



# Program Review Report

Elgin Community College  
District 509  
Elgin, IL 60123

September 2023

Contact:

Peggy Heinrich

Vice President for Teaching, Learning and Student Development

Phone: 847-214-7635

Fax: 847-622-3030

[pheinrich@elgin.edu](mailto:pheinrich@elgin.edu)

---

Bright Choice. Bright Future.

1700 Spartan Drive • Elgin IL 60123-7193 • 847-697-1000 • [elgin.edu](http://elgin.edu)



<b>Program Review Cover Page</b>		
College	Elgin Community College	
District Number	509	
Contact Person (name, title, contact information)	Peggy Heinrich, Vice President, Teaching, Learning and Student Development; 847-214-7635; pheinrich@elgin.edu	
Fiscal Year Reviewed:	2023	
<b>Directory of Reviews Submitted</b>		
<b>Area Being Reviewed</b>	<b>Page Numbers</b>	
Career and Technical Education	Business	1
	Computer-Aided Design	39
	Culinary Arts and Hospitality	64
	Dental Assisting	108
	EMT-P	127
	Fire Science & Safety	145
	Public Safety Communication	170
	Radiography, Advanced Medical Imaging	186
	Surgical Technology & Sterile Processing	208
	Supply Chain Management	233
Academic Disciplines	Mathematics	259
Student and Academic Support Services	Career Development Services	296
	Campus Security	310
	Distance Learning	328
	Equity, Diversity, & Inclusion	358
	Tutoring and Learning Centers	367
	Veterans Services	369
Cross-Disciplinary Instruction	Developmental Mathematics	411
Prior Review Supplemental Information	None	n/a
	Appendix A: Internal EDI Development Opportunities	431
	Appendix B: External EDI Development Opportunities	433
	5-year Schedule	435

<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2022		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Business	AAS	61	52.0201	Advanced Entrepreneurship - VS Intermediate Entrepreneurship - VS Introductory Entrepreneurship - BVS Supervisory & Administrative Management - BVS Administrative Management - VS Customer Relationship Management - VS Marketing - BVS Retail Management - BVS
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.				
<b>Program Objectives</b> 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> )		The degree in business at Elgin Community College (ECC) provides the student an opportunity to study the many facets of a business. Students learn the skills needed to meet the demands of business environment functions. The two-year degree prepares students for employment in today’s ever-changing business world. Additional business skills are developed through the study of economics, business law, communication concepts, and applications of math for business.  Within the two-year degree, concentrations are available in entrepreneurship, marketing, management, and retail management. These concentrations allow the student an in-depth study of a specific aspect of business.  If the student is passionate about starting a business and interested in entrepreneurial pursuits, three certificate options exist in addition to the concentration for the two-year degree.		

The available concentration in marketing and retail management plus additional certificates provide the student with opportunities to study marketing concepts, pricing, advertising, merchandise planning, product planning/development, promotion, and sales techniques.

The management concentration along with two certificate options allows the student to study the field of management, building skills to plan, organize, staff, and lead a business by understanding the principles and concepts of business and how the entire environment functions.

Student learning outcomes for the program provide a core foundation in business, and then will cover areas of specialization as chosen by the student.

#### **Program-Level Learning Outcomes**

1. Apply of concepts and theories related to foundational knowledge in accounting, business etiquette, business-related technology, customer experience management, e-commerce, economics, emotional intelligence, entrepreneurial mindset, finance, global business practices, management, and marketing.
2. Communicate effectively in both written and oral forms for all business settings using appropriate technologies.
3. Integrate the concepts of the core areas of business.
4. Develop awareness of the importance of the ethical requirements of business activities.
5. Conduct methodological, secondary research into business issues, which may relate to general business or to a specific business function, which requires familiarity with a range of data, research sources, and appropriate methodologies.
6. Develop an understanding of and discuss institutional racism and importance of equity, diversity, inclusion, and accessibility within business settings.

Depending on a student's chosen emphasis, additional outcomes are noted by specialty:

#### **Entrepreneurship:**

- Explain how entrepreneurship and the other factors of production contribute to the creation of wealth.
- Explain what capitalism is and how free markets work.

	<p><b><u>Management:</u></b></p> <ul style="list-style-type: none"> <li>• Explain the differences between leaders and managers and describe the various leadership styles.</li> <li>• Describe the current state of US manufacturing and what manufacturers have done to become more competitive.</li> <li>• Explain the importance of human resource management, and describe current issues in managing human resources.</li> </ul> <p><b><u>Marketing:</u></b></p> <ul style="list-style-type: none"> <li>• Explain how marketers apply the tools of market segmentation, relationship marketing and the study of consumer behavior.</li> <li>• Demonstrate the role that accounting and financial information play for a business and its stakeholders.</li> <li>• Describe the role of securities and investment bankers.</li> </ul> <p>A business degree has wide applicability for students who want to transfer for further education as well as enter or advance in the job market across categories such as Marketing, Sales, Business Administration, Management, and starting your own business.</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>Most of the objectives are being achieved by the students completing the coursework, and additional connection to the students in other classes within the program. Some courses interconnect in content and students taking multiple courses bring knowledge from prior courses. They also build on their soft skills within courses and that is evident as they position themselves in their workplaces. Having weekly updates from students during class allow for open dialogue about their experiences and many are derived from the objectives.</p> <p>Specifically, the entrepreneurship program has a very strong and active informal group of alumni students who participate in activities inside and outside of the classroom. This connection allows faculty to stay in touch with the students to understand their professional status and the types of businesses they are starting.</p> <p>Program objectives are being measured and assessed by successful completion of coursework (i.e. Assignments and Exams) as well as successful completion of the course. Faculty can also track the number of students who have</p>

	<p>started ventures while or after they have taken a class.</p> <p>Entrepreneurship students compete in the Experiential Entrepreneur Interview.</p>
<p><b>Past Program Review Action</b>  P3. What action was reported last time the program was reviewed?  Were these actions completed?</p>	<p>In the previous review period, the departments in the Business area (Entrepreneurship, Marketing, Management) operated as independent programs each with their own degrees and certificates, though still with very inter-connected curricula. Since that time, a significant overhaul has redesigned the curriculum into one main Business AAS degree with students able to tailor their electives into the three concentrations as fits their needs and interests. Stackable certificates remain for the sub-disciplines which support progress towards the single, umbrella AAS degree.</p> <p>Given this substantial change, this section of the report will summarize other specific actions that still advance the overall goals of the combined program.</p> <p><b>A. Develop Core program outcomes with subspecialties</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> Confirmed new set of learning outcomes for AAS</p> <p><b>B. Maximize transfer opportunities</b>  <u>Status:</u> In progress  <u>Progress Reported:</u> Certificates revised to stack by concentration into the degree.  The Business Department plans to work with the new Director of Transfer Services to assure that the Business-related programs are indeed organized for a seamless transfer to at least those colleges and universities where most business students tend to transfer, including Columbia of Missouri and NIU. Articulation will be discussed further in this report to follow. In addition, a goal is to have mention of transferability of some business-related course work/programs on the website and in the catalog.</p> <p><b>C. Develop strategic partners: Develop relationships with community organizations and newly formed program alumni organizations.</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> Program remains strong in this area, particularly with the Sustainability Commission</p> <p><b>D. Develop brand identity for program and students: Increase activities that the entrepreneurship class and student organization have on campus and in the community. Will be a challenge to include</b></p>

	<p><b>interdisciplinary classes in the scheduled activities.</b>  <u>Status:</u> Ongoing  <u>Progress Reported:</u> In spite of COVID, there have been many activities in a remote learning platform as indicated in other sections of this report. During the time-frame of this review, every semester at least one event/activity was held. Fall is when activities connect with Global Entrepreneurship Week; and in the Spring, something is held in conjunction with Earth Day/sustainability.</p> <p>Had several speakers present via Zoom: Global Entrepreneurship Week 2020: Celebration of Local Entrepreneurs &amp; Their Responses to COVID, Student &amp; Entrepreneurs Panel (11/18/2020); Meet the 2020 Global Winner of CEO Pitch Competition, Brendan Wang, Founder of CAPNOS (12/7/20); Social Sustainability 2021: Sustainable Me?! Dr. Nina Dulabaum, Eric Henry, &amp; Sharene Gould Dulabaum (4/21/21).</p> <p><b>E. Implement a speaker series to expose students to more business leaders</b>  <u>Status:</u> Ongoing  <u>Progress Reported:</u> This has yet to develop into a formal series, per se, but faculty members often take the opportunity to invite local business people to classes to speak with students on various topics. Most recently, Sekou White, Marketing, Leila Iroume, Accountancy, and the President of Kane County Teachers Credit Union.</p> <p><b>F. Develop and offer online sections</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> This goal was on-track for significant progress through 2020. Then, through the efforts to pivot to remote teaching/learning, all courses are now available in the online format. Transitioning forward, the program will work to match modalities offered with student interest and need, as well as course content and goals.</p> <p><b>G. Create job shadowing and internship opportunities with local industry partners</b>  <u>Status:</u> In progress  <u>Progress Reported:</u> Prior to COVID 19, MKT/MMR was working closely with the Internship Coordinator on campus and presentations were made in classes. During the Pandemic very, few internship opportunities were available within the district as remote opportunities were just being developed. Recently, a new Internship Coordinator has been hired at the college. The program plans to work with this person in the near future.</p>
--	---



**H. Begin formal course assessment process**

Status: In progress

Progress Reported: Because of the Pandemic and the sudden rush to remote learning, this formal assessment did not take place. A return to standard course assessment procedures is anticipated by Spring 2024. Additionally, BUS-100 and ENT-101 are participating in the college-wide Equity through Assessment of Student Learning initiative and will be involved in an intensive 4-semester review.

**I. Review/update textbooks (FA18)**

Status: On hold

Progress Reported: This task remains in progress. Faculty update materials as needed, with attention to updated versions, balanced with cost to the student. Partnerships with publishers such as McGraw Hill are used for integrated eBook and homework systems. The current work of the college's textbook cost reduction committee will be discussed later in this report.

**J. Training for faculty based on Advisory Committee feedback**

Industry partners agreed on the need to leverage use of technology in the business program, and that faculty may need to be trained on various uses of technology in business. Work on this will begin immediately with traction in the area by the end of spring 2019.

Status: On hold

Progress Reported: Because of the Pandemic and the sudden rush to remote learning, faculty received numerous opportunities for training. The CETAL (Center for the Enhancement of Teaching, Assessment, and Learning) has also been offering a lot of training, which many of our faculty have been taking advantage of these past few years. CFD 300- Tech Managing Enhanced Class & the Online Instruction & Assessment Classes offered on D2L were provided to all faculty teaching in an online environment. Teach ECC is offered to faculty to develop and share best practices. Important topics in education are also covered in new faculty orientation.

**K. Explore social media marketing curriculum**

Status: Complete

Progress Reported: Through strong partnerships with

	<p>local industry through the Business Advisory Committee, determined that social media and digital media are important aspects of the college’s Marketing program. MKT-160: Digital and Social Media Marketing was first available in 2022. It has an enrollment of 30 students which included a second late-start session.</p>
<p><b>Review Team</b> P4. Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.</p>	<p>Clark Hallpike, faculty and Instructional Coordinator, report author Mae Hicks-Jones, faculty, report author Glenn Earl, faculty, report author Susan Timm, faculty, report author (Fall 2022)</p>
<p><b>Stakeholder Engagement</b> P5. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process.</p>	<p>Tyler O’Donnell, Associate Dean Sustainability Business and Career Technologies, report facilitator and reviewer Cathy Taylor, Dean Sustainability Business and Career Technologies, report facilitator and reviewer Lisa Wiehle, Manager of Outcomes Assessment, report reviewer</p>
<p><b>CTE Program Review Analysis</b></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 does not have any admission requirements. Some courses in the concentrations are sequenced, so students must earn a C or higher in the first course to advance to the next. Depending on the student’s path, placement levels in math are required. The general Education requirements of the degree also carry minimum competencies in reading and writing.  Based on the previous review, course prerequisites were removed from ENT-101 and ENT-111 to increase the exposure of the courses and increase year-round enrollment. The program is otherwise satisfied with the open-nature of the content courses.</p>
<p>A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Business AAS is 61-62 credits due to some Math and Accounting courses being four credits instead of the typical three.  <u>Advanced Entrepreneurship certificate - 43-44 credits</u></p>

	<p>The Advanced Entrepreneurship concentration is for students interested in starting, owning and/or operating a business venture as well as for students interested in serving entrepreneurial ventures as consultants, accountants and marketing professionals. The entrepreneurship concentration has practical emphasis designed to assist students in developing and operating their new and/or small ventures. Courses in the concentration lead students through different processes of getting into business, address important operating issues relevant to the running of day-to-day activities of a venture, and discuss important topics of planning for business growth and development.</p> <p><u>Intermediate Entrepreneurship certificate - 31-32 credits</u></p> <p>The Intermediate certificate enables students to acquire the behaviors, skills, and competencies designed to enhance their entrepreneurial capacity. The practical nature of the intermediate certificate provides students the opportunity to identify, review, analyze and evaluate problems that arise in small businesses. Course work covers start-up from the initial business idea, to developing a business model, to cash flow management, to developing a customer base.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The BLS and IDES data was inconsistent with our search for viable labor market demand for the Business program.</p> <p>In review of the Career Coach on the college’s website several positions were reviewed that would fit the college’s Business program student body with an Associate’s Degree. All of the Business positions from the Career Coach website listed Associates Degrees as Top Education Level. Only positions that noted Associates Degrees are listed even though numerous other positions under Business would fit the student body Labor Market demand for the Business Program.</p> <p>It was ironic that positions listed under major Business Programs (i.e. Business-Entrepreneurship Concentration, Business-Management Concentration, Business-Marketing Concentration, and Business-Retail Marketing Concentration) mainly required Bachelor Degrees.</p>

	Refer to Appendix 1 of this chapter for more information.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>Changes vary by sector. Many categories have flat or declining demand through 2028, such as retail sales, whereas some show double-digit growth, such as market research.</p> <p>Average growth is expected, approximately 7-8%, in the sectors of Business and Financial Occupations, Management Occupations with Bachelor’s degree education.</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	<p>Programs receive Lightcast (formerly EMSI) reports from the Curriculum office for the purpose of this review. Such reports can be generated quarterly.</p> <p>The program also relies on the Bureau of Labor Statistics (BLS), the Occupational Outlook Handbook (OOH) and Illinois Department of Employment Security (IDES).</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 Business program serves several distinct student populations:</p> <ul style="list-style-type: none"> <li>• students enrolled in the business programs directly or related programs with courses as part of the curricula (e.g. Accounting);</li> <li>• students taking electives, or undecided students exploring options;</li> <li>• dual-credit high school students;</li> <li>• returning adult students exploring or pursuing new career options.</li> </ul> <p>Students may be pursuing an AAS degree, an Associate’s degree to transfer into a Bachelor’s program, business certificates, or just a class or two. To market to these different populations and goals, the program must take various approaches. Faculty attend events focused on high school students (whether dual-credit or those about to matriculate) and provide brochures, presentations and giveaways and food. The program maintains a presence at traditional institutional recruiting events, such as Experience ECC. Community outreach is done through industry partners, the advisory committee and local Chambers of Commerce.</p> <p>Business program faculty are very involved in the community and encourage exploration and enrollment at the college whenever possible, for example at the Community Crisis Center, YMCA, PADS, Boys and Girls Club. The directors of these agencies also promote the college. However, these arrangements are not formalized and are</p>

	<p>dependent on the will of individuals. The program recognizes the need to build in continuity and create an intentional pipeline to funnel interest to the Business program in a more sustainable fashion rather than one-offs.</p> <p>Internally, there also is opportunity to build the student pipeline. Staff within Student Services and Advising can be encouraged to promote the program when they are talking with prospective students. The college will be launching a new CRM for applicant outreach and this could be an opportunity to track leads. Business faculty have also discussed, the buzz-words of Entrepreneurship as a point of contact, provide enough information to make an enrollment decision the college’s job fairs College will be launching new CRM for applicant outreach, could be an opportunity to track leads, matriculation the college’s Marketing on busses, shelters, billboards. Business faculty can also talk-up opportunities within the division; for example, the Culinary program has added Introduction to Marketing to its degree.</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>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>The program can take the opportunity to market itself to various groups of current and potential students. There also is a need to more clearly define and communicate the path for students wanting to continue their Business education into a Bachelor’s degree program and how that differs from a path better suited to specific career preparation. The department will also explore possible partnerships with the district Chambers of Commerce to share information about business programming. Possibility that internal college partnerships could be developed and result in the opportunity for students to engage in experiential learning by shadowing the college’s offices.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p>	<p>The main costs associated with this program are instructor salaries and benefits, similar to the Paralegal program. There are not extensive equipment or technology costs, like other programs in this career-tech focused division. The program</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>does not receive grant funding, and tuition and course fees are minimal.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The business program generates higher tuition revenues in the fall vs. the spring semester, but still not enough to offset salaries and benefits of full-time instructors. A small percentage of tuition dollars are generated through dual credit enrollment, which impacts mostly BUS 100, ENT 101, and MKT 103 courses in the business program.</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>Not applicable.</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. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The costs to students in the Business program are tuition, fees and textbooks (which may include software access codes). Tuition has not increased for several years. In comparison to the other 44 Illinois Community Colleges as reported to the Illinois Student Assistance Commission (ISAC), the college is the 4th most affordable community college in the state, with tuition nearly 40% less expensive than the highest.</p> <p>Students can take advantage of college-level financial resources, in particular, scholarships and other financial aid, technology assistance and Spartan Pantry.</p> <p>The institution takes several measures to assure students have resources to offset tuition as well as the materials for the program. For example, a textbook can cost over \$200 but the program Instructional Coordinator has engaged faculty to find more affordable methods for textbooks such as E-textbooks, soft copies of the textbook or renting the textbook. Minimizing costs to students is key to everyone that delivers course content.</p> <p>The college’s Taskforce for Textbook Cost Reduction is attending an institute starting July 2023 for the</p>

	<p>implementation of Open Educational Resources/ zero cost-low cost textbook courses. The taskforce has also worked with the bookstore to embed direct links to their required materials at the time of registration. In addition, a cost comparison tool will also be active for Fall 2023. A textbook purchasing guide was also published to further explain all the jargon surrounding textbook costs.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The college will continue to work with our D509 partners to generate more interest in dual credit enrollment and subsequent tuition, while also exploring increased relationships with external partners to develop professional development opportunities.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No modifications at this time.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare?</p>	<p>Prior to the pandemic, courses in the program were offered face-to-face, asynchronous-online, and hybrid. Retail Management courses have been exclusively online for the review period and that is the predominant modality for Marketing. During the period of remote teaching/learning starting in Fall 2020, the synchronous-online modality was adopted in some instances, though traditional asynchronous-online was the main format. Some instruction resumed in-person and through hybrid modalities for 2021/2022. The program also leverages shorter-duration sections, offering courses in an 8-week format, including BUS 100, 131; ENT 101, 220; MKT 103, 115; MMR 101; MMT 107.</p> <p>Prior to the pandemic when online development was being planned and executed, conversion of MMT-125: Leadership Development was held back based on advisory committee discussion which advised toward instruction remaining in-person with increased opportunities to conduct 1:1 workshop for business partners in effort to recruit new students. The course’s enrollment remained low for this modality so an online section was to be offered for Fall 2020. After the transition to remote learning, the course ran online as scheduled. It moved to the Synchronous-Online modality for 2022, and back to face-to-face for 2023.</p> <p>Prior to the pandemic, course success rates favored the face-to-face modality, which had the highest retention and successful completion of the available types. Synchronous-</p>



	<p>Online had a slightly higher withdrawal rate than Hybrid, but also had a higher success rate. After accounting for attrition, the online modality shows strong success for those who complete the semester. The Synchronous-Online modality was introduced in 2020/2021 and is not as successful.</p> <p>The program is partnering with Institutional Research to study success and modality between shorter and longer sections.</p>
<p>3.2 How does the program ensure that quality, relevant, and contextualized instruction is delivered?</p>	<p>Program faculty, both full- and part-time, bring their concentration expertise to the classroom as well as members of the Advisory Committee. Faculty collaborate closely with the publisher McGraw Hill to review and update the quality and content of course materials. Relevance is also supported by various professional organizations, including Collegiate Entrepreneurship Organization (CEO) and National Association Community College Entrepreneurship (NACCE).</p> <p>Especially since the Pandemic, program faculty have a stronger commitment to identifying and eliminating structural and institutional racism within the Business department and to assuring all courses have embedded instructional methods for creating culturally-responsive classrooms.</p> <p>The program is unique and instruction surrounds getting to know students, using real world scenarios in class and for assignments, having leadership guest speakers that are diverse, having a variety of learning methods that engages all students, using activities for lesson reviews, assigning students in groups to lead discussions and present, and embedding diversity, equity and inclusion in all aspects of learning.</p> <p>BUS-260: Global Business is a course eligible for the college's new Global Scholar Designation.</p> <p><b>LOW ENROLLED COURSES:</b>  <b>Courses required in ENT concentration and all 3 certificates</b></p> <ul style="list-style-type: none"> <li>● ENT-210: Small Business Finance (FY18 - FY22: 3 students, 2, 2, 1, 1)</li> <li>● ENT-220: Business Plan Development (FY18 - FY22: 14 students, 1, 9, 5, 1)</li> </ul> <p><b>Elective course in Retail Mktg concentration, Required course in Retail Mgmt certificate</b></p> <ul style="list-style-type: none"> <li>● MMR-206: Retail Management (1 student, 2018)</li> </ul>



	<p><b>Courses from the sunset Customer Relationship Mgmt certificate; 2 students in 2019, 3 students in 2021</b></p> <ul style="list-style-type: none"> <li>● BUS-231: Customer Relationship Management.</li> <li>● BUS-238: Effective Listening</li> </ul> <p>Faculty are not yet wanting to withdraw any of these courses, acknowledging that sometimes Independent Study and other substitutions have to be made when a student wants to complete one of these certificates and a course does not run. These courses are more career-focused, which are less likely to be taken as electives by a broader field of students, and the pipeline may fizzle-out at this level.</p> <p>These Entrepreneurship courses in particular are at the upper level of the larger certificate. As students move through the first level, faculty are working with them directly and documenting the next steps in the curriculum on the syllabus so students can see the next step rather than being left to find it on their own. Faculty are being more intentional to encourage students to reflect on their educational goals in class - What are they doing? Where are they going? Often, when a student thinks "business", they equate the path to university transfer, when it is possible they can build their skills for their desired career prior to a Bachelor's degree.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> 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>Not applicable. The Business program does not have heavy equipment or technology needs and does not rely on Perkins funding.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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</p>	<p><b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b>          Program works with industry partners and hosts advisory committee meetings to ensure the curriculum is relevant to the hiring needs.</p> <p><b>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:</b>          Program supports students looking to enter a new career, develop skills in a current career, and transfer to additional levels of education.</p>

<p>college will improve the program based on the career pathway elements.</p>	<p><b>C) Includes counseling to support an individual in achieving the individual’s education and career goals:</b> Instructors work with students to define their goals and choose the best curricular path. Program can better coordinate with college advising staff to ensure reliable, current information is given to all students. The department will explore opportunities to engage with student services and share valuable updates.</p> <p><b>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>5</sup> and training for a specific occupation or occupational cluster:</b> Curriculum can be updated to reflect current skills; work-based learning opportunities are not heavily integrated within the program.</p> <p><b>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:</b> Flexible scheduling options assist students, particularly those who desire to complete a credential online. Scheduling more sections in an 8-week format is a desired direction.</p> <p><b>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</b> Students can begin a business curriculum path while enrolled in high school, though none of the college credentials can be completed while still in high school.</p> <p><b>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</b> Degree emphasis and stackable certificates allow students to choose a specific focus under the business umbrella - entrepreneurship, management and marketing.</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>Some courses in the program leverage exciting simulation activities to give students hands-on practice and skill development. However, these packages such as Mimic-pro (used in the e-Commerce course), carry an additional student fee which has been increasing, most recently from \$70 to \$88.</p> <p>Stukent has enhanced their Mimic Pro simulation that gives students that real-world experience as a Digital Marketing specialist. Very few colleges offer such a simulation but again the concern is the extra cost but it is worth it to gain the added experience. Vendor description below:</p>

	<p>Stukent's Digital Marketing Simternship™ will take students through the role of a digital marketing intern at Buhi Supply, Co. where they will gradually master digital marketing and manage thousands of dollars in ad budget. This simulation gives students confidence in the subject and skills to add to their resume. Students get practice building ads, analyzing KPIs, optimizing landing pages, targeting key audiences, and more.</p> <p>Prior to the pandemic the Principles of Management course provided a Leadership Speaking series that connected students with community leaders for networking and potential jobs. The process stopped during the pandemic but plans are in place to implement the Leadership Series once again. The featured guests were from for profit, nonprofit, small business, sole proprietors, and government environments.</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>Several program courses are available to high school students in most of the surrounding districts as part-time career-technical elective options. Introductory courses in business, marketing, management and entrepreneurship are included.</p> <p>At its peak during the five-year review period in 2018/2019, the Business program generated over 200 credit hours from this population, with the majority coming from Introduction to Business and Business Mathematics. Enrollment through FY22 has continued to decline, falling to 66 credits. The last two years of this review period have definitely been impacted by the COVID disruption.</p> <p>Some program courses may expand to being offered as in-high school dual-credit, as opposed to the students attending on the college campus for the 2023/2024 academic year:</p> <ul style="list-style-type: none"> <li>• BUS-100: Introduction to Business</li> <li>• BUS-113: Business Law</li> <li>• ENT-101: Entrepreneurship</li> <li>• MKT-103: Marketing</li> <li>• MKT-105: Sales</li> </ul> <p>Moving out of the pandemic, the program hopes to expand the coursework available to high school students. These additional priorities may include:</p> <ul style="list-style-type: none"> <li>• BUS-101: Business Communications I</li> <li>• MMT-101: Principles of Management</li> </ul>

	<ul style="list-style-type: none"> <li>• MMR-101: Principles of Retailing</li> </ul>
<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>Such opportunities are not a required component of the Business programs. There is a Marketing Internship course available as an elective in that concentration. Students may also choose to seek their own internships. Many students in the business programs are currently working and will bring that experience into the classroom. Coursework often includes simulation and case studies directly applicable to the work world.</p> <p>The program faculty also promote co-curricular opportunities for work-based learning, such as:</p> <ul style="list-style-type: none"> <li>• Center for Undergraduate Research, Innovation, &amp; Creativity (CURIC)</li> <li>• SkillsUSA             <ul style="list-style-type: none"> <li>○ Elgin Community College students were Illinois State Champions in the Customer Service contests, 2021 and 2022</li> </ul> </li> <li>• Illinois Business Education Association             <ul style="list-style-type: none"> <li>○ Elgin Community College Business &amp; Entrepreneurship students as members of CEO presented a three-part series in creating pitches, virtually in Fall 2020 &amp; 2021, in-person Fall 22</li> </ul> </li> <li>• Global Conference &amp; Pitch Competition attended by Business &amp; Entrepreneurship students, 2022</li> </ul> <p>The CURIC opportunity is brand new at the college. The program sponsored one mentor/mentee project for 2022/2023 and looks forward to more!</p> <p>Funding for conference attendance is needed to help students access professional development experiences with their peers. Providing these opportunities on a more standardized basis would strengthen the program.</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>No, accreditation is not required for this program.</p>

<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students have optional opportunities to earn a few credentials while in the program though they are not embedded within the curriculum:</p> <ul style="list-style-type: none"> <li>• SkillsUSA: Entrepreneurship Leader</li> <li>• CEO: Student Leader/Professional</li> </ul>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>The college itself does not coordinate an apprenticeship program for the Business degree or certificates. The Business Communications writing course (BUS-101) serves apprentice students in other programs, such as Integrated Systems Technology (IST).</p> <p>Externally, there are opportunities for students to pursue independently, such as those with Venture for America and the CEO. While these particular organizations are geared towards college graduates, the faculty member has discussed with them that the college's AAS degree completers are just as qualified, and has recommended at least two students.</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>Not applicable.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The Business AAS degree has articulation agreements with Columbia College Missouri (all courses available to complete on the college's campus or online), North Park University (fully online completion), Roosevelt University, Western Governors University (fully online completion).</p> <p>Some of the courses offered by the program fall into the Transfer category and are articulated with surrounding 4-year schools. These include: BUS-100: Introduction to Business, BUS-112: Legal Environment of Business, BUS-113: Business Law, BUS-140: Business Statistics MKT-103: Marketing.</p> <p>MKT-115: Advertising and Promotion has an IAI Major code (MC912).</p> <p>Additional CTE courses from the program have articulation to surrounding 4-year schools: BUS-101: Business Communications I, BUS-142: Business Communications II, MKT-160: Digital and Social Media Marketing, ENT-111: Small Business Management, and ENT-220: Business Plan Development.</p>

<p>3.13 Have partnerships been formed since the last review that may increase the <b>quality</b> of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>The Advisory Committee that comprises faculty, business leaders and community advocates continue to be a strong force for partnerships.</p> <p>Business and Entrepreneurship classes worked with both Business Communications and Introduction to Computer classes as well as some community groups on joint projects, including the following:</p> <ul style="list-style-type: none"> <li>● “March into Health”: ECC’s Preschool Story Time (2018 &amp; 2019) <ul style="list-style-type: none"> <li>○ The college’s Business students coordinated efforts with ECC Early Childhood and Education students as well as the ECC Early Childhood Center and City of Elgin’s Activate Elgin</li> </ul> </li> <li>● Earth Day Film and Speaker festivals (2019 - <i>Normal Is Over</i> film screening and Q&amp;A with director Renee Scheltema [April 17 and speech by Xiuhtezcatl Martinez, Native American child environmental activist [April 18) <ul style="list-style-type: none"> <li>○ in conjunction with City of Elgin’s Sustainability Commission's Earth Day Planning Committee and ECC’s Phi Theta Kappa International Honor Society and business, entrepreneurship, environmental biology, and environmental geology classes.</li> <li>○ A group of students earned an award from the Commission for their sustainability efforts.</li> </ul> </li> </ul>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Faculty in the Business program have been at the forefront of the college’s efforts to put equity, diversity and inclusion at the heart of teaching, learning and working at Elgin Community College (ECC) for years. They have been founding members and leaders of key campus groups such as the Student Success Infrastructure (SSI), the Multi-cultural And Global Initiatives Committee (MAGIC), and Teaching/Learning Inclusivity, Diversity and Equity (TIDE).</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?  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</p>

	<p>Development and the Center for Enhancement of Teaching, Assessment and Learning (CETAL).</p> <p>Specific to this discipline, faculty are involved in a plethora of professional associations, serving as officers, attending conferences and giving presentations. These connections are summarized below:</p> <p>Advisor/Mentor roles:</p> <ul style="list-style-type: none"> <li>• Association to Career &amp; Technical Education (ACTE), Diversity, Equity, Inclusion, &amp; Accessibility Mentoring Program</li> <li>• Collegiate Entrepreneurship Organization (CEO)</li> </ul> <p>Officer roles (in addition to membership):</p> <ul style="list-style-type: none"> <li>• Global Listening Center - Global Chair Academic Courses (2015-2020)</li> <li>• Illinois Business Education Association (IBEA) - Board Member, including President (2021-22)</li> <li>• Illinois Career &amp; Technical Association (ICTA) - Board Member</li> <li>• International Listening Association - Member of Diversity Initiatives Team, former Board member</li> <li>• National Business Education Association (NBEA) - Service as conference virtual host</li> <li>• SkillsUSA <ul style="list-style-type: none"> <li>○ Business faculty serves as ECC College Liaison for All SkillsUSA Teams &amp; coaches for customer service, cybersecurity, &amp; Entrepreneurship national competitors among others.</li> </ul> </li> <li>• SkillsUSA Illinois <ul style="list-style-type: none"> <li>○ Contest supervisor: Employment Interviews &amp; Entrepreneurship;</li> <li>○ Coaches for Customer Service, Cybersecurity, &amp; Entrepreneurship State competitor teams;</li> <li>○ Judges for Employment interviews &amp; Entrepreneurship.</li> </ul> </li> </ul> <p>Additional associations:</p> <ul style="list-style-type: none"> <li>• NCORE (National Conference on Race &amp; Ethnicity) - conference attendance</li> <li>• IBEA - presentations (topics: entrepreneurship, listening &amp; EDI), conference chair 21, conference attendance</li> <li>• NBEA - Zoom host, conference attendance</li> <li>• IACTE - presentations - Listening &amp; Diversity, Equity, Inclusion, Accessibility, Belongingness 2019, 2022, 2021</li> <li>• ACTE VISION - presentation - Diversity,</li> </ul>
--	--



	<p>Equity, Inclusivity, Accessibility, Belonging - 2022</p> <ul style="list-style-type: none"> <li>• Achieving the Dream - 2020, 2021</li> <li>• NACCE National Association for Community College Entrepreneurship</li> <li>• SHRM Society for Human Resource Management</li> </ul>
<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>Specific to this discipline, faculty also participate in campus groups focused on EDI topics such as TIDE and MAGIC, and also are involved in external organizations related to the topic such as NCORE and Achieving the Dream.</p> <p>The program would appreciate funds in the annual budget for membership in the student organization CEO and the faculty organization NACCE.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The program’s technology and equipment needs are minimal.</p> <p>Each classroom is equipped with a computer, and overhead projector for the instructors. Most students bring laptops to class and for any student who does not have access to a computer the institution provides them with one if requested. During the onset of the pandemic and the emergency closure, students were provided with computers if requested as well as wi-fi for their home.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Program courses are hands-on and foster student engagement by emphasizing experiential learning and case studies. Instructors use a variety of methods to assess course effectiveness. Each instructor communicates the student outcomes in the syllabus at the outset of the course and is coached to include lower-level learning objectives related to each textbook chapter or learning module as the course progresses. These objectives become the basis for direct, indirect, formative and summative assessment tactics. Both formative and summative methods are used to continually improve learning effectiveness over the semester and used as a means to measure the end results. Some of these methods include “real-time” reporting of student grades in D2L, qualitative feedback on writing assignments, and periodic small group breakout sessions where students can quiz each other. There are also research projects, cumulative exams,</p>



	<p>semester presentations and final projects. Faculty utilize the college’s early alert system by contacting students who are off to a slow start. The Student Success department has added a “kudos” alert to also let students who are doing a good job know and to keep up the good work.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The Instructional Coordinator, Dean and Associate Dean provide assessment details with faculty when they are available. Each semester the program organizes a class and activity to promote the awareness of the Entrepreneurship discipline. Other classes in and outside of the college are invited to attend. After each event an assessment is done and shared with the department.</p> <p>During department meetings and faculty courses there are knowledge share components for continuous improvement.</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>Effective 2023, the two courses for the business writing sequence have been updated and renamed, now Business Communications I and II. They are better scaffolded with each other and aligned to expectations for communication in the workforce. These courses are available for career-technical students from many fields to satisfy writing requirements within the AAS degree.</p> <p>The marketing area added a new course effective 2022/2023: MKT-160: Digital and Social Media Marketing. BUS-100: Introduction to Business and ENT-101: Entrepreneurship have both been selected as high-priority courses for inclusion in the college’s Quality Improvement Project, Advancing Equity through the Assessment of Student Learning. Lead faculty receive intensive professional development on equity and assessment topics and lead their course through a project to collect student artifacts which demonstrate student learning. Tools are provided to disaggregate results and cohort members then support each other as departments plan improvement strategies to eliminate identified equity gaps. It is intended that what is learned in this project can then be applied to other courses within the department.</p> <p>As discussed elsewhere in this report, the program is studying student success in 8-week versus 16-week sections. This analysis could also apply to student learning assessment where applicable.</p>

3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?

