,273	6%	45%	Latino	17,256	88%	39%	Black	121	1%	39%
Group	Students	Proportion	Success Rate																		
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Black	121	1%	39%																		
<p>PE.3 What is the college doing to overcome any identifiable gaps?</p>	<p>The college is developing more scheduling and modality options for students. It has also developed robust marketing and recruitment plans geared towards specific populations. It is working on developing clear pathways models for students. It is also working with internal and external partners with regard to support systems (e.g., wellness, tutoring, transportation, technology). For example, staff attend Human Services Coordinating Committee meetings to learn about the services offered in the community so that ABEC is able to make effective referrals to those programs.</p> <p>The program also works with community partners in its APC. For example, ABEC refers low Spanish literacy adults to U-46 for Spanish language literacy. The associate dean also works with Elgin Community College’s tutoring director to set up tutoring times for ABEC students. Staff also work closely with the dean of students and his staff to help students with special needs. The Elgin Community College library loans ABEC students</p>																				

	Chromebook's as needed.
PE.4 Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?	Elgin Community College is proud to be a Hispanic serving institution. It is actively working on an equity plan and has focus groups looking at different programs and courses through a DEI lens. Black and Hispanic student success remains a priority for the college. Two ABEC faculty have led DEI teams; other faculty have served on accessibility committees. Special training for undocumented students is also being offered to staff.
List any barriers encountered while implementing the program.	
<p>One barrier the program has faced the past year is finding the number of quality instructors it needs to meet the community demand. Between a number of people retiring/leaving and small class size requirements (creating a need for more instructors), it has been difficult to find and train teachers. over 25 new part-time and 1 full-time faculty have been hired since spring 2021.</p> <p>Another barrier has been having only one transitions advisor who visits classes and meets with students about programs and transitions. Because this is a heavy load due to the number of students in the program, she can only focus on advising advanced level students on transitioning and intermediate levels regarding bridge offerings. It is difficult for her to balance scheduling class visits as well as 1:1 meetings with the volume of students. An additional transitions coordinator would allow for more students to start thinking about and developing a transition plan earlier in the program, which would help with retention and persistence as well as transitioning.</p> <p>COVID-19 has been a barrier for the past years due to closings and limitations on class size and student interactions. In FY21, the registration process (intake, testing, and orientation) and all ABEC classes were offered only in a remote format, which limited enrollment to those who were able to get through the process (e.g., not all students had the technological ability; time per student increased greatly; difficult to reach students remotely). In FY22, a combination of remote and face-to-face classes, which allowed students to get through the registration process and enroll more quickly, but limited class sizes, space (classrooms), and teachers still limited the number of students who could be served. Hopefully, this will not be an issue in FY23 as class capacities have increased.</p> <p>Another barrier has been the use of jargon and language that is unclear to the community (e.g., ICAPS, IET, bridge). There needs to be a clearer way to explain pathways to the community that is transparent to potential students and employers. Using graphics, clearer language that is at the readability levels of our potential students, and including how these programs can benefit the community/potential students could potentially help this issue.</p> <p>A final barrier has been limitations of technical systems and technical support. Elgin Community College's IT department has been overwhelmed with trying to support programs with going remote and updating systems to meet the new needs of the college. With ABEC being an entirely in-person program with in-person processes, it had a difficult challenge to meet with transitioning to remote classes quickly and serving students remotely for such a long time (one year). ABEC developed its own tracking tool to make sure students went through the full registration process in Google so that staff would be able to access it remotely. This has been improved upon each semester, but it would be better if ABEC had an IT specialist to develop a more sustainable tool. Each step in the registration process had to be adapted for a remote environment. In the beginning, everything was done via phone calls, 1:1 text, and 1:1 email. The department has been working on identifying tools that allow for more efficient communication (e.g., mailmerge, group texts) so that it is not so</p>	

dependent on 1:1 system. It has also been identifying schedule software/apps that allow students to schedule their appointments at a time that is convenient for them rather than cold calling students. It would be helpful to have sustainable technical systems in place that would allow for direct linkage between our interest form, the college application, and the ABEC intake form as this takes a lot of work hours. It would also be helpful if IT could support the linkage of DAISI and AccessECC (colleague) so that student information only has to be entered once rather than twice. This would lead to less errors and would save time.

Review Results- Next Steps

Rationale

RR.1 Provide a brief summary of the review findings and a rationale for any future modifications in need, transitions, cost, and quality.