Student satisfaction is collected by the college through the career-technical follow-up survey conducted annually by Institutional Research. Feedback is also solicited from students via the student evaluation of the instruction process, though this data is only provided to each individual faculty.

The results available from this satisfactions survey span the time of the pandemic, so further analysis by year should be undertaken to determine when the points of dissatisfaction occurred.

Respondents indicate satisfaction with broad areas of the program, but lesser levels with job preparation and employment information. It is interesting that these results indicate 81% of respondents were not enrolled in further education since ECC. It is important to remember that the survey was only sent to students completing a credential. Many students take courses in the program on their way to a transfer degree and additional education; these students would not be invited to complete this survey.

	% Very/Somewhat Satisfied
Content of program skills courses	91%
Lecture/lab experiences	90%
Equipment, facilities, materials	91%
Job preparation	71%
Preparation for further education	86%
Information on current employment	57%
Academic Advising	78%
Career Planning	78%
College transfer planning	72%

Many courses in the program prepare students for employment as part of the course. In F2F classes there is a scavenger hunt activity played with Goose Chase that has students find the employment boards on campus. Though there are no statistics from classroom conversations, F2F classes may have up to 80% of the students that work and many have stated they gained employment via information provided by the campus, business leader discussions, recommendations from instructors and being prepared by attending campus job fairs.

<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 annual Advisory Committee always adds value for the program because it encompasses business leaders, community advocates and other department members. For example, the last advisory committee meeting had a robust presentation on Artificial Intelligence (AI)/ChatGPT and the details were great. Business leaders engaged the committee on where they were in the AI process within business and every chimed in to discuss the value add to the program especially since numerous students are well-versed in AI. The institution has access to the advisory committee members throughout the year.</p> <p>Discussions are occurring about the possibility of inviting smaller, discipline-specific members to a separate meeting in the fall as a supplement to the large program meeting in the spring.</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>Aside from the continuous conversations with the Advisory Committee throughout the year there are some business leaders that are also Adjuncts at the college. They bring a wealth of knowledge outside of the textbooks and provide current workplace updates. They also encourage their employees to enroll at the college. There are numerous business leaders that speak to classes as guest speakers.</p> <p>Relationships with these business leaders are essential to quickly understanding the impact of current developments on the business world, and how the program might adapt. For example, the most recent advisory meeting (spring 2023) discussed upcoming AI implications and the need for intentional inclusion of EDI in the courses.</p>
<p>3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?</p>	<p>A systematic process is not in place from the college or Institutional Research as outlined in item 3.21 for students. To enhance the information gleaned from the advisory committee, the program is willing to consider means to formalize such a feedback loop and will add this to a meeting agenda. For example, when students are placed in companies for some sort of work experience, employers are asked about the student’s performance. Many students are also employed in various college offices as part of work-study and managers in those departments could be surveyed.</p> <p>Quite often, it is the brightest students who are operating in the work-based opportunities, and they receive very good feedback. Faculty cannot recall specific examples from Advisory members suggesting specific intervention needs.</p>

	<p>General, perennial topics could be students' work ethic, expectations for balance, typical "generational" differences and the "Soft-skills." The head of the local credit union has mentioned he is willing to “hire on the spot” when he encounters a candidate who is sharp on these professionalism characteristics.</p>
<p>3.25 What are the program’s strengths?</p>	<p>One of the things that accounts for the strength of this program is the real-world experiences brought by the adjunct faculty and the advice from the advisory committee. Another big strength of the program is the multiple generations that are going through the program together. Currently the workplace comprises 5 generations: Traditionalist or The Silent Generation (78 to 99 years old), Baby Boomers (59 to 77 years old), Generation-X (43 to 58 years old), Millennials (29 to 42 years old), and Generation-Z (28 years old and younger). The program has Dual-Credit students, Traditional students, International students and returning Adult students, most of whom are working across various industries. This provides opportunities for group learning with different perspectives where each student can learn from those of different generations and perspectives.</p> <p>The program also prepares students for outside employment opportunities since the institution has a job board on campus and a department that assists students with jobs. During the program there are courses that require students to build resumes and cover letters. Classes provide mock interviews and access to real local business owners.</p> <p>As discussed throughout this report, the faculty of the Business program are dedicated to students and the college, and in particular to advancing equity and diversity. Some kudos include:</p> <ul style="list-style-type: none"> <li>● President’s Choice award as faculty co-chairs:             <ul style="list-style-type: none"> <li>○ Targets of Hate presentation series by MAGIC, 2018</li> <li>○ TIDE initiative, 2020</li> </ul> </li> <li>● Two Business faculty profiled in ECC’s IMPACT magazine “One Team, One Dream” (12/06/2021) which spotlighted EDI initiatives of the college.</li> <li>● Illinois Business Education Association (President, Board Member, Conference Chair 2021)</li> <li>● YWCA Antiracism Award, 2021</li> <li>● Association for Career and Technical Education Lifetime Achievement Award, 2019</li> </ul>

<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The institution provides a major emphasis on Diversity, Equity, and Inclusion but the program itself does not have a Managing Diversity at Work course. To support the diversity program learning outcome, faculty embed some DEI discussions in the course material since most of the textbooks do not include a big DEI component.</p> <p>A weakness within Entrepreneurship is the lack of funding for student experiential learning projects. Funding for conference attendance is needed to help students access professional development experiences with their peers. Avenue for budget growth in the form of Perkins funding is one possibility. Program of Study tool is a requirement.</p>
---	---

<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The program is ready for the post-pandemic reset to focus on supporting student success and meeting the needs of local industry.</p>
---	---

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

In some instances, students were not aware the course they registered for was being offered in-person, and have to drop due to work obligations. Where a section is also offered online, the student can enroll there instead to stay on track with their degree. However, where no online sections are available, the student could be at risk of dropping the course.

During 16-week face-to-face courses students tend to get drained after midterm and grades fall, however this rarely occurs with 8-week online courses which have a swift pace. The program would like to explore more opportunities for shorter duration sections away from the 16-week norm and has begun to review data from Institutional Research to study demand for and success in the shorter-duration sections. Survey results show some students are confused and possibly mis-advised when seeking business related courses that transfer to a Bachelor’s degree program.

Access to funding for professional development activities for students is limited. This is an extremely important facet of learning about the field of business. Some students may not have access to the resources to go and visit the city of Chicago. Overcoming those obstacles would be a beautiful way of breaking barriers for students to experience industry on scale with the city of Chicago.

**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.

<p>CTE Program</p>	<p>Business</p>				
<p>CIP Code</p>	<p>52.0201</p>				
	<p><b>FY18</b></p>	<p><b>FY19</b></p>	<p><b>FY20</b></p>	<p><b>FY21</b></p>	<p><b>FY22</b></p>

<b>Number of Students Enrolled</b> <i>(*XVGS UnDuplicated Headcount)</i>	Combined Business Course Departments (BUS, ENT, MKT, MMR, MMT)	1,146	1,168	1,225	1,172	1,449
	BUS Courses	749	728	749	688	607
	ENT Courses	35	51	35	29	42
	MKT Courses	149	163	167	195	245
	MMR Courses	15	17	10	8	16
	MMT Courses	198	209	244	252	339
<b>Credit Hours Generated</b>	Total Hours Generated	6,970	7,176	7,278	6,824	6,024
	Dual Credit: Credit Hours Generated	123	213	126	81	65
<b>Seat Count by Modality</b>	Face to Face	1,273	1,266	1,143	0	96
	Online/Async	964	1,020	1,175	1,479	1,455
	Synchronous	N/A			785	361
	Hybrid	79	92	100	0	99
<b>Total Number of Completers</b>						
<b>Total - All Awards</b>		57	30	26	24	28
<b>Business-AAS</b>		12	8	6	5	9
<b>AAS Degrees Sunset in 2017</b>	Marketing	4	0	0	0	0
	Retail Mgmt	0	0	0	0	0
	Entrepreneurship	1	0	1	0	0
<b>Entrepreneurship Certificates</b>	Advanced - VS	2	2	0	0	1
	Intermediate - VS	1	2	0	0	1
	Entrepreneurship - BVS	0	0	0	0	0
<b>Management Certificates Marketing Certificates</b>	Supervisory & Administrative Management - BVS	10	4	6	7	8
	Administrative Management - VS	11	4	5	2	3

<b>Marketing Certificates</b> <i>withdrawals</i>	Customer Relationship Management - BVS	0	2	0	0	2
	Marketing - BVS	8	7	8	8	5
	Retail Mgmt - BVS	1	0	0	0	0
<b>Other: Success Rate by Modality by Department</b> <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>						
<b>BUSINESS (*Includes: 100, 101, 131, 142, 145, 231, 238, 254, 260, 265)</b>						
	Face to Face	80%	76%	76%	100%	81%
	Online/Async	78%	78%	78%	78%	78%
	Synchronous	N/A			73%	55%
	Hybrid	76%	64%	58%	N/A	N/A
<b>ENTREPRENEURSHIP</b>						
	Face to Face	90%	90%	90%	N/A	N/A
	Online/Async	44%	59%	36%	64%	34%
	Synchronous	N/A			73%	79%
	Hybrid	N/A				
<b>MANAGEMENT</b>						
	Face to Face	83%	83%	83%	83%	83%
	Online/Async	82%	82%	82%	82%	82%
	Synchronous	N/A			80%	80%
	Hybrid	N/A				62%
<b>MARKETING/RETAIL</b>						
	Face to Face	85%	75%	90%	N/A	86%
	Online/Async	84%	85%	87%	83%	79%
	Synchronous	N/A			81%	65%
	Hybrid	74%	82%	90%	N/A	80%
	<b>Dual Credit Student Course Success Rate</b>	95%	93%	95%	92%	100%
PE1. How does the data above support the program goals? Elaborate.	<b>ENROLLMENT</b> Enrollment as measured by total credit hours was increasing through FY20 and despite the subsequent effects of the pandemic, remained stronger than expected. The attrition experienced into					

FY21 was expected, but credit hours only fell by 6%, much less than experienced college-wide. A steeper drop was noted into FY22, nearly 12%. However, from FY21 to FY22, the Entrepreneurship courses increased enrollment over the prior year and Management courses had the smallest drop. During the pandemic students were attracted to asynchronous delivery of courses and enrollment increased for this modality. As college operations return to a new normal state, these figures will be monitored.

Consistently, BUS-100 is the top enrolled course in the program. With no prerequisites, it is very accessible to any student. It is a common elective and can serve students easing back into college or exploring their options for a career or educational path.

Next are the two courses which comprise the Business Writing sequence. As mentioned earlier, these can fulfill the writing requirements for AAS degrees as an alternative to the English Composition courses. Therefore, these courses serve students beyond just the Business program.

The introductory courses for Management and Marketing also enroll a few hundred students each semester due to their wide appeal and applicability to several career programs beyond Business.

It is the second-level specialty courses where enrollment shrinks to those students pursuing these particular degree paths or career interests.

### **SUCCESS**

Success rates for the program tend to vary by department and by modality. Generally, success remained consistent into the pandemic years of FY21 and F22. However, some course-level success rates are very low, below 50%.

For Business courses run by this program (\*Includes 100, 101, 131, 142, 145, 231, 238, 254, 260, 265) Face to Face sections from FY18 (80%) to FY22 (81%) remained strong with the exception of FY21 due to the pandemic. Online/Asynchronous and Synchronous continued to show a strong effort during FY21 respectively due to the impact of the pandemic. During FY22 Online/Asynchronous continued to gain momentum (78%) while Synchronous instruction fell from 73% in FY21 to 55% in FY22.

Courses such as Entrepreneurship that fell to 35% during FY22 from 64% during FY21 was mainly due to the course transitioning from Online/Asynchronous during FY21 (64%) to FY22 (34%) because there were additional course offerings for Synchronous



	<p>instruction during FY22 (79%).</p> <p>In review of the Management courses all modalities were within 10% points (FTF-72%, Online Asynchronous 78% and Synchronous 79%) are continuously gaining momentum from the time when they were over 80% during FY18 and FY19 when they were 80% up to 84%. During the next five years the Management courses will reach over 80% again. Hybrid courses in Management recently FY22 (62%) started offerings.</p> <p>Marketing/Retail FTF offering fell to 86% during FY22 from an all-time high of 90% during FY20 before the onset of the pandemic. It is predicted that Marketing will continue to gain momentum and will increase to 90% by 2028. Hybrid Marketing courses is a recent offering FY22 (62%) that will continue to increase.</p> <p>Though their enrollment is not as high as in the past, dual-enrollment students have strong course success rates.</p> <p><b>COMPLETION</b></p> <p>The total awards granted annually has fallen through the review period. Fewer than ten degrees have been awarded since FY18. The most commonly awarded certificates are for Supervisory &amp; Administrative Management, and Marketing.</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 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 &amp; race, special population status &amp; 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><b>ENROLLMENT</b></p> <p>The program enrollment is overrepresented by White students (46%) and slightly underrepresented by Latino students (36%). There are very few African-American/Black students (7%) overall, but a higher proportion overall than the college (4%).</p>

	<p><b>SUCCESS</b></p> <p>African-American students have the largest course success gap among the business departments (4%) and in the highest enrolled course, BUS-100. Women have higher success rates (58%) in the program and in the BUS-100 course than men. Pell-eligible and part-time students also do not perform as well.</p> <p><b>COMPLETION</b></p> <p>Compared to their enrollment, women complete certificates/degrees in the program in higher proportion (58%). Latino students earn awards in slightly higher numbers (42%), while African-American/Black (4%) and Asian (4%) students seem slightly less likely to finish an award in proportion to their program enrollment. The majority of students enrolled in Business courses are age 22 or younger (66%), yet they comprise only 37% of those earning a credential. Older students in the age ranges 23-60+ comprise nearly two-thirds of those completing an award.</p>
<p>PE4. What is the program 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>The program is participating in the Advancing Equity through the Assessment of Student Learning quality initiative where BUS-100 (starting Spring 2022) and ENT-101 (Spring 2023) have been prioritized for the study and reduction of success gaps across race/ethnicity groups. Faculty will receive focused professional development to explore gaps and devise strategies to measure and improve student learning outcomes over a period of four semesters.</p> <p>During Dual Credit School visits, Professor Earl will specifically invite African-American students to speak to them about Business programs and majoring in Business. Professor Earl serves Jacobs, Hampshire, and Dundee Crown High Schools. Students should be contacted during orientation in the Spring and Fall. Professor Hallpike and Mae will be available to assist Professor Earl with this effort.</p> <p>A new coaching program for African-American students will begin in Fall 2023 - C.L.A.S.S. Continuing the Legacy of African Ancestry Student Success. It is planned to reach 80-100 first-year students. Coaches will support students who are enrolled in pre-college and college level courses. Faculty and administrators from the Business program will serve as coaches and encourage more African-American students to enroll in Business courses. Professor Earl is implementing a strategy that will assist with this process by working with the Elgin Chamber of Commerce and Dr. Rise Jones. Professor Hallpike is playing an intricate part in the C.L.A.S.S. program. Under their leadership with these initiatives, Mae Jones is on board to assure there is total action and engagement in</p>

	<p>increasing enrollment in Business courses by assisting in these areas.</p> <p>Marketing efforts for the Business program can assist in the increase of enrollment:</p> <ul style="list-style-type: none"> <li>• Elgin Community College swag for the Business Program (i.e. pens, flash drives, sticky notes etc.)</li> <li>• Photo ops with Faculty and Students for the Business Program</li> <li>• Photos ops with successful alumni from the Business Program</li> </ul>
<p>PE5. Are the students served in this program representative of the total student population? Please explain.</p>	<p>As compared to the college, the business program enrolls a slightly higher proportion of:</p> <ul style="list-style-type: none"> <li>• Men (57%) with women enrollment (43%),</li> <li>• slightly more White students (46%) and slightly less Latino students (36%). African-American/Black students (7%) are still a small proportion of the program, but slightly larger than the college (4%).</li> <li>• Business program students also tend to be slightly younger (66%) between the ages of 17-22 with a combined of only (34%) between the ages of 23-60+.</li> <li>• Business program students that are slightly younger could be due to courses like Entrepreneurship, Marketing, E-Commerce, and Global Business that both provide large components of technology acumen for businesses. The 17-22 age ranges are students that were raised during the digital age and it is a major component in their lives whereas Baby Boomers, Millennials etc. Use technology as a means to an end.</li> </ul>
<p><b>Review Results</b></p>	
<p><b>Action</b></p>	<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>
<p><b>Summary Rationale</b> R1. Please provide a brief rationale for the chosen action.</p>	<p>The Business Program Review proves that although the program is viable we must continuously think about:</p> <ul style="list-style-type: none"> <li>• Growth in enrollment and have a broader reach to not just high school students but as early as middle school relationships so parent, students and staff know about ECC’s Business program offerings for broader preparation.</li> </ul>

	<ul style="list-style-type: none"> <li>● Becoming more diligent about bringing business people on campus to build stronger relationships even outside of the Advisory committee.</li> <li>● Conducting more meetings (monthly) with Business Leaders externally.</li> <li>● Cultivating the Brand of the Business Department within the college and District 509. Letting stakeholders (internally and externally) know Who we are and what we do. The lifelong benefits of taking our classes and how that can change the trajectory of someone’s life.</li> <li>● Knowledge sharing within SBCT. Identify CTE programs (i.e. HVAC, Automotive, Welding etc.) and show the relevance and linkage of students taking business courses that enhance professional skills to assist with their overall learning.</li> <li>● Making the Business programs more co-curricular by building program around knowledge and social awareness. Embedding the business programs learning outcomes into other courses and vice versa.</li> </ul>
<p><b>Intended Action Steps</b>  R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p><b>1. Increase the college’s Business program enrollment at least 20% by 2028</b>  By enhancing some of the Business course offerings:</p> <ul style="list-style-type: none"> <li>● Study enrollment and success in 8-week compared to 16-week sections; determine scheduling strategy for the future.</li> <li>● Review all course outlines, revise course learning outcomes in preparation for assessment. Particular focus on low-enrolled courses - determine relevance and revise to be more current.</li> <li>● Update program learning outcomes as displayed in the college catalog.</li> </ul> <p>Connect with local businesses to increase student enrollment by 2028. Some Business Strategic Partnerships can include:</p> <ul style="list-style-type: none"> <li>● Internships and/or Practicums for students within area businesses,</li> <li>● Providing networking opportunities with students and Business Leaders, and</li> <li>● Taking students on excursions to Businesses, Chamber of Commerce sessions, external business events etc. to increase their overall business acumen.</li> </ul> <p>Develop networking and recruitment relationships; This should</p>

assist in increasing the college’s overall enrollment but specifically Business enrollment:

- Attending external Chamber of Commerce sessions,
- Becoming Community Advocates,
- Engaging High School and Middle School students,
- Externally networking with Business Leaders.

**2. Increase the college’s Entrepreneurial program enrollment by 2028** – By enhancing the current Entrepreneurial program with:

- Goals and inclusion into NACCE (National Association for Community College Entrepreneurship) Center of Engagement (Faculty centered) to scale best practices and engagement by 2028,
- CEO Collegiate Entrepreneurship Organization (student centered) Requires a student advisor.
- Increase the Entrepreneurial Certified Professionals (offered by Skills USA) Requires a student advisor
- Designate 1- 2 additional Faculty to Entrepreneurial Sponsors by 2028.

**3. Create a Learning Community Forum to enhance the likelihood of program success and completion by 2025.**

**4. Engagement sessions with other Business Leaders within SBCT division to engage with students to provide course enrichment and awareness about their department program delivery by 2025.**

**5. Strategically align the Business Program’s Full-time and Part-Time Faculty with the college’s Four Key Imperatives of Teaching and Learning Excellence, Lifelong Connections, ECC Experience and Fortify Our Future by 2025.**

- They should be working on at least 1 or 2 of the key imperatives during each assessment period,
- There should be a succession plan process in place for FT and PT faculty.

**6. Create an ongoing Business Advisory Board and Entrepreneurship Advisory Board that meets twice a year (one for Spring for Business and the other in the Fall for Entrepreneurship) by 2024**

	<ul style="list-style-type: none"> <li>• By creating an ongoing advisory board with the college’s Business faculty and external business leaders the program can be continuously enhanced throughout the year and build on partnerships with leaders.</li> </ul> <p><b>7. Develop a Leadership Speaker series. To be held during the Spring and Fall of 2024. To be included in the annual budget.</b></p>
<p><b>Program Objectives</b> R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Program Objectives/Outcomes are being met. To increase the robustness of the program into the next review period, the faculty are focusing on increasing enrollment and ensuring curriculum relevance with authentic connections to the current business environment.</p>
<p><b>Performance and Equity</b> R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The Business Faculty will continue to monitor the equity gaps and address them accordingly. The new initiatives identified during this review, such as the Assessment Cohorts and C.L.A.S.S., will further close the gaps and address equity issues through 2028.</p>
<p><b>Resources Needed</b> R5.</p>	<p>Continuously focusing on the Business program and all of the great offerings will require additional funding in order for there to be success. Minimal funding for Marketing purposes up to providing funding for potential Professional Speakers are necessary to continue to enhance the Business program.</p>
<p><b>Responsibility</b> R6. Who is responsible for completing or implementing the modifications?</p>	<p>Clark Hallpike, Instructional Coordinator and Professor Glenn Earl, Professor and Entrepreneurship and CEO sponsor Mae Hicks Jones, Professor</p> <p>An additional Faculty member is required to address the Business Communications courses during Professor Susan Timm’s absence Efforts will be supported by divisional administration.</p>

# Appendix 1: Occupational Information

The occupational categories below are all suited to the 2-year Associate degree as the top education level.

## **Business Continuity Planners**

Develop, maintain, or implement business continuity and disaster recovery strategies and solutions, including risk assessments, business impact analyses, strategy selection, and documentation of business continuity and disaster recovery procedures. Plan, conduct, and debrief regular mock-disaster exercises to test the adequacy of existing plans and strategies, updating procedures and plans regularly. Act as a coordinator for continuity efforts after a disruption event.

Median Salary: \$70,071

## **Executive Secretaries and Executive Administrative Assistants**

Provide high-level administrative support by conducting research, preparing statistical reports, and handling information requests, as well as performing routine administrative functions such as preparing correspondence

Median Salary: \$60,616

## **Legal Secretaries and Administrative Assistants**

Perform secretarial duties using legal terminology, procedures, and documents. Prepare legal papers and correspondence, such as summonses, complaints, motions, and subpoenas. May also assist with legal research.

Median Salary: \$56,044

## **Advertising and Promotions Managers**

Plan, direct, or coordinate advertising policies and programs or produce collateral materials, such as posters, contests, coupons, or giveaways, to create extra interest in the purchase of a product or service

Median Salary: \$93,970

## **Search Marketing Strategists**

Employ search marketing tactics to increase visibility and engagement with content, products, or services in Internet-enabled devices or interfaces. Examine search query behaviors on general or specialty search engines

Median Salary: \$61,649

## **Budget Analysts**

Examine budget estimates for completeness, accuracy, and conformance with procedures and regulations. Analyze budgeting and accounting reports.

Median Salary: \$77,929

## **Sales Managers**

Plan, direct, or coordinate the actual distribution or movement of a product or service to the customer. Coordinate sales distribution by establishing sales territories, quotas, and goals and establish training

programs.

Median Salary: \$128,071

### **Purchasing Managers**

Plan, direct, or coordinate the activities of buyers, purchasing officers, and related workers involved in purchasing materials, products, and services. Includes wholesale or retail trade merchandising managers and procurement managers.

Median Salary: \$119,021

### **Transportation, Storage, and Distribution Managers**

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.

Median Salary: \$97,452

### **Advertising and Promotions Managers**

Plan, direct, or coordinate advertising policies and programs or produce collateral materials, such as posters, contests, coupons, or giveaways, to create extra interest in the purchase of a product or service for a department, an entire organization, or on an account basis.

Median Salary: \$93,970

### **Social and Community Service Managers**

Plan, direct, or coordinate the activities of a social service program or community outreach organization. Oversee the program or organization's budget and policies regarding participant involvement, program requirements, and benefits. Work may involve directing social workers, counselors, or probation officers.

Median Salary: \$70,136

### **Spa Managers**

Plan, direct, or coordinate activities of a spa facility. Coordinate programs, schedule and direct staff, and oversee financial activities.

Median Salary: \$41,783

### **Training and Development Specialists**

Design or conduct work-related training and development programs to improve individual skills or organizational performance. May analyze organizational training needs or evaluate training effectiveness.

Median Salary: \$61,901

### **Human Resources Assistants,**

Compile and keep personnel records. Record data for each employee, such as address, weekly earnings, absences, amount of sales or production, supervisory reports, and date of and reason for termination. May prepare reports for employment records, file employment records, or search employee files and furnish information to authorized persons.

Median Salary: \$40,355

### **Interviewers, Except Eligibility and Loan**



Interview persons by telephone, mail, in person, or by other means for the purpose of completing forms, applications, or questionnaires. Ask specific questions, record answers, and assist persons with completing form. May sort, classify, and file forms.

Median Salary: \$37,077

### **Wholesale and Retail Buyers**

Buy merchandise or commodities, other than farm products, for resale to consumers at the wholesale or retail level, including both durable and nondurable goods. Analyze past buying trends, sales records, price, and quality of merchandise to determine value and yield. Select, order, and authorize payment for merchandise according to contractual agreements. May conduct meetings with sales personnel and introduce new products. May negotiate contracts. Includes assistant wholesale and retail buyers of nonfarm products.

Median Salary: \$66,833

### **Retail Loss Prevention Specialists**

Implement procedures and systems to prevent merchandise loss. Conduct audits and investigations of employee activity. May assist in developing policies, procedures, and systems for safeguarding assets.

Median Salary: \$38,563

### **First-Line Supervisors of Retail Sales Workers**

Directly supervise and coordinate activities of retail sales workers in an establishment or department. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties.

Median Salary: \$41,317

<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2022		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Computer Aided Design	AAS	62.5	15.1302	<ul style="list-style-type: none"> <li>• Computer Aided Design - BVS</li> <li>• CREO - BVS</li> <li>• AutoCAD - BVS</li> <li>• Solidworks - BVS</li> </ul>
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.				
<b>Program Objectives</b> 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>Computer-Aided Design (CAD) is an advanced product development tool used in all manufacturing which allows engineers, designers, and technicians to develop new products faster with increased precision by automating many complex, tedious, and repetitive design tasks. Traditional technical drawing theory and practices are utilized alongside the most up-to-date CAD applications, rapid prototyping machines, modeling simulations, and other high-tech commodities.</p> <p>Successful CAD students are defined by the ability to successfully navigate multiple CAD/CAM/CAE software packages, while also understanding basic principles of detailing a 2D drawing, and modeling complex 3D models and assemblies. The scope also extends to manufacturing principles for building with Computer Aided Manufacturing (CAM). Students apply the fundamentals of engineering stress variables to 3D models and simulate real world conditions, developing the ability to interpret the results of the analysis, i.e how and when will the designed part break under the desired simulated circumstances using Computer Aided Engineering (CAE). Mastery of these tools and concepts is designed to prepare a student for employment in this field.</p> <p>Program-level learning outcomes relate to three major components. Upon completion of the degree, students will have achieved a professional level of mastery of 1) Technical drawing and/or modeling theories; 2) Software application usage; and a</p>		

	<p>professional level of familiarity of 3) Manufacturing processes and materials.</p> <p>The certificates and degree prepare students for employment in a variety of positions such as:</p> <ul style="list-style-type: none"> <li>• Architectural and Civil Drafters</li> <li>• Mechanical Drafters</li> <li>• Electrical and Electronics Drafters</li> <li>• Quality Control and Inspection</li> </ul>
<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>Beginning with CAD-101: Introduction to Engineering Design first week, the instructor proctors a detailed exam that highlights the foundations of Computer Aided Design. The same exam is given at the end of the semester and a comparison is drawn between the exams on what the student learned and retained. The course review is then tabulated and conclusions drawn on what the faculty needs to work on to enhance and improve student outcomes. Since 2019 completion success rates without W's in CAD-101 was an average of 76.6 % since 2019.</p> <p>As students' progress towards the degree, design projects and portfolio development are primary instruments to challenge and enhance student outcomes. Similarly, since 2019, CAD completions success rate without W's at 87% on average.</p> <p>Certificates beyond the college's CAD credentials are available through software vendors, and the faculty prepares and encourages students to take the certifications; however, participation and results are not shared back with the program.</p>
<p><b>Past Program Review Action</b> P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><b>1. FY18 Goals from last report:</b></p> <p><b>A. Update CAD AAS sequence line-up, gain approval through Curriculum Committee</b></p> <p>CAD AAS as of 2017-2018 is very similar to AES degree, requiring specific and additional Physics and Math courses while deficient on manufacturing/inspection processes such as Metrology, Computer Numerical Control (CNC) and Welding. Graduates need exposure to and experience of what they are specifying on the design/model/printing.</p> <p><u>Status:</u> Complete</p> <p><u>Progress Reported:</u> Enhancing the degree with the addition of MTH-107: Technical Math I has made the CAD AAS more accessible to many students who would normally choose a vocational/career tech route, and provides students with a deeper manufacturing focused curriculum, preparing the students for a wider spectrum of</p>

employment opportunities immediately available after graduation. MTH-107 has also made the program more accessible from a placement standpoint as it has a lower math placement threshold.

**B. Tweak updated CAD AAS as per advisory committee consensus, FA19**

Status: Complete

Progress Reported: Added option of Welding-101:

Welding I, After implementation, the addition of Welding became a source of frustration with some students who entered the CAD program because it is thought of CAD as a more “office-centric” career. They are then forced to take a heavy shop-based and potentially dangerous course with a high financial point of entry for supplies. The program is studying if this course should be removed from the curriculum or moved to an elective.

**C. Continue recruitment of females for CAD program**

Status: Ongoing

Progress Reported: There has been a slight increase in female student presence but no increase that is statistically significant. This issue continues to be a difficult one to solve. The root cause is noticeably female interest and paradigm of the emphasis starting years before their college career, not particularly any item(s) that the department personnel are in a position to change.

Faculty are currently exploring a proposed action plan to create a parallel CAD degree (CAD & Smart Fabrication) based on the Industry 4.0 model, which embraces a more office-centric focus, eliminating the machine shop-centric elements, i.e., Welding, and Machine Shop. This direction may open the field of study to a broader range of interested students overall.

**D. Update / change-out and/or addition of new digitizer equipment.**

**Explore Brown & Sharpe Gage 2000 Machine (CMM) interface needs update.**

Status: Canceled

Progress Reported: Price found to be extreme, not worth the cost. Additionally, IMT program has obtained a new CMM which fulfills this void, problem solved.

**E. Addition of new full-time faculty member to ease heavy overload requirements of current limited full-time faculty, each currently consistently reaching maximum overload levels, FA20**

Status: Deferred

Progress Reported: New position has not yet been prioritized by the college. The viewpoint that a third full-time CAD instructor is needed is not shared by the current Instructional Coordinator at this time.

Other accomplishments not related to FY18 goals:

- Breccia Initiative began in 2011 and in 2020 has been enhanced and updated as the CAD software packages update along with the addition of full online curriculum, Broad Reach Educational Collaborative Industrial Anthesis (Breccia) is the culmination of three planned phases:
  1. STREAM (Over 80 video updates have been completed since 2020)
  2. VERTANUX1 (All learning content has been fully integration into the D2L online learning system in 2020)
  3. (IMT machine shop related, thus not mentioned in this report)
- Phase one titled "STREAM", (Student Recognizable Educational Access Media) was a project to encourage internal Computer Integrated Manufacturing curriculum development with intent to:
  - Reduce the expense to students for instructional materials, while
  - Providing an enhanced, media-based, progressive model of instruction.
  - This included researching the latest technologies for educational content delivery, developing curriculum, electronic format training guides, an instructional video library, and making that media available online for resident students.
- Phase two "VERTANUX1" (Virtual Educational Resource Technology Academic Non-Modal Utility), was established as a unrestricted, single source, educational media outlet, where all training media was deployed

	<p>online and made available to resident and international students free of charge.</p> <ul style="list-style-type: none"> <li>○ Also, the focus on attaining a “non-modal” system of training, though it may not be a novel approach, is intended to produce a flexible approach whereby a student can pick and choose a starting point anywhere in the curriculum and yet successfully learn the key elements of the course.</li> <li>○ This may be particularly helpful for students who may have attention deficit challenges, and are able to scan the training materials and find a topic of interest and proceed from there.</li> <li>○ An example of this is in the CAD-208 course which simulates stress on parts. When students browse through the library of content many find the Exercise 9 Fighter Jet wind tunnel simulation of great interest, I tailored the lesson so that someone without any experience can navigate and complete a full Computational Fluid Dynamics lesson (i.e. actual rocket science) on the first day, if they chose to do it.</li> <li>○ This learning experience acts as a reward with the intent to foster greater interest and creativity on the student’s terms.</li> </ul> <ul style="list-style-type: none"> <li>● The vertanux1 online resource is now home to over 350 CAD/CAE/CAM instructional videos, and nine training guides. It can be found on youtube.com.</li> </ul>
<p><b>Review Team</b>  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>Christopher F. Sikora, full-time CAD/IMT faculty, CAD Instructional Coordinator, primary author.</p> <p>Professor Jesse Bader, full-time CAD faculty, contributing author.</p>
<p><b>Stakeholder Engagement</b>  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</p>	<p>Cathy Taylor, Dean Sustainability, Business and Career Technology (SBCT), Primary advisor</p> <p>Yolonda Barnes, Associate Dean SBCT - Primary advisor and editor of program assessment documents</p> <p>Tyler O'Donnell, Associate Dean SBCT - Primary advisor and editor of program assessment documents</p>

engagement in this process.	
<p><b>CTE Program Review Analysis</b></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>There are no program prerequisites to enter the CAD program. However, those pursuing the AAS degree will need to satisfy Minimum Competencies, either through placement testing or other criteria. The certificate programs do not require placement testing unless a student were to choose EGR-101: Engineering Design Graphics/CAD instead of CAD-101 as part of the CAD.BVS. In this scenario, a math placement test would be required.</p> <p>As mentioned above, the change to include MTH-107 lowers the basic skills requirement for students. The main introductory course, CAD-101, has no prerequisite. Faculty agree that this should not change based on currently levels of course success.</p>
<p>A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>As of the 2023/2024 catalog, the CAD AAS will be 62.5 credits. The minimal overage of credits is in the best interests of the students. The degree offers a broad spectrum of career-focused elements in addition to the standard general education components. The faculty and advisory committee agree the curriculum provides complete coverage to produce the best prepared CAD graduates for the district.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to EMSI and IDES data, graduates can earn between \$40,000 - \$58,000/year in fields such as mechanical, architectural, electrical and civil drafting.</p> <p>The implementation of cloud-based CAD system training may help students find remote (even out of state) employment opportunities. Cloud-Based CAD system usage has witnessed significant increases since COVID. 3D Cloud-based CAD software packages such as Onshape experienced exponential growth during the pandemic, going from thousands of users to over 2 million.</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 demand for CAD operators and drafting professionals has declined on average 4.2% over the past five years (when averaging all specific CAD employment types listed above). Considering the impacts of COVID and pre-COVID</p>



	<p>employment data there seems to be a subtle effect overall contributing to the decline in demand. Pre-COVID EMSI data numbers estimated a similar near 4% decline. EMSI and IDES suggest a continuing decline between 2-5% by 2026. Mechanical sees a slightly higher decline, electrical the least.</p> <p>Proposed new curriculum is in the development stage and will target cloud-based CAD, Smart Fabrication and Generative Design. These new technologies use expert AI systems to form part models within a given work envelope and the designer enters fixed and load surfaces along with engineering variables, i.e. lbs. force, torque, pressure. The A.I. designs what looks like a very organic (like bones) model, but it's optimized for strength while reducing material costs. The World Economic Forum lists these as part of <i>Industry 4.0</i>, the 4th Industrial Revolution. The program could be situated to support 21st century fabrication coupled with sustainability utilizing 3D Printing, A.I. and cloud-based data connectivity.</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Programs receive Lightcast (formerly EMSI) reports from the Curriculum office for the purpose of this review. Such reports can be generated quarterly. The program also relies on IDES information.
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?)	Typically, recruitment is via advertising, and visiting in-district high schools to promote the program. Forging stronger dual-credit relationships can open up the pipeline for students still enrolled in high school. Additionally, providing more education to area high school counselors about what the college offers can highlight the lesser-known opportunities such as CAD. Programs such as camps will attract kids and their families, but the college should also consider how to engage the folks influencing the high school students when thinking about college. Tours or simple demonstrations go a long way. District u46 Alignment hosts career panels for various pathways, and it may be possible for the CAD program to be included.
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



	<p>process according to established timelines.</p> <p>The recent curriculum revisions in CAD were presented to and discussed with the Advisory Committee. Change is guided by the evolving needs of area employers, particularly as related to new software and technology. Part-time faculty are also involved in curriculum change discussions.</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>The program is responsive to industry and employer need. In the most recent academic year, seven courses were withdrawn from the program as the topics were lacking relevance: Architectural design, Pro/E and Revit.</p> <p>A new course was added for 2023: CAD-110: Introduction to Inventor &amp; 3D Printing, which speaks to the growing technologies in the field of Artificial Intelligence and Additive Manufacturing, (i.e. 3D Metal Printing). These progressive technologies are expected to see significant growth over the next 15 - 20 years, with 3D Metal printing expected to replace as much as 50% of the metal CNC machining currently being processed in the United States. (Source: Howard Salt - former President, Renishaw Corp). In support of this trend, the college should consider acquiring a Metal 3D printer in the near future.</p> <p>The CAD department unveiled in 2022 a new proposal for a degree in Computer Aided Design and Smart Fabrication. This concept looks to remove machine shop hand operated metal cutting manufacturing courses, replacing them with Generative A.I. and advanced metal 3D printing courses. The current instructional coordinator believes adopting these new technologically advanced fabrication and design methods will promote and encourage enrolment of new students that would normally not wish to work on past century old, potentially dangerous equipment, opting instead for a more technologically cutting-edge office-centric career-based curriculum. The proposal has not yet gone to the Curriculum Committee.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: 2a. Costs to the institution associated with this program</p>	<p>The CAD program is funded through tuition and fees. Because it does not require expensive high-end tools or machinery, the budget is considerably lower than many career-tech programs in the division. Software licenses will continue to be a unique feature of the budget. Annually,</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>SolidWorks CAD software renews at \$4,000, and the Creo CAD software at \$3,600. These remain at steady levels. Current 3D printers are very cost-effective and the program practices sustainable procedures, i.e., favoring computer simulation over 3D plastic printing when applicable.</p> <p>The department will investigate the use of Perkins funding for future Metal 3D printing technology. Such a purchase could be in the range of \$500,000, so multiple procurement options are being researched.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The CAD department is run in a fiduciary responsible manner, thus negating the need for significant increases in funding.</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>Not applicable.</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. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>According to EMSI data collected this year, the 2020 tuition comparison shows tuition and fees for the college's CAD program were \$7,140 which is the lowest in the area, comparing to McHenry County College at \$11,862, and Oakton College at \$10,440. Textbooks used in CAD-101 and CAD-206: Industrial Design Problems cost around \$20. The majority of the other CAD courses provide the book/training guide free to the students.</p> <p>The STREAM initiative (Student Recognizable Educational Access Media) from the CAD and IMT departments has the goal to develop and maintain affordable (or zero-cost), in-house innovative and progressive training materials. These enhance teaching and learning and minimize student expense.</p> <p>The college's CAD department is a small program with two full-time faculty who are able to get to know students and help guide/navigate them through the program and into jobs by connecting students with local CAD employers.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The college negotiated with the CAD software vendors to procure not only lab versions of the CAD software packages, but student home versions that can be distributed with no additional cost to students. This makes online and hybrid learning options available to students, while reducing the need for additional classroom lab space.</p>

<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>As mentioned above, the program will explore using Perkins funding for a 3D Metal Printer.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?  How do the success rates of each delivery system compare?</p>	<p>Nearly half of the CAD department courses were already developed and offered as Hybrid pre-COVID. Eight-week accelerated options had been added for all the hybrid courses. CAD-208: Applied Descriptive Geometry &amp; Static: was offered every summer to help students complete the SolidWorks certificate within one year. These face-to-face, online and hybrid options served the students well.  The online format continues to be very popular and will be here to stay for 120, 121, 105, 111 and 118 with hybrid options every-other semester. Success rates have been maintained at a high level, 83% overall through 2022.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The nature of the topic of CAD is that it encompasses not only the language of engineering and design, but the use of software tools specifically designed to create parts, assemblies, drawings, simulations, and photorealistic renderings. The department strives to keep up with current trends and technology used in the industry so that students can benefit from the experience and knowledge using these systems. Attending IMTS trade shows is one way to stay abreast of new trends.  Courses are studied for improvement within the context of evolving technology and are carefully pruned when needed. This is what happened with the removal of CAD-115 and CAD-211. The methods of those courses were now integrated into CAD-105: Introduction to Creo and CAD-111: Advanced Concepts in Creo as computers became exponentially faster allowing design tasks to be completed in much less time since the courses were originally developed.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The CAD Program of Study will be submitted to ICCB in late April/early May 2023.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway</a></p>	<p><b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b></p>

<p><a href="#">program</a>? 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>EMSI Top Specialized Skills data suggests that AutoCAD and SolidWorks computer-aided design software applications are currently the highest demand industry recognized applications. In addition to these, the college also offers Creo and Inventor training. Creo is not listed on EMSI TSS but it is used by many of the larger corporations such as Northrop, Caterpillar, and Harley Davidson. Inventor CAD software, while currently not as widely used in industry as the other applications, is expanding in popularity and is now taught in virtually all local district high schools which can provide a dual-credit segue into the college's CAD program.</p> <p><b>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:</b> The college's CAD program has a stackable certificate cluster built upon SolidWorks, AutoCAD, Creo, which leads to the CAD-AAS degree. Depending on their high school, some students can get a head-start before graduation. Apprenticeships are not currently part of the program.</p> <p><b>C) Includes counseling to support an individual in achieving the individual's education and career goals:</b> To support students holistically, the college offers wrap-around services and resources such as technology support, Tutoring, Advising, Wellness Counseling, Career Development, Disability Support, TRiO, Veteran Services, Experiential Learning, Financial Aid, Spartan Alert/Success, and many more.</p> <p>CAD faculty provide resume and portfolio support to students preparing for employment, and many job offers come through faculty from companies looking for talent.</p> <p><b>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>5</sup> and training for a specific occupation or occupational cluster:</b> According to data provided by EMSI and the advisory committee, the CAD software taught in the program is considered the most current and popular in the local area.</p>
---	--

	<p>Beyond teaching the foundations for creating 3D models, assemblies, and drawings, faculty also use actual real-world parts and applications. These design specific learning modules include Sheet Metal, Injection Molding, Drop Forging, Structural Steel, Weldments, Architectural layout, and Plastic part design. While coursework is based on real-world examples, formal work-based learning is not embedded in the CAD program currently.</p> <p><b>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:</b>          The CAD department currently offers a wide variety of options for learning, this includes Face-to-Face, Hybrid and Online courses for scheduling flexibility. Courses also are structured in 8-week back-to-back segments to accelerate through scaffolded skills. College certificates are awarded for the specific software taught in the program, i.e. SolidWorks, Pro/E Creo, AutoCAD and Inventor, though professional certification exams are only offered through the software companies themselves.</p> <p><b>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</b>          High school students can begin the CAD program while in high school, as well as take general education courses that apply to the degree. However, the program is not set up for any credential to be earned on the same time as the diploma.</p> <p><b>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</b>          Advisory committee members help ensure the curriculum is preparing students for the available jobs. Career support for resumes and portfolios is provided by the CAD faculty. Specific certificates are focused on individual software packages for non-degree students seeking specific 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>Innovation is a cornerstone of the department and the industry students are preparing to enter. Innovation is demonstrated with the progressive teaching and learning tools created within the department and available to students for free, such as:</p> <ul style="list-style-type: none"> <li>● PDF Training Guides (Free)</li> </ul>

	<ul style="list-style-type: none"> <li>● Vertanux1 CAD resource web page 2010</li> <li>● YouTube Channel 356 Videos 2012</li> <li>● iOS &amp; Android App (Discontinued)</li> </ul> <p>The STREAM method of curriculum design has been used to implement many CAD courses. Faculty desire to have the full department catalog utilizing this learning innovation over the next few years.</p> <p>Another innovation is the SMASH 10-minute lecture videos (Solid Modeling Accelerated Series Help). These videos provide support to learning 3D CAD for those who may have learning and attention challenges. These resources supplement the course, making primary goals easier to understand, retrieve and practice. SMASH content is not condensed, rather, is best described as filtered, focusing only on the primary objectives. These supplements, however, are not intended as a sole source of content for collegiate learners.</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>Currently, CAD/EGR-101, CAD-108, CAD-118, CAD-120, CAD-121, CAD-205, CAD-206, and CAD-208 have enrolled dual-credit students from districts 300, 301 and 303. The newest course, CAD-110, will be added for Fall 2023. Generally, five or fewer students enroll in any course each year. The program is currently working to expand the availability to more schools within the district. In particular, the new Inventor/3D printing course might work very well for district u46.</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>There are not formalized work-based learning opportunities within the CAD program. Students have not enrolled in the Independent Study course, CAD-220 for the current review period.</p> <p>When local employers call with job opportunities for students, the Instructional Coordinator will discuss the potential for creating an internship and will connect the company representative with the college's internship office.</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>No, accreditation is not required, nor are there voluntary opportunities being sought.</p>
<p>3.9 Are there industry-recognized credentials embedded within this</p>	<p>The college's CAD curriculum is designed to prepare</p>



<p>program? If so, please list.</p>	<p>students to take credentialing exams from the main software companies, such as SolidWorks and faculty encourage students to do so. However, this is not implemented within the program itself. Students take the exams directly from the companies. Such certifications are not required for someone to be eligible for employment. In fact, some vendors such as AutoDesk only recommend users with over two years of industry experience in AutoCAD or Inventor seek to take the exams.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeship opportunities are not available. We typically have not seen demand for apprenticeships from employers. However, there is always the possibility of expansion into this area. At the moment, apprenticeships require significant investment from local employers. We will partner with our workforce development division to explore apprenticeship opportunities in the CAD 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>Industry/professional certification is not a component of the CAD program, nor a critical component of seeking employment as confirmed by the advisory committee.</p> <p>Students are encouraged to consider the CSWA, Certified SolidWorks Associate offered through the SolidWorks Corporate website.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>CAD AAS graduates have guaranteed articulation with:</p> <ul style="list-style-type: none"> <li>● IIT in the Logistics program, BS degree 2+2 option</li> <li>● NIU: 3+1 Bachelor's degree completion, Technology program</li> </ul>
<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>Focus has been on Dual Credit based relations: Local high schools were invited to the February 2022 Advisory Committee meeting, which began conversations with the u46 district representative to add more dual-credit options. These opportunities can become the “launch-pad” for high school students to gain useful credit before graduation and then transition seamlessly into the college’s CAD program.</p> <p>We continue to maintain synergies with the IMT/Computer Integrated Manufacturing program, as CAD skills are useful in CNC programming.</p> <p>The CIM connection occurred in 2012 when the CIM program was created. Not sure if that should be added.</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 part of career support of the local community which enhances equitable access, the CAD and IMT departments cooperate on a summer school CAD and Manufacturing training for 12-16-year olds. Through this experience, students are exposed to real-world computer-aided design and manufacturing training and career opportunities. Last summer the students designed a custom coffee lid, printed it on the 3D printer, used the CNC to cut out a nameplate insert and then assembled a vacuum form mold. This camp is free to students and can draw students into the college and put them on a solid STEM-related career-path.</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, Assessment and Learning (CETAL).</p> <p>Specific to this discipline, the CAD faculty have all taken the college’s training on Teaching with D2L. They may benefit from taking an updated version every three to seven years.</p> <p>Because the industry is always changing and evolving, the CAD faculty leverage professional associations to stay updated. For example, memberships include:</p> <ul style="list-style-type: none"> <li>● Association of Professional Model Makers,</li> <li>● American Mathematical Society,</li> <li>● Society of Manufacturing Engineers.</li> <li>● LinkedIn membership subscriptions:             <ul style="list-style-type: none"> <li>○ SolidWorks Users Group</li> <li>○ Certified SolidWorks Professionals Group</li> <li>○ American Statistical Association Professionals</li> <li>○ Computational Fluid Dynamics Group</li> <li>○ Center for Promoting STEM</li> <li>○ PTC Creo Users Group</li> <li>○ Additive Manufacturing and 3D Printing Users Group</li> </ul> </li> </ul> <p>The CAD software vendors offer online and face-to-face free update training for our faculty members. Some chose to</p>



	attend online annually. Meetings and conferences such as SolidWorks World “3D Experience” User Group meetings are also an avenue for development.
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 through 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 program’s Windows workstations are replaced every five years. The workstations usually incorporate a strong multithreaded microprocessor and professional CAD certified graphics processor.</p> <p>Cloud-based CAD systems employ the Saas (<i>Software as a service</i>) model, which means instead of procuring the software (\$4000 - \$60,000/license), it is leased on a monthly basis. This helps maintain affordability, and some CAD vendors are actually only charging for time used on their CAD system.</p> <p>There are two late model 3D printers utilizing reliable, affordable and clean Fused Deposition Modeling (FDM) technology. There is no foreseeable need for an upgrade for at least three to five years.</p> <p>As the college considers the potential for a CAD &amp; Smart Fabrication program, the department will need to investigate the latest laser digital scanning equipment to support new/emerging curriculum and enhance the current offerings. Laser handheld scanners can scan and replicate 3D models with up to .030” accuracy. This level of accuracy is adequate for many but not all 3D printed reproductions. The cost of these scanners is between \$2500 for small 6” sized scans, to \$250,000 for automobile sized scans.</p>
3.18 What assessment methods are used to ensure student success?	CAD exams are a traditional mix of multiple-choice, True/False, hand-sketching and CAD drawing problems and questions typically found in mechanical design and architecture industries. The more advanced CAD courses require the development of a well-rounded portfolio of student work which include mechanical drawings, 3D modeled parts and assemblies, Finite Element Analysis (FEA) reports used in CAE (Computer Aided Engineering), as well as some CAM (Computer Aided Manufacturing) projects.

	<p>Courses which lend themselves to test-based assessment have received more ongoing review. We have also found success with courses where students demonstrate skill through more portfolio-based artifacts, particularly where creativity is a significant component and is not as objective as traditional courses. As an example, in CAD-208: Descriptive Geometry and Statics, traditional testing methods were combined with the creative design criteria and faculty were able to extract a significant amount of helpful assessment data. Perhaps enhancing the other courses with this method might prove helpful as well.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Findings that demonstrate student competency or identify areas for improvement are discussed amongst faculty (full-time and part-time) and typically highlighted at the CAD annual advisory committee meetings. Beyond these employer and secondary partners, results are documented on institutional paperwork, but not shared within the college.</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>CAD-101 has evolved over the past five years to incorporate more engineering design-based projects.</p> <p>Faculty have learned that some students coming from high school no longer are standardized on just one CAD software package. Thus, the CAD department now offers AutoCAD, Creo, SolidWorks and Inventor training, providing students a broader spectrum of software training.</p> <p>These skills are built with repeated practice and guidance. Tutoring is made available with faculty office hours as well as a part-time lab aide who is available to students every Saturday 10:00AM - 4:00PM.</p> <p>In CAD-208, students were previously only given in-class verbal instructions and written instructions. After evaluating the lower grades associated with the design projects, a full array of training videos was made available on D2L in addition to the written training guide to help students improve their lab project success. This technique of AV-based resources to enhance student learning permeates the program.</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>81% of the respondents indicated a positive satisfaction</p>

	<p>rate, 5% were very dissatisfied. Within the program, all CAD courses have time related to assisting students on creating suitable resumes and designing portfolios which will demonstrate their knowledge and skills to prospective employers.</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 critical role to validate students are learning real-world skills needed in industry. They provide feedback on proposed changes to current curriculum as well as proposed additions. We can improve this engagement by continuing to seek out additional members from our community and perhaps combining our committee with the IMT/Computer Integrated Manufacturing advisory committee as there are applicable skills that can be integrated into the 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>This past spring's advisory committee was presented with a new concept of possibly utilizing augmented reality and virtual reality. CAD is now 3D based, and VR plays well with such technology. The research to implement a full or partial VR course is in the beginning research stages. The CAD department looks to utilize this exciting new technology to help students be better CAD designers trained on the latest technology.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>According to advisory committee members, the current CAD courses are well received and prepare students for real world jobs.</p> <p>There is not a systematic process to collect such feedback such as the college's Institutional Research (IR) survey of graduates referenced above. The program relies on the advisory committee and other relationships with area employers.</p>
<p>3.25 What are the program's strengths?</p>	<p>The program makes every attempt to schedule classes to efficiently accommodate student need. Many course times are broken-down to make first and second shift employment while attending school possible. The 8-week back-to-back scheduling allows swift progression through sequenced courses.</p> <p>The Library has multiple computers with CAD software installed to better serve students.</p> <p>The Vertanux1 YouTube channel serves students but beyond the college has reached over 52k subscribers and is accessed by users in over 172 countries around the world. Mr. Sikora has received positive recognition email messages from</p>

	<p>engineers and designers using the curriculum from NASA, Boeing, and Sandia National Laboratories, to name a few</p> <p>The STREAM (Student Recognizable Educational Access Media) initiative was in-part designed to make the transitioning to different CAD system courses easier. AutoCAD, SolidWorks Creo, and Inventor are foundational, mainstream systems found in industry. STREAM presents the same or similar 3D modeling design lessons across the platforms, so that students can focus on the specific tools versus the puzzle of a new design. An example of this is, “let’s see how to design a car, and how it’s done in each different CAD system”.</p> <p>After CAD-118: Computer Graphics/Advanced AutoCAD was transitioned to STREAM and received some advertising, it experienced an immediate 9% increase in enrollment.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>It seems many students like the STREAM approach, but others (one student noted this in the survey) may prefer or see utility in variety. The answer to this may be to expand examples for the projects to design different parts. This would be a large but not impossible undertaking to create completely new designs for all three courses. Currently, around 150 unique designs are taught across all the CAD courses; approximately 30 of them overlap and are reused in different CAD systems curriculum. Example: Bolts are designed in CAD-120, CAD-118, CAD-110, and CAD-105. Why? Bolts are a critical part used in almost all mechanical designs, and yet the way they are made is different in each CAD system.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The program overview has helped to identify areas of improvement, such as perhaps adding more variety in the projects, and possibly additional software tools.</p> <p>With the recent updates to the program, the latest initiative is to possibly create a virtual online course, using 3D headsets. 3D CAD lends itself well to this format and may inspire students' interest.</p>
<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.</p>	
<p>Improvements to the program can be made to attract more students. Faculty believe enhancing the CAD options for students may improve retention. However, there is a steady push-pull over the best direction, whether software and “office”-based, or hands-on and more directly connected to manufacturing. A noted earlier in this report, the Welding course requirement provides excellent exposure to how designs</p>	

are manifested in applications, but students face a very high financial cost to entry for just one semester. The program will collaborate with Transfer Services to align curriculum with 4-year transfer institutions to provide a navigable pathway for students to earn an AAS and transfer credit toward a 4-year degree.

Maintaining the videos within the STREAM initiative is a large, ongoing task as new videos and updated training guides are required with every major software release.

### 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	Computer Aided Design				
CIP Code	15.1302				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled ( <i>*XVGS UnDuplicated Headcount</i> )	217	204	178	152	172
Credit Hours Generated	1,232	1,180	990	904	860
Dual Credit: Credit Hours Generated	51	83	42	61	32
<b>Seat Count by Modality</b>					
Face to Face	235	195	234	2	43
Online/Async	N/A			334	199
Hybrid	186	188	123	0	43
<b>Number of Completers</b>					
Computer Aided Design- AAS	6	8	8	6	6
Computer Aided Design - BVS	11	11	10	13	10
CREO - BVS <i>*Previously labeled Practicing ProE</i>	0	0	0	0	0
AutoCAD - BVS	16	14	12	7	12
Solidworks - BVS	25	23	18	12	8
Architectural Design - BVS <i>(Sunset May 2023)</i>	0	0	0	0	0
Revit - BVS <i>(Sunset May 2023)</i>	0	0	1	0	0
<b>Other: Success Rate by Modality</b> <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>					
Face to Face	87%	86%	84%	N/A	94%

Online/Async	N/A			84%	83%
Hybrid	94%	91%	90%	N/A	88%
<p>PE1. How does the data support the program goals? Elaborate.</p>	<p><b>ENROLLMENT</b>                      Interpretation of the data indicates the department was seriously harmed by the COVID pandemic, enrollment remains low. This may be due to the challenges of and basic inability to advertise and promote the program to the local high schools during the pandemic. The decrease since FY18 is slightly larger than the college-overall.                      CAD-101, 105, 108 and CAD-120 all have the highest consistent enrollment. This is because these courses are cornerstone (i.e. no prerequisite required) beginners' courses for the CAD program.                      Courses with the weakest enrollment have been removed: CAD-109, 115, 119, 130, 131 and 211. The architecture-related courses were no longer relevant to the program. The Pro/Engineer courses were eliminated once their content was realigned into 105 and 111.                      CAD-118: Advanced AutoCAD has been updated and is now enhanced with 24 lecture videos and free training guides from the STREAM initiative. With these supports, it will now be taught online.</p> <p><b>SUCCESS</b>                      Overall, the course-level student success rates have maintained a stable level in the mid to upper 80s, matching the college-average for CTE courses. Faculty embrace a “no one left behind” attitude and strive to help students and set them up for success.                      The online modality was less successful during the remote teaching/learning period after the Spring 2020 closure, but still is at acceptable levels.                      Though the differences are relatively minor, CAD-101 and CAD-118: Computer Graphics Advanced AutoCAD have the lowest average success rates for the department. The introductory course could be lower if students find the content not what they are looking for. CAD-118 is an advanced course for the AutoCAD program, which is one of the oldest and more challenging software packages. CAD-118 does have a prerequisite. However, with recent changes and the addition of CAD-118 as a “STREAM” course, the success of this course is expected to improve, perhaps even negating the need for a prerequisite. If the CAD-118 STREAM adoption is proven successful for students, it will most likely be adopted for CAD-101 in hopes to improve student success in it as well.                      CAD-121 and CAD-208 have some of the highest success probably due to the software and high technology engineering analysis tools utilized.</p>				

	<p>The SolidWorks software is one of the most advanced and easy to use CAD systems.</p> <p><b>COMPLETION</b></p> <p>The basic vocational certificates in Architectural Design and Revit have been withdrawn as of 2023. The SolidWorks certificate has experienced a significant drop. It is suspected this is due in part to SolidWorks now offering free corporate certified testing. Students can now complete the online Certified SolidWorks User CSWU corporate certificate after completion of CAD-120 and CAD-121 instead of taking CAD-208, the third and final course required in the certificate. Still, program faculty feel that the final course is an important value-added component to the college’s SolidWorks certificate and they continue to encourage students to seek completion of credentials. The college’s SolidWorks certificate was originally developed to be a higher level “professional” certificate as it incorporates Computer Aided Engineering (CAE) and Simulation versus a lesser “user” level modeling/drafting certificate such as the CSWU.</p> <p>The Practicing Professional-ProE certificate has been reconstituted for Creo in 2023. It is hoped this update to relevancy will increase the number of students completing the credential.</p> <p>Reasons for the drop noted in the AutoCAD certificate are unknown.</p> <p>The reduction in CAD certificates is small and could be related to overall enrollment declines college-wide.</p> <p>The number of CAD-AAS degrees awarded annually is small, but has not experienced declines during the pandemic period.</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 &amp; race,</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>special population status &amp; race, etc.)</p>	
<p>PE3. Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>As noted above, overall success rates in CAD are high. Data for the review period shows that African-American/Black students have success rates lower than other groups, but at 74%, their rate is higher than students from the same group in the division and other CTE courses. However, their rate in CAD-101 specifically is much lower, at 50%. It appears that these students have a more difficult time when enrolled in the EGR portion of the course, though there were just 8 students over the five-year period (an additional 16 were in CAD-101).</p> <p>Though under enrolled, women are very successful in the CAD courses they take. However, they represent a lower proportion of degrees and certificates, so they are not completing in equal numbers. Younger students, too, seem less likely to complete a certificate or degree. The majority of completers are age 23 and older.</p> <p>In CAD-101 specifically, Pell-eligible students (proxy for low income) and part-time students have a slightly lower success that their opposite peers. This disparate outcome may be related to resource availability? The faculty are curious about the students' transportation or having sufficient technology to do schoolwork from home. Success may be hampered for those without easy access to the college computer labs or a computer at home so that they can complete their work.</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>Within the CAD program, faculty have discussed equity in the department with the Dean in the past about the need to hire diverse faculty. Having a more diverse faculty can help foster stronger diverse and inclusive enrollment. Past attempts to find and hire diverse faculty have been challenging, but as positions arise, efforts will continue.</p> <p>In 2020, the CAD and IMT departments planned a "Women in Manufacturing" summer program for teenage youth. It was canceled due to Covid-19, but could be explored again for 2024.</p> <p>The department has also considered diversity and inclusion as related to students learning styles and faculty have made exceptional efforts to provide a variety of learning methods and pathways to success in this field. Over the past decade they have experimented and honed these</p>



	<p>learning techniques for a variety of learners such as:</p> <ul style="list-style-type: none"> <li>● Visual learners</li> <li>● Auditory learners</li> <li>● Kinesthetic learners</li> <li>● Reading/writing learners.</li> </ul> <p>Also, the new SMASH accelerated short lesson videos are one way to reach and support attention-challenged learners.</p>
<p>PE5. Are the students served in this program representative of the total student population? Please explain.</p>	<p>Gender represents the largest imbalance for the CAD program. Approximately 13% of students enrolled in CAD are women, whereas they represent 57% of the college overall.</p> <p>CAD slightly under-enrolls Latino students as compared to the college, 34% compared to 43%. White students are the largest group, 54% of CAD enrollment compared to 38% at the college. African-American/Black and Asian students are smaller proportions of enrolled students, though these figures roughly match the college. Students in CAD are slightly younger, with 64% in the “traditional age” category of 12 - 22 compared to 57% at the college. The program enrolls much smaller numbers of students in their 30s and 40s.</p>
<p>PE6. Are the students served in this program representative of the district population? Please explain.</p>	<p>See above.</p>
<p><b>Review Results</b></p>	
<p><b>Action</b></p>	<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>
<p><b>Summary Rationale</b> R1. Please provide a brief rationale for the chosen action.</p>	<p>After careful completion of the program review it appears that overall the majority of success is based on small steps of improvement and enhancement where and when needed. This program review and course reviews help foster an awareness for the faculty enabling them to carefully craft minor enhancements to keep up with technological advances and career needs. The CAD industry will continue to evolve and innovate with new technology and the curriculum needs to keep pace. Depending on how the college proceeds with possible Smart Fabrication and other emerging trends, new equipment may be needed.</p> <p>Enrollment is on the small side and currently not growing. Innovations can be strategically marketed to draw student interest into this exciting</p>

	STEM field that isn't quite engineering nor manufacturing.
<p><b>Intended Action Steps</b> R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p><b>Apply for Perkins grant to procure metal 3D printer</b> <u>Timeline:</u> submit application by May 2024 for procurement in FY25 <u>Person(s) Responsible:</u> Christopher F. Sikora</p> <p><b>Increase dual enrollment opportunities</b> <u>Timeline:</u> FY24-26 <u>Person(s) Responsible:</u> Christopher Sikora, SBCT Division office</p> <p><b>Consider new faculty</b> <u>Timeline:</u> FY25-27 <u>Person(s) Responsible:</u> SBCT Dean, Chris Sikora</p> <p><b>Consider new AAS curriculum</b> <u>Timeline:</u> FY25-27 <u>Person(s) Responsible:</u> Faculty, curriculum office, SBCT Division office</p> <p><b>Summer program for girls</b> <u>Timeline:</u> FY24-27 <u>Person(s) Responsible:</u> Faculty, SBCT Division office, and workforce development division (continuing education)</p> <p><b>Portfolio/Project-based assessment</b> <u>Timeline:</u> FY24-27 <u>Person(s) Responsible:</u> Faculty, curriculum office</p>
<p><b>Program Objectives</b> R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>It is anticipated that curricular updates will enhance student success and continue to meet the needs of employers in the district. New relationships for dual-credit opportunities will also boost enrollment.</p>
<p><b>Performance and Equity</b> R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>As positions for faculty become available, the department can focus on building a diverse pool.</p> <p>Research into student transportation, home computer availability and work hours can help faculty understand where support can be focused to help ensure success.</p>
<p><b>Resources Needed</b> R5.</p>	<p>None at this time.</p>
<p><b>Responsibility</b> R6. Who is responsible for completing or implementing the modifications?</p>	<p>Current instructional coordinator/faculty Christopher Sikora will lead efforts. Program faculty and division administration will provide support as needed.</p>

<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2022		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Culinary Arts	AAS	70.5	12.0503	Cook - Vocational Specialist Prep Cook - BVS Cook Assistant/Baker Assistant – BVS Ice Carving - BVS
Hospitality Management	AAS	63.5	12.0503	Hospitality Supervisor - VS Restaurant Operations - BVS
Pastry Arts	AAS	70	12.0501	Bakery Supervisor - VS Baker - BVS Decorative Pastry - BVS
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.				
<b>Program Objectives</b> 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 have been updated for this review. There is a core set for all students, and subsets depending on specialty.  <b>Core Outcomes</b> <ul style="list-style-type: none"> <li>• Apply and master safe food handling principles (new)</li> <li>• Achieve ServSafe Food Manager Certification</li> <li>• Recognize/demonstrate proper kitchen safety procedures</li> <li>• Demonstrate and practice the theory of mise en place</li> <li>• Calculate and convert recipes/formulas to include new yields. (new to Core)</li> <li>• Calculate cost and food cost percentage of a recipe</li> <li>• Follow and execute written and verbal recipes/formulas (updated)</li> <li>• Execute professional behavior and work habits in an industry environment</li> <li>• Visually observed by faculty to include but not limited to being on time, no earbuds, no phone use, proper uniform,</li> </ul>		

	<p>attentive during demonstrations, timeliness of assignments, appropriate language</p> <p><b>Culinary Arts Outcomes</b></p> <ul style="list-style-type: none"> <li>• Accurately execute classic knife cuts (new)</li> <li>• Describe and produce five mother sauces</li> <li>• Differentiate and produce food using the following cooking techniques: sauté, grill, broil, braise, poach, fry and roast</li> <li>• Demonstrate proper food handling procedures, plate presentation, proper temperature and flavor</li> <li>• Design and execute proper techniques needed to compose a plated menu item</li> <li>• Achieve ServSafe/Basset Certification (moved to culinary and hospitality instead of Core)</li> </ul> <p>For the Culinary Arts degree, students are prepared for positions of line cooks, prep cooks at many levels of food service operations. Students that have gained industry experience could be prepared for a lead cook or sous chef position.</p> <p><b>Pastry Arts Outcomes</b></p> <ul style="list-style-type: none"> <li>• Produce a variety of saleable bakery items in a timely manner</li> <li>• Execute theory and practical application of techniques in the areas of yeast and breakfast pastries</li> <li>• Execute theory and practical application of techniques in the areas of introductory European pastries such as petit fours sec and petit fours glacé</li> <li>• Execute theory and practical application of techniques in the areas of introductory custards and pâte à choux.</li> <li>• Execute theory and practical application of advanced techniques including cakes and confectionery.</li> </ul> <p>For the Pastry Arts degree, students are prepared for positions of baker and cake decorator. Experienced students could be prepared for a lead baker, bakery supervisor or assistant pastry chef.</p> <p><b>Hospitality Management Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate customer service skills</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• Demonstrate and apply management and leadership theories in a hospitality environment</li> <li>• Demonstrate knowledge of POS system by managing server orders, monitoring sales and reconciling payment transaction reports. (updated)</li> <li>• Achieve ServSafe/Basset Certification (moved to culinary and hospitality instead of Core)</li> </ul> <p>For the Hospitality Management degree, students are prepared for positions as a shift supervisor, food service manager or assistant manager.</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>Program mapping indicates that each course affords students adequate time to practice skills, building toward mastery across all learning outcomes. Students are able to achieve what mastery could reasonably be expected of them to have obtained in their time in the programs, satisfying the core as well as culinary and pastry specific outcomes.</p> <p>In all Culinary and Pastry Arts Courses, program outcomes are assessed during production testing as well as coursework. Theory is assessed through homework, tests and quizzes, while practical application of techniques is assessed through faculty observation, critique and production testing. Production testing is when students have the opportunity to demonstrate their levels of mastery of culinary and pastry skills. Courses have a rubric for production testing which includes culinary or pastry skills and outcomes as well as many of the core outcomes of the program.</p> <p>All students must pass the ServSafe Food Manager Certification exam with 70% or higher. Current data demonstrates students are exceeding this threshold, with an average of 84%. All production courses have rubrics to include kitchen safety and sanitation. Culinary and Hospitality students must achieve ServSafe/Basset certification with scores of 75% or higher. This was moved from a Core outcome as it was less necessary for Pastry Arts. Current data demonstrates extremely high success at 97%.</p> <p>The program also works to instill the professional behavior and work habits required of the industry environments. These are observed by faculty to include but not limited to being on time, no earbuds, no phone use, proper uniform, attentive during demonstrations, timeliness of assignments, and appropriate language.</p> <p>Operation of the Spartan Terrace restaurant and the Savor the Semester event afford ongoing practical assessment opportunities</p>

	<p>for all students in production and front-of-house. Additionally, students prepare items for sale in the retail outlet. Here, students put their skills into practice for summative demonstration of outcome achievement.</p>
<p><b>Past Program Review Action</b>  P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><b>From the FY18 Review:</b></p> <p><b>A. Begin collaboration with Modern Languages department to develop industry-specific content in SPN-101</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> The Spanish department has embedding culinary content into one section of Spanish-101. The other content and outcomes are the same as all SPN-101 sections.</p> <p><b>B. Improve scheduling of SPN-101 for all department students</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> One specific section has been designated for Culinary, Pastry and Restaurant Management students. Registration has it programmed so only students with declared certificates and degrees in the Culinary department can enroll in this section.</p> <p><b>C. Implement indoor herb garden for use in all lab kitchens</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> Indoor herb garden equipment was purchased.</p> <p><b>D. Pursue articulation with Northern Illinois University</b>  <u>Status:</u> In progress  <u>Progress Reported:</u> The Hospitality program at Northern Illinois University is being moved to the business division. Once they have completed their process, the college will determine next steps in pursuing articulation.</p> <p><b>E. Develop equipment replacement plan for all lab kitchens</b>  <u>Status:</u> In progress</p>

Progress Reported: This will continue to be an ongoing process. The program maintains a spreadsheet of all equipment for each kitchen lab which is updated annually for additions and replacements.