- 1. Community need/desire for classes outweighs current capacity.** This should be somewhat resolved with increased classroom caps, the opening of additional outreach classes/sites (Burlington, possibly also south in the future), and the possibility of potentially expanding to weekend programming (e.g., using hybrid classes). The program will continue to seek out quality faculty (referrals from current faculty have helped). Increased classroom size and increased outreach sites (fewer online classes) should help decrease cost/student in the next year. There is a need for more goal setting/transitions planning. The program hopes to get approval for an additional transitions coordinator to help with this.
- 2. Pathway programs need clearer messaging.** Currently, the language used is not clear to those outside of adult/higher ed. Revising brochures, webpages, etc., to be more student-focused, using more community friendly language would help. ABEC is currently developing a pre-bridge that would help students with the transition (exploration of possible career pathways). Another possibility is the development of a transitioning orientation being presented to students moving from beginning to intermediate and intermediate to advanced levels so that students are more aware (reminded of) the transitioning programs that are offered (during last week of classes possibly). A third idea is to create an ABEC student website, which would provide information on transitions, resources, and other basic programmatic information to students.
- 3. Program outcomes/measurable skills gains (MSGs) need to be clearly shared with all stakeholders.** This includes NRS training for staff and faculty; additional professional development training on how to increase MSGs (iLearn - pathways, assessment, etc.); leveraging testing reports (pre- and post-) in the classroom (e.g., teaching) and program-wide (e.g., curricular changes); and sharing data with all stakeholders in order to make informed decisions (e.g., outcomes data, IR data, and program/course review).
- 4. Curricula and assessments need to be modified to meet equity (DEI) goals.** Faculty and staff need additional training in these areas to make impactful changes. Curricula need to be developed to be more faculty friendly (a lot of new faculty) so that these goals can be met in every classroom. Resources need to be identified to help faculty and staff to meet goals.

Intended Action Steps

RR.2 Detail action steps to be completed in the future based on this review for need, transitions, cost, and quality with a timeline and/or anticipated dates.

Curriculum

- Follow a regular schedule for assessing and updating current curriculum and assessment (FY21-FY25). Course review will mirror this cycle: Year 1 – Beginning ESL; Year 2 – Intermediate ESL; Year 3 – Advanced ESL and Year 4 – specialized courses (e.g., computers) and bridges. Discussions about developing specialized classes will be ongoing
- Continue to research other bridge opportunities (FY23-FY27)
- Redesign current assessments so that they integrate UDL and DEI principles (FY23-FY27)
- Review and update ESL curriculum to ensure ELP standards are integrated (FY23-27)

TEACHING/LEARNING

- Continue to expand tutoring for ABEC students Return to onsite tutoring in addition to remote tutoring (FY23)
- Research alternative transitioning models such as Learning Communities for possible development (FY22-27)
- Create systems so that specific testing reports are shared with faculty to inform instruction and use class-level reports to identify possible curriculum updates (FY23-FY27)
- Engage faculty in DEI training, discussions, and implementation (FY22-27)

RECRUITMENT/MARKETING

- Expand to new site: Burlington campus (FY23). Explore a possible south site (e.g., St. Charles) (FY24-FY25)
- Develop a student website that would include a regular newsletter, learning resources, program information, on-campus activities, community resources, etc. (FY23)
- Develop effective plan for marketing and recruitment that includes inspirational messaging (FY21-23),
- Improve referral systems and communications with WIOA partners (FY23-25) and create a clear career pathway system with partners
- Adapt language in brochures/website to be more student friendly/appropriate reading levels (FY23-25). Develop clear pathway language/recruitment plan for bridge, IET, IELCE (FY23-FY25)
- Launch Adult Education Honor Society to have student ambassadors and use students as influencers (e.g., Twitter, LinkedIn, TikTok, Facebook - create an ABEC hashtag for sharing) (FY23-FY27)
- Recognize student success more visibly to celebrate and inspire students (e.g., student success stories, bulletin boards, recognition event, recognition certificates) (FY23-27)

ANALYSIS/QUALITY IMPROVEMENT

- Continue researching means to improve student gains (FY23-27)
- Visit other programs that are meeting state targets (FY23-27)
- Develop systems to receive feedback from faculty, staff, and students (e.g., surveys, focus groups) to understand gaps and improve current services (FY23-27)

	<ul style="list-style-type: none"> • Develop systems to determine when students stop out and why, and create appropriate and timely interventions (FY23-27) • Develop plan for addressing equity within the division (FY23-25) • Work with IT to improve systems/systems integration (e.g., intake, tracking, DAISI/Colleague integration) (FY23-26) <p>STAFFING/DEVELOPMENT</p> <ul style="list-style-type: none"> • Hire an additional Student Support Specialist/Transitions Coordinator for ABEC students specifically for students in intermediate levels (FY23-24) • Seek out and/or develop trainings for faculty specific to topics of need: teaching across new modalities; developing and assessing learning objectives and outcomes; integrating employability skills; transitions, bridges, and ICAPS (FY23-26) • Provide more regular opportunities for collaboration (ongoing) • Meet and exceed state targets for faculty completion of Content Standards Training (ongoing) • Resuscitate Professional Development Day, roundtables, and create additional in-house opportunities for faculty (FY23-FY27) • Explore hybrid/online training appropriate for weekend class format (FY23-FY24)
<p>Program Objectives RR.3 If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<ol style="list-style-type: none"> 1. Testing and outcomes Make sure instructors and students are reminded regularly about the importance of testing; have NRS meetings with instructors; share students' specific reports/class reports with instructors; encourage instructors to take ICCB pathways training; identify levels that are making the least gains; and develop action plan regarding curriculum, professional development, and placement. 2. Retention and persistence Develop metrics to measure success; hold regular meetings with staff (after midterm date) to discuss metrics; identify key points in the semester when students drop; research ideas for increasing retention including supports that may be needed; and develop an action plan to improve current numbers. 3. Transitions Work with marketing; request transition advisor position once enrollment increases and can demonstrate increased need; define pathways (flowcharts/visuals for students) to be shared via student webpage/orientations/classroom visits by transitions advisor; collaborate with One Stop Partners and workforce transitions (title 1B) to identify more youth qualified for youth programs. 4. Enrollment Continue work with marketing; automate processes so that more students can be moved through the enrollment process faster and more efficiently (but not losing personal touchpoints); start enrollment processes earlier (year-round philosophy); work with IT to improve tracking documents and process; use scheduling tools so that students can self-select times of contact.