**F. Standardize course content for CUL-101 and PAS-101 to include recipes to meet course outcomes**

Status: Completed

Progress Reported: This standardization was completed when courses were developed as a hybrid during the pandemic. However, with the hiring of new faculty members who teach CUL-101 and PAS-101; the recipes will continue to be adjusted by the faculty members to assure they meet the course outcomes.

**G. Benchmark Restaurant Management degree requirements with local community colleges, specifically gathering data on Hospitality Law course**

Status: Completed

Progress Reported: The Restaurant Management was benchmarked with Chicagoland community colleges with similar programs in the summer of 2021. Based on the results of the benchmarking, several proposals were taken to the curriculum committee. The proposals included the withdrawal of the hospitality law course, degree title change, removal of math course and addition of a marketing course.

**H. Evaluate the transferability of the Restaurant Management degree and better align with four-year institutions, FY20/21**

Status: In progress

Progress Reported: The instructional coordinator is working with the Director of Transfer Services to update transfer agreements.

**I. Develop a zero-credit course for the Culinary study abroad programs, FY19/20**

Status: Completed

Progress Reported: A variable credit Hospitality Topics course, HOS-150 was developed and approved by the

curriculum committee Fall 2021. This course will be used for the Culinary Study Abroad Programs. Summer 2022 was the first time this course was used for the Urbana Italy Study Abroad Program, as a .5 credit with the tuition waived for the students that were selected for the program. This course will allow for the culinary experience and education to be reflected on the student's transcript.

**J. Embed ServSafe Allergy certification within current curriculum, FY20/21**

Status: Completed

Progress Reported: ServSafe Allergen training became embedded in HOS-214 Menu Design and Strategy beginning Fall 2022. The pass rate was 100%.

**K. Evaluate the need for general education courses for BVS and VS certificates, FY21/22**

Status: Completed

Progress Reported: During the Fall 2021 semester the faculty decided to remove the majority of the general education requirements for the BVS and VS certificates. The updated certificates were approved by the curriculum committee and became active Summer 2022.

**L. Develop a student Satisfaction Survey for students to address retention, FY21/22**

Status: Canceled

Progress Reported: The faculty group determined a satisfaction survey would not reveal any additional information. Faculty within the department have significant direct communication with students and are aware of the reasons for the majority that leave the program.

**M. Develop scheduling visual aid for programs and communicate with advising department, FY21/22**

Status: Complete

Progress Reported: The instructional coordinator presented curriculum changes to the advising department during the Spring 2022 semester.



**N. Research and align course equivalences with local regional programs, FY22/23**

Status: Canceled

Progress Reported: Based on preliminary research on the curriculum from other regional programs, the lab courses and content are organized differently for each program. Therefore, equivalences are not clear from program to program.

**O. Explore methods to gather employment data from alumni, FY22/23**

Status: Canceled

Progress Reported: Determined that students and alumni change jobs frequently and would be impossible to keep current data.

**P. Standardize course content for CUL-110 to include recipes to meet course outcomes, FY19/20**

Status: Complete

Progress Reported: CUL-110 is updated and standardized by full time faculty. With the addition of new full-time faculty which teach CUL-110, the recipes will continue to be adjusted to meet the course outcomes.

**Q. Integrate global cuisine topics in second year lab courses, FY20/21**

Status: Complete

R. Progress Reported: Global Cuisines has been incorporated into CUL-110, CUL-207 and CUL-208. This also includes pastry courses, such as PAS-202 and PAS-280.

**S. Explore a catering certificate, FY21/22**

Status: Canceled

Progress Reported: The number of credits for the AAS degree is above the amount required by ICCB. The faculty determined they did not want to increase the credits or remove any content to allow for this course to be added.

**T. Explore the possibility of having predetermined internship sites for Pastry Arts, FY20/21**

Status: Canceled

Progress Reported: It was determined by faculty that it is more advantageous for students to allow students to decide on the internship sites. This will allow the students to customize their learning experience based on their goals.

**U. Explore a cake decorating certificate – specializing in wedding cakes, FY21/22**

Status: Complete

Progress Reported: A Cake Decorating course was developed Fall 2021. The data did not support a separate certificate for this course. It was decided to include this new course as part of the Decorative Pastry BVS certificate. This new course was approved for Summer 2022 and was offered that semester.

**V. Explore a yeast bread certificate – many students ask for a second yeast bread class, FY22/23**

Status: Canceled

Progress Reported: The faculty group determined that a second yeast bread course was not needed. The group does not want to add additional credits to the degree.

**W. Implement a schedule of Course assessments Status:**

In progress

Progress Reported: There have been a few delays in course assessment due to the cancellation of classes. Overall the department is on track to assess all courses during this program cycle.

Additional accomplishments not related to prior Review:

- The department has developed an additional Study Abroad program with an Italian language school in Urbania, Italy. June 2022 was the first year that a student group completed the program.

	<ul style="list-style-type: none"> <li>• The department has recently started an Instagram page to highlight the Culinary and Pastry Arts programs.</li> <li>• The department has developed a sustainability task force with several faculty in an advisory role.</li> </ul>
<p><b>Review Team</b> 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>The department had monthly meetings to discuss the questions in each part of the program review; frequency increased to weekly for late April to May. Meetings were led by Kim Rother (faculty, Instructional Coordinator) and all full-time faculty were involved: Chrystie Wojcik, Lucas Wagner, Jim Guzzaldo, Patrick Stewart and Jenn Loiacano.</p>
<p><b>Stakeholder Engagement</b> 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>Others in the college that aided in the process of program review are Lisa Wiehle from Assessment and Tanya Ternes and Kayla Palmisano in Institutional Research. The advisory committee also offered their perspectives which are included in the program review.</p>

### CTE Program Review Analysis

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

<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 does not have any admissions prerequisites; however, course-level prerequisites are in place for the entry-level courses to meet basic skills in Reading (college-ready) and Math (college-level not required, rather, grade of C or better in MTH-090: Pre-Algebra, or satisfaction of other placement criteria). Faculty are satisfied with the current prerequisite requirements for the entry- level program which meet the needs for textbook reading and the required math within the department.</p> <p>Some course sequencing was updated which removed the CUL-106: ServSafe Manager Certification course as a prerequisite from CUL-101: Cooking Fundamentals I and PAS-101: Baking Fundamentals I, putting it at the end of the program instead. The standardized industry exam for the course was difficult for some students and was a barrier for them to enroll in the entry level cooking and baking courses. By making this course a prerequisite or concurrent enrollment with the final lab course for each degree, the students will learn and practice sanitation skills</p>
--	--

	<p>before taking the course and standardized exam. Principles of safety and sanitation are addressed along the way, so the exam is now better suited as a summative assessment measure. This change will be in place for the Fall 2023 semester and the results will be monitored for the next several years.</p> <p>HOS-101: Kitchen Techniques has been withdrawn and hence, it has been removed as a prerequisite for the entry level cooking and baking courses. Similar to CUL-106, this update has removed another potential barrier to the entry level courses. Allowing a student interested in the program to begin with CUL-101: Cooking Fundamentals I or PAS-101: Baking Fundamentals I.</p> <p>Several Pastry Arts courses (205, 220, 280) have been updated to include “or consent of the instructor” as part of the prerequisite. This provides more flexibility for some students and allows faculty to determine if the student would be successful in the course based on their current skills and experience, even if they do not meet the standard course prerequisite.</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 AAS degree in Pastry Arts (PAS) (70 credits) and the VS Certificate in Baker Supervisor (39 credits) are beyond the stated thresholds. The college’s Pastry courses include more depth on theory and hands-on production, which is one of the program’s strengths. The degree program offers more on the topic of Chocolate than other programs. Other institutions have lower credits because they offer some courses as electives. Since the college has the content as part of the required curriculum, the students receive a more well-rounded education. In summer 2022, some general education requirements were removed from most certificates.</p> <p>The AAS degree in Culinary Arts (CUL) (70.5 credits) and the VS certificate in Cook (34 credits) are beyond the stated thresholds. These totals are on par with the credits required for the AAS degree from other colleges in the area. The average of College of Lake County, McHenry County College, College of DuPage and Joliet Junior College is 67 credits for the degree. The majority of these programs do not have a required internship and may not even list one as an elective option. The college requires a 4-credit Culinary internship.</p> <p>Overall, the college does have higher contact hours as compared to similar courses elsewhere. The additional time in hands-on production in the kitchen labs allows for more in-depth course content and a more diverse range of course outcomes with a better mastery of these skills by students. This is a strength of</p>

	<p>the program and one of the reasons the college’s graduates are in demand in the industry.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The demand is high for all three-degree areas, culinary, pastry and hospitality management. In the current labor market, the supply does not meet the demand.</p> <p>This was the resounding feedback from the advisory committee. All areas of the industry need employees.</p> <p>There are several economic factors and trends in the hospitality industry due to COVID and post-COVID operations. Salaries have increased, customer demand is up, increases in food and labor costs, and a decrease in the number of employees, to name a few. These factors have required Chefs and managers to be flexible and adjust stay in business. Some companies are changing quality or quantity in an attempt to control costs as well as change the type of products they are purchasing.</p> <p>Wages and salaries have increased in this post-COVID economic environment. Hourly wages are on average ranging from \$18 to \$22 an hour. In Cook County the hourly wages have increased to \$34 dollars an hour for some operations. Entry-level manager salaries are between \$50k - \$65k. Pastry Chef salaries are in the range of \$57k - \$75k. The salary range for Chefs, Hospitality Managers and General Managers is ranging from \$75k - \$95k. Many companies are offering a signing bonus to get employees started with their company. Companies are also willing to pay more for employability traits and to retain employees.</p> <p>The increase of take-out and delivery of food during COVID is predicted to remain as an important part of all foodservice operations. Based on this trend there has been more automation of online orders as well as orders directly interfaced with Point of Sale systems. To combat the increased cost of packaging food items for take-out, some operations are adding additional fees for take-out and delivery services.</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>Demand has changed in the past five years as the industry was highly impacted by COVID. During the beginning of the pandemic the industry was slowed or stopped, depending on the city or town. For example, dine-in operations, upscale operations and hotels were greatly impacted. Many employees were laid-off for some period of time. There was a mass exodus by many skilled hospitality industry employees during COVID. These employees found other employment which has left a labor</p>

	<p>shortage in the industry.</p> <p>The current labor market situation is that most operations are understaffed and the staff is overworked. There is a lack of skilled labor and a lack of dedication of those that are employed in the industry. This has caused some operations to change hours of operation, with many closings earlier every day and some closing one or two days a week.</p> <p>Now emerging from the pandemic, demand is returning in all areas of the industry and operations are having difficulty meeting the guest demand. Some parts that expanded during COVID such as to-go and take-out orders will continue in the future. Some operations have designed new positions to fill this need. Other operations have altered current job position responsibilities to accommodate the guest demand for take-out.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Programs receive Lightcast (formerly EMSI) reports from the Curriculum office for the purpose of this review. Such reports can be generated quarterly. The program also relies on information gathered from industry professionals on the annual advisory committee. Discussions are had with local employers regarding internships and current and future labor needs.</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>Recruitment efforts by faculty and staff of the program include:</p> <ul style="list-style-type: none"> <li>● Collaboration with local high school culinary teachers for on-site field trips for prospective students.</li> <li>● Attending high school career days with an information booth, U-46 Senior job fair.</li> <li>● District U-46 middle school presentation at the NOW center.</li> <li>● Participating in Experience ECC, the department had an information table at the main event and offered customized tours of the department to display information for the content included in each course.</li> <li>● Individual tours for prospective students and family members</li> <li>● Events with Boys and Girls Club and TRiO to expose program offerings.</li> </ul>
<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>The Culinary department has regular meetings, usually once a month. Routine department items are discussed as well as student skills, employers and their needs and trends. During these meetings the faculty will determine if any changes are needed.</p> <p>During this review period, the Restaurant Management program was benchmarked against area programs. The report was completed Fall 2021 and found the college’s program was similar to area programs, though some changes were made after this analysis. The title of the degree was changed to Hospitality Management which aligned with the degree title from other institutions. Another opportunity could be to update the title of the Hospitality Supervision course to Hospitality Management. The Hospitality Law course was withdrawn and replaced Business Law and a marketing course was added to the degree curriculum.</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>Adjustments are made ongoing as needed. The department has not identified any additional modifications as a result of this review.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>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>	<p>The culinary and hospitality program is a high-cost program to the institution for several reasons, including full-time faculty employed in the department, high contact hours which drive a higher cost for overload hours, and the cost of instructional supplies, which is mostly made up of food costs. Consequently, the program budget exceeds \$1 mil, with salaries comprising more than 50 percent of the costs.</p> <p>The culinary and hospitality program is one of the highest cost programs in the division with WEL (\$629k), AUT (\$584K), and BRG (\$430K) falling in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> place respectively as high-cost programs. As stated above, salaries in the culinary and hospitality program (\$555K) are the biggest contributors to the cost of the program. The program requires specialized knowledge in specific areas, (e.g., pastry, culinary skills), that cannot be led by an instructor with general knowledge. Furthermore, the high cost of instructional supplies, i.e., food costs, exceed \$130K per year. Compared to WEL, which also has a high cost of instructional supplies, both programs are almost equal. Inflationary costs brought on by the pandemic and supply</p>



	<p>chain issues are primary factors for the increases in this program. Consequently, the department actively seeks to “shop around” for food supplies to help lower costs.</p> <p>Much of the costs in the culinary and hospitality program are paid through the Ed Fund. However, the program was recently approved as a Program of Study, which makes it eligible for Perkins funding. Monies from Perkins grant have been used to offset the cost of instructional equipment that aligns with technology upgrades found in industry. Tuition has remained stagnant over the past several fiscal years, while course fees help to offset the lab component of the program.</p>												
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The cost of all food products has increased this past year and there will be an increase in the cost of food for the upcoming year and possibly years. This will depend on the economy and how food production and distribution are impacted in the state and the country. However, as stated above, the department is actively seeking ways to lower costs by exploring opportunities to partner with multiple vendors.</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>As stated above, grant funding is used to offset the cost of expensive instructional equipment. Due to aging instructional equipment, the department will continue to rely on Perkins grant monies to help pay for equipment. In addition, the department will partner with the college Foundation to seek equipment donations from donors.</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>The costs to students in the department programs are significant. Tuition and course fees based on in-district credits for FY23 varies slightly by program:</p> <table border="1" data-bbox="818 1289 1378 1541"> <thead> <tr> <th></th> <th>Tuition</th> <th>Course Fees</th> </tr> </thead> <tbody> <tr> <td>Culinary Arts</td> <td>\$9,306</td> <td>\$1,225</td> </tr> <tr> <td>Pastry Arts</td> <td>\$9,240</td> <td>\$1,300</td> </tr> <tr> <td>Hospitality Mgmt</td> <td>\$8,382</td> <td>\$500</td> </tr> </tbody> </table> <p>Pre-tax costs for required supplies include a toolkit at \$193.99, uniform at \$78.96 and student’s choice of shoes. Textbook cost ranges from approximately \$520 to \$625 from the bookstore. Increasingly, textbooks are becoming exclusively available as electronic versions. Is not conducive to have electronic devices in the kitchen labs and this violates sanitation rules.</p>		Tuition	Course Fees	Culinary Arts	\$9,306	\$1,225	Pastry Arts	\$9,240	\$1,300	Hospitality Mgmt	\$8,382	\$500
	Tuition	Course Fees											
Culinary Arts	\$9,306	\$1,225											
Pastry Arts	\$9,240	\$1,300											
Hospitality Mgmt	\$8,382	\$500											
<p>2.4b How does the institution/program assist students in overcoming financial barriers to</p>	<p>In addition to the college-level financial aid resources, there are scholarships specific to the Culinary department: the Donald Beresford memorial, EFS Foundation Memory of Donald</p>												

<p>participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Beresford, and the Mike Zema Scholarship. The Andrew Wahl scholarship is open to HVAC and Welding in addition to Culinary.</p> <p>The department sponsors two recipe competitions annually which result in monetary prizes paid directly to students. The first is the Fisher Nut competition, with four students receiving \$1,000 and four students receiving \$250. The other competition is based on cupcakes and awards prizes of \$600, \$450 and \$300 depending on competition results.</p> <p>There has been discussion within the department regarding the items the faculty can impact such as the toolkit and uniform. The faculty group will evaluate the items in the toolkit and determine necessary items. Then additional sources and companies will be contacted for current costs. The department is considering selling the toolkits from the Spartan-to-Go outlet so students would not incur any markup costs. In addition, the program would like to have toolkits available for checkout in the library by students for whom cost is a significant barrier. Additional possibilities would be that specialty cake pans and even some textbooks could be checked out. The uniform requirements will be evaluated by the faculty and additional companies will be sourced to complete a cost comparison.</p> <p>The department has also shifted to using the same textbook for both CUL-101 and PAS-101 and continuing the use of the textbook through the majority of the culinary courses.</p> <p>Students are offered two short-term study abroad programs which are heavily subsidized by Culinary events. The department and selected students also do fundraising. The remaining cost to the student is between \$500 and \$800 for a week to ten-day program. Still, those figures may still deter some students from applying for the programs.</p> <p>Through partnership with the college’s workforce development division, discussions are underway to explore the potential of WIOA-eligible students in the culinary program, as well as apprenticeship opportunities. These tactics are part of the overall college strategic plan to increase number of credit hours and enrollment college-wide.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The department has actively searched for additional food vendors to meet the needs of the department. This has resulted in several new vendors utilized on a weekly basis. After the food orders are compiled, the purchaser completes a cost comparison between the set of vendors and places orders based on the lowest available</p>

	<p>cost to meet the needs of the coursework. This review process has resulted in some cost savings for the department.</p> <p>A cost comparison is also completed for smallware’s across several companies to assure the program accesses the lowest cost possible for the items.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>As discussed elsewhere in this report, the rising cost of food has a real impact on the budget. There also will be upcoming expenses for new Point-of-Sale technology and equipment replacement.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<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><b>Modality</b></p> <p>Prior to COVID all CUL and PAS courses were taught exclusively in-person due to the hands-on lab instruction, practice and assessment. A hybrid method was used for some Hospitality courses to provide flexibility by reducing on-campus hours and there were plans to eventually develop them all as hybrid.</p> <p>For the period of remote teaching and learning during Fall 2020 and Spring 2021, all culinary and pastry lab courses were offered at reduced capacity in a hybrid format with lecture/discussions, assignments and quizzes online. The majority of demonstrations were completed in-person in the lab classrooms. Students produced their products and completed practical assessments in-person. Hospitality courses were offered in a variety of formats depending on the nature of the learning. Some were hybrid with an on-campus component and either an asynchronous online option or synchronous online portion.</p> <p>As instruction returned to “normal” in 2021/2022, all Culinary and Pastry lab courses returned to a face-to-face format, though some Pastry courses are taught in a flipped classroom style where lab meetings are focused mainly on micro-lectures and hands-on production skills. Several courses will retain their additional online material as well as assignments and quizzes on D2L to further maximize the on-campus time.</p> <p>The courses associated with Spartan Terrace Restaurant resumed in 2021/2022, with service open to the college in a reduced capacity. Non-lab hospitality courses now have options of asynchronous online and hybrid.</p> <p>During the transition, the asynchronous online modality fared the worst for student success rates, whereas hybrid saw the most success. This could due to testing online with plenty of time</p>

	<p>available to complete assessments. Success rates are further discussed in section PE1to follow.</p> <p><b>Section Duration and Timing</b></p> <p>Most courses run in a standard 16-week format, though CUL-101 and PAS-101 had been scheduled as 8-week courses. CUL-207 Garde Manager, PAS-220 Customer Service and HOS-101 Introduction were scheduled for 12 weeks, with HOS-101 also running as 6-weeks for the dual-credit program.</p> <p>The HOS-120: ServSafe/Basset course is the first four weeks of each semester. This is a 0.5 credit course and completed at the beginning of the semester, to assure students are certified to responsibly serve alcohol in conjunction with Spartan Terrace Restaurant.</p> <p>Only a few Hospitality courses were offered during the summer sessions. There was no student demand for lab courses during the summer. The internship course in each program would run each summer as this is when many students complete their internship hours. After PAS-204 Decorative Pastry was removed as a required course for Pastry degree, there was less overall interest. To consolidate the interested students, this course was scheduled for the summer session.</p> <p>The two fundamentals courses (CUL-101/PAS-101) have been offered both day and evening pre-COVID. The second courses in the sequences (CUL-110/PAS-110) were offered as daytime sections with an occasional evening section depending on student need. The challenge with evening sections was ensuring enough demand. Usually those students are career-changers still working during the day, whereas “typical” students go to class during the day and work in restaurants during evening hours.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>As a department, the full-time faculty meet monthly and are continually discussing curricular and pedagogical issues.</p> <p>While much of the classical cooking techniques are French based, many international cooking techniques and cuisines are represented throughout the curriculum such as Moroccan, Asian, Italian, Spanish, Mexican, and many others. The Visiting Chef event and internships expose students to up-to-date techniques and expectations of industry.</p> <p>By reordering the ServSafe Manager course to a later semester of the program, students will have more experience in the kitchen labs practicing the correct principles of safe food production, supporting contextual learning of the concepts to be mastered. The lower-level Food Handlers certificate is more appropriately</p>

	<p>embedded in the first kitchen lab courses.</p> <p>Faculty within the department have used a variety of strategies to improve student success. They have recently discussed how to make documents accessible. Some of these strategies are extra lab opportunities, extra time in discussion, makeup attendance for missed lab days. Some faculty are conducting individual meeting and opening some class time for students to work on and finish projects. Some faculty are offering a preview of an upcoming class to encourage students to register for the next course in the series, hoping to improve retention.</p> <p>The department continued to adapt during COVID and this was carried through to classrooms in teaching students on how to adapt and be flexible.</p> <p>The culinary department has an Instagram account, and students that are following the department’s posts are followed in return.</p>
<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>	<p>Yes, the Culinary department completed the Program of Study application Spring 2022. After minor additions and edits, the program was approved as an official program of study.</p> <p><b>A) Incorporates challenging State academic standards.</b> As required and where relevant, the program is aligned with Illinois Learning Standards academic standards in English language arts, mathematics and science.</p> <p><b>B) Addresses both academic and technical knowledge and skills, including employability skills.</b> As required and where relevant, the programs address these skills. In addition to the academic components mostly addressed through the general education courses, the technical courses focus on industry skills, such as operations, management, cooking/baking techniques and food safety. Advisory members stress the need for students to also develop Leadership and Communication skills, though these are less visible within the curriculum.</p> <p><b>C) Is aligned with the needs of industries in the economy of the State, region, or local area.</b> As required, the programs are aligned with the need of the local economy. Work-based learning opportunities emphasize this alignment and include operations at the Spartan Terrace Restaurant, Spartan-to-Go retail, campus events, and co-curricular experiences and competitions.</p> <p><b>D) Progresses in specificity.</b> As outlined in Appendix 1 of this chapter, each degree is</p>

	<p>sequenced with stackable certificates which build upon scaffolded skills.</p> <p><b>F) Culminates in the attainment of a recognized postsecondary credential.</b></p> <p>In addition to incorporating industry-recognized certifications (ServSafe) into the coursework, the certificates and degrees document the level of learning and preparedness of students at each stage. The certificates are particularly well-suited to those working in the industry or who have prior work experience and want to enhance their technical skills to speed-up their career path and qualify for higher wages. The degrees are idea for those with little or no culinary or hospitality experience.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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><b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b></p> <p>The department conducts advisory committee meetings where information is gathered from industry experts on what skills are needed when students exiting the program. Students complete internships for each of the programs in the department which further aligns student skills with industry needs. Program certificates and the ServSafe certification all allow students to enter the workforce with a credential.</p> <p><b>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:</b></p> <p>Course content prepares students for further post-secondary education. Communication and articulation are being developed with several Illinois institutions.</p> <p><b>C) Includes counseling to support an individual in achieving the individual’s education and career goals:</b></p> <p>Faculty regularly meet with students to advise on them on the education and career goals. This is specifically addressed during the internship course; the faculty meet with intern students several times during the semester to counsel them on career path options. In addition, faculty are available to meet with and coach students through office hour meetings.</p> <p>The college offers academic advising, wellness services, financial aid, child care options, there is a Pace bus discount for students-one fee for the full semester unlimited rides to/from the</p>

college.

**D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>5</sup> and training for a specific occupation or occupational cluster:**

The production classes are hands-on and students are able to practice and gain skills they will use in the workforce. Internships connect theory from the classroom to the workforce.

**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:**

Faculty organizes course content to meet the need of a diverse student body. Individual attention is given to students during lab production. Students can accelerate their skills by efficiently utilizing lab time and practicing skills outside of class time.

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

The dual credit program allows high school students to attain the Cook Assistant/Baker Assistant BVS certificate during one academic year. Students enrolling full time can achieve this certificate in one semester.

In addition, students can earn an additional certificate each semester, which will culminate in an AAS degree.

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

Internship opportunities exist within the occupational cluster of personal services. (from US Dept. of Labor site)

- a. Chefs and head cooks (4000) including bread and pastry baker, chef manager, chef de cuisine, cook manager, corporate executive chef, head cook, kitchen supervisor, pastry cook apprentice.
- b. Cooks (4020) Dietary aide, fryer, fry-line attendant, line cook, pizza cook, snack bar cook, special diet cook, specialty foods cook, station cook.



	<ul style="list-style-type: none"> <li>c. First-line supervisors/managers of food preparation and serving workers (4010) Cargo vessel stewardesses, crew leader, dairy bar manager, fast food services manager, flight kitchen manager, food concession manager, head waiter, kitchen stewardess, motel food service supervisor, restaurant shift leader.</li> <li>d. Food Servers, non-restaurant (4120) car attendant, food service assistant, food service worker, hospital food service worker, outside food server, room attendant, room service food service attendant.</li> <li>e. Food Service Managers (310) banquet manager, cafeteria operator, catering coordinator, cook manager, deli manager, dining services director, food service supervisor, restaurant manager, restaurateur.</li> <li>f. Waiters and waitresses (4110) banquet server, bar waiter/waitress, carhop, food runner, food server, head waitress, server, singing waiter/waitress, waitstaff, wine steward.</li> </ul>
<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>There are several innovations that the department has implemented in the last five years.</p> <ul style="list-style-type: none"> <li>● A sustainability team task force has been put in place. The team has reviewed practices in the department and implemented procedures and practices to make the department more sustainable. <ul style="list-style-type: none"> <li>○ For example, reducing plastic by replacing the plastic tasting spoons with metal washable tasting spoons.</li> <li>○ The lab courses within the department are instructing students on sustainability as well as having them practice recycling as one method of sustainability.</li> </ul> </li> <li>● To mimic the restaurant industry, the restaurant has begun to utilize the patio for dining room service, furniture, sunshade and a new door has been put in place to support this initiative.</li> <li>● The Chef instructors have kept up to date on trends and adjusting course content as needed. Some examples would be implementing sous-vide cooking and entremets.</li> <li>● The department has continued the Visiting Chef dinners. Over the past five years, the department has selected Alumni as the visiting chef. This has resulted in a connection between the current students and the Alumni.</li> </ul>

	<p>This has improved the engagement of the current students which in turn improves the learning during the visiting chef demonstration and dinner. The Visiting Chef for the Spring 2023 semester was Alumni Riley O'dette. He is currently the Sous Chef at Sepia, a Michelin star restaurant.</p> <ul style="list-style-type: none"> <li>• The department has been recently granted an Instagram account. The faculty have taken pictures and short videos to post on the account, currently over 100 posts. Students that are following the department's posts are followed in return.</li> </ul>
<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>The department offers a dual credit program for high school students in the evening on the college's campus to all participating high schools in the district with the exception of u46. District 303 has offered the introductory course (HOS-101) at the high school location. This is the only course that has been offered at the high school location by high school instructors.</p> <p>The full first year program completes the Basic Vocational Specialist in Cook Assistant/Baker Assistant. Students can continue into a second year which includes hospitality courses and some general education courses. Course success rates for these students are the same or slightly higher than the college-level peers.</p> <p>Enrollment in the culinary dual credit program is low. Some schools in the district have their own related courses. The limited number of kitchen labs and the length during the daytime has not allowed the department to offer dual credit in the afternoon. Currently, lab classes run 5:00 p.m. to 9:15 p.m. This schedule is challenging for high school students, since they typically start school quite early in the morning.</p> <p>The opportunity for increasing the number of dual-credit students could come with an expanded number of labs and an increase in full-time faculty that could teach during the day. Alternate schedules for dual credit students could also be explored as well as the possibility of a Saturday class and spanning an entire academic year.</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>Each of the degree programs has an internship course as part of the curriculum. Students work for an employer and coordinate skill development with the instructor. The time spent working for an employer is great experience for students and allows students to connect curriculum content to work application. Another positive aspect of this work experience is to increase students' production speed, organization and multitasking which are all important skills needed for the industry.</p> <p>Several courses incorporate work-based learning as students produce and serve food and desserts for Spartan Terrace Restaurant and the Spartan-to-Go retail outlet. Students practice customer service in the lunch service and take-out operations. There are several dinner events throughout the year, such as Visiting Chef, Savour the Semester dinner and dinners associated with the Visual and Performing Arts Center. During the Visiting Chef events, students observe a detailed cooking demonstration executed by a guest Chef. Students then take the knowledge gained from the demonstration to prepare the menu and serve it that evening at the dinner event.</p> <p>Through the Study Abroad programs in Austria and Italy, students learn skills in both the back-of-the-house and front-of-the-house and also have the opportunity to learn how to execute banquets.</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 hospitality, culinary or pastry industry does not require accreditation for the programs. The department is not seeking any voluntary accreditation because it would not result in increased enrollment.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>There are several industry-recognized credentials within the programs:</p> <ul style="list-style-type: none"> <li>● ServSafe Food Handler</li> <li>● ServSafe Allergen</li> <li>● ServSafe Responsible Alcohol Service</li> <li>● ServSafe Manager Certification</li> </ul>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeships are not common in the industry. However, there is a program available through the experiential learning department. No employer has enrolled in the apprenticeship program.</p> <p>Each of the AAS degrees have an internship course required. This course has 240 to 320 hours of work within the degree area.</p>

	<p>Students select the job position that they are interested in to gain working knowledge and apply the skills they have learned throughout the curriculum.</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>There are several industry-recognized credentials within the programs:</p> <table border="1" data-bbox="753 415 1443 957"> <thead> <tr> <th>Course</th> <th>EXAM</th> <th>Pass Rate</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>HOS-214</td> <td>ServSafe Allergen</td> <td>100%</td> <td>13</td> </tr> <tr> <td>HOS-120</td> <td>ServSafe Responsible Alcohol Service</td> <td>97%</td> <td>99</td> </tr> <tr> <td>CUL-106</td> <td>ServSafe Sanitation (*)</td> <td>84%</td> <td>218</td> </tr> <tr> <td>HOS-225</td> <td>ManageFirst</td> <td>81%</td> <td>27</td> </tr> <tr> <td>CUL 101, PAS 101, PAS 104</td> <td>ServSafe Food Handler</td> <td colspan="2">(Start Fall 2023)</td> </tr> </tbody> </table> <p>(*) 84% (when taken in semester 1 of program, FY18 - FY23, N=218)</p>	Course	EXAM	Pass Rate	N	HOS-214	ServSafe Allergen	100%	13	HOS-120	ServSafe Responsible Alcohol Service	97%	99	CUL-106	ServSafe Sanitation (*)	84%	218	HOS-225	ManageFirst	81%	27	CUL 101, PAS 101, PAS 104	ServSafe Food Handler	(Start Fall 2023)	
Course	EXAM	Pass Rate	N																						
HOS-214	ServSafe Allergen	100%	13																						
HOS-120	ServSafe Responsible Alcohol Service	97%	99																						
CUL-106	ServSafe Sanitation (*)	84%	218																						
HOS-225	ManageFirst	81%	27																						
CUL 101, PAS 101, PAS 104	ServSafe Food Handler	(Start Fall 2023)																							
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Roosevelt is the only current articulation program in place. Other community colleges have a 3 plus 1 agreement with them; ECC needs to investigate to determine if this is possible.</p> <p>Northern Illinois University is moving their Hospitality program to the College of Business. A new articulation needs to be investigated once this realignment is complete.</p> <p>Additional institutions the department would like to investigate are Johnson and Wales, Judson, Columbia College, Dominican University, Eastern New Mexico and Southern Illinois University.</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>The department has a partnership with Fisher Nuts, a local company. The company hosts a recipe competition which is a great experience for students who develop and execute a recipe to compete for a cash reward.</p> <p>The Big Print competition is a collaboration between Spartan Terrace and the college's photography department. A contest is held for students to submit their photos with winners printed large scale and displayed in the restaurant.</p> <p>The department presented a live, on-stage demonstration during the two most recent Elgin Community College Foundation Gala</p>																								