Performance and Equity RR.4 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Action steps being taken to address equity gaps include: <ul style="list-style-type: none"> • Leveraging UDL principles in course design • Revising assessments with a DEI lens • Varying class offerings, modalities, times, and locations to try to meet needs • Hiring diverse faculty • Looking at materials with a DEI lens to ensure everyone is represented • Targeting specific areas with marketing; developing student success stories (Latino, black) • Reaching out to others (e.g., both inside and outside the college) to see what they are doing to address similar equity gaps • Providing/finding supports needed (e.g., organizations that assist students with first language literacy issues; tutoring; wellness; basic needs)
Resources Needed RR.5	<ul style="list-style-type: none"> • Transitions coordinator • Quality/diverse applicants • IT support • Partners as resources (e.g., native language literacy) • Funding increase
Responsibility RR.6 Who is responsible for completing or implementing the modifications?	Administrative team, staff, and faculty. The associate dean will lead instructional modifications and teams. The director of operations will lead registration, testing, and data modifications and teams. Dean will lead with college/partner support initiatives.

APPENDIX A (updated FY20-22)

Awards earned by division, faculty and staff

- IACEA Outstanding Adult Learner of the Year Award (2022) - Aurora Aguirre
- IACEA Administrator of the Year (2022) - Marcia Luptak
- 2022 COABE State Advocate for Adult Education Fellow - Rebecca Eller-Molitas
- 2021 COABE State Advocate for Adult Education Fellow - Erin Vobornik
- 2020 Orrin G. Thompson Teaching Excellence Award - Colleen Stribling

Memberships of division, faculty and staff

- Illinois Teachers of English to Speakers of Other Languages – Bilingual Education (ITBE)
- International Teachers of English to Speakers of Other Languages (TESOL International)
- Illinois Adult and Continuing Educators Association (IACEA)
- Coalition on Adult Basic Education (COABE)
- American Association of Applied Linguistics (AAAL)
- ProLiteracy
- Illinois Computer Educators (ICE)
- International Society for Teaching in Education (ISTE)

Board membership:

- Advancing Equity through the Assessment of Student Learning Quality Initiative. Fall 2022 Assessment Cohort Lead – Rebecca Eller-Molitas
- Advancing Equity through the Assessment of Student Learning Quality Initiative. Fall 2021 Assessment Cohort Lead – Erin Vobornik.
- Area Planning Council (509): Elizabeth Hobson Co-Chair (2016-present)
- Adult Education Advisory Council:
 - Marcia Luptak (2018-present)
- IACEA Board:
 - Elizabeth Hobson (2013-2016); (2021-present)
 - Heather Martin (2019-present)
 - Erin Vobornik (2021-present)
- ITBE Board – Marcia Luptak (2018-present)
- Workforce Innovation Board – Marcia Luptak (2016-2021); Elizabeth Hobson (2021-present)
 - One Stop Subcommittee (2019-present)

Conference Attendance

- APC – Area Planning Conference, hosted at ECC
- Annual Northern Region Adult Education Conference
- ITBE Conference
- IACEA
- TESOL
- COABE
- AAAL
- National Learning Community Conference
- OTAN

- CASAS Institute

Presentations made by faculty, staff within past two years:

- Illinois Digital Literacy Lab Participant (2020-2022). Erin Vobornik, Sarah Burkhart, Colleen Stribling, Amy Keslinke.
- *Holistic Pronunciation Instruction*. ITBE conference. 2022. Claudia Lopez Heinrich.
- *Stealthy Pronunciation Instruction*. IACEA Conference. 2022. Claudia Lopez Heinrich and Sarah Burkhart.
- *Opening Pathways with Universal Design*. CETL Workshop. (2022) Tyler Roeger (CETL) and Erin Vobornik (ESL).
- *Increasing Rigor Without Compromising Equity*. COABE Conference. (2022). Heather Martin (ESL) & Erin Vobornik (ESL).
- *An Overview of the Relationship between Apprenticeships and Adult Education: Stories from Illinois*. COABE Conference (2022). Heather Martin and Tara Schwab.
- *Roundtable: Re-thinking the Traditional Grading System*. TEACHECC (2022). Alison Douglas (English), Rebecca Eller-Molitas-Molitas (ESL), Geoff Pynn (Humanities), and Colleen Stribling (ESL)
- *The NOVATION Project: High-Impact Practices in Action*. TEACHECC (2022). John Karnatz (Communication Studies), Stacey Shah (Library), and Erin Vobornik (ESL).
- *Money Talks: Financial Literacy in the Adult ESL Classroom*. IACEA Conference, Virtual (2022). Rebecca Eller-Molitas.
- *UDL and Implications for Adult Education*. ITBE SIG Meeting. Hester, Joseph and Luptak, Marcia. (2022).
- *Tech Tools to Enhance Student Learning*. ITBE SIG Meeting. Hester, Joseph and Luptak, Marcia. (2022).
- *Creating Impactful, Relevant Learning Outcomes & Objectives*. CETL. (2021, 2022). Marcia Luptak (ABEC), Heather Martin (ESL, Learning Theory and Assessment)
- *Engaging Lessons for Online and Remote Learning with Nearpod*. Presented at the Illinois Digital Literacy Lab Year 1 Finale Event, June 25, 2021. Erin Vobornik
- *The NOVATION Project: High-Impact Practices in Action*. Presented at TeachECC, February 24, 2022. John Karnatz, Stacey Shah, Erin Vobornik
- *Increasing Rigor Without Compromising Equity*. Presented at TeachECC, February 22, 2022. Heather Martin & Erin Vobornik
- *Opening Pathways with Universal Design*. Presented at Elgin Community College's Align with Design instructional design series, Fall 2021 & Spring 2022. Tyler Roeger & Erin Vobornik
- *Virtual Reality as a tool for career exploration & workplace readiness*. Presented at COABE's 2021 Virtual Conference, March 23, 2021. Erin Vobornik
- *Integration Strategies that Work: Practical Math & Visual Literacy for ABE and ESL Classes*. APC 509 Conference, Virtual (2021); ITBE 2021 Fall Workshop. Rebecca Eller-Molitas.
- *Reading & Writing Strategies that Turn Pre-HSE Students into GED-Ready Students*. Corrections Education Association, Austin, TX (2021). Rebecca Eller-Molitas.
- *Tips & Tricks for Teaching Vocabulary*. Read to Learn - D214, Virtual (2021). Rebecca Eller-Molitas.

- *Standards-Based Reading Instruction Using the News Both In-Person & Virtually*. COABE, Virtual (2021). Rebecca Eller-Molitas.
- *Book & Conversation Clubs for Adult English Language Learners*. IACEA and ITBE, Virtual (2021). Rebecca Eller-Molitas.
- *Stealthy Pronunciation Instruction*. Area Planning Council Virtual Conference. 2021. Claudia Lopez Heinrich and Sarah Burkhart.
- *Infusing Self-Advocacy into the Adult Education Classroom*. Presented at the Georgia Adult Education Virtual Summit Series, November 4-5, 2021. Erin Vobornik
- *Teaching Practices to Increase Student Engagement In-Person and Remotely*. Presented at the Georgia Adult Education Virtual Summit Series, November 4-5, 2021. Erin Vobornik
- *Infusing Advocacy into the Adult Education Classroom*. Presented at the Forum for Excellence, September 24, 2021. Erin Vobornik
- *Aligning Lessons Through Backward Design*. Presented at the TeachECC Virtual Conference, February 16, 2021. Marcia Luptak, Heather Martin, Erin Vobornik
- *TIDE Presents: Undocumented Student Support Training: Part 1: Information and Awareness*. Apr 30, 2021. Luis Caballero (Advising), Vinny Cascio (Wellness Services), Elena Gardea (Adult Education), Elizabeth Herrera (Advising), Sean Jensen (Transfer Services), and Marlen Ruiz (Advising).
- *Creating Impactful, Relevant Learning Outcomes & Objectives*. CETL. Sept 1 2021. Marcia Luptak (ABEC), Heather Martin (ESL, Learning Theory and Assessment) (2021)
- *Opening Pathways with Universal Design*. CETL. Nov 3, 2021. Tyler Roeger (CETL) and Erin Vobornik (ESL) 2021
- *6 Principles for Exemplary Teaching of English Language Learners*. ITBE SIG Meeting. (2021). Marcia Luptak
- *Designing Adult Basic Education and ESL Courses for a Flexible Environment*. OTAN's Technology and Distance Learning Symposium 2021. Luptak, M. and Martin, H.
- *Teach Like a Reading Specialist with Evidence-Based Reading Instruction*. LAPCAE and Northern Region Adult Education Conference, Virtual (2020). Rebecca Eller-Molitas
- *Leading Synchronous Online Class Lessons*. CETL. (July 29 2020). Facilitators: Tyler Roeger (CETL); Colleen Stribling (English as a Second Language) .
- *Teaching English Pronunciation in the Communicative Classroom*. ITBE Conference. 2020. Claudia Lopez Heinrich
- *Integrative Vocabulary Instruction for Bridge Courses*. IACEA Conference. 2020. Claudia Lopez Heinrich.
- *Teaching English Pronunciation: Moving from Frustration to Motivation*. IACEA Conference. 2020. Claudia Lopez Heinrich.
- *Classroom Strategies for Being and Staying Connected-Panel Discussion*. Southern Illinois Professional Development Center. 2020. Claudia Lopez Heinrich.
- *Dynamic Lessons In-Person and Online with Nearpod*. APC509 Virtual Conference. 2021. Erin Vobornik.
- *Inquiry-Based Learning in the ESL Classroom*. Presented at the APC 509 Virtual Conference, September 12, 2020. Erin Vobornik.
- *Pecha Kucha: A Multifaceted Project*. Presented at the APC 509 Virtual Conference, September 12, 2020. Erin Vobornik.
- *Malcolm Knowles Principles of Adult Education & Implications for Classroom Techniques*. Elgin Community College, Elgin, IL (2019) and ITBE (2020). Rebecca Eller-Molitas.