	<p>events.</p> <p>The department has begun utilizing Get Fresh Produce, a local product distributor in Bartlett, IL. The company sources locally with seasons whenever possible.</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>All of the activities and partnerships enhance the program’s presence in the community and are inclusive.</p> <p>The Visiting Chef dinner has returned after COVID and the program is focusing specifically on Elgin Community College Culinary Alumni whenever possible.</p> <p>Community relationships within distinct schools are built through field trips scheduled in the culinary department. Introduction to their local community college may be the first exposure in-district students have to continuing their education. High school students have a lunch, tour of the department, watch a demonstration and listen to the college’s student testimonials with time spent discussing financial aid options. Faculty members also present at the Career Exploration day for District U-46.</p> <p>The department has hosted several sessions with the Boys and Girls Club of Elgin to demonstrate different areas of the hospitality industry. This was a diverse group of young students participating in these sessions.</p> <p>The Urbania, Italy Study Abroad program now joins the Semmering Austria program, expanding opportunity to more students to have a new learning experience in a new culture.</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, Assessment and Learning (CETAL).</p> <p>Specific to this discipline, faculty are members of various professional organizations which strengthen the program by connecting faculty to other industry professionals. The organizations also allow the opportunity to stay up to date with current industry issues and trends.</p> <ul style="list-style-type: none"> <li>● American Culinary Federation - ACF</li> <li>● Research Chefs Association - RCA</li> <li>● National Restaurant Association</li> </ul>

	<ul style="list-style-type: none"> <li>● National Ice Carving Association - NICA</li> <li>● International Food Service Executive Association - IFSEA</li> <li>● Masters of CTE</li> <li>● Retail Bakers of America</li> </ul> <p>Online continuing education courses and forums are available from the Club + Resort Chef. Faculty have taken online master classes and seminars, including entremets and chocolates with master pastry chef Antonio Bachour, and chocolate with Kirsten Tibbals of Australia. Instructor Chef Guzzaldo himself presented a Master Class video training for plated desserts for this association's trade magazine.</p> <p>Industry trade shows also offer opportunities to see what is new. Those attended have included the GFS Spring Food show in Rosemont, IL, Sysco Product Development show at the Curing Room in Hampshire IL, the Fancy Foods Show, New York, and the Sustainability Summit by the McHenry County Environmental Defenders.</p> <p>The full-time faculty in the department support adjunct faculty in various ways to enhance student learning, including pedagogy, the learning management system, demonstration preparation, Mise en place for student production, etc.</p> <p>The following are some development/training the faculty would value:</p> <ul style="list-style-type: none"> <li>● How to keep students with Mental Health issues on track.</li> <li>● How to balance standards with compassion.</li> <li>● How to best support students with accommodations.</li> <li>● Strategies on how to conduct class when a student has a fit or issue.</li> <li>● How to train and deal with the lack of motivation of students.</li> <li>● Higher level strategies to market and recruit students.</li> </ul>
<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 equipment in the department is aging. The building and much of its equipment was put into service in 2004. Many pieces of equipment date back to the opening of the kitchen labs, with individual items being 10 years old or older. As equipment has broken and become unrepairable it has been replaced. However,</p>

	<p>many original items still remain and will need to be replaced. In some instances, these technology and equipment needs are negatively impacting student learning:</p> <ul style="list-style-type: none"> <li>● The ovens in the main culinary classrooms do not hold a calibration, so the oven temperature is not accurate.</li> <li>● The bakeries do not have sufficient electrical power for the equipment and student needs.</li> <li>● The audio-visual equipment and projectors in the baking labs have several issues; the light/projection is not sufficient and it is not possible to see the level of detail in the mixer as the Chef Instructor is completing a demonstration.</li> <li>● The sound transfer from one bakery to another is excessive. When both labs have a class running at the same time the noise and instruction from the adjacent bakery lab detracts from the learning for some students.</li> <li>● Several of the cameras shake when the hood ventilation system is turned on. This causes a shaking on the screen which distracts students from learning.</li> <li>● The Point of Sale (POS) system utilized for the Spartan Terrace Restaurant must be updated as the vendor will no longer be supporting the software or equipment.</li> </ul>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Assessment methods used to ensure student success include:</p> <ul style="list-style-type: none"> <li>● Homework assignments</li> <li>● Quizzes, tests and final exams</li> <li>● Production practical's/tests</li> <li>● Summative pop quizzes and questions</li> <li>● Review questions</li> <li>● Daily production</li> <li>● Application projects</li> <li>● Log books</li> </ul> <p>The culinary team has identified a list of items which the faculty group defines student success in the program:</p> <ul style="list-style-type: none"> <li>● Follow sanitation procedures</li> <li>● Follow recipe accurately</li> <li>● Successful production of saleable product</li> <li>● Complete assignments</li> <li>● Complete assessments both written and practical at 75% accuracy</li> <li>● Fulfill the objectives of the class</li> <li>● Complete internship</li> <li>● Completion of certificate or degree</li> </ul>
<p>3.19 How are these results utilized</p>	<p>All courses have been formally assessed once during the cycle.</p>



<p>and shared with others at the institution for continuous improvement?</p>	<p>The department has regular meetings which include discussions on course outcomes and assessments. This information is also shared with the advisory committee's industry professionals.</p> <p>Student evaluation surveys are reviewed by faculty and adjustments made as needed to courses.</p> <p>During the next 5-year cycle, the department would like to consider how to better navigate and adjust for students that need accommodations. Faculty are also interested to review the impact of modality on student success.</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>Many course assessments have revealed that students are satisfactorily meeting objectives. In several instances, the review has drawn attention to the need to revise or streamline the learning outcomes, either to make them more measurable, relevant to the industry expectations, or encompassing of new content based on other curricular changes within the programs.</p> <p>A review of HOS-100: Kitchen Techniques revealed it created a host of barriers for students; lack of textbook purchasing, speed of course, length of course was all determined to create problems for student success. The course was withdrawn and key content absorbed elsewhere.</p> <p>As discussed elsewhere in this report, the ServSafe Sanitation course (CUL-106) was moved from the start of the program, where the challenging exam was presenting a barrier to student progression. Students should be more successful with the certification exam after they have put the course content into practice throughout the production classes. The ServSafe Food Handlers Certificate will instead be embedded into the early sequence of courses to ensure sufficient knowledge and competency with food safety.</p> <p>To broaden the knowledge and skill of all students in the department regardless of degree path, the Baking Theory (PAS-103) course was withdrawn and key content has instead been imbedded into a core required hospitality course.</p> <p>PAS-110: Baking Fundamentals II outcomes were changed due to findings related to math formula conversions and students not meeting expectations. The content taught in both baking courses did not align and students found this too challenging.</p> <p>PAS 220: Baker Operations has been updated to include additional credits allowing for more time in the lab. This will support the students to better meet the revised outcomes of the course. The title and description were also changed to better</p>

	<p>reflect the course.</p> <p>PAS-280: Patisserie &amp; Confections II assessment was conducted during COVID. Lab was extended through July 2, 2020. Heavy adjustments were made to the instruction to complete outcomes being assessed while maintaining a safe lab environment. The Savor the Semester event was conducted very differently for these students to still meet the outcome assessed, while safely producing quantity plated desserts.</p> <p>The Pastry Internship course (PAS-205) has decreased the number of credits/hours required which will allow more students to complete the hours during one semester while working on a part-time basis. This is more reasonable and allows students to take additional courses during the semester they are enrolled in the internship.</p> <p>Programmatic assessment resulted in updates to the Restaurant Management AAS degree. The Hospitality Management degree made changes to the business-related courses, removing Business Math and Customer Service, adding Marketing, and replacing Hospitality Law with Legal Environment of Business.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?</p>	<p>Overall, the department receives positive feedback from past students. The following are some details:</p> <ul style="list-style-type: none"> <li>● 98% satisfaction with content of program skills courses (81% Very Satisfied; 17% Somewhat Satisfied)</li> <li>● 97% satisfaction with lecture, lab experiences (78% Very Satisfied; 19% Somewhat Satisfied)</li> <li>● 98% satisfaction with equipment, facilities and materials (78% Very Satisfied; 20% Somewhat Satisfied)</li> <li>● 94% satisfaction with job preparation (52% Very Satisfied; 42% Somewhat Satisfied)</li> <li>● Many positive written comments about instructors</li> </ul> <p>As known by the instructors, students expressed less satisfaction with Advising services, with 57% Very Satisfied and 27% Somewhat Satisfied.</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>Discussions with students regarding their places of employment regularly occur. This is more insight for faculty to gather information on current industry practices and trends. The</p>

	<p>department has begun collecting personal email addresses and phone numbers of graduating students to facilitate more robust alumni relationships.</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 department holds an Advisory Committee meeting each year with employers from varied parts of the industry to include, hotels, restaurants, distributors, country clubs, recruiters, chefs and managers. The feedback from the advisory committee was good evidence in regards to the pay in the industry. The group strongly disagreed with the data from the job outlook government website. They said the salaries and hourly rates reported are way too low. The department is concerned that these low wages and salaries are listed on the college website and could deter potential students from enrolling in the culinary program.</p> <p>The advisory committee also discussed the labor market challenges, new roles within the industry and emerging trends on sustainability and packaging. During this past year’s advisory committee meeting there were not any strong opinions or concerns about students’ learning or success. However, committee members did comment on the importance of employability traits for job candidates. This topic has been raised in the last several committee meetings. A few discipline related skills mentioned were speed and following recipes.</p> <p>The engagement could be improved by increasing the number of industry professionals attending the advisory committee meeting. This could be individual faculty members reaching out directly to people within the industry to encourage their involvement in the meeting and the department.</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>The department hosts a visiting chef each semester and has begun focusing on attaining an alumnus from the department for this special event. The Chef will complete a demonstration of the menu they designed for the Visiting Chef dinner. During the demonstration the Chef will speak about their experience in the industry and answer questions from the students.</p> <p>Employers are also engaged in the program with the internship class. Near the end of the student’s required work hours, the faculty member will meet with the employer via the method the employer prefers (e-mail, phone, zoom or in-person). The employer will complete an evaluation of the student intern as part of the course grade.</p> <p>The department utilizes a form to catalog job opportunities when employers are looking to hire from the program. The department</p>

	<p>maintains a website where students can view the job openings electronically, though the paper forms are also posted on a physical board within the department.</p> <p>Occasionally a class will have a field trip in which they are engaged with industry employers. Recently, the department has utilized a purveyor, Fortune Fish, as a teaching resource and toured their facility.</p> <p>Adjunct faculty are industry professionals and another opportunity for the department to engage employers.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>The department is contacted regularly by owners, managers and chefs regarding employment opportunities for students. This is an informal way to gather information on the labor market of the industry and conveys confidence in the quality of program students.</p> <p>As part of the internship course, employers complete an evaluation of the student. Employers are asked to assign a grade for the students' performance. It is very rare that the employer does not assign an A grade when evaluating the student's performance during the internship.</p> <p>During the advisory committee meeting there were positive remarks regarding how well-prepared students are for the industry.</p>
<p>3.25 What are the program's strengths?</p>	<p>Culinary Department Faculty are a key strength of the program, maintaining their own credentials as experts in their field. Within the previous year, degrees and certificates have been earned, including:</p> <ul style="list-style-type: none"> <li>● Masters of Career and Technical Education from Eastern New Mexico University</li> <li>● Certified Executive Chef through American Culinary Federation</li> <li>● Certified Ice Carver through National Ice Carving Association</li> </ul> <p>Professional development taken through the college demonstrates their commitment to its mission and to overall student success and equity. Examples of these include:</p> <ul style="list-style-type: none"> <li>● Cultivating a Sense of Belonging</li> <li>● Equity talk to Equity walk sessions 1 and 2</li> <li>● Accessibility Committee</li> <li>● Online Instruction and Assessment Practices</li> </ul>

	<ul style="list-style-type: none"> <li>● Culturally Responsive Teaching</li> <li>● Universal Design for Learning</li> </ul> <p>The faculty have industry experience which they bring to the classroom every day. The department offers classes and experiences to connect theory to real world experience, which include the student restaurant and events connecting departments on campus and the public. The department also has co-curricular programs such as Study Abroad and Recipe competitions. These are good learning opportunities for students.</p> <p>Faculty are invested in the program, and strive to maintain and improve the department. Significant time is spent in lab preparation for demonstration and for student production as well as time in preparing D2L for student use. The faculty in this department also spend a significant amount of time with students. In part, this is why the faculty invest in the students both personally and professionally. Students which are struggling are offered additional assistance by faculty. Students which are succeeding are encouraged to further develop their skills and improve themselves.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The budget can be a challenge with the facts of perishable products and rising food costs.</p> <p>As described earlier, some outdated technology and equipment is impacting student learning. Space and equipment are also challenging from an efficiency standpoint. The department is lacking storage facilities for refrigerated, frozen, dry storage and smallware storage. The dishwasher is aging and will need to be replaced. Space to wash small wares in the bakery kitchens is lacking. More sinks are needed in the Bakery labs. The point of sale system in the student run restaurant will no longer be supported and must be updated.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The following updates have been made which coincide with this review:</p> <ul style="list-style-type: none"> <li>● Resequencing of CUL-106</li> <li>● Updated outcomes for all PAS, and some CUL and HOS courses</li> <li>● Created a cake decorating class, PAS-114</li> <li>● Withdrew PAS-103, HOS-100 and HOS-205</li> <li>● Significantly changed the HOS-212 course</li> </ul>
<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.</p>	

- Academic advisors sometimes provide students with conflicting information.
- The cost of books and equipment can be a barrier to some students.
- Pearson is only producing e-books which is a barrier for some students and does not meet their learning needs. The format also present challenges in the lab kitchens.
- The labor market is strong and some students are focusing on work more so than school because hourly wages have increased. Most operations are understaffed and as such, the student's jobs are becoming more demanding, affecting both success and retention.
- A key challenge lies with getting students to do the online work, watch the videos, complete assignments and quizzes on a timely basis. This is not so much of a technology issue (though some students do have difficulties), it is primarily based on student behavior. With everything online, it is easy for students to ignore online work.
- Generally, students have poor time management and minimal attention span.
- Some students have language barriers when English is not their primary language.

### 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	Culinary Arts				
CIP Code	12.0503				
	FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled (*XVGS UnDuplicated Headcount)	223	189	189	159	160
Credit Hours Generated	2,573.5	2,180	2,053	1,795	1,570
Dual Credit: Credit Hours Generated	39	48.5	111	36	53
Seat Count by Modality					
Face to Face	612	585	521	93	191
Online/Async	0	0	10	7	32
Synchronous	N/A			198	78
Hybrid	164	78	79	272	186
Number of Completers					
Culinary Arts-AAS	13	14	6	7	7
Hospitality Management- AAS	2	1	1	0	1
Pastry Arts-AAS	6	14	8	8	6

Cook - Vocational Specialist	4	7	5	8	3
Prep Cook - BVS	9	10	11	15	6
Cook Assistant/Baker Assistant - BVS	34	31	22	36	19
Ice Carving - BVS	4	0	0	0	0
Hospitality Supervisor - VS	1	1	2	4	0
Restaurant Operations - BVS	2	4	1	5	1
Bakery Supervisor - VS	1	10	3	6	2
Baker - BVS	4	10	4	7	2
Decorative Pastry - BVS	2	2	6	0	4
<b>Other: Success Rate by Modality</b>					
<i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>					
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Face to Face	86%	89%	91%	82%	86%
Hybrid	69%	77%	68%	93%	88%
Online/Asynchronous	N/A		80%	57%	75%
Synchronous	N/A			78%	71%
<b>Other: Success Rate by Program</b>					
Total Program	82%	88%	88%	85%	84%
CUL Courses	86%	91%	95%	89%	89%
HOS Courses	78%	85%	81%	82%	80%
PAS Courses	86%	88%	92%	86%	84%
Other: <i>Dual Credit Students</i>	93%	100%	90%	100%	100%
PE1. How does the data support the program goals? Elaborate.	<p><b>ENROLLMENT</b></p> <p>Enrollment changes for the past five years reveal a decrease in seats across all three disciplines which exceeds the drop seen for the college overall. The largest decrease is in PAS with 48%, followed by CUL at a 38% decline and then HOS with a 32% decline.</p> <p>Decreases in the program were not unexpected. An increase in neighboring schools offering similar programs has impacted seat numbers negatively. In addition, the challenge of adapting and operating during COVID affected seat numbers. Lab class sizes were reduced to accomplish social distance rules. Some students opted to not attend classes during that time due to comfort level during the pandemic.</p> <p>The hospitality industry continues to show strong need for competent employees in culinary and pastry arts. An increase in enrollment to help fill industry needs is expected. However, the impact of increased entry-level wages may also deter enrollment as some students are choosing to</p>				



work rather than enrolling or continuing their education. Still increases were noted beyond this review period, with Fall 2022 having higher enrollment in the entry-level courses, with some higher still in Spring 2023.

CUL-101 Cooking Fundamentals I and PAS-101 Baking Fundamentals I have the largest enrollment as they are both required for all three degrees. HOS-101: Intro to Hospitality Industry also has large enrollment. Since Covid, the coordinator has discovered that more students pursuing the AA transfer degree have enrolled in this course as an elective with no intention of continuing courses in the culinary department.

As would be expected, the 200-level courses have smaller enrollment. These courses are also still recovering from low enrollment due to COVID social distancing restrictions. There is also a natural attrition that occurs following the Cooking Fundamentals course sequence. Many pastry students will take them to get more informed about techniques but not go on to the more advanced culinary courses, such as Meats and Seafood or Garde Manger. Similarly, the Baking Fundamentals and the Patisserie and Confections sequence have lower enrollment, recovering from social distancing limitations.

Elective courses also have expected lower enrollment. CUL-210: Ice Carving comprises the Ice Carving certificate and is not required for a degree. The course only runs in the spring semester and has limited seats due to the safety practices. Similarly, PAS-204: Decorative Pastry generally runs only in the summer and is not required for the degree, just the Decorative Pastry certificate.

HOS-225: Dining Room Management reflects lower enrollment, though this is a direct reflection based on the number of seats offered. Seats are limited in this hands-on management curriculum in order to meet course objectives.

As discussed earlier in the report, HOS-205: Hospitality Law has been withdrawn as it is not run during the past five years. Benchmarking to other programs supported the change to instead include a Business Law course in the degree.

Some Pastry courses have been occasionally canceled due to low enrollment, but will run the next semester. No other courses have a zero-enrollment pattern.

Dual-credit students are not a consistent or large portion of overall enrollment.

## **SUCCESS**

For the five-year review period, the range of Culinary course success

rates were greater than the average of other CTE courses college-wide and highest for the department specialties. Pastry is close behind, also surpassing CTE averages. Hospitality courses have the lowest course success rates within the department and fall just shy of the CTE averages at the college. This is due to student behavior. Many students prioritize the culinary and baking lab classes because these are the courses that they are interested in learning. The majority of hospitality courses are not lab-based and students have less interest in the content/material. For some students, the lack of interest results in procrastination or not completing coursework, hence lower success rates.

It is interesting, however, that this subset of courses did not experience the same drop in success in FY21 as PAS and CUL, which was the period of intense remote teaching/learning. Results indicate that synchronous and asynchronous online modalities were less successful, and that the hybrid mode was strengthened, for FY21 and F22. Some of the pressure of assessment is removed by the online quizzes, this seems to be helping to meet the mental health needs of many students.

At the course-level, the internship courses for all three degrees have the lowest success rates, CUL-205, PAS-205 and HOS-230. Some students do not complete the paperwork/assignments for the course, even though they have attained employment in the industry. This low success rate was not expected and may be a goal to investigate further. The ice carving course has the highest withdrawal rate, though as outlined above, the section capacity is very low, so rates will fluctuate more widely.

Success is also somewhat lower in the entry-level courses. Students will enroll to determine if they like the industry; for those who do not, they are less likely to excel or be retained.

The department would like to revisit the success rates of hospitality courses over the next five years, in particular HOS-212: Quantity Food Purchasing. This course has had a major update of content and hopefully this will improve the success of all hospitality courses.

An option to consider is to withdraw students at midterm that are not on track with a course. Faculty can set a target level of success at midterm as a percentage of work completed to remain enrolled in the course.

Though their numbers are not large, dual-credit students perform quite well in the courses they do take.

### **COMPLETION**

Overall, the certificates seem to fluctuate based on when students apply for them; some apply when they are graduating with the AAS, some do not apply for them at all. All the certificates are stackable, therefore the

	<p>number of certificates building to the AAS degrees should be equal or greater than the number of degrees awarded. However, as with enrollment, completion is affected by higher wages in a strong labor market. Once students gain knowledge and skill from a few courses, they can obtain a good job even without the degree. Degree attainment has been reduced by half in the years of the pandemic, 2020 - 2022.</p> <p>AAS Restaurant Management - This degree is typically one or two students each year. This trend continues to be the case in the past 5 years. VS Restaurant Supervisor and Restaurant Operations follow the AAS degree with minimal students completing these certificates.</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 &amp; race, special population status &amp; 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>For the five-year review period, the Culinary department has higher success rates than other CT courses and the SBCT division for all Race/Ethnicity categories except “Other Groups”. The remaining categories, Asian, Black, Hispanic and White, are higher than other career-tech students and the SBCT division. This is particularly pronounced for Black/African-American students who have a success rate 11% higher than the division, even though they are the lowest scoring group in the department (70% success).</p> <p>The highest enrolled course is HOS-101 Introduction to the Hospitality Industry. Success for this course is lower than the department across all race/ethnicity categories. Results show White students scoring 13% below their department average, and both Black/AA and Latino students score 11% below their department average. The overall lower success is partially due to the number of withdrawals from the course. For many students they are not as interested in a lecture/discussion class. The students are focused on cooking and baking.</p> <p>The Culinary department has higher success rates than CT and SBCT for</p>

	<p>both male and female. Women outperform their male counterparts in HOS-101 as well as across the department. In particular, men are less successful in HOS-101 by 15%.</p> <p>Pell status does not seem to factor in success for the department or HOS-101. Pell-eligible students (those with financial need) only succeed 2% less than their non-Pell peers.</p> <p>Part-time students are slightly higher in the department than in the division, but for both the department and HOS-101, full-time enrollment seems to have an impact on increasing student success. Students who have taken developmental coursework perform comparably with non-developmental students; this suggests the prerequisites in the program for basic skills are sufficient. Data for students with disabilities would be desirable information for the department, which has a keen interest in supporting their unique needs.</p> <p><b>COMPLETION</b> Degrees and certificates awarded in the department approximate the same proportions of students enrolled in the program for race/ethnicity, gender and age categories.</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>To address equity, the Culinary department would like to have more textbooks in the library and tool kits available to be checked out. Reducing lab fees for students would provide more equity for financially challenged students.</p> <p>The faculty group would also like a resource on how to meet the needs of the 22-25 age group, since they are performing lower than other age groups in the department.</p> <p>To address student-behaviors contributing to success, orientation could include information regarding standard grading practices for college. Information on the average number of hours outside of class time per credit to complete assignments and prepare for class would help prepare students for college workload. Basic D2L instruction could also be included in orientation.</p>

	<p>All faculty in the culinary department go above and beyond to support all students. The group discussed the following methods used:</p> <ul style="list-style-type: none"> <li>● Email students when they miss a class</li> <li>● Faculty are present before and after lab classes to help and guide students</li> <li>● Some faculty have allowed students to make up an absence by offering an independent session with the student</li> <li>● Some faculty post-test anxiety strategies</li> <li>● Direct students to student services on campus</li> <li>● Some use name cards with the QR for student supports</li> <li>● Inform students of Pace bus program</li> <li>● Guide students to disability assistance and department when needed</li> </ul> <p>All faculty spend a significant amount of time with student's during lab courses, 10+ hours a week. During this time, connections and a deeper understanding of a student and their circumstances is revealed. Much of the individualized support comes from these discussions.</p>
<p>PE5. Are the students served in this program representative of the total student population? Please explain.</p>	<p>The gender data for the culinary department is nearly identical to the college.</p> <p>Overall, the department has a 10% more white and 10% less Hispanic. The remainder of the groups follow the college's data. This may be due to who chooses to study culinary arts versus going to work directly in the hospitality industry.</p> <p>The culinary department is 8% higher in the 17-22 age range. The 23-29 age range is 4% lower. The remainder of the age ranges are similar to the college. Overall, it seems that the majority of students enrolling in the department are coming directly from high school.</p>
<p>PE6. Are the students served in this program representative of the district population? Please explain.</p>	<p>Females are 6% higher than the district and males 6% lower.</p> <p>The Culinary department has a slightly lower percentage of Asians (3%) than the district and a slightly higher percentage of the African American group (7%) than the district. The department's Hispanic group (38%) is 9% higher than the district. The White group for the department (49%) is lower than the district by 7%.</p>
<p><b>Review Results</b></p>	
<p><b>Action</b></p>	<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>

<p><b>Summary Rationale</b> R1. Please provide a brief rationale for the chosen action.</p>	<p>There is a continued industry need for skilled employees in all degree areas. The department is meeting the objectives and is committed to continued improvement at the course level. Degrees continue to be improved incrementally to better meet the needs of students and employers.</p>
<p><b>Intended Action Steps R2.</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p><b>Reduce financial barriers for students</b></p> <p><b>Student tool kit update and price comparison</b> <u>Timeline:</u> FY24 <u>Person(s) Responsible:</u> Rother</p> <p><b>Student uniform evaluation and price comparison</b> <u>Timeline:</u> FY24 <u>Person(s) Responsible:</u> Rother</p> <p><b>Develop additional partnerships within the college and within the district to strengthen program quality and provide additional opportunities and resources for students.</b></p> <p><b>Explore partnerships with other departments; ESL</b> <u>Timeline:</u> FY25 <u>Person(s) Responsible:</u> Stewart</p> <p><b>Partner with PADS and other groups with demonstrations</b> <u>Timeline:</u> FY26 <u>Person(s) Responsible:</u> Wojcik/Wagner</p> <p><b>Competition based in Elgin and/or with Chamber of Commerce</b> <u>Timeline:</u> FY25 <u>Person(s) Responsible:</u> Guzzaldo</p> <p><b>Develop relationship with Grand Victoria</b> <u>Timeline:</u> FY26 <u>Person(s) Responsible:</u> Rother</p> <p><b>Strengthen partnerships with high school instructors with workshops/field trips</b> <u>Timeline:</u> FY27 <u>Person(s) Responsible:</u> All Faculty and Loiacano</p> <p><b>Partner with Fire science to teach skills and recruit students</b></p>

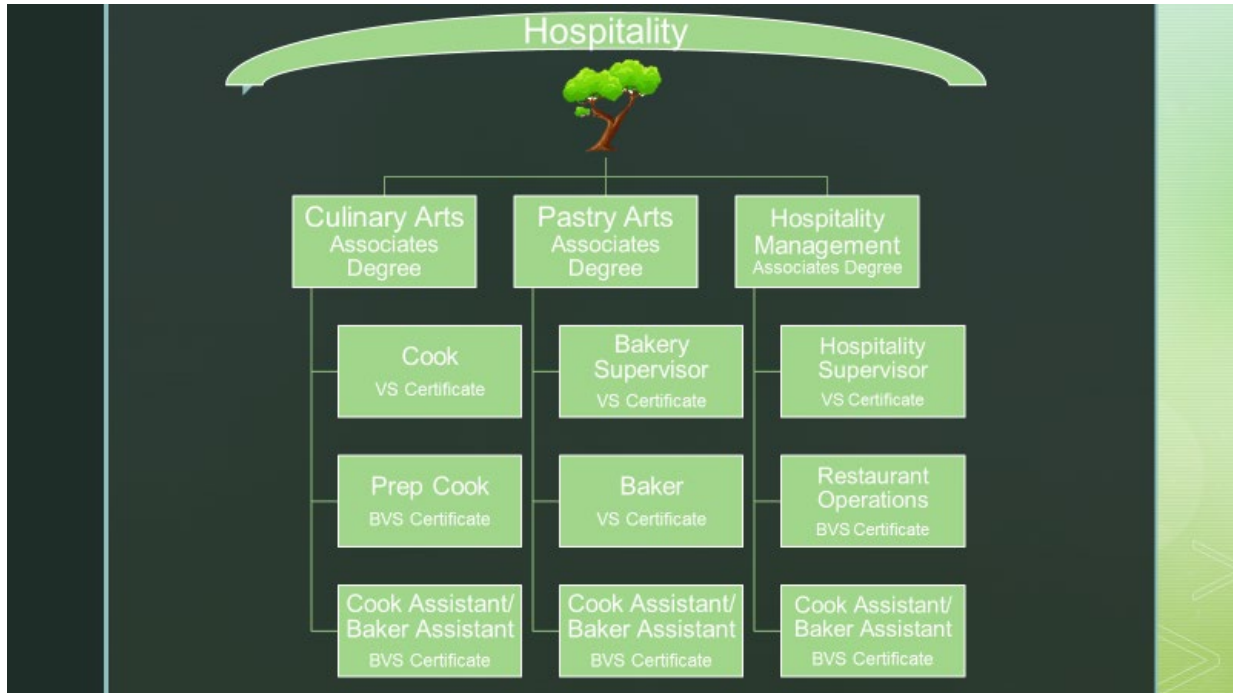
	<p><u>Timeline:</u> FY24 <u>Person(s) Responsible:</u> Wagner</p> <p><b>Involvement with American Culinary Foundation</b> <u>Timeline:</u> FY24 <u>Person(s) Responsible:</u> Stewart</p> <p><b>Increase involvement with National Restaurant Association show</b> <u>Timeline:</u> FY25 <u>Person(s) Responsible:</u> Stewart</p> <p><b>Ensure curriculum relevancy to meet student and employer needs</b> <b>Embed Food Handler in lab-based entry courses</b> <u>Timeline:</u> FY24 <u>Person(s) Responsible:</u> Wagner/Guzzaldo</p> <p><b>Evaluate the dual credit first and second year program</b> <u>Timeline:</u> FY24 <u>Person(s) Responsible:</u> Rother</p> <p><b>Articulation with Universities, NIU, Columbia, Iowa, Roosevelt 3 + 1 program, etc</b> <u>Timeline:</u> FY25 <u>Person(s) Responsible:</u> Rother</p> <p><b>Update course outcomes HOS-215, HOS-218</b> <u>Timeline:</u> FY25 - FY26 <u>Person(s) Responsible:</u> Rother</p> <p><b>Internship course review; hours, curriculum content, standardize</b> <u>Timeline:</u> FY27 <u>Person(s) Responsible:</u> Stewart/Wojcik/Rother</p> <p><b>Develop a Central or South American study abroad program</b> <u>Timeline:</u> FY27 <u>Person(s) Responsible:</u> Wagner/Rother</p> <p><b>Competitive analysis: assess program's position in the area (curriculum, space, etc.)</b></p>
--	---



	<p><u>Timeline:</u> FY28 <u>Person(s) Responsible:</u> Wojcik</p> <p><b>Make content accessible on D2L</b> <u>Timeline:</u> through FY28 <u>Person(s) Responsible:</u> All faculty</p> <p><b>Ongoing commitment to Sustainability</b> <u>Timeline:</u> through FY28 <u>Person(s) Responsible:</u> All faculty</p> <p><b>Ensure equipment within the program adequately supports student learning</b></p> <p><b>Develop an equipment maintenance plan</b> <u>Timeline:</u> FY25 <u>Person(s) Responsible:</u> Wagner</p> <p><b>Develop equipment procurement and replacement plan</b> <u>Timeline:</u> FY26 <u>Person(s) Responsible:</u> Wagner/Stewart</p> <p><b>Ensure program vitality to boost enrollment and retention</b></p> <p><b>Marketing - yearly program specific marketing</b> <u>Timeline:</u> FY26 <u>Person(s) Responsible:</u> Rother/Loiacano</p> <p><b>Explore reinstating the Hospitality Club</b> <u>Timeline:</u> FY26 <u>Person(s) Responsible:</u> Guzzaldo/Loiacano</p> <p><b>Track Alumni</b> <u>Timeline:</u> FY28 <u>Person(s) Responsible:</u> Wojcik</p>
<p><b>Program Objectives</b> R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Generally, program and course objectives are being met. Faculty will complete the review of learning outcomes to make them measurable and directly applicable to content and skill development.</p>
<p><b>Performance and Equity</b></p>	<p>The department has been discussing the topic of equity, particularly as</p>

<p>R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>related to the expenses to the student. Investigation and research into the cost of the student uniform and knife kit has begun and will be included as a goal to update and hopefully reduce cost to students. The next round of assessments will begin to explore attainment by disaggregated groups to identify any underlying equity gaps. As noted in the report, the faculty are also interested in better meeting the needs of students with disabilities.</p>
<p><b>Resources Needed</b> R5.</p>	<p>Additional resources are needed to improve the department and programs:</p> <ul style="list-style-type: none"> <li>● Updated equipment in lab classrooms</li> <li>● New POS system in Spartan Terrace</li> <li>● More space and electrical power in bakery labs</li> <li>● Walkin freezer and cooler for pastry</li> <li>● Sinks and/or dishwashers in bakery labs</li> <li>● Bathrooms for students within the department</li> <li>● Additional faculty to allow daytime dual-credit scheduling</li> </ul>
<p><b>Responsibility</b> R6. Who is responsible for completing or implementing the modifications?</p>	<p>As noted above, most actions will be led by faculty/Instructional Coordinator Kimberly Rother, with other faculty assigned as noted.</p>

## Appendix 1



<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2022		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Clinical Dental Assisting	VS	41.5	51.0601	Dental Office Aide - BVS Preclinical Dental Assisting - BVS
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.				
<b>Program Objectives</b> 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> )		A Dental Assistant is an important member of an efficient dental team—providing valuable service to both the office and the patient. A dental assistant aids and anticipates the needs of a dentist in intra-oral procedures like general dentistry, oral and maxillofacial surgery, and prosthetic, endodontic, orthodontic, and pediatric dentistry. Other functions of a dental assistant include responsibility for the disinfection and sterilization protocols of the office, lab procedures such as exposing and processing radiographs, secretarial and receptionist duties, and instructing patients concerning proper preventive dentistry techniques.  Elgin Community College’s Dental Assisting (DEA) program comprises three certificates completed in three semesters, each of which prepares you for an active role in dentistry through classroom, laboratory, and hands-on experiences in modern, high-tech facilities.  <b><u>Program-Level Learning Outcomes:</u></b> <ol style="list-style-type: none"> <li>A. Accurately record patient data</li> <li>B. Demonstrate dental aseptic techniques without cross contamination</li> <li>C. Assist chair-side for a variety of dental procedures</li> <li>D. Demonstrate proper use of dental instruments and 4-handed dentistry techniques</li> <li>E. Properly mix dental materials</li> <li>F. Define current dental terminology</li> </ol>		

	<p>G. Display professional ethics in all areas of the dental office</p> <p>H. Demonstrate professional communication skills with regard to patients and the dental team</p> <p>The program prepares students for employment in positions such as chairside dental assistant, sterilization assistant, and front desk assistant.</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 monitors attainment of performance benchmarks set for accreditation and is currently meeting them. At the course-level, rubrics, exams and quizzes are used to formatively and summatively assess student learning. Students are allowed time during class as well as additional practice time outside of class to prepare for upcoming skills assessments. Passing the courses is achieved by 70% or more. Students are meeting the outcomes.</p>
<p><b>Past Program Review Action</b>  P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><b>Goals from FY18 Review:</b></p> <p><b>Review and update all course syllabi – teaching faculty and program director, FA18/SP19</b>  <u>Status:</u> Complete</p> <p><b>Update DEA-113 course and add to the Vocational Specialist certificate in clinical dental assisting – faculty or program director, FA18/SP19</b>  <u>Status:</u> Paused  <u>Progress Reported:</u> It was intended that these changes would go to curriculum committee in Fall 2019 as a part of a new certificate in expanded function dental assisting. Then in conversation with the Dean, it was decided to begin the expanded functions courses as non-credit. When COVID hit, progress ceased.</p> <p>More recently, the director has talked with Illinois State Dental Society (ISDS) about if ECC qualifies to teach the courses given that several changes have been made to the rules for expanded duty dental assistants. With such changes in place, course discussion plans can start anew.</p> <p><b>Investigate and identify funding for a dental clinic – faculty and program director, FA18/SP19</b>  <u>Status:</u> Complete</p>

Progress Reported: The Director applied for funding through the Elgin Community College Foundation Mini Grant program. In Spring 2020 the DEA department had signage up and was taking names for appointments for the mini grant funded dental clinic and then campus was closed due to COVID. The department put clinics on hold until normal operations resumed. The program was also having trouble getting enough student-patients to hold clinics. Students did not seem to have a desire or need for dental services.

**Write curriculum for a nitrous oxide monitoring course and add to the VS certificate in clinical dental assisting – faculty or program director, SP19/SU19**

Status: Deferred

Progress Reported: This topic was discussed for a new course alongside DEA-113 in item B above. Progress was paused, but now will resume.

**Restructure courses and certificates to include new and updated courses- program director, FA19/SP20**

Status: On hold

Progress Reported: Curricula cannot be updated until the courses are processed through CurricUNET and Curriculum Committee; see updates in items B and D above.

**Investigate need for additional expanded duty classes; Write curriculum for additional expanded duty classes**

Status: In Progress

Progress Reported: Recent conversations with ISDS suggest there is a need. Attention will resume towards this goal.

**Accreditation self-study and site visit – program director, FA20/SP21/SU21**

Status: In Progress

Progress Reported: The site visit was rescheduled several times due to COVID and lack of site visitors. It was finally completed on November 3 & 4, 2022. Program is working on responding to the commission as a result of the visit.

**Market, recruit, and enroll qualified students in the dental assisting program.**

Status: Complete

	<p><u>Progress Reported:</u> Recruitment activities included: DEA program director attended New Student Campus Jam on 8/18/17, the District U46 Curriculum Fair on 10/14/17, and Experience ECC on 4/13/18.</p> <p>Kim Plate also presented to the Elgin Dental Study Club on 4/6/18 and the Kiwanis Club on 6/28/18.</p> <p>Ongoing plans to attend college night, career fairs, and continue to work with I-CAPS to promote the program.</p> <p>Most recent post-pandemic activities included:</p> <ul style="list-style-type: none"> <li>• Crystal Lake Central HS, Dundee Crown HS,</li> <li>• Trio/Upward Bound Career Fair,</li> <li>• U-46 Career fair, and U-46 Healthcare career panel discussions.</li> <li>• DEA department participated in tours for U-46 counselors and Experience ECC.</li> </ul> <p><b>Recruit and strengthen clinical partnerships and preceptors to ensure positive learning outcomes.</b></p> <p><u>Status:</u> Complete</p> <p><u>Progress Reported:</u> The dental assisting program director visited 8 clinical sites and recruited a new site in Chicago for a student who was relocating.</p> <p>Communication occurs regularly with clinical sites through in person visits, email, and phone conversations.</p> <p>The department continues to work with existing partnerships and has also enlisted new offices and clinical sites. Since the last program review the department has secured 7 new contracts (one that includes 8 sites) and 3 updated/renewed contracts.</p>
<p><b>Review Team</b></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>Kim Plate, Program Director, primary author.</p>



<p><b>Stakeholder Engagement</b> 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>Renee Skrabacz Associate Dean Health Professions, Math, Science &amp; Engineering; Dr. Wendy Miller Dean Health Professions, Math, Science &amp; Engineering; support and review.</p>
<p><b>CTE Program Review Analysis</b></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>Along with other health professions programs, the department implemented new entrance requirements in Fall 2021 to make the admissions criteria more equitable. The PSB entrance exam was removed as not all students are good test takers and it was costly. Now, the program has several ways that a student can obtain admission. High School GPA, ACT/PSAT scores, ECC reading assessment score, taking and passing a medical vocabulary course with no prerequisites, or thru an ESL/GED pathway.</p>
<p>A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Vocational Specialist - Clinical Dental Assisting, 41.5 credits. The certificate includes 2 general education courses of 3 credits each. The remaining credits are attributed to meeting the curriculum needs of dental assisting accreditation.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As of today, labor market demand is 8% higher than average. As the program is never quite full, the college is meeting the demand of the students.</p> <p>The biggest economic factor for the program is wages. Dental Assistants are the lowest paid professionals in the dental office. COVID increased the demand for dental assistants and with that the wages have increased.</p> <p>Beginning salaries start at \$17 per hour. With more experience, wages can be upwards of \$28 or more for educators and office managers.</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>Outlook has stayed relatively stable with demand and growth.</p>

<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Programs receive Lightcast (formerly EMSI) reports from the Curriculum office for the purpose of this review. Such reports can be generated quarterly. The program also relies on the Bureau of Labor Statistics website.</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 director attends any job fair, college fair (both in/out of district), District U-46 events that are offered and that she is able to attend. Many of the current students heard about the program in high school or from Elgin Community College Admissions.</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 and emerging trends are discussed at department meetings. Many of the faculty and the program director currently work in dental offices and bring current trends to the program. The curriculum is basically set by the educational standards put forth by the Commission on Dental Accreditation (CODA). When they make changes, the program will respond.</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>Not at this time. Discussion continues at the accrediting agency level regarding expanded functions dentistry. Should new coursework come from this, it likely would be offered as non-credit.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>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,</p>	<p>The primary costs associated with the Dental Assisting program include the following: salaries and benefits, office and instructional supplies, maintenance services, printing, computer software, publications and dues, advisory committee expenses, and travel to professional conferences.</p> <p>Like most health professions programs, instructional costs for the Dental Assisting program are high. The nature of dentistry includes x-ray technology and disposable supplies that are quite expensive. The Dental Assisting program relies on</p>

<p>technology, background checks, etc.).</p>	<p>adjunct faculty and the program director to teach all of the courses, so there is a cost saving in salaries and benefits.</p> <p>The education fund (tuition and fees) supports the Dental Assisting program. The Perkins Grant has not been utilized within the Dental Assisting program. A Perkins program of study application has not been submitted for consideration due to other competing priorities including an accreditation site visit in 2022. The program has had initial discussions and is ready to apply for program of study when this program review is finalized and ready to be used to complete the application.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The Dental Assisting budget has been fairly stable over the last five years. Two areas that include increases are instructional supplies and publications and dues. The program’s instructional supply costs have gone up each year, and especially so during the pandemic as supply chain issues were impacting access to disposable supplies. The program’s publications and dues line also significantly increased in FY23 as a result of our hosting a re-accreditation site visit by the Commission on Dental Accreditation (CODA).</p> <p>There are no significant challenges related to managing the Dental Assisting budget at this time.</p> <p>Long term, the cost of new technology in Dental Assisting will need to be addressed. 3D printing and 3D x-rays are beginning to be utilized in dentistry and at some future point this technology will need to be taught to the students.</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>Not applicable.</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. WIOA, Ability-to-Benefit, scholarships, grant funding,</p>	<p>Costs to students includes tuition, fees, textbooks, uniforms, background check, drug testing, and medical testing/vaccines.</p> <p>The program is one of the college's ICAPS programs. This helps students with learning and completion of the first semester, giving them an excellent foundation to complete the subsequent semesters. However, Dental Assisting has been excluded from the PATH grant by ICCB to help students with costs.</p> <p>Other strategies to manage costs for students:</p> <ul style="list-style-type: none"> <li>• Textbooks are bundled to reduce the cost</li> <li>• Discussions are underway to possibly reduce the bundle by another book that is less essential.</li> </ul>

<p>referral to services, apprenticeship programming)</p>	<ul style="list-style-type: none"> <li>• Admission costs have been reduced with the removal of the PSB-HOA exam.</li> <li>• The program director has brought in basic school supplies the first week of the semester and offered them to the class.</li> <li>• When practical, project binders and some classroom supplies are recycled so that the students do not need to purchase them.</li> <li>• Scrub tops are an optional component of the uniform, but students are required to purchase the jacket and pants.</li> </ul>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The program is fairly cost effective. There is only one full-time employee in the department. Lab fees have not been increased for several years.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>As mentioned previously, the cost of adding new technology will need to be addressed.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare?</p>	<p>Prior to the pandemic, the sole modality was the face-to-face in-person format. The program uses the D2L learning management system for documents, homework, testing and gradebook. After COVID, the developed modules remain but teaching has basically returned to pre-COVID delivery with the modules as extra support for the students.</p> <p>For 2020/2021, hybrid and online-synchronous modes were added, keeping the labs in person and lectures through Zoom. An exception allowance was given by the accrediting agency for one year.</p> <p>The return to normal operations has returned all instruction back to the face-to-face modality. Students did not prefer the online offerings, and faculty felt scores were affected by on-campus learning time being condensed.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program director continues to work 3+ hours a week as a chairside assistant in a local dental practice to bring real world experiences, changes, and technology to the students in the program. Curriculum topics are discussed at departmental staff meetings and with the advisory committee.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or</p>	<p>Dental Assisting is not part of the Perkins V Program of Study.</p>

<p>challenge to program of study implementation.</p>	
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p><b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b>                  Element met. Area dentists sit on the DEA advisory committee and serve as externship sites. Skills developed in the program are those needed in industry. Program director meets annually with Illinois State Dental Society (ISDS) Leadership and workforce changes/challenges are discussed.</p> <p><b>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:</b>                  Program does not offer high school dual-enrollment, nor apprenticeships.</p> <p><b>C) Includes counseling to support an individual in achieving the individual’s education and career goals:</b>                  Element met. To support students holistically, the college offers wrap-around services and resources such as technology support, Tutoring, Advising, Wellness Counseling, Career Development, Disability Support, TRiO, Veteran Services, Experiential Learning, Financial Aid, Spartan Alert/Success, and many more.                  Additionally, eligible dental assisting students can be supported within the ICAPS program.</p> <p><b>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>5</sup> and training for a specific occupation or occupational cluster:</b>                  Element met. In the program’s third semester, students complete 336 clinical hours in dental offices across the district.</p> <p><b>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:</b>                  Acceleration is not an option at this time, though completing the program and passing the national certification exam is recognized as a high level of professional competence.</p> <p><b>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</b></p>

	<p>Meets</p> <p><b>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</b></p> <p>Each semester of the program completes a stackable certificate matched to additional job opportunities and levels of responsibility. The full certificate also incorporates some general education coursework.</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>Technology is where innovation is brought to the program. Currently, the latest digital x-ray techniques are being taught. The department has live practice management software which allows students to practice real-life office charting and in taking x-rays. The department also has digital impression equipment.</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>N/A. It is believed that the two general education courses needed for graduation are available as dual-credit.</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>Students can take externship courses that place them in working dental offices.</p> <p>Previous to COVID the department had a mini-grant to run a free dental clinic on campus to treat currently enrolled students. It was not very successful as the ECC student body did not seem to want or need dental care and there were not enough patients for the clinics to run.</p> <p>As part of DEA-111: Dental Assisting II, students provide dental education presentations to children at the Elgin Community College Early Childhood Lab School, introducing good dental habits, how to brush and floss, and gave them rides in the dental chair and looked in their mouths to give them the feel/experiences of a real dental office. It was very well received by the preschool staff.</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>Yes, the program is accredited with Commission on Dental Accreditation (CODA). The program had a site visit in the fall of 2022 and is in the process of addressing recommendations and is hopeful to receive accreditation without reporting. This will be determined in Summer 2023.</p>



<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>CODA allows Elgin Community College Dental Assisting students to sit for the Dental Assisting National Board (DANB) examination to become certified dental assistants (CDA) as they complete the program. This credential is not required for employment, but is recognized as an achievement.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>The program does not offer apprenticeship opportunities.</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>DANB pass rates of the few students who take the exam are as follows: 2021 - 100% (2 grads), 2020 - 100% (2 grads), 2019-100%, 2018- 100%</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Because there are limited college credit dental assisting programs in Illinois, Elgin Community College/ICCB has a cooperative agreement with any school that does not offer dental assisting education and students may attend at an in-district tuition cost.</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>The program continually adds and renews clinical partnerships for externships. The Director sits on the advisory committee for Elgin's Well Child Center and the Elgin Visiting Nurse Association, both non-profit health organizations in the district.</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>When students participate in clinical externships, they are in area dental offices learning to treat a variety of patients. The program has clinical affiliations with regular dental practices as well as low income clinics and volunteer clinics to give students a wide exposure.</p> <p>Dental Assisting is also part of the ICAPS program which allows slightly under-prepared students entrance into the dental assisting program with a support instructor and a support specialist. This opportunity widens access to the program and bolsters student success.</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</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</p>



<p>development is needed?</p>	<p>subjects through the office of Professional and Organizational Development and the Center for Enhancement of Teaching, Assessment and Learning (CETAL).</p> <p>Specific to this discipline, faculty are encouraged to take the opportunities offered by the college. Each participated in the online teaching course for faculty during 2020 to prepare for remote learning. Recently ECC provided CPR training to the department to keep them all current.</p> <p>Externally, the faculty are required by CODA to take CEUs pertaining to the classes they teach and emerging technology. Faculty need to take at least 12 hours; the director has to take 24. The faculty that are registered dental hygienists also have to take CE to maintain their state license.</p> <p>Development is also enhanced through membership in professional associations. The Program Director was elected to and served a two-year term as president of the Illinois Dental Assistants Association (ILDAA) and continues to sit on their executive board. She was appointed to the board of directors for the Dental Assisting National board in 2021, where she also serves on several committees.</p> <p>The Program director is also a Commission on Dental Accreditation site visitor. Her understanding of the accreditation process has helped with understanding the needs of the program with regard to accreditation. As a member of ILDAA and as an accredited program director, she meets annually with the ISDS to discuss needs/issues for both parties. The program is also a lead with the ISDS Mission of Mercy group and heads up infection control for their bi-annual mission event. At the last event in 2022, faculty Jane Mass also assisted in the infection control area.</p> <p>The director attends the Chicago Dental Society annual Midwinter meeting. She did present one time in 2019 and may again in 2024. The program director has shown interest in attending the next American Dental Educators Association (ADEA) allied directors meeting in 2024.</p>
<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 regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.</p> <p>The faculty are required to take at least 12 hours of CE to maintain their license or certification and topics related to treating many different kinds of patients are a part of their options.</p>

3.17 What is the status of the current technology and equipment used for this program?	The department is current with technology both with the college and in dentistry, though technology continues to evolve in the field of dentistry and the program will have to keep up.
3.18 What assessment methods are used to ensure student success?	Programmatically, high-level metrics such as pass rates, persistence/retention, and certificate completion measure success. At the course-level, assessment is also done through testing and practical evaluations both pre-clinically and clinically.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>Now that routines are getting back on schedule after COVID, the department wants to focus on how students learn, how to best help them learn, and how to best communicate with the ever-changing student.</p> <p>The faculty have ongoing discussions at staff meetings and have implemented an updated staff meeting agenda. IR keeps track of course and program success. Relevant success data is shared with the advisory committee.</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>As previously discussed, there has been a new admission policy. Updates have been made to course outlines and syllabi.</p> <p>The faculty implemented a minimum passing score of 70% for didactic courses and 85% for clinical courses. Currently students are meeting the benchmarks. To better evaluate communication skills outcomes the clinical grading rubrics were edited and a new daycare activity was implemented.</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>94% of DEA students were very satisfied or somewhat satisfied in their major area of study. 87% were taking DEA to get new job skills or self-development.</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 committee is always asked if there is anything that needs to be taught that isn't. Is there technology the department needs? They also discuss trends in dentistry with the director. They generally meet 2x per year. Currently, they are satisfied with the curriculum.</p> <p>The advisory committee is very supportive of the program and its success. They recently reviewed the course outlines and</p>

	<p>offered suggestions for changes. Those changes will be addressed in the fall.</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>Dentists serve on the advisory committee. Local dental offices are contracted with the college to be externship offices for clinical courses.</p>
<p>3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?</p>	<p>The department relies on the Institutional Research department to collect employer satisfaction survey/ data. The Career-Tech Graduate Follow-Up (FY17-FY21) Survey was reviewed. In the major area of study category students rated each of the six categories with a minimum of 94% very satisfied/somewhat satisfied. The program has a great reputation in the community and is called on a regular basis by employers seeking dental assistants.</p>
<p>3.25 What are the program’s strengths?</p>	<p>The program has positioned itself to meet the needs of students who want to be health professionals that cannot quite meet the admission requirements of many of the degree programs. The program achieves good retention and completion rates and is highly regarded in the community. Faculty are committed to student success. The 2018 Orrin G Thompson Teaching Excellence Award for part-time adjunct faculty went to Jane Maas.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The biggest challenge remains the completion of clinical dental assisting. Students do not find value in completing the third semester Clinical Dental Assisting as education is not needed to work in the field. They get their didactic learning and instead of paying the college to get work experience (externships) they go and get jobs. Most complete the first two certificates.</p> <p>Time to completion has recently been a concern of the accrediting agency and is being addressed. Very specific timelines for the certificates have been reviewed and those will remain in place for now. The program prefers to be flexible with students with life issues that keep them from giving full time hours to externships. They are allowed to continue accruing hours past the end of the semester until completion. They are given an incomplete if this happens until all required hours (336 in total) have been achieved. Also, many dental offices do not work 40 hours a week, also making it challenging to accrue hours especially in a 10-week summer semester.</p>

3.27 Did the review of program quality result in any actions or modifications? Please explain.

The data reviewed for this report shows very good student success, retention, and completion of the Basic Vocational Specialist certificates. The department is always encouraging students to complete the full Vocational Specialist certificate. The obvious reasons for non-completion have been discussed previously.

The director has asked the dental leadership in the state of Illinois if training requirements or any certification will be required any time soon and they have given a very strong no to required training and certification of any aspect of dental assisting. Given this, the completion rate of Vocational Specialist Clinical Dental Assisting is not likely to change.

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.

No significant barriers exist.

**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	Clinical Dental Assisting				
CIP Code	51.0601				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled ( <i>*XVGS UnDuplicated Headcount</i> )	51	51	45	28	26
Duplicated Seat Count	201	193	169	109	128
Credit Hours Generated	607.5	565	505	347.5	398.5
<b>Seat Count by Modality</b>					
Face to Face	201	193	169	14	79
Synchronous	N/A			16	
Hybrid	N/A			79	49
<b>Number of Completers</b>					
Clinical Dental Assisting-VS	8	7	11	7	0
Dental Office Aide - BVS	15	18	19	11	13

Preclinical Dental Assisting - BVS	14	15	4	10	8
<b>Other: Success Rate by Modality</b> <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>					
Face to Face	93%	93%	96%	79%	97%
Online/Synchronous	N/A			100%	N/A
Hybrid	N/A			100%	N/A
PE1. How does the data support the program goals? Elaborate.	<p><b>ENROLLMENT</b></p> <p>Due to accreditation, faculty to student ratios are 12-1. Admission policies have been changed since the last report to make them more equitable and to create a variety of entrance pathways making it easier for students to get admitted.</p> <p>There was a significant dip in 2021 as a result of enrollment due in part to COVID. The department had almost an entire cohort of first semester students not register into second semester. Most of the second semester classes were canceled as a result.</p> <p>As the demand remains high, it is expected that enrollment will remain the same or increase. The director has been participating in as many recruitment activities as possible.</p> <p><b>SUCCESS</b></p> <p>Course success rates are all 93% or higher and have remained stable throughout the review period. This is consistent with the program historically. The DEA is average to above average with other health professions courses. At the course level, the clinical components (DEA-123, DEA-124) present the most challenge. Students pass these courses but are often first given an incomplete, either because they have not completed the required hours or they still have documentation to submit. Success in the Radiography course is lower than the others, though this course has a very strict grading policy so perhaps that accounts for the lower grade. The department's short time with hybrid was very successful but accreditation is not fond of hybrid teaching.</p> <p><b>COMPLETION</b></p> <p>Enrollment and completion are at an acceptable rate considering the low-class numbers. Completions of Dental Office Aide and Preclinical were almost exactly the same. Clinical dental assisting follows the same curve but at a slightly lower number as a result of students choosing not to complete the third certificate and instead go out and get a job. Dental assisting education is not required to get employment.</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 &amp; race, special population status &amp; race, etc.)</p>	<p>Through the expertise provided through ECC’s Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (ie. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course. Depending on programmatic need and interest, additional subgroups can be created and include more courses.</p>
<p>PE3. Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p><b>ENROLLMENT</b> Dental Assisting is overrepresented by female and Latina students, though a male student typically enrolls each semester. Hopefully society is finally recognizing that males can be dental assistants, too. The data has shown that the dental assisting program has more diverse students than the college averages.</p> <p><b>SUCCESS</b> Along with enrolling a more diverse mix of students, these groups demonstrate no significant gaps - all students are just as likely to be successful, even when comparing between first semester courses to second semester courses. Some distinction is noted for enrollment status those enrolled full-time are more successful than part-time, but full-time students are generally more committed.</p> <p><b>COMPLETION</b> As discussed, all students are less likely to complete the full Clinical Dental Assisting certificate.</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</p>

	<p>student outcomes across different groups.</p> <p>Within the Dental Assisting program, the director takes courses and participates in on-campus activities with regard to EDI. She has also participated in EDI initiatives and sat on the EDI committee as part of her board of director position with DANB and most recently took a course through ADEA (American Dental Educators Association) about the importance of inclusive language. Given all of this, she shares her knowledge with the faculty as part of ongoing informal discussions.</p> <p>The program participates in the ICAPS model. Any student that applies to the program is offered/encouraged to test to see if they qualify for ICAPS support. Even students that are just short of admission requirements are allowed to enroll with mandatory participation in ICAPS.</p> <p>The department is trying to give more leniency for life situations without compromising educational standards. Most of the faculty will allow late homework to be turned in. The department also encourages students to stay home if ill much more than they have in the past. Dental Assisting faculty wish students would be more open about their life situations for help with understanding where the student is at and for the faculty to better help them navigate through the course work.</p>
<p>PE5. Are the students served in this program representative of the total student population? Please explain.</p>	<p>Dental Assisting is primarily still a female occupation as seen in the data. The program serves a significantly higher number of Hispanic students than both the college and the district. Along with that lower number of white students for both. With age categories, Dental Assisting students are primarily 17-29, a higher proportion than both the college and the district.</p>
<p>PE6. Are the students served in this program representative of the district population? Please explain.</p>	<p>See above.</p>
<p><b>Review Results</b></p>	
<p><b>Action</b></p>	<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>
<p><b>Summary Rationale</b> R1. Please provide a brief rationale for the chosen action.</p>	<p>Curriculum has had a few updates and the department has several new faculty who are now getting ready to do some course assessment and updates. The program just completed its response to the accreditation site visit which will result in a few changes, largely related to new</p>



	technology being used in the field.
<p><b>Intended Action Steps R2.</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p><b>Implement course syllabi and course outcomes updates</b> <u>Timeline:</u> ongoing <u>Person(s) Responsible:</u> DEA director and faculty</p> <p><b>Maintain course assessment schedule</b> <u>Timeline:</u> ongoing <u>Person(s) Responsible:</u> DEA director and faculty</p> <p><b>Maintain CODA accreditation for the program</b> <u>Timeline:</u> ongoing <u>Person(s) Responsible:</u> DEA director and faculty</p> <p><b>Find another didactic faculty for the program</b> <u>Timeline:</u> ongoing <u>Person(s) Responsible:</u> DEA director</p>
<p><b>Program Objectives R3.</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	Objectives are being met.
<p><b>Performance and Equity R4.</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	Significant or concerning equity gaps were not uncovered within the data for the past five years. A specific focus on gaps is not a part of the proposed goals. However, the college's course assessment protocols are including a new emphasis on equity and data disaggregation, so the department will engage in that work.
<p><b>Resources Needed R5.</b></p>	<ul style="list-style-type: none"> <li>• Help from Teaching, Learning and Student Development and the curriculum committee</li> <li>• A new employer survey needs to be implemented.</li> <li>• New technology will be needed in the near future to keep up with current dental office tech. 3D printing and 3D x-rays are really taking off in dentistry and will need to be taught to the students.</li> <li>• Long term, the cost of new technology will need to be addressed.</li> </ul>
<p><b>Responsibility R6.</b> Who is responsible for completing or implementing the modifications?</p>	Program director, DEA faculty, and support from division administration.

<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2022		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Emergency Medical Technology - Paramedic	BVS	28.5	51.0904	(none)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<b>Program Objectives</b> 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> )		Elgin Community College’s (ECC) Paramedic program provides students with hands-on, practical applications to help prepare for employment with ambulance service companies, local governments and hospitals. Courses review aspects of the role, medical/legal considerations, ethics, EMS systems, personal wellness, injury prevention, general patient assessment, communications, documentation, assessment-based management and life-span development. The college's paramedic training program collaborates with area hospitals Advocate Sherman Hospital and Amita St. Joseph Hospital. Course completion is followed by the Illinois paramedic licensing exam offered by the National Registry of Emergency Medical Technicians (NREMT).  The vocational certificate consists of 28.5 credits taken over three consecutive terms including summer. Program goals and benchmarks include:  <b>Develop the knowledge to successfully pass the state licensure exam.</b> Benchmark: 85% of students will pass the licensure exam on the first attempt, as demonstrated by first time pass rates on the National Registry exam.  <b>Develop the technical ability to competently perform the skills necessary to function as an entry-level EMT-P.</b> Benchmark: 85% will demonstrate the ability to perform necessary skills, as demonstrated by practical skills validations and preceptor evaluations.  <b>Make appropriate clinical/treatment decisions based on</b>		

	<p><b>patient assessments and clinical data.</b></p> <p>Benchmark: 85% of students will make appropriate clinical / treatment decisions, as demonstrated on practical skill validations, preceptor evaluations, charge medic evaluations, and documentation records.</p> <p><b>Exhibit attitudes and behaviors consistent with professional expectations of an entry-level EMT-P.</b></p> <p>Benchmark: 85% of students will exhibit attitudes and behaviors appropriate for entry-level practitioners, as demonstrated by practical skill validations and preceptor evaluations.</p> <p>Students must complete all required course sections with grades of 75% or better to be eligible to sit for the state paramedic licensing exam from the National Registry of Emergency Medical Technicians (NREMT).</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 primary metric for successful completion and program objective achievement is passing the National Registry of Emergency Medical Technician exam. Refer to results in item 3.11 to follow. Achievement of learning objectives is also measured by practical skill validations, preceptor evaluations, charge medic evaluations, and documentation records.</p>
<p><b>Past Program Review Action</b> P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><b>Goals from FY18 Report:</b></p> <p><b>EMT-P can increase enrollment by finding eligible non-district 509 students. Program will work with fire departments who do not have access to a recognized paramedic program within their home community college - FA18/SP19</b></p> <p><u>Status:</u> In progress</p> <p><u>Progress Reported:</u> EMT-P now has students from Aurora who were unable to get into Waubensee Community College due to the class being full. This arrangement was made between ECC-CES, Sherman Hospital staff and Aurora Fire Department using the Joint Agreements in place.</p> <p>Such recruitment efforts continue. The program will accept students from area fire departments outside of the District 509</p>

	<p><b>Update MOU agreements with paramedic teaching hospitals.</b>  <u>Status:</u> In progress  <u>Progress Reported:</u> Discussions with both hospitals on updated agreements are taking place as scheduled. MOU with Advocate Sherman hospital is due for renewal in 2023.</p> <p><b>Monitor industry needs as the Paramedicine concept develops; ongoing</b>  <u>Status:</u> In progress  <u>Progress Reported:</u> Paramedicine concept actively becoming part of the EMT-P Curriculum. Mobile Integrated Healthcare initiatives become ever more prevalent in EMS. The Paramedic program continues to evolve to meet those needs</p> <p><b>Explore the use of the EMT-P program for local continuing education for area Paramedics; FA19/SP20</b>  <u>Status:</u> In progress  <u>Progress reported:</u> The continuing education program is robust and provides the area Paramedics a best practices approach in collaboration with the Region 9 Emergency Medical System in Illinois.</p> <p><b>Additional accomplishments not related to report goals:</b>  Both Paramedic programs continue to uphold their accreditation by CoAEMSP and administer the program and deliver the curriculum at the high standards that are set forth</p>
<p><b>Review Team</b>  P4. Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.</p>	<p>Ronald S. Two Bulls- Sr. Director of Academic Programming and Public Safety Training, Program Review oversight  Brian Thompson- Instructional Coordinator, Program Review author  Anthony Cellitti- Paramedic Coordinator, Sherman Hospital, Adjunct faculty, report contributor  Debra Bevins- Paramedic Coordinator, St. Joseph Hospital, Adjunct faculty, report contributor</p>

<p><b>Stakeholder Engagement</b>                  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>Cathy Taylor Dean of SBCT, Tyler O’Donnell Associate Dean of SBCT, Lisa Wiehle, Manager of Outcomes Assessment; report contributors and reviewers.</p>
<p><b>CTE Program Review Analysis</b></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>In compliance with the accrediting agency, the program maintains the following entrance requirements:</p> <ul style="list-style-type: none"> <li>• Age 18 or older</li> <li>• High school graduate/equivalent</li> <li>• Current Illinois EMT-B license</li> <li>• Minimum six months experience as an EMT-B</li> <li>• Written agreement with an ALS agency for field experience.</li> </ul> <p>Additionally, applicants must pass the entrance exam administered by the Paramedic Program Hospital. The college’s program admission procedures require students to meet basic skills standards in Reading.</p> <p>Special consideration is given to candidates employed/sponsored by fire departments in the Illinois Department of Public Health Region IX. Applicants from other departments will be considered if space is available.</p> <p>Applicants must pass a criminal background check, a drug screen, and hold a valid Social Security number.</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.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The future employment outlook for Emergency Medical Technicians (paramedics) is positive. About 20,000 job openings are projected each year for EMTs and paramedics. Market demand for the career is shown to be 2% growth regionally but almost 6% percent nationally. The job forecast is</p>

	15% above the national average.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Growth is due to an increasing and aging population, which leads to more demand for emergency medical services. Additionally, advancements in emergency medical technology and the use of paramedics in non-traditional settings, such as in schools and on sports teams, are also expected to contribute to job growth.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Programs receive Lightcast (formerly EMSI) reports from the Curriculum office for the purpose of this review. Such reports can be generated quarterly. The college also employs the tool Career Coach to provide career information on its website. The program also relies on data gathered by the Illinois Department of Public Health.
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 EMT-P program has unique admissions requirements as compared to other programs at the college. Admission to the Paramedic program occurs in the Fall only with a maximum capacity of 50 students per year, 25 at each site. The program is facilitated by instructors from local health care providers (Amita St. Joseph and Advocate Sherman Hospital).</p> <p>Special consideration is given to candidates employed/sponsored by fire departments in the Illinois Department of Public Health Region IX due to their affiliation with local fire departments. Applicants from other departments will be considered if space is available.</p> <p>The primary method of student recruitment is from the fire departments in District 509. Those candidates that have prepared for the program are typically sponsored by their fire department employer to attend the Paramedic program.</p>
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.	No significant changes have been made in the program over the current review period. The outcomes are being met and the demand for the program continues to exceed the availability of spots. Expansion of the program will be the topic of discussion for the future needs.