- *Resources for Teaching and Promoting the U.S. Census*. ITBE SIG Meeting. Luptak, M. (2020).
- *Highly Effective Teaching Practices*. Presentation at fall Forum for Excellence and spring ITBE SIG Meeting. Luptak, M. (Fall 2019, Spring 2020).
- *Using Learning Communities to Help Adult Education Students Transition to College*. Presentation at Forum for Excellence 2019 and 2021 and summer 2020 COABE Conference. Luptak, M. (Fall 2019, Summer 2020, Fall 2021)

Invited Presentations

- 2021 - *Sharing the Load with Core Partners Building ICAPS/IETs*. Illinois Council of Community College Administrators (ICCCA). Elizabeth Hobson panelist.
- 2021 - *Getting the Word Out: COVID and All, Adult Education is Still Here*. Elizabeth Hobson co-presented with Ashley Zehman. ECC was one of four Illinois programs highlighted as part of Kathy Olesen-Tracey's presentation Stronger Than Ever: Responsive Recruitment! at the National Training Institute (NTI) put on by the National Association of State Directors of Adult Education (NASDAE).
- 2021 - *Sharing the Load with Core Partners Building ICAPS/IETs*. Forum for Excellence. Elizabeth Hobson panelist.
- *Virtual Reality as a tool for career exploration & workplace readiness*. Presented as part of the COABE webinar series, November 19, 2021. Erin Vobornik
- *From The Capitol Rotunda to The Kitchen Table, a Virtual Rally*. Presented as part of the COABE webinar series, August 13, 2021. Chris McElroy, Kerry Urquizo, Michael Matos, Val Harris, Erin Vobornik.
- 2020 - *Overcoming Barriers: Promising Practices from Experienced Programs*. Transitions Academy (November). Elizabeth Hobson panelist.
- 2020 - *Survival 101 - ICAPS during a Pandemic*. Forum for Excellence. Elizabeth Hobson co-presenter with Laura Williams.
- 2020 - *How does the ICAPS band play during COVID-19?* Transitions Academy (June). Elizabeth Hobson co-presenter with Laura Williams.
- *Successful IELCE Programming*. Presentation at Transitions Academy. Gibson, B., Luptak, M., and Porter, C. (2020).
- *Qualitative Research Design*. QUIC@NIU Graduate Qualitative Research Inquiry Conference 2019. (Invited Presenter) Colleen Stribling

Publications

Martin, H. (2022). *A Quantitative Analysis of Factors Contributing to Adult Education Students' Transition to Credit Courses* (Doctoral dissertation, Northern Illinois University).

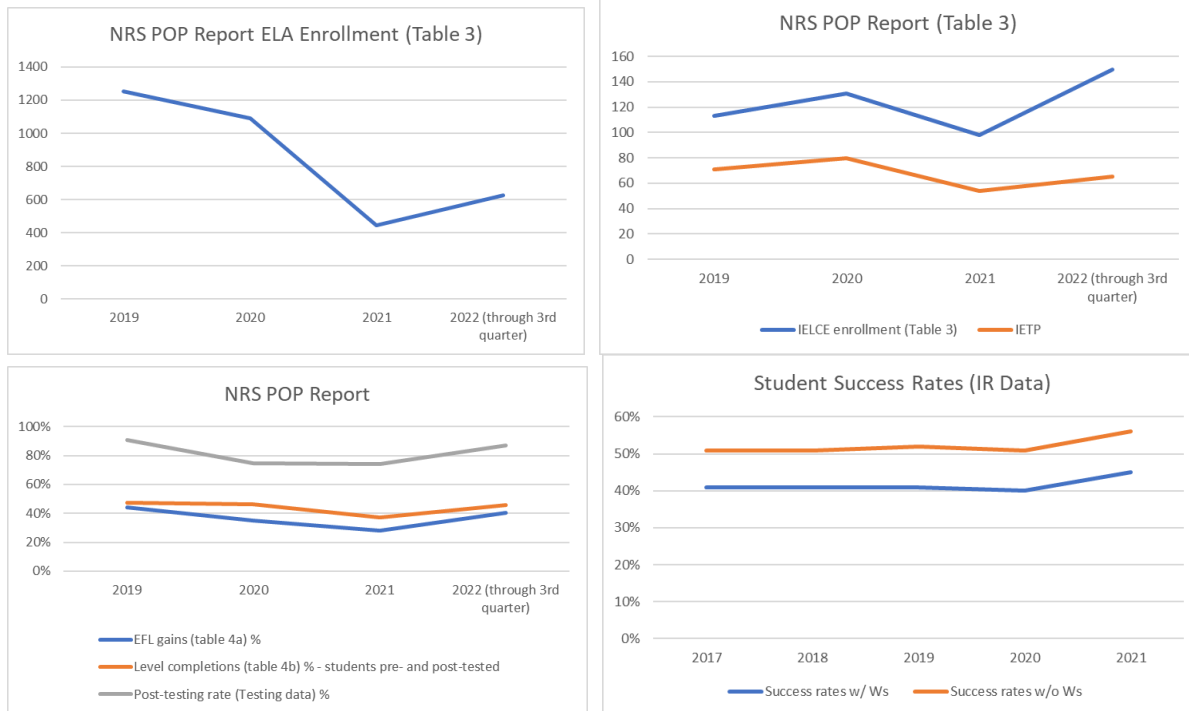
Eller-Molitas, R. (2021). Review of Teaching Effectively with Zoom: A Practical Guide to Engage Your Students and Help Them Learn. *Adult Literacy Education*, 71-72.