<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
<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>The Paramedic program is largely run by the two hospital providers in district 509 (D509). As a result, the college compensates the hospitals for facilitating the program, which leaves a negative return. Further complicating the situation is the fact that the program only conducts annual enrollment in the Fall, with a maximum student capacity of 50 students per year. Therefore, the costs to the institution exceed the revenues from tuition and fees.</p> <p>However, the college is exploring a Paramedic apprenticeship program, whereby potential grant funding could offset some of the costs for the program.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The analysis shows the Paramedic program is a high-cost program to the college. More effort will be placed on exploring methods to revisit contractual agreements with local hospitals that provide instruction to determine ways to make the program equally beneficial to both entities.</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>Grant funding does not currently support the program; however, the college is exploring potential opportunities.</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. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>As stated earlier in this report, students in the Paramedic program are sponsored by municipal fire departments in the D509 region. Therefore, the cost for students is minimal.</p> <p>While the college is exploring potential grant opportunities to offer apprenticeships, we feel confident these efforts will not only address financial barriers for students who are NOT sponsored by a local fire house, but will potentially increase annual enrollment in the Fall. The college will continue to explore these opportunities for future consideration.</p>
<p>2.5 How will the college increase the cost-effectiveness of this program?</p>	<p>As stated earlier, one way to increase cost-effectiveness is to consider grant funding to offer apprenticeships that will lead to increased enrollment.</p> <p>Another opportunity may exist in a review of the contractual agreement between the hospital partners and the college to</p>



	determine where there are equally beneficial ways to provide a program that meets the needs of the health care community in D509.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No immediate actions at this time, but possible modifications may be considered over the next review cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?  How do the success rates of each delivery system compare?	The extensive coursework and clinical aspects of the program does not allow for condensed scheduling or online teaching and learning. All instruction takes place in a face-to-face classroom or lab setting, though learning can be supplemented with online materials. This was a challenge during the pandemic but was addressed.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The programs at each site are accredited through CoAEMSP (Committee on Accreditation of Emergency Services Professions). The accreditation assures that the programs are following national standards and curriculum. This includes reporting of success and completion data as well as curriculum approval and delivery.
3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Due to unique admission standards and other requirements, the Paramedic program is not a Program of Study.
3.4 Does this program meet the definition of a <a href="#">career pathway program</a> ? 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	<b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b> The programs follow the IL Department of Public Health’s standards for curriculum and program administration. The programs have oversight by Advocate Sherman Hospital with the Greater Elgin Emergency Medical System Region IX. The programs provide the pathway for State of IL and National Registry of Emergency Medical Technicians licensure as an Emergency Medical Technician-Paramedic.  <b>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:</b> The programs provide licensure but also 28.5 of college credit hours which may be used to complete an AAS or an avenue into

<p>based on the career pathway elements.</p>	<p>an apprenticeship with partner fire departments.</p> <p><b>C) Includes counseling to support an individual in achieving the individual’s education and career goals:</b> All college support services are available to students of the programs.</p> <p><b>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>5</sup> and training for a specific occupation or occupational cluster:</b> The programs provide 28.5 hours of college credit which can be used to complete an AAS.</p> <p><b>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:</b> The programs provide a pathway to an advanced medical practitioner in the fire service and emergency medical services.</p> <p><b>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</b> Due to unique requirements, the EMT-P program is not available to high school students.</p> <p><b>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</b> The program provides the opportunity for students to apply for fire departments in the greater Chicagoland area, in which a Paramedic license is required for most.</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>Because the programs are hospital-based, students have access to the most technologically advanced medical equipment. The purchase of a fully-functioning human simulator and a state-of-the-art radio system allows students to be dispatched to a simulated call on campus and respond via radio to the instructor. The program also is in the process of building a simulation lab that will work and feel as though the students are in an ambulance for treatment and simulated transport. These true-to-life scenarios provide acquisition of experiences and skills that most other programs are unable to duplicate.</p>
<p>3.6 Describe dual credit</p>	<p>Dual credit is not available for EMT-P as applicants must meet</p>

<p>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>certain criteria including attainment of the EMT-B license and six months' experience.</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>Each of the five courses in the program consists of classroom theory and concurrent laboratory and clinical experience in simulated situations, hospital and pre-hospital settings, and out in the field. The learning pedagogy consists of classroom delivery of information with associated examples and treatment plans. This dovetails into the practicum which is part observation of clinicians and also the opportunities to provide care and treatment of patients. This process will progress into independent assessment and development of treatment plans by the student. They are provided oversight by a physician, nurse or precepting paramedic during all phases of education and training.</p> <p>Examples of work-based learning simulation are discussed above in item 3.5. Additionally, students complete a "Community Project" in their first course, EMT-121: Paramedic I. This year, the majority of them assisted with the college's Open House. Two are working on an electronic Standard Medical Orders application for EMS providers in the Region. Three taught CPR at their local schools.</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>Accreditation for this program is required.</p> <p>Advocate Sherman Hospital (CoAEMSP 600695) and AMITA St. Joseph Hospital (CoAEMSP 600685) Paramedic Programs are accredited through the Commission on Accreditation of Allied Health Education Programs (<a href="http://www.caahep.org">www.caahep.org</a>) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students must complete all required course sections with grades of 75% or better to be eligible to sit for the state paramedic licensing exam offered by the National Registry of Emergency Medical Technicians (NREMT).</p> <p>Similar to other paramedic programs offered at community colleges, the college's program is aligned with objectives of the Illinois Dept. of Public Health. However, upon completion of course work at the college, students are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT), a national industry credential. Students have up to a</p>

	<p>year to take the NREMT exam, which contributes to completion rates. This credential is more portable than the Illinois Paramedic Licensing Exam utilized at other local programs.</p> <p>Students completing the program are also certified in:</p> <ul style="list-style-type: none"> <li>● ACLS (American Heart Association – Advanced Cardiac Life Support)</li> <li>● PALS (American Heart Association – Pediatric Advanced Life Support)</li> <li>● ITLS (International Trauma Life Support)</li> <li>● PITLS (Pediatric International Trauma Life Support)</li> </ul>																																		
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>These programs are not official Department of Labor apprenticeship programs. However, the college will be exploring this as a potential opportunity for the future.</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>Students take the Illinois paramedic licensing exam from the National Registry of Emergency Medical Technicians (NREMT).</p> <table border="1" data-bbox="781 877 1382 1171"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">SHERMAN</th> <th colspan="2">ST. JOSEPH</th> </tr> <tr> <th># Students</th> <th>Pass Rate</th> <th># Students</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>15</td> <td>100%</td> <td>9</td> <td>100%</td> </tr> <tr> <td>2019</td> <td>13</td> <td>100%</td> <td>18</td> <td>88%</td> </tr> <tr> <td>2020</td> <td>16</td> <td>94%</td> <td>18</td> <td>77%</td> </tr> <tr> <td>2021</td> <td>17</td> <td>94%</td> <td>22</td> <td>65%</td> </tr> <tr> <td>2022</td> <td>20</td> <td>100%</td> <td>16</td> <td>93%</td> </tr> </tbody> </table>	Year	SHERMAN		ST. JOSEPH		# Students	Pass Rate	# Students	Pass Rate	2018	15	100%	9	100%	2019	13	100%	18	88%	2020	16	94%	18	77%	2021	17	94%	22	65%	2022	20	100%	16	93%
Year	SHERMAN		ST. JOSEPH																																
	# Students	Pass Rate	# Students	Pass Rate																															
2018	15	100%	9	100%																															
2019	13	100%	18	88%																															
2020	16	94%	18	77%																															
2021	17	94%	22	65%																															
2022	20	100%	16	93%																															
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The program has an articulation agreement with Anna Maria College for a B.A. in Emergency Medical Services Administration and Northern Illinois University for a B.A. in Public Service Leadership.</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>The program has been working diligently with its EMS providers (Fire Department and Private services) over the past two years to build stronger lines of communication. Improved support for Preceptors/Field instructors has also been a focus, which ultimately creates better Paramedic candidates.</p> <p>The program is taking steps to advise the Academic Advising and Recruitment departments on opportunities and best practices for students to enroll and enter the workforce on completion.</p> <p>Over the next year, the program will be building a relationship with the local Red Cross to help with blood drives. This will give students more time with IV therapy, patient assessment, and taking patient histories; not to mention learning more about</p>																																		

	<p>blood products and reactions.</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 program has increased efforts and focus with its internal and external partners to increase student access and successful completion. This has included partnerships with the college’s marketing department and expanded use of social media to increase the program’s footprint in enrollment and access. The presence has been increased significantly which staff believe will have a positive correlation on enrollments.</p> <p>All programs within the Center for Emergency Services have established a partnership with the college’s underrepresented student support services departments. One activity has been to develop a career exploration program for students in middle and high school.</p> <p>The program has also fortified its presence in community outreach through the advisory board. This will provide more outlets for the CES programs to reach those that may have not had the opportunity prior.</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, Assessment and Learning (CETAL).</p> <p>Specific to this discipline, the instructors belong to various agencies and associations for their field and can take advantage of those training and development opportunities. These include:</p> <ul style="list-style-type: none"> <li>● Board of Directors for Northwestern Illinois American Red Cross</li> <li>● IDPH State Emergency Medical Services Advisory Council (appointed by the Governor)</li> <li>● IDPH Recruitment and Retention sub committee</li> <li>● Region 9 EMS Committee</li> <li>● International:</li> <li>● International Trauma Life Support:</li> <li>● Global Development Committee</li> <li>● ACCESS committee</li> </ul> <p>Over the past 20 years, one of the instructors has taught in 20 states and 14 countries (Poland, Canada, Japan, England,</p>

	<p>Mexico, Croatia, Saudi Arabia, Italy, Portugal, South Africa, Ireland, Australia, Slovakia, China).</p> <p>Conferences attended have included EMS Today and International Trauma Life Support (ITLS) conference with presentations given at the ITLS International Conference and Amboy Fire School.</p> <p>Program Coordinators are to be Illinois Department of Public Health Lead EMS Instructor certified. To maintain this certification instructors must complete continuing education:</p> <ul style="list-style-type: none"> <li>● Documentation of at least 40 hours of continuing education, of which 20 hours shall be related to the development, delivery and evaluation of education programs</li> <li>● Documentation of attendance at a Department-approved national EMS education standard update course</li> </ul>
<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 equipment used by the teaching hospital is modern and up to date. Purchases have been made in the realm of mannequin simulators and cardiac monitors to update the equipment that was past its working life. As paramedics get more medical responsibilities from the Department of Public health, the college may be required to invest in additional equipment in order to properly train the students. Currently, there is no outstanding need.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>At each program site, student success, student expectations and student retention are monitored from week one. The skills-based curriculum requires that students build upon previously learned information and techniques. Students are required to perform skills tests proctored by a practicing paramedic. These evaluations are a pass/fail skills test. Students must pass all skills to remain in the program. Students are also assessed with formative assessments in the form of quizzes and exams.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>At-risk students are addressed in pre-enrollment, as well as throughout the course. When a student is close to the 75% minimum average, they are tutored and counseled on the importance of raising their grades. Where appropriate, the sponsoring agency also gets involved with extra help for the at-risk student. Instructor collaboration is definitely a technique that is employed. If deficiency issues are identified, instructors,</p>



	<p>proctors, the Senior Director, and the Instructional Coordinators meet to discuss employment of a plan. This practice has now been in place at the Center for Emergency Services since fall 2016.</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>Based on results of clinical / skills evaluations, in-field Preceptor reports and, cognitive evaluations the following areas of improvement have occurred:</p> <p><u>EMS Equipment operations</u></p> <ul style="list-style-type: none"> <li>● Added ten ambulance operations and equipment/supplies inspections for the students to perform at their departments during the first course, EMT-121.</li> <li>● Addition of Basic Life Support skills validations checklist for the preceptors to review and sign-off by the end of the first course.</li> </ul> <p><u>Assessment and vitals</u></p> <ul style="list-style-type: none"> <li>● Added 24 hours of Emergency Department “Triage” clinical time to EMT-121 with an emphasis on vitals, assessment, and history-taking.</li> </ul> <p><u>Radio reports</u></p> <ul style="list-style-type: none"> <li>● Added eight hours to EMT-121 of Emergency Department “Radio Report” clinical time with an emphasis on working with Emergency Communication Radio Nurses when receiving EMS “In-bound” radio reports.</li> </ul> <p><u>Foundational medical terminology language</u></p> <ul style="list-style-type: none"> <li>● Added a self-study “Medical Terminology” training prior to the start of the first course. This has improved the students’ knowledge and understanding of the disease and trauma process as well as being able to break-down to the Greek and Latin origins.</li> </ul> <p><u>Test-taking strategies</u></p> <p>Students have struggled on quizzes and exams due to fatigue and lack of experience with the program’s evaluation methods.</p> <ul style="list-style-type: none"> <li>● Implemented the EMSTesting.com program into the curriculum, and use class time to break down the questions and demonstrate the thought process approach to improve student success.</li> <li>● Added weekly, required “Adaptive” testing for students. This tactic is new and will be monitored to determine impact on success rates.</li> </ul>



<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>According to the survey results, 94% of respondents were either Very Satisfied or Somewhat 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 has four members from the programs and the hospitals that provide oversight. They are integral in the advancement of the programs and direction in which the programs deliver course curriculum. Improvement of the engagement may take on the form of more meetings and constant communication with all committee members.</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>The programs require sponsorship by EMS agencies for all students enrolled. The employers provide on the job experiences and the opportunity for students to complete their work-based clinical rotations in the field.</p>
<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>Such feedback is generally received during advisory meetings and other points of communication between the college and area stakeholders. The employer's satisfaction is based on students obtaining state licensure. When students can pass the licensure examination, they are prepared for entry-level positions.</p>
<p>3.25 What are the program's strengths?</p>	<p>One of the biggest strengths of the EMT-P program is the quality of the adjunct practitioners teaching the classes at the hospitals. They are dedicated professionals who want to produce successful graduates for this demanding field. They are respectful of the college's expectations while being cognizant of the Illinois Department of Public Health's requirements.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The programs rely on a partnership between the college and the hospitals. The hospitals often experience acquisition by corporations or mergers with other medical providers. These changes can jeopardize the agreements if new hospital leadership are not in favor. If this was to occur, it would cause extreme strain on the college to adapt. This could place one or both of the programs in a situation that would prevent their efficient administration.</p>

3.27 Did the review of program quality result in any actions or modifications? Please explain.	The Dean and Senior Director had the opportunity to discuss the past, current and future plans for the Paramedic programs with the hospital partners and program coordinators. This came to fruition due to the Program Review and components of the program. Discussions are ongoing about location of classes and opportunities to combine resources for more efficient use of facilities.
--	--

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.

Nothing additional at this time.

**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	Emergency Medical Technology -Paramedic (EMT-P)				
CIP Code	51.0904				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled <i>(*XVGS UnDuplicated Headcount)</i>	46	40	38	40	48
Duplicated Seat Count	108	109	102	113	132
Credit Hours Generated Face-to-Face	612	630	583.2	433.5	471
Online-Synchronous	N/A			216	288
<b>Number of Completers</b>					
Emergency Medical Technology -Paramedic BVS	28	17	8	18	16
<b>Other: Success Rate by Modality</b> <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>					
Face to Face	93%	96%	97%	99%	100%
Synchronous	N/A			94%	100%
PE1. How does the data support the program goals? Elaborate.	Enrollment in the Paramedic program will remain fairly consistent with the enrollment caps in place and the significant need for Paramedics at all of the D509 fire departments. The course success rates are extremely high, and this is due to the selectivity of being admitted, the requirement of an employer sponsor and the prerequisite that a student entering the program				

	<p>must have earned an Illinois Department of Public Emergency Medical Technician license. The EMT-P Program has an 100% completion rate, and that figure stays fairly steady due to the intense admission process and the employer sponsor requirement. Completing students then go on to pass the National Registry of Emergency Medical Technicians exam. The Spring 2020 reduction was low due to the pandemic and the difficulty in completing the program with the restriction placed upon the delivery and administration. The students that were unaccounted for completed at a later time. They have two years to successfully complete the licensure exam. The FY21 and FY22 saw a rebound of students to the course after a familiarity of pandemic precautions and the eventual elimination of the precautions.</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 &amp; race, special population status &amp; 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><b>ENROLLMENT</b> Consistently, 90% of students enrolled in the program are male and overwhelmingly White (70%). Due to stringent admission requirements, students tend to be a bit older with most (68%) falling into the age range of 23-29.</p> <p><b>SUCCESS</b> Though non-White students are a smaller proportion of EMT-P students, there is no equity gap for course-level success amongst the groups that are alarming. For example, 97% of White students, 100% of Black/African-American students and 96% of Latino students successfully complete the first course. The course success rate for female students is 93% compared to 97% for males.</p> <p><b>COMPLETION</b> All demographic groups complete the program in very similar proportion</p>

	to their enrollment.
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 noted above, the success gaps are minimal, due in part to the program’s stringent admission standards. Therefore, the focus of work to be done is on the recruitment side. The Senior Director and Associate Dean have been in discussions with two departments that assist with underrepresented groups to provide career exploration opportunities. Multiple events have been held at the campus to provide opportunities for underrepresented students to explore the field and careers.</p>
PE5. Are the students served in this program representative of the total student population? Please explain.	As discussed above, the students enrolled in the EMT-P program do not match the college distribution, and skew heavily male, white and slightly older than “traditional” college age.
PE6. Are the students served in this program representative of the district population? Please explain.	No, see above.
<b>Review Results</b>	
<b>Action (choose one)</b>	<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)
<b>Summary Rationale</b> R1. Please provide a brief rationale for the chosen action.	The two EMT-Paramedic programs offer a comprehensive and concise pathway for students to enter either the fire service or emergency medical services. The programs are governed by the IL Dept. of Public Health and accredited through the Committee on Accreditation of Educational Medical Services Professions. With the oversight and partnership between the college and hospitals the program is progressing well with minor changes.

<p><b>Intended Action Steps R2.</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>College staff will continue to meet with the partner hospitals in the Advisory Committee as well as each individual hospital's committees. Exchange of information and evaluation of the program does not stop. Additionally, the program will study possible funding sources and arrangements which benefit both the college and the partner hospitals. The programs will continue to strive to exceed the national and state standards for curriculum and administration. Any changes that come forth are addressed first by the Advisory Committee for plan development. A comparative analysis between federal/local standards and the accreditation body will take place and action will be taken on those standards that exceed the recommended.</p>
<p><b>Program Objectives R3.</b> If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Not applicable.</p>
<p><b>Performance and Equity R4.</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Career Exploration events continue to take place in partnership with the college's advancement of underrepresented student groups. The division also works closely with the college's Marketing and Communications group to draw new populations to the Center for Emergency Services.</p>
<p><b>Resources Needed R5.</b></p>	<p>Nothing additional at this time.</p>
<p><b>Responsibility R6.</b> Who is responsible for completing or implementing the modifications?</p>	<p>The program is managed by the Instructional Coordinator, Senior Director Academic Programming and Public Safety Training and Coordinator/Adjunct faculty at each hospital site.</p>

<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2022		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Fire Science & Safety	AAS	60	43.0203	Fire Science & Safety - VS Fire Science - BVS Fire Officer I - BVS Basic Operations Firefighter - BVS Emergency Medical Technician, Basic - BVS
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><b>Program Objectives</b></p> <p>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>		<p>The Fire Science and Safety program provides the knowledge, skills and abilities to be prepared for a career in the fire service. Those already working in Emergency Services as a firefighter or an EMT can also find opportunities to update skills and continue their education. The program also allows students to achieve certification as an Emergency Medical Technician (EMT-B).</p> <p><b><u>Program-Level Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>A. Demonstrate a comprehensive understanding of fire service routine non-emergency activities and operations.</li> <li>B. Identify, analyze, and apply proactive fire prevention and comprehensive community risk reduction programs, in order to provide safe and cost-effective fire protection.</li> <li>C. Identify and analyze various types of building construction for adverse effects by fire, appropriate suppression methodology, and risk to firefighters.</li> <li>D. Identify and apply reactive fire, hazardous materials, and emergency medical services scene operations in order to provide safe and cost-effective emergency services.</li> <li>E. Identify and apply contemporary fire service tactics and strategy in a reactive manner which supports safe and cost-effective incident mitigation.</li> </ul>		

- F. Analyze and apply contemporary leadership, management, and administrative practices in emergency services.
- G. Identify and apply a comprehensive knowledge of fire service hydraulics to solve water supply problems for fire protection.
- H. Analyze contemporary approaches to fire detection and protection systems.
- I. Analyze and apply a comprehensive knowledge of emergency medical services at the Emergency Medical Technician, Basic level.
- J. Analyze and respond to contemporary emergency services legal concerns.
- K. Demonstrate the ability to effectively communicate in written and oral forms consistent with the requirements of contemporary emergency services.
- L. Identify and apply contemporary emergency service instructional methodologies.
- M. Create an understanding of the National Fire Academy FESHE recognized fire training program.

From the college's website:

Overall, a career in Fire Science can offer a range of opportunities for those interested in public service, community safety, and emergency response. However, it is important to note that competition for jobs in this field can be fierce, and candidates may need to meet strict physical and educational requirements to qualify for certain roles.

A **basic operations firefighter** is an entry-level firefighter responsible for providing the public with firefighting, fire-prevention training, and emergency services. They are trained to operate equipment and tools to extinguish fires, rescue people from dangerous situations, and respond to various emergency service calls, such as medical emergencies and natural disasters.

They also assist with other emergency services by securing scenes and controlling crowds. Emergency services are a vital part of their duties, and they work closely with other emergency services to ensure the safety and well-being of the public. In summary, a basic operations firefighter is a first responder who performs a wide range of duties related to firefighting and emergency services, working to provide assistance and ensure public safety.

**Firefighters** are responsible for responding to emergency calls and providing firefighting and emergency services. They are trained to extinguish fires, rescue people from dangerous situations, and respond to various emergency service calls, such



	<p>as medical emergencies, search-and-rescue situations, and natural disasters.</p> <p>A critical part of the team, firefighters work closely with other emergency services, including police and ambulance crews, to ensure the safety and well-being of the public. In summary, a career as a firefighter means you'll be working to provide emergency services, respond to various 9-1-1 situations, and keep people safe in their communities.</p> <p>The FSS program also provides a certificate for students to become an Emergency Medical Technician (Basic) for immediate employment and as preparation for further study in the field.</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>Within the courses, assessment methods include homework, quizzes, call scenarios, exams, projects, research papers, practice interviews</p> <p>Successful completion of AAS degrees is a significant metric. The program is also measured by certificate completions. Students are completing and securing desired employment.</p>
<p><b>Past Program Review Action</b>  P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><b>FY18 Goals:</b></p> <p><b>A. Implement FESHE curriculum 19/20 academic year</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> The work for this initiative was approved by the ECC curriculum committee in Spring 2018. Updates to curriculum to align with FESHE will be implemented in Fall 2018.</p> <p><b>B. Prepare application to National Fire Academy for FESHE recognition for anticipated Summer 2019 recognition</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> FESHE Certification was granted to ECC on May 31, 2019.</p> <p><b>C. Complete inventory of equipment needs; devise technology replacement plan, 2019</b>  <u>Status:</u> In progress  <u>Progress Reported:</u> Significant IT updates and changes have taken place at the CES. All lectern computers have been updated. Inventory for medical equipment has been taken and updates and purchases for programs have been made.</p>

**D. Assess new curriculum**

Status: In progress

Progress Reported: Initial assessment of curriculum is currently taking place by Senior Director. This has just begun and was delayed due to attrition of the position. In particular, the EMT course (FSS-215) will participate in the college's quality initiative, Advancing Equity through the Assessment of Student Learning beginning Fall 2023.

**E. Continue research to remove barriers to enrollment and completion, particularly for non-residents (e.g. Employer MOU's, residency requirements, credit vs noncredit)**

Status: In progress

Progress Reported: Program has created a credit and non-credit section of BOF.

Working with Workforce Development to offer a non-credit Paramedic program and Fire Internships. We continue to work with Academic Advising and our partner organizations to improve transparency for enrolling students to alleviate issues with in- or out-of-district charges.

**F. Growing High School partnerships**

Status: In progress

Progress Reported: High school students are now attending classes at CES. Attrition at the college with the Dual Credit coordinator position has slowed the process. Outreach has begun with some partner high school counselors and educators.

**G. Growing Gen Ed, CE/Continuing Education offerings/programming at Burlington Campus**

Status: In progress

Progress Reported: Now offering Gen-ed classes in Burlington. Continuing Education programs are a primary focus. We have hosted or developed courses that address required state certifications for our students that are in the workforce. This semester alone we have held six state certification courses to bolster our professional development offerings.

	<p><b>H. Ensure EMT-B equipment stays updated and in compliance with curriculum standards (i.e. New skill of requirement for 12-lead EKG)</b></p> <p><u>Status:</u> In progress</p> <p><u>Progress Reported:</u> PATH Grant funding allowed for purchase of three EKG simulators to stay in compliance with curriculum. A new cardiac arrest simulator was purchased with grant funds as well as an OB delivery simulator that was purchased with Perkins grant funds.</p>
<p><b>Review Team</b></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>Instructional Coordinator Brian Thompson, program review author</p> <p>Senior Director Ron Two Bulls, program review oversight, author and reviewer</p> <p>Program Assistant Michael Segreto, report support</p>
<p><b>Stakeholder Engagement</b></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>Cathy Taylor Dean of SBCT, Tyler O'Donnell Associate Dean of SBCT, Tremayne Simpson Associate Dean of SBCT, Lisa Wiehle, Manager of Outcomes Assessment; report contributors and reviewers.</p> <p>FSS Cadre as internal stakeholders were also engaged in the review process.</p>
<p><b>CTE Program Review Analysis</b></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>Elgin Community College (ECC)'s Basic Operations Firefighter (BOF) Basic Vocational Specialist (BVS) program requires every applicant/recruit to be engaged in firefighting as a member of an organized Illinois fire department or brigade and be employed by a fire department with appropriate sponsorship, insurance coverage, and an Illinois (state) driver's license to seek Office of the State Fire Marshal (OSFM) certification. The applicant/recruit must be an active member of a firefighter organization in an Illinois fire department as a fire protection person according to the Act, as attested to by the employing fire chief of the individual seeking certification. The applicant/recruit must provide protective clothing compliant with National Fire Protection Agency (NFPA) 1851 and a self-contained breathing</p>

	<p>apparatus (SCBA) in accordance with NFPA 1852. The applicant/recruit must be clean-shaven. (Per the current OSFM Illinois Administrative Code 141.300.a)</p> <p>Students enrolling in FSS-215: Emergency Med Technician - Basic must pass a drug test and a criminal background check.</p> <p>The Joint Committee on Administrative Rules (JCAR) committee just approved the removal of “sponsorship” on an accredited fire department or brigade as of January 1, 2023. This allows any student who wishes to challenge the course an opportunity to get it. The impact of this change is not yet ascertained; results aren’t readily available as this is really new in the process.</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 Associates of Applied Science degree is 60 credits.</p> <p>The only certificate beyond 30 hours is the Fire Science and Safety Vocational Specialist, at 32 credits. This overage is attributed to the requirement of the EMT-B course, which is 8 credits.</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The demand is steady and needs are high. There is a shortage for firefighters, EMTs, and paramedics which are all in demand.</p> <p>Wages start between \$15-25 for part-time and \$25-35 full-time. The external force which is bearing down on district 509 provider fire departments/districts is offering wages that another fire department/district can even match.</p> <p>From the college’s website:</p> <p>The future career outlook for Fire Science is generally positive, with employment opportunities expected to grow in the coming years. As populations grow and cities expand, the demand for trained firefighters and emergency responders is likely to increase. Additionally, changes in fire safety regulations and advancements in technology may create new opportunities within the field.</p> <p>Some specific areas of growth within Fire Science may include roles in fire prevention and investigation, as well as emergency management and response. With an increased focus on preparedness and risk mitigation, these fields are expected to expand and require specialized skills and knowledge.</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>Employment of firefighters is projected to grow 4 percent from 2021 to 2031, about as fast as the average for all occupations, according to the Bureau of Labor Statistics.</p>

	<p>The impact of COVID is notable, causing retirements, career-ending illness, and gaps due to shortages; the demand continues to grow for professionals to take these open spots.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Programs receive Lightcast (formerly EMSI) reports from the Curriculum office for the purpose of this review. Such reports can be generated quarterly.</p> <p>Utilization of state job statistics from Illinois Department of Labor and the national landscape through the National Fire Academy are the main resources used other than input from Fire Chiefs during Advisory Committee meetings.</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>Students can begin in high school and follow a ladder of certificate programs towards the AAS degree, with outcomes mapped to the national curriculum for employment or continued pursuit of additional education. The curriculum is positioned to meet the training needs identified by the United States Fire Administration’s Fire and Emergency Services in Higher Education (FESHE) program.</p> <p>Recruiting in high school has proven helpful; however, getting in the middle school arena might pay dividends as students get ready for high school. This allows for the dual-credit pathway to become in play.</p> <p>Being present on social media has made the program more visible to young adult learners.</p> <p>Inaugural Open House on October 15th 2022 had over a thousand attendees, of which, a majority were potential students for FSS. The program also leverages career fairs.</p> <p>The program is also designed to serve as training for existing professionals. The program has pivoted by adding a second Basic Operations Firefighter cohort (which is full), and additional Workforce Development courses.</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>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised</p>	<p>The effectiveness of getting into middle school along with the high schools was paramount. The discovery that high schools aren’t even aware or advertise the dual-credit opportunity was a huge gap. Partnering with the district’s high schools is a large</p>

<p>recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>populous that needs more, consistent, and constant contact.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>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>	<p>The fire science and EMT-B (Basic) program was budgeted at nearly \$370,000 in FY22. The majority of the costs associated with the fire science and EMT-B program comprised nearly \$300K in salaries, with the remainder of the costs associated with instructional supplies. The only full-time salaries are dedicated to administration and staff. However, nearly all of the instructors in the fire science and EMT-B program are adjuncts, the salaries are far less than other programs, (e.g., AUT, WEL, HOS) because the college does not incur the cost of benefits and full-time salaries.</p> <p>The program is funded through the Ed Fund, tuition and fees. Recent approval for Perkins V will provide some funding for equipment (see below).</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The college is in-line with the industry and other college fire academy costs. The program isn't the cheapest option but not as expensive as a full-time academy run outside of the collegiate setting.</p> <p>The fire science program had a high cost for maintenance fees (\$42,000 annually) due to maintenance requirements on instructional equipment, i.e., fire engines, and repairs to the burn tower, which were in excess of \$100,000 in FY22. Consequently, the costs of running the program outweigh tuition for the fall, spring and summer semesters, leaving the program with a deficit of more than \$26,000 in FY22.</p> <p>However, compared to FY21, the fire science program costs were 42 percent higher in large part due to the cost to replace an outdated fire engine that was donated to the program. In addition, enrollment demands drove up salaries for part-time instructors and trainers required for the program.</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>The fire science and EMT-B programs were approved in FY22 as a program of study under Perkins V legislation, which makes both eligible to receive monies from the grant. Thus far, Perkins dollars has been allocated to instructional equipment to keep pace with technological advances in the fire science and EMT-B program.</p>
<p>2.4a How does the institution/program assess student affordability for this program? (Consider if program costs are</p>	<p>The cost for the BOF program is extremely high, which includes tuition for the sixteen credits, rental of structural firefighter gear, books, and travel to the CES campus. A set of NFPA 1403 gear is around \$3000 to outfit a firefighter. Another option is to rent</p>



<p>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>the gear for the academy but there is a cost as well, anywhere from \$900-1200 to rent for a sixteen-week academy.</p> <p>Sponsorship can alleviate the cost of gear but tuition and books are still costly. Securing gear and self-contained breathing apparatus (SCBA) for the program has reduced costs for students. Students are encouraged to complete the FAFSA for BOF and EMT to help offset costs as well as to seek and secure grants, scholarships and work study. The apprenticeship program will be beneficial. Workforce development is also securing a Kane County grant to assist with costs of an eight-week academy to get students working quicker and pay for tuition.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Look for community support through grants, scholarships, partnerships with fire equipment providers, continued collaboration with our biggest fire service book provider, Jones &amp; Bartlett, to keep book costs to a minimum. The program has also partnered with the college’s Workforce Development division to develop and administer professional development courses. These courses provide needed certifications while developing a stream of income to the college that is an alternative to credit course tuition and improving the efficacy of the FSS programs.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The review has raised the attention to re-secure a federal grant for the apprenticeship program which was extremely effective. Secondly, gaining some industry backed scholarships as a vital option for students.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<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>Depending on the segment of the curriculum, the FSS department leverages in-person, hybrid, and online/asynchronous instructional methods.</p> <p>Coming out of COVID, most students responded to end of course evaluations that in-person was most effective in this highly technical area.</p> <p>As will be demonstrated in data to follow later in this report, course success rates are very high, and while they were slightly lower for online instruction, rates still were above 80%.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The department will be tailoring the programs to evolve with the industry and trends that drive employment and retention of employees. The curriculum meets and exceeds standards set forth by the US Fire Administration and the Office of the Illinois State Fire Marshal. The department has also been working with the college’s underrepresented student services groups to assist</p>



	<p>with enrollment and access to the program. The department is working with Workforce Development to possibly offer a firefighter certification course tailed to the underemployed and unemployed. This course will be grant funded by Kane County through the Workforce Innovation and Opportunity Act (WIOA).</p> <p>The program is considering the addition of first-responder mental health and safety topics, as a new course and additions to the current Basic Operations Firefighter (BOF) and Emergency Medical Technician courses. Additionally, producing emotionally intelligent responders is paramount, so such topics are introduced and developed throughout the curriculum.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The fire science and EMT-B programs were approved in FY22 as a program of study under Perkins V legislation.</p> <p><b>A) Incorporates challenging State academic standards.</b> Through a collaborative effort with local fire departments/districts, students are prepared to challenge the cognitive and psychomotor objectives set forth by the Office of the State Fire Marshal (OSFM) Personnel Standards &amp; Education Division. The FSS program mandates that students maintain a B average in all FSS courses and a C average to stay in the apprenticeship or internship with their sponsoring agency. This is a valuable strength that the FSS program has embraced and even exceeded.</p> <p><b>B) Addresses both academic and technical knowledge and skills, including employability skills.</b> The curriculum and delivery of information is set forth by the Office of the Illinois State Fire Marshal and the Joint Commission on Administrative Rules. The courses meet or exceed the standards. The program puts a high demand on education while understanding this is a highly intense technical skill set. Bridging the gap between a choice of only one or the other is not the standard. Students can learn and embrace both the academic and technical KSAs while being employed and gaining the advanced KSAs to continue towards full-time employment.</p> <p><b>C) Is aligned with the needs of industries in the economy of the State, region, or local area.</b> The college has partnered with regional industry partners to create a collaborative program that prepares students for employment in the career field with concise, comprehensive education based on national and state standards.</p>

	<p><b>D) Progresses in specificity.</b>                  The curriculum matches the design of the external organization and builds in specific scaffolding of skill and knowledge. FSS-115: Emergency Medical Responder prepares students for successful credentialing in FSS-215: Emergency Medical Technician-Basic. The modules within the BOF training also follow a logical progression. Additionally, the certificate and Associate’s curriculum is mapped to further levels of education, such as a Bachelor’s degree.</p> <p><b>E) Has multiple entry and exit points that incorporate credentialing.</b>                  Students are employed on a department while training, get an agency to accept them, finish their entry-level training, start getting paid, take additional coursework, gain full-time employment causing a stop while on probation for 12 months to focus on employment, get past probation and return as a professional to take and finish a degree, get additional state certifications. It is a benign process to start and stop their education at the college.</p> <p><b>F) Culminates in the attainment of a recognized postsecondary credential.</b>                  The FSS program is backed by the National Fire Academy (NFA) Fire and Emergency Services Higher Education (FESHE) courses and the Office of the State Fire Marshal certification hierarchy. This allows students to gain the needed certification that is required by full-time departments and raises the bar for part-time employment.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>?</p> <p>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><b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b>                  The curriculum is positioned to meet the training needs identified by the United States Fire Administration’s Fire and Emergency Services in Higher Education (FESHE) program, and the Office of the State Fire Marshal. The certificates provide the students with the required education and training to be employed by fire departments statewide and nationally.</p> <p><b>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:</b>                  Students can begin in high school and follow a ladder of certificate programs towards the AAS degree, with outcomes mapped to the national curriculum for employment or continued pursuit of additional education. Additionally, see narrative about</p>