COABE Adult Education Advocast Podcast, co-host. (2022) COABE. <https://coabe.org/advocast/>. Erin Vobornik

Effective Pronunciation Instruction for Adult ESL Students. ITBE LINK. Vol. 47, Number 1. Spring 2019. https://www.itbe.org/v_newsletters/article_146230309.htm. Erin Vobornik

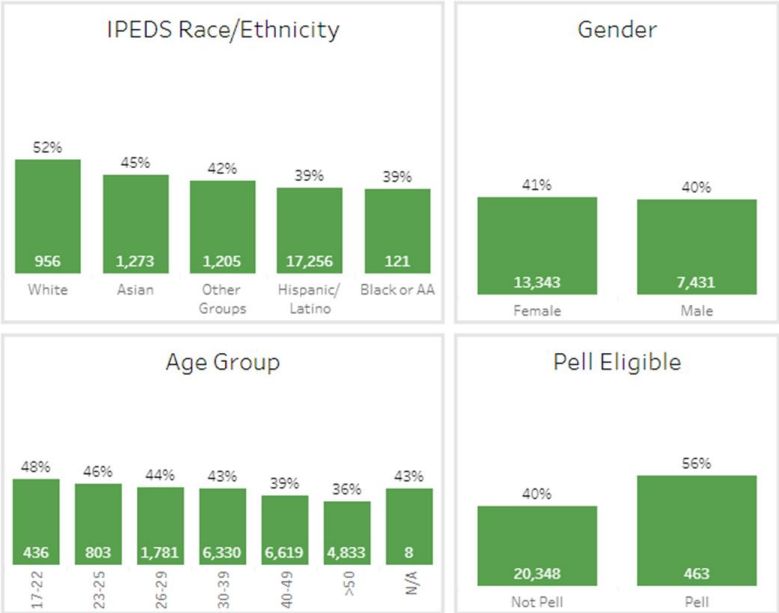
Hobson, E. C. (2019). *Treated Like a Professional: A Case Study in Adjunct Faculty Socialization* (Doctoral dissertation, Northern Illinois University).

Appendix B - ESL Student Data



Aggregate Success Rates by Group

2015 TO 2021
Number of Attempts 20,811
Success Rate 40%
success rate in black, number of attempts in white



ECC 5-Year Program Review Schedule

KEY:

Updated on ICCB schedule

Optional for ICCB

Updated: 9/27/21

ECC Division	Program	Category	CIP Category	FY22	FY23	FY24	FY25	FY26
Adult Education	ABE/ASE	Cross-Disciplinary						
	ESL	English Lang. Acquisition		X			X	
CABS	Anthropology/Human Geog.	Academic	Social/Beh. Sciences					
	Communication Studies	Academic	Communications	X				X
	Developmental ENG/RDG/LTC	Cross-Disciplinary				X		
	Early Childhood Education	Career-Tech	Teacher Ed					X
	Education	Academic	Social/Beh. Sciences					X
	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
	Sociology	Academic	Social/Beh. Sciences					X
HP/MSE - HP	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				
	Medical Assisting (new)	Career-Tech	Clinical Science					X
	Medical Imaging - Advanced	Career-Tech	Diagnositc		X			
	Medical Imaging - Radiography	Career-Tech	Diagnositc		X			
	Nursing	Career-Tech	Nursing				X	
	Ophthalmic Tech (new)	Career-Tech	Clinical Science			X		
	Physical Therapist Assistant	Career-Tech	Health Asst.					X
	Sterile Processing	Career-Tech	Clinical Science		X			
	Surgical Technology	Career-Tech	Clinical Science		X			
	Biology	Academic	Physical/Life Science			X		
	Chemistry	Academic	Physical/Life Science			X		

Updated: 9/27/21

KEY:

Updated on ICCB schedule

Optional for ICCB

ECC Division	Program	Category	CIP Category	FY22	FY23	FY24	FY25	FY26
MSE	Developmental Math	Cross-Disciplinary			X			
	Engineering	Academic	Physical/Life Science			X		
	Mathematics	Academic	Mathematics		X			
	Physical Sciences (APS, ATY, GEO, GLY)	Academic	Physical/Life Science			X		
	Physics	Academic	Physical/Life Science			X		
LRIE	Distance Learning				X			X
	International/Study Abroad	Student/Aca. Support						
	Intensive English Program (new)	English Lang. Acquisition		X				
	Library	Student/Aca. Support					X	
	Learning and Tutoring Centers	Student/Aca. Support			X			
LVPA	Art	Academic	Fine Art				X	
	Communication Design	Career-Tech	(Design Technology)				X	
	History/Political Science	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	
	Theater	Academic	Fine Art				X	
	Accounting	Career-Tech	Business, General			X		
	Automotive	Career-Tech	Vehicle Repair					X
SBCT	Business ☐	Career-Tech	Business		X			
	CIM/IMT	Career-Tech	Engineering Tech					
	Computer-Aided Design	Career-Tech	Engineering Tech		X			
	Criminal Justice/Digital Forensics	Career-Tech	Criminal Justice					
	Culinary, Hospitality, Pastry	Career-Tech	Culinary		X			
	Computer Informational Systems-CIS	Career-Tech	Admin Support					
	Economics	Academic	Social/Beh. Sciences					X
	EMT-P	Career-Tech	Clinical Science		X			
	Energy Management	Career-Tech	(Environ. Control)			X		
	Fire Science & Safety & EMT-B	Career-Tech	Fire Protection		X			

Updated: 9/27/21

KEY:

Updated on ICCB schedule

Optional for ICCB

ECC Division	Program	Category	CIP Category	FY22	FY23	FY24	FY25	FY26
	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		X			
	Truck Driving	Career-Tech	Ground transport					X
	Welding	Career-Tech	Precision Metal			X		
SSD	Admissions, Registration and Records	Student/Aca. Support		X				
	Advising	Student/Aca. Support					X	
	Athletics	Student/Aca. Support						X
	Career and Placement Services	Student/Aca. Support			X			
	Disability Services	Student/Aca. Support					X	
	General Student Development	Academic	Social/Beh. Sciences					X
	Recruiting	Student/Aca. Support		X				
	Student Life/FYE	Student/Aca. Support						X
	Testing Services			X				
	Veterans' Services (New)				X			
	Wellness	Student/Aca. Support					X	
	Equity, Diversity & Inclusion (new)				X			
	Campus Security (new)				X			
	Financial Aid and Bursar	Student/Aca. Support				X		
Workforce Dev.	Vocational Skills	Cross-Disciplinary						X

Appendix A:

Internal EDI Development Opportunities

Elgin Community College offers an array of internally produced professional development opportunities for faculty and staff and are offered via the Center for Enhancement of Teaching and Learning (CETL). Complementing the college's values and themes within the Strategic Plan, many of these sessions are directly related to topics of Equity, Diversity and Inclusion, described below.

Teaching/Learning for Inclusivity, Diversity, and Equity (TIDE): A faculty developed group that sponsors formal and casual opportunities for collaboration on EDI topics related to teaching and learning.

- **Walking the Equity Walk Workshop Series:** This series of workshops focuses on practical ways to foster an equitable and inclusive course, from course policies and curriculum to classroom interactions. Recent topics include:

Conversation with ECC's Executive Director of EDI	Difficult Conversations: When You Know It's Going to Be Tough
EDI Together: Faculty and Administrator Collaborations	Difficult Conversations: I Didn't Plan for This!
Critical Race Theory	Difficult Conversations with Colleagues
Chicago-Area Community Colleges Dialogue on EDI	Examining Anti-Fat Bias through an EDI Lens
Equitable Course Policies to Support Student Success	What's in a Name? Chosen Names and Respecting Our Students

- **TIDE Faculty Chats:** Informal, guided small group discussions on pre-circulated topics regarding equitable and inclusive teaching.

New Faculty Orientation Series: Year-long, monthly workshop series for new full-time faculty with workshops on several topics related to lesson and assignment design and classroom environment. Related topics include:

- Universal Design for Learning
- Culturally Responsive Teaching

Advancing Equity through the Assessment of Student Learning Quality Initiative: Tied to the process for HLC accreditation, the purpose of this initiative is to make equity a lens through which we approach assessment, from prioritizing courses and programs to determining measurement instruments and intervention strategies, and to identify opportunities to improve and renew assessment processes and policies at a systemic level. Professional development topics have included:

- Asset Thinking, Data Literacy and Equity Gaps
- Impactful Outcomes and Alignment
- Honing Your Assessment Plan

Faculty Equity Project: Community of faculty who collaborated during a semester-long initiative to study their individual disaggregated student completion data and determine any changes close equity gaps. Development modules included:

- Project Introduction
- Data Review with Emphasis on Equity and Culturally Responsive Teaching
- Sharing Findings
- Plan Development and Reporting

Equitable Tenure Support Series: Series of workshops dedicated to reducing the impact of implicit bias in the tenure evaluation process and fostering a culture of mentoring and support in faculty evaluation. Topics include:

- Practices for Reducing the Influence of Bias on the Tenure Review Process
- Guidelines for Shifting from Gatekeeping to Stewardship in the Tenure Review Process
- Skills for Supporting Faculty through the Tenure Review Process

Designing Accessible Materials Series: Series of interactive workshops focusing on removing barriers to accessibility from commonly used electronic materials. Sessions include:

- How Do I Make My Microsoft Word Docs Accessible?
- How Do I Make My Microsoft Powerpoints Accessible?
- How Do I Make My Google Docs and Slideshows Accessible?
- How Do I Create and Edit Captions on Zoom and YouTube?
- Using ReadSpeaker to Boost Student Access in D2L

Universal Design for Learning CETL Workshops: Part of the Align with Design Instructional Design Series, the final workshop in the series focus on using Universal Design for Learning to support learner variability.

Opening Day TLSD Meeting: Held during the Convocation Day prior to the start of each semester for faculty, administrators and staff of the Teaching, Learning and Student Development division.

- Fall 2021: Invited speaker, Dr. Tia Brown McNair, focused on ways to build a culture of equitable student assessment.
- Spring 2022: Meeting focused on holistically supporting students with approaches that validate and also focused on the Faculty Equity Project.

Other Related College-Sponsored Workshops:

- Undocumented Student Support Training, Part 1: Information and Awareness
- Undocumented Student Support Training, Part 2: Application of Strategies and Support
- LGBTQ+ Safe Zone Training

Appendix B:

External EDI Development Opportunities

Elgin Community College offers on-demand video training modules for all employees via the office of Professional & Organizational Development. These are managed by an external vendor and are organized topically by “channel”, which include:

- Diversity & Inclusion
- Diversity, Equity, and Inclusion Leader Camps
- Embracing Equity
- Inclusive Leadership
- Leading EDI in the Workplace
- Managing Across Generations
- Overcoming Unconscious Bias
- Women in Leadership

The full list of currently available sessions appears below:

CONTENT TITLE
Acting with Diplomacy and Tact
Activating DEI Culture Shifts
Adopting an Inclusion Mindset at Work
Adopting New Leadership Mindsets to Drive DEI
Advancing DEI with Agility
Advancing Meaningful Diversity In The Workplace: Session Replay
Becoming a DEI Ally and Agent for Change
Bridging Differences in Cross-cultural Communication
Bridging the Diversity Gap
Building Shared Understanding across Cultural Divides
Elisa Vincent on Demystifying The E in DEI
Embedding Inclusion into Everyday Experiences
Embracing the Power of Diversity and Inclusion featuring Special Olympics
Expert Insights on Communication Essentials
Expert Insights on Decision Making
Expert Insights on Diversity & Inclusion
Expert Insights on Managing a Culturally Diverse Team
Expert Insights on Managing Across Generations
Expert Insights on Talent Management
Expert Insights on Unconscious Bias
Expert Insights on Women in Leadership
Global Perspectives on Race, Ethnicity, and Equity: France and Denmark
Global Perspectives on Race, Ethnicity, and Equity: Malaysia, Singapore, and India
Global Perspectives on Race, Ethnicity, and Equity: U.S., Brazil, and Japan

Great Leaders Must Be Inclusive featuring Special Olympics
How Culture Impacts Communication
Leadership Insights on Developing Women Leaders
Leading Inclusively Leadercamp
Maintaining a Cohesive Multigenerational Workforce
Managing Multigenerational Employees
Mayo Clinic COVID-19: Expert Insights and Strategies - Online CME Course: At the Heart of the Pandemic: Where COVID-19 Meets Racism
Mayo Clinic COVID-19: Expert Insights and Strategies - Online CME Course: Pulling Back the Sheets: Deep Inequities Exposed by the COVID-19 Pandemic
Moving from Bias to Inclusion in a DEI Journey
Overcoming Unconscious Bias in the Workplace
Overcoming Your Own Unconscious Biases
Recognizing and Addressing Micro-behaviors in the Workplace
Reimagining the Employee Experience: DEI from Hire to Retire
Removing Systemic Bias from Organizational Culture
Take a Deep Breath and Manage Your Stress
The Evolution of the Black Corporate Experience
Truth, Hope, and Equity in a Disrupted World
Understanding Bias in Data Bootcamp
Understanding Unconscious Bias
Using Communication Strategies to Bridge Cultural Divides
Women in Leadership: Building Your Infrastructure for Leadership
Women in Leadership: Mastering Key Leadership Competencies
Women in Leadership: Moving Beyond Gender Roles as a Leader
Workplace Diversity, Equity, and Inclusion in Action
Your Role in Workplace Diversity