<p>elements.</p>	<p>apprenticeship opportunities in item 3.10 below.</p> <p><b>C) Includes counseling to support an individual in achieving the individual’s education and career goals:</b>          To support students holistically, the college offers wrap-around services and resources such as technology support, Tutoring, Advising, Wellness Counseling, Career Development, Disability Support, TRiO, Veteran Services, Experiential Learning, Financial Aid, Spartan Alert/Success, and many more. The department also offers career hiring fairs along with resume development and interviewing technique development seminars.</p> <p><b>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>5</sup> and training for a specific occupation or occupational cluster:</b>          Curriculum and learning experiences are directly tied to work-based training scenarios. Refer to additional information in item 3.7 to follow.</p> <p><b>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:</b>          Students can begin in high school. The Basic Operations Firefighter courses are stacked within one semester to prepare students to enter the workforce quickly. Some additional degree coursework is offered at the Center for Emergency Services location.</p> <p><b>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</b>          The high school student could possess the education and training to challenge the National Emergency Medical Technician licensure exam along with an AAS in Fire Science and Safety.</p> <p><b>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</b>          In addition to preparing new recruits for entry into the emergency services profession, the program is also designed to serve as training for existing practitioners. The program has pivoted by adding a second Basic Operations Firefighter cohort (which is full), and additional Workforce Development courses.</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 investment made in the Center for Emergency Services (CES) in Burlington is a model of innovation from the facilities to the equipment to the teaching tools. The state-of-the-art equipment used for instruction will serve students well and prepare them for what will be found on the job. The CES continues to remain on the forefront for diverse and experienced faculty.</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>High school students can enroll in the first set of FSS courses towards the AAS degree (FSS-101/102/103/204) as well as the EMT-B courses. Typically, enrollment is moderately low, with a high of 19 seats in FY18.</p> <p>Participating districts include d300, d301, and d303. As noted in the Need section, the program will seize the opportunity to more directly work with the high schools and highlight the opportunities for younger students.</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>Past apprenticeship and internships exist with all 509 district fire departments and/or fire districts with the exception of only Elgin Fire Department. Students gain sponsorship with 509 fire departments/districts with the assistance of the college to allow them the hands-on experience they desire. Other workplace activities can be simulated with the ambulance, burn-tower and radios.</p> <p>EMT-B includes 25 hours of clinical experience, which includes hospital or alternate care facility and field internship experience.</p> <p>Within SkillsUSA, there are opportunities for the college to explore for program students in firefighting and EMT.</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 college follows the objectives set forth on the national level through National Fire Protection Agency (NFPA) Job Performance Requirements, and gaining certification through the Office of the State Fire Marshal (OSFM) certification hierarchy. Such certification is not mandatory in the state; however, highly required by local hiring fire departments/fire districts.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>A subset of courses are approved by the Office of the State Fire Marshal (OSFM) and completion at various levels qualifies students for various certification tests:</p> <ul style="list-style-type: none"> <li>• FSS-110, State Fire Marshal Certification Test Module A</li> <li>• FSS-111, State Fire Marshal Certification Test Module B; course also includes CPR training and certification</li> <li>• FSS-112, State Fire Marshal Certification Test Module C</li> <li>• FSS-113, State Fire Marshal Certification Tests for Fire Service Vehicle Operator and Technical Rescue</li> </ul>

	<p>Awareness.</p> <p>The EMT-B course (FSS-215) prepares students to challenge the National Registry Emergency Medical Technician certification exam.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>A Department of Labor (DOL) sponsored, Registered Apprenticeship has been designated for the Firefighter/Paramedic program, offered through the experiential learning department. The program supports local fire departments and municipalities by providing high-quality and innovative training to candidates seeking employment in this area. The following employers currently participate in the program: Hampshire Fire Department, West Dundee Fire Department, and the Burlington Fire Protection District.</p> <p>Apprentices must complete the Basic Operations Firefighter (BOF) Academy, prior to being hired by the employer. Once hired, the apprentices are officially enrolled into the apprenticeship program. While serving as active employees, apprentices are also students pursuing the Fire Science and Safety-Associate of Applied Science Degree. The experiential learning department provides the apprentices with wraparound support, and assistance throughout the program. The apprenticeship is competency-based, and apprentices must matriculate through three distinct levels to accomplish designated benchmarks. Apprentices receive a wage increase with each competency level completion. Wages are individually designated by the employer, and are approved by the DOL.</p> <p>Due to inter-governmental partnership and taxpayer funded departments, this front-loaded Registered Apprentice Program is one in which the employer does not pay tuition, books, and fees. The experiential learning department leverages grant funding opportunities to support apprentices, in the absence of employer-sponsored funding.</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><b>Licensure/Exam</b></p>	<p><b>Year</b></p>	<p><b># Students</b></p>	<p><b>Pass Rate</b></p>
	<p>BOF-Module A</p>	2018	12	100%
		2019	26	100%
		2020	28	100%
		2021	21	100%
		2022	33	100%
	<p>BOF-Module B</p>	2018	12	100%
		2019	26	100%
		2020	27	100%
		2021	21	100%
		2022	33	100%
	<p>BOF-Module C</p>	2018	12	100%
		2019	26	100%
		2020	27	100%
		2021	21	100%
		2022	33	100%
	<p>Fire Service Vehicle Operator &amp; Technical Rescue Awareness</p>	2018	11	100%
		2019	26	100%
		2020	26	100%
		2021	21	100%
		2022	33	100%
	<p>Hazardous Materials Operations</p>	2018	11	100%
		2019	26	100%
		2020	25	100%
		2021	21	100%
2022		33	100%	

	<table border="1"> <tr> <td data-bbox="764 195 1078 264">Emergency Medical Technician - Basic</td> <td data-bbox="1078 195 1170 264">2018</td> <td data-bbox="1170 195 1338 264">119</td> <td data-bbox="1338 195 1446 264">100%</td> </tr> <tr> <td data-bbox="764 264 1078 333">2018/2019 IL Dept. of Public Health provided licensure with no National exam. 2020-2022 are pass rates for those who have challenged the exam. Students have two years to complete the exam. Many students do not seek to complete licensure.</td> <td data-bbox="1078 264 1170 333">2019</td> <td data-bbox="1170 264 1338 333">131</td> <td data-bbox="1338 264 1446 333">100%</td> </tr> <tr> <td></td> <td data-bbox="1078 333 1170 501">2020</td> <td data-bbox="1170 333 1338 501">49 students (30 challenged exam)</td> <td data-bbox="1338 333 1446 501">60%</td> </tr> <tr> <td></td> <td data-bbox="1078 501 1170 669">2021</td> <td data-bbox="1170 501 1338 669">71 students (56 challenged exam)</td> <td data-bbox="1338 501 1446 669">77%</td> </tr> <tr> <td></td> <td data-bbox="1078 669 1170 837">2022</td> <td data-bbox="1170 669 1338 837">74 students (67 challenged exam)</td> <td data-bbox="1338 669 1446 837">79%</td> </tr> </table>	Emergency Medical Technician - Basic	2018	119	100%	2018/2019 IL Dept. of Public Health provided licensure with no National exam. 2020-2022 are pass rates for those who have challenged the exam. Students have two years to complete the exam. Many students do not seek to complete licensure.	2019	131	100%		2020	49 students (30 challenged exam)	60%		2021	71 students (56 challenged exam)	77%		2022	74 students (67 challenged exam)	79%
Emergency Medical Technician - Basic	2018	119	100%																		
2018/2019 IL Dept. of Public Health provided licensure with no National exam. 2020-2022 are pass rates for those who have challenged the exam. Students have two years to complete the exam. Many students do not seek to complete licensure.	2019	131	100%																		
	2020	49 students (30 challenged exam)	60%																		
	2021	71 students (56 challenged exam)	77%																		
	2022	74 students (67 challenged exam)	79%																		
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The curriculum has articulation agreements with:</p> <ul style="list-style-type: none"> <li>Northern Illinois University (NIU), AAS Fire Science &amp; Safety to BS Public Service Leadership (fully online completion)</li> <li>Anna Maria College, AAS Fire Science &amp; Safety to BS Fire Science, fully online completion</li> <li>Southern Illinois University - Carbondale, AAS Fire Science &amp; Safety to BS Fire Service Management</li> </ul>																				
<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>	<ul style="list-style-type: none"> <li>Expansion of inter-agency and Law Enforcement use of facilities.</li> <li>Hosted First Responder Round Table with Legislators.</li> <li>Partnership with district fire departments has created a comprehensive clinical ride-along program for the EMT-B students.</li> <li>Development of a fire internship program is in process for career exploration for students interested in Fire Service careers.</li> </ul>																				
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Recruiting for the internship program is in cooperation with the Workforce Development division in which marketing targets minority or underrepresented students. The program has developed partnerships with the college's underrepresented student services division. This partnership will provide career exploration for students in their later years of high school. This will be targeted to the underrepresented demographic of students.</p>																				
<p>3.15 What professional development or training is offered to adjunct and</p>	<p>There are various and plentiful professional development</p>																				



<p>full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>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, Assessment and Learning (CETAL).</p> <p>Specific to this discipline, faculty and staff take advantage of professional development through industry affiliations to keep abreast of happenings in the industry, including:</p> <ul style="list-style-type: none"> <li>• IL Society of Fire Instructors</li> <li>• IL Fire Service Institute Instructors</li> <li>• IDPH Lead Instructors</li> <li>• Office of State Fire Marshal Advisory Council Safety Instructors</li> <li>• International Academy of Emergency Dispatch Council of Standards</li> <li>• Illinois Fire Chiefs Association</li> </ul> <p>A few program staff/faculty serve as members on the governing boards or consult as experts in the field. These faculty bring the best practices and most current information to the programs and curriculum.</p>
<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. Along with the college’s stance on DEI, the FSS program has hired a more diverse cadre. This helps students resonate with people they identify with to help motivate them and make their goals achievable.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Elgin Community College’s Center for Emergency Services (CES) has a functioning burn tower that meets NFPA 1403 standards, two driving simulators, a fleet of an engine, truck, and ambulance that are used in today’s fire industry. The 120-acre campus boasts hundreds of pieces of equipment and training props such as an air cascade refilling station, hose washer, hose dryer, instructor fire gear, 20 Self-contained breathing apparatus, SCBA cascade refilling station, and much more.</p> <p>Supplemental instructional models have been expanded with the use of real-world equipment for firefighting classes, all of which afford students a realistic firefighter training learning. The scenarios taught are done with cutting edge props, such as:</p> <ul style="list-style-type: none"> <li>• 3-story class A burn tower</li> </ul>

	<ul style="list-style-type: none"> <li>• Class A burn can prop</li> <li>• Class B car fire prop</li> <li>• Class B dumpster fire prop</li> <li>• Forcible entry door prop</li> <li>• Ceiling pull King prop</li> <li>• Propane tank prop</li> <li>• SCBA consumption course</li> </ul> <p>The workout facility offers equipment for students to practice doing a Certified Physical Agility Test (CPAT) that is required to get hired in Illinois prior to being able to go to a functional role within that department or fire district. A progressive maintenance program is in place for all facilities and vehicles to keep a consistent and reliable resource for our students.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>FSS is a very intensive hands-on program. Practical nights are scheduled throughout the course to practice and master skills taught the previous few weeks. The FSS department brings in local practitioners to serve as skills validators, and they train and retrain the students until they master the skills. Skill sheets are recorded for practical's that will require state licensure upon completion of the class.</p> <p>Course level student success is addressed with individual instructors beginning with the first major test. Evaluation, interview and pass rates are all studied by the director and the instructional coordinator.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The program obtains direction from the Advisory Committee and by direction of the Dean of division. Both entities are kept abreast of program outcomes and results.</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>Returning to an in-person classroom has helped visual and hands-on learning students, while students that have a strong grasp on cognitive learning have been assigned to help those challenged by the heavy cognitive based courses like Basic Operations Firefighter (BOF) and Emergency Medical Technician (EMT). This has cultivated a stronger learning community.</p> <p>A hybrid format works better for our returning adult learners and professionals returning to pursue higher coursework and certifications.</p>
<p>3.21 How satisfied are students with their preparation for employment? How is this student satisfaction</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>

information collected?	92% of students that returned surveys were either Somewhat Satisfied or Very Satisfied with the preparation for career employment.
3.22 How does the program advisory committee contribute to the quality of the program?	District 509 fire department/fire district members involved in the Advisory Committee process are the largest and most important external stakeholders. It not only guided the direction of FSS courses, workforce development, but the addition of a second part-time Basic Operations Firefighter academy that is full and both sections have a waitlist.
How can this engagement be improved?	An annual meeting based on the requirement may not be sufficient. Hosting two meetings a year would help keep both the college and our advisory members on track with goals and objectives set up during the meetings.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Along with being involved in the advisory committee duties, the same 509 fire, department/fire district are also part of the Mutual Aid Box Alarm System (MABAS) which allows the college to offer and provide needed courses and training based on recommendations from MABAS, fostering an even stronger partnership with employers.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Based on soft surveys given during advisory committee meetings, local employers are happy with the product the college has been putting out. The students start as an apprentice position and remain on to become journey personnel and even full-time. The advisory committee has highlighted the importance of producing ready to work employees and our program has done that and surpassed it. The cadre has members that sit on both the local and State agencies that identify the need. The economic prudence the program gives is unique as the students are ready to be employed not only learning those technical and academic KSAs but then gain a paid position which motivates the student even more to pursue the full-time avenue.
3.25 What are the program's strengths?	Dr. Brian Thompson Instructor of the Year, Illinois Society of Fire Service Instructors (2021), Dave Strossner nominated for NISOD Excellence Award 2023. All members of the FSS cadre are current practitioners and even work alongside the students they hire and sponsor.
3.26 What are the identified or potential weaknesses of the program?	The college is attempting to make the FSS program accessible to all students, removing barriers of cost and distance to the Center for Emergency Services campus for all applicants.

3.27 Did the review of program quality result in any actions or modifications? Please explain.	The need for first responders is not only an Illinois or College 509 District problem, but a nationwide issue. Recognizing the shortage of qualified personnel to staff the shortages helped the college’s FSS program add an additional Basic Operations Firefighter course, but allowed additional students into the full section to help get more students trained and on fire departments.
--	--

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.

The State of Illinois adopted the National Registry of Emergency Medical Technicians as the licensing examination body to gain the IL Department of Public Health license. This was a significant change for all Emergency Medical Programs in Illinois. Curriculum is currently still being adapted to better prepare students to successfully pass the examination.

**Performance and Equity**

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

CTE Program		Fire Science & Safety				
CIP Code		43.0203				
		<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled <i>(*XVGS UnDuplicated Headcount)</i>	FSS excluding EMT-B	38	47	64	105	96
	EMT-B	110	114	112	44	71
Credit Hours Generated	All FSS	1,858	1,907	2,186,	1,418	1,821
	Excluding EMT-B	858	877	1,202	1,058	1,221
	EMT-B only	1,000	1,024	984	360	600
	Dual Credit	67	69	52	17	24
<b>Seat Count by Modality</b>						
Face to Face		404	414	478	38	220
Online/Async		0	0	32	269	239
Hybrid		0	2	0	86	14
<b>Number of Completers</b>						
Fire Science & Safety-AAS		20	10	12	14	13

Fire Science & Safety - VS	13	13	9	9	7
Fire Science - BVS	22	20	11	11	11
Fire Officer I - BVS	1	(N/A, credential sunset)			
Basic Operations Firefighter - BVS	13	12	36	13	10
BVS - Emergency Medical Technician, Basic	91	89	79	25	43
<b>Other: Success Rate by Modality</b> <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>					
	<b>FSS Excluding EMT-B</b>				
Face to Face	94%	85%	93%	100%	99%
Online/Async	N/A		81%	81%	84%
Hybrid	N/A	100%	N/A	100%	93%
	<b>EMT-B (FSS-215)</b>				
Face to Face	84%	83%	87%	N/A	97%
Hybrid	N/A			75%	N/A
PE1. How does the data support the program goals? Elaborate.	<p><b>ENROLLMENT</b></p> <p>Both programs witnessed differing changes due to the pandemic. FSS experienced continuous enrollment growth over the five-year span (FY18-FY22). Which included a 60% increase in enrollment from FY20-FY21. The significant post-pandemic increases were attributed to initiatives taken by the department to maximize opportunities to strategically improve social media marketing and overall presence. In addition, partnerships were developed/revisited to generate interest to enroll more new recruits to join the program.</p> <p>The EMT-B program had a significant decrease (62.5%) in enrollment, from FY20-FY21. The pandemic created operational challenges for the program, and there was a reduction in potential students that were interested in joining the healthcare industry in FY21. However, operations have incrementally returned to normal, and enrollment numbers are beginning to recover. There was an enrollment increase in FY22, and another surge is expected for FY23.</p> <p>Variations between enrollment statistics and credits generated, has occurred because the department is seeing more students including incumbent workers, that are interested in acquiring certifications, instead of pursuing credit bearing courses.</p> <p><b>SUCCESS</b></p> <p>The pandemic created shifts in the course offering modalities for both</p>				

	<p>programs. Online and hybrid courses were introduced during the pandemic, and face-to-face offerings were temporarily reduced to adhere to regulatory restrictions on class spacing/availability.</p> <p>FSS experienced high success rates over the five-year period. This includes success rates of 99% and 100% (respectively), for FY22 and FY21. Online success rates were not as favorable as the face-to-face modality however, course success rates were quite favorable considering that online/asynchronous learning was new to the program. Hybrid course success rates were consistently high, for the years where the modality was available to students.</p> <p>The EMT-B program did not offer online/asynchronous delivery however, hybrid modality was implemented in FY21. However, course success rates were not favorable (75%) for FY21. Face-to-face course success rates were favorable prior to the pandemic, with percentage ranges from 83-87%. There were no face-to-face offerings of FSS-215 in FY21, however, the modality returned in FY22 with the highest course success rate recorded over the five-year period, which was 97%.</p> <p><b>COMPLETION</b></p> <p>The completion of the degree program has decreased as demand in the fire service has increased. The fire service has experienced significant attrition which has created great demand for new fire service personnel. The direction by many of the fire service leaders has been for new candidates to obtain certifications and move to employment status. Continued education is encouraged but after the need industry certifications are obtained. Students have followed that direction and work to meet the needs of the fire service with certification courses rather than credit courses towards a degree.</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 (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</p>	<p><b>ENROLLMENT</b></p> <p>There are specific differences found, when comparing the college to FSS demographic characteristics:</p> <p>In the category of gender, 76% of the FSS student population is male,</p>



<p>explain.</p>	<p>whereas men represent the minority population for the college’s enrollment overall (43%). There is slightly higher female representation in the EMT-B courses (FSS-115/215) though males are still the vast majority at 70%.</p> <p>For race/ethnicity, 60% of the program students are white. That differs from the college’s overall population where 38% of students are white. Also, Latinos represent 27% of the FSS overall enrollment, however this student group serves as the majority population for the college. Other races/ethnicities have similar population representations between the college and the FSS program.</p> <p>Younger students represent the majority of the population for the FSS program, with nearly 90% of students falling within the ages of 17-29.</p> <p><b>SUCCESS</b></p> <p>There are no statistically significant gaps in success rates for the Basic Operations Firefighter certificate between student demographics, though the very small proportion of part-time students have lower success than full-time, 55% to 99%. Within the EMT-B certificate, the differences of note for course success are for race/ethnicity and gender. Black/African-American students have a 5-year course success rate of 71% compared to 92% department average. When considering withdrawals, the differences between gender are more pronounced (85% female, 78% male) whereas success is nearly identical taking withdrawn students out of the mix; meaning, there may be a gap in retention for male students.</p> <p><b>COMPLETION</b></p> <p>Program Completion rates are consistent with the demographic group enrollment proportions. There are not any significant achievement gaps found with any individual demographic group.</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 EMT-B program is participating in the Advancing Equity through the Assessment of Student Learning quality initiative where FSS-215 has been prioritized for the study and reduction of success gaps across race/ethnicity groups. Faculty will receive focused professional development to explore gaps and devise strategies to measure and improve student learning outcomes over a period of four semesters. This work will begin Fall 2023.</p>



<p>PE5. Are the students served in this program representative of the total student population? Please explain.</p>	<p>The students in the Fire Science and Safety program have been predominantly male historically. This holds true for the fire service as a profession as well. There has been an increase in female students in the program and the profession as well. We see the same disparity in race as well with 60% being White and 26% Latino students. This is also reflective of the profession.</p>
<p><b>Review Results</b></p>	
<p><b>Action (choose one)</b></p>	<p><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)</p>
<p><b>Summary Rationale</b>  R1. Please provide a brief rationale for the chosen action.</p>	<p>The Fire Science and Safety programs are tailored to prepare students for a career in the fire service. The degree program is accredited by the U.S. Fire Administration’s Fire Emergency Services Higher Education initiative. This provides validity and fortifies the curriculum.</p>
<p><b>Intended Action Steps</b> R2.  What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> <li>● Complete two burn houses with a collaborative effort with our high school trades program to offer “live fire training evolutions” in structures other than just burn towers. This offers better training for seasoned personnel along with the ability to offer officer courses on the CES campus.  <u>Timeline:</u> Fall 2024</li> <li>● Offer the Certified Physical Agility Test (CPAT) which is a requirement for part and full-time employment. There are limited places that offer CPAT. This is a definite need for our program.  <u>Timeline:</u> Spring 2025</li> <li>● Develop marketing strategies and outreach to D509 fire departments regarding the available degree programs for their incumbent personnel. Obtaining an AAS along with a BS from a partner university will offer professional development for those personnel seeking advancement and enrich the area fire departments.</li> </ul>
<p><b>Program Objectives</b>  R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Program objectives are currently being achieved.</p>

<p><b>Performance and Equity</b> R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The college has a DEI committee that not only addresses these issues but offers training and ways to elevate the FSS program to help bridge all gaps, and especially cultural and racial gaps. EMT-B will receive further attention through the Equity in Assessment initiative, 2023-2025.</p>
<p><b>Resources Needed</b> R5.</p>	<p>The building of two “acquired structures” houses on CES campus, a building to house the CPAT, and continued training sessions for CES cadre on DEIS, and continued hiring practices that employ a diverse staff.</p>
<p><b>Responsibility</b> R6. Who is responsible for completing or implementing the modifications?</p>	<p>SBCT Deans, Senior Director Ron Two Bulls, and Instructional Coordinators/faculty Brian Thompson and Rich Stumbaugh.</p>

<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2023		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Public Safety Communications	VS	34	43.0120	Public Safety Communications-BVS
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.				
<b>Program Objectives</b> 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 Public Safety Communications program is one of several in the emergency services arena. As presented on the college's website:</p> <p>Elgin Community College's (ECC) emergency dispatcher (PSC) program helps train the future of incident command operators to help with public protection and safety. You'll have hands-on training to develop your skills in information gathering, call processing, call prioritization, radio phraseology, and multi-skill tasking in a simulated 9-1-1 center using the Reality Plus simulator by 9-1-1 Trainer and associated equipment.</p> <p>At the college, formal emergency dispatch training provides comprehensive introductory-level education to satisfy any entry-level position. Further training requirements differ depending on which dispatch level you're applying for, but further training is always available with all employers.</p> <p>Most dispatchers work in a government office, at a dispatch console, communicating directly with police and fire departments. Emergency broadband frequencies can be captured by anyone with proper ham radio equipment, which furthers the strength and urgency of the alert. Human services always require the dispatching of first responders and the more the population grows, the greater demand is for those responders and, more specifically, dispatchers.</p> <p>Current program-level student learning outcomes for the basic certificate and PSC-105: Public Safety Telecommunicator:</p>		

	<ul style="list-style-type: none"> <li>A. Describe the role, function and ethics of a Public Safety Telecommunicator.</li> <li>B. Describe the elements and dynamics of interpersonal communications.</li> <li>C. Discuss law enforcement profession, the fire service profession, the emergency medical service profession, the emergency management profession, their major operational functions and how telecommunicators effectively support their efforts.</li> <li>D. Describe how natural and manmade events adversely affect the telecommunications function, and of the Incident Command System model for emergency scene management.</li> <li>E. Discuss telecommunications practices and the causes of stress within the profession.</li> <li>F. Discuss the legal issues and areas of liability related to Telecommunicators.</li> <li>G. Demonstrate skills to safely and accurately process TTY/TTD emergency and non-emergency calls.</li> <li>H. Demonstrate skills to safely and accurately process emergency and non-emergency calls for service, and apply job-related call taking skills, tasks, and knowledge.</li> </ul> <p>This course is also an elective in the Criminal Justice degree program.</p> <p>The current advanced certificate is slated for withdrawal, but included these additional learning outcomes which will remain in the revisions:</p> <ul style="list-style-type: none"> <li>A. Describe the operation and functions of a Public Safety Answering Point.</li> <li>B. Demonstrate the skills to safely and accurately handle an emergency medical dispatch.</li> </ul>
<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</i></p>	<p>As will be presented within this report, the program in its current state is not meeting the objectives based on employer feedback. Enrollment and completion figures are low and do not sufficiently meet industry demand. The report will discuss the improvements about to be implemented. The new curriculum will be assessed by various metrics along the pipeline, including recruitment, enrollment, skill development, learning outcomes assessment, certification, graduation, employment and student and employer satisfaction.</p>

<i>Program Learning Outcomes, etc.)</i>	
<p><b>Past Program Review Action</b>  P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Since the last Program Review the Senior Director of Academic Programming retired and a new Senior Director provided an evaluation of the program. The lack of 9-1-1 representation on the Advisory Board was discovered. This was addressed and an industry specific committee was assembled. It was confirmed that the program in its current state did not serve the industry needs. The curriculum was reviewed and the courses that were no longer relevant and did not serve the students were withdrawn. The higher-level vocational certificate is being removed from the program, leaving the one six-credit course to fulfill the Basic Vocational Specialist certificate which better provides career specific curriculum and industry certification. The course is now being tailored to address the needs of the 9-1-1 communication centers in the area and incorporate the national standards for 9-1-1 training.</p>
<p><b>Review Team</b>  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>A major participant in the review of this program came from the Sr. Director for Academic Programming at the Center for Emergency Services, who in partnership with the dean of the SBCT division is responsible for ensuring quality instruction in the public safety communications program.</p>
<p><b>Stakeholder Engagement</b>  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>An industry specific committee was assembled which included representatives from each of the college district’s combined 9-1-1 centers. These agencies are QuadComm Dispatch, Tri-Comm 9-1-1, Elgin Emergency Communications, Northwest Central Dispatch 9-1-1, KaneComm Dispatch. The representatives from the agencies provided guidance as to the direction of the curriculum changes and industry specific certifications. The Deputy Director of Tri-Comm 9-1-1 was added to the Advisory Board as well.</p>
<p><b>CTE Program Review Analysis</b></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>There are no entrance requirements for the program. The one course certificate has no prerequisites or other co-enrollment requirements, and this will still be the case for the currently planned revision.</p>

A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The entry-level certificate is one course, six credits. Currently, the advanced certificate is at 34 credits, though the PSC courses have not been offered. Proposed revisions will now limit the program to one course of 6 hours, narrowly tailored to emphasize specific skills needed to access gainful employment.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the Bureau of Labor Statistics, the projected growth in public safety telecommunications is expected to increase by 4 to 7 percent over the next 8 years. Nationwide, average salaries hover around \$22.55/hour or nearly \$47,000 annually. However, in Illinois, projected employment growth is expected to increase by 9 percent over the next 7 years. Locally, the college is preparing to meet this demand in D509, as the need for public safety telecommunications is driven by the growing needs in the emergency services profession as local municipalities grow. Additionally, there can be a high rate of turnover in this profession, so there are often job openings available.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand remains high for the career field per the information shared above. Data shows increased growth both nationally and statewide over the next 7 to 9 years. The next five years will see demand equal to what has been experienced in the past five years. There is still likely to be a need for emergency dispatchers in areas with high population densities or high rates of emergency incidents. Growth is driven by an increase in emergency calls which boosts demand for emergency services personnel.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Attempts were made to use EMSI data, but more specific data was pulled from the O-Net Online, Illinois Employment Trends, and the Bureau of Labor Statistics
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	In the past, structured recruitment was lacking. The program now is promoted through high school career fairs and staff have partnered with 9-1-1 agencies to assist with recruiting efforts. The college has established a social media presence as well and advertised the program. Particular attention is being paid to provide access to underrepresented students.
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.

	<p>The PSC curriculum follows the National Emergency Number Association’s curriculum and standards set forward for Emergency Telecommunicators. The program is currently going through a curriculum update to assure that it meets required standards and needs of industry. A new workgroup of industry professionals has been established to assist in best practices for curriculum oversight and development including adhering to national standards and reflecting trends in the field.</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>There are six courses being withdrawn as of spring 2023. These courses have never been run and they are unnecessary for the students to begin employment in the industry. The program will take the opportunity to tailor the remaining curriculum to provide industry certification and job specific skills and knowledge required by industry.</p> <p>The division administration and the Sr. Dir. for Academic Programming are partnering with the dean of workforce development, and the director of the continuing education department to identify professional development and training opportunities for working professionals in the public safety communications industry. The college continues to partner with local public safety departments to identify their needs and develop programming to meet those needs.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>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>	<p>The college continues to pay for the program through the Ed fund, based on tuition and fees. Modest course fees (\$15) have been utilized in some courses to offset costs in the program. On the surface, the PSC program is relatively inexpensive, except for the cost of labor. The instructor assigned to teach in the program is an adjunct and is paid based on contractual agreement between the college and the Elgin Community College Faculty Association (ECCFA). The PSC program is not particularly comparable to other programs in the division due to the unique nature of course offerings.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>Revenue from tuition and fees are relatively low due to low enrollment, which was adversely impacted over the last five years during the pandemic when the course was moved to an online modality.</p> <p>Because PSC is situated in the EMT and Fire Science program budget, the cost effectiveness of the program is difficult to ascertain. Based on a cost analysis, both programs are running in a</p>



	deficit due to cost of labor and expensive equipment required for instructional purposes.
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 in the public safety communications program have been offset by the Perkins grant with assistance in purchasing new 9-1-1 simulators.
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)	Program costs for students are affordable. The basic certificate is six credits, which for tuition and fees is \$822 at current rates. The course is completed in one term.
2.5 How will the college increase the cost- effectiveness of this program?	The division administration will partner with the Sr. Director for Academic Programming to identify ways to increase the cost effectiveness of the program, including working with the workforce development division to offer continuing education classes to working professional public safety telecommunicators in District 509.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	As mentioned above, offerings through continuing education may supply additional revenue.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare?	PSC classes are typically offered face-to-face. During the period of remote teaching/learning, the course was in the asynchronous/online modality for FY21 and FY22. Success stayed very high for these years. Instruction will be transitioning back to in-person. However, the possibility exists for hybrid delivery. The profession organically is remote so a mix of delivery options would foster the environment 9-1-1 operators exist in.
3.2 How does the program ensure that quality, relevant,	The curriculum is currently being reviewed for industry best practices and relevant materials. The 911 industry is evolving

<p>contextualized, and culturally responsive instruction is delivered?</p>	<p>quickly with issues such as Next Generation 911 and Text to 911. The department will be tailoring the programs to evolve with the industry and trends that drive employment and retention of employees. The department has also been working with the college's underrepresented student services groups to assist with enrollment and access to the program.</p> <p>Specific to culturally responsive instruction, course topics include communicating with callers with disabilities, particularly those that are deaf. TTY/TDD calls and the Americans with Disabilities Act are a standard part of the training.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The Public Safety Communications program is not part of a Program of Study under Perkins V.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p><b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b> The college has partnered with regional industry partners to create a collaborative program that prepares students for the profession.</p> <p><b>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:</b> The college is in the process of developing an Internship program that will allow students to job shadow while in the course and better prepare them for employment upon completion.</p> <p><b>C) Includes counseling to support an individual in achieving the individual's education and career goals:</b> The academic advising staff has been informed on the career prospects and opportunities for students including the job forecast and industry needs.</p> <p><b>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>5</sup> and training for a specific occupation or occupational cluster:</b> The revised program will allow students to shadow organizations that will be the sponsoring employers upon completion.</p> <p><b>E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that</b></p>

	<p><b>accelerates the educational and career advancement of the individual to the extent practicable:</b> The revised program will include two industry certifications that fulfill the requirements of the national standard setting organizations.</p> <p><b>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</b> The program will likely not serve students in high school.</p> <p><b>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</b> When the redesign is complete, the course will prepare the student for entry into the occupation with industry certifications and job shadowing opportunities along with job simulations.</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 program employs the use of simulator technology to prepare students for job specific environments.</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>The program does not currently have dual-credit opportunities, though there has been very limited participation (1 to 3 students per year) over the past 12-15 years. Potential opportunities can be explored with the division of College Transitions and Secondary Partnerships, however, the industry certifying organizations typically require applicants be at least 18 years old.</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>Students are encouraged to complete job shadow at participating 9-1-1 agencies. This will be a portion of the new curriculum, and students will be required to complete an internship as part of a successful completion of the course 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>Industry accreditation is not required but the new curriculum will follow the National Emergency Number Association standards. The available certification will be under the auspices of the International Academies of Emergency Dispatch (IAED).</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>The two certifications from IAED are the Emergency Telecommunicator and Emergency Medical Dispatch.</p>

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeships currently exist.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Students will be subject to examinations for Emergency Telecommunicator and Emergency Medical Dispatch by the certifying organization, the International Academies of Emergency Dispatch. This will be new to the curriculum so no pass rates are yet available.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Not applicable.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The program recently established an education and hiring committee represented by 9-1-1 agency representatives in the college district. They provide guidance for best practices and current industry trends.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The PSC program will utilize newly formed partnerships with the college's underrepresented student services departments to assist in access for students that have been typically underrepresented.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?  What additional professional development is needed?	There are various and plentiful professional development opportunities for faculty (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).  Specific to this discipline, the Director is a member of the International Academies of Emergency Dispatch and a previous member of the Curriculum committee for Emergency Fire Dispatch. This provides support for the PSC program and a working knowledge of the career. Development opportunities include the International Academies of Emergency Dispatch Public Safety conference, covering topics such as Generational Leadership and Incident Command for Fire Dispatchers.

<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 has used simulated Computer-Aided Dispatch (CAD) software for the past eight years. The new curriculum includes the use of the Reality Plus 9-1-1 Trainer. This simulator will allow students to operate in a real-time 9-1-1 environment, integrating the use of CAD, mapping, radio and telephone software.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Students are currently evaluated utilizing a combination of formative and summative assessments, which includes quizzes, exams and one research paper.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>The program has been staffed by one part-time instructor at the Center for Emergency Services in Burlington. The program can do a better job establishing a feedback loop from the classroom to the Advisory Committee and related programs in the division to share the successes of the new curriculum and strategize around any new or remaining challenges.</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>No significant changes were made to the curriculum since the last program review until the current redesign. As mentioned, these upcoming revisions to the curriculum and learning outcomes are driven by the external agency. Faculty will monitor students' knowledge and still attain to adhere to standards and adequately prepare for the certification exam. Where needed, adjustments to activities and resources will be provided to bolster student learning.</p>
<p>3.21 How is student satisfaction information collected? How satisfied are students with their preparation for employment?</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>Over 95% of graduating students responding to the survey were very satisfied or somewhat satisfied with the preparation for employment</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 for Fire Science and Safety did not previously have a representative from the Public Safety Communications industry. It now has a representative and has a voice on the Advisory Committee.</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>Previously there was not a committee that could address specific needs for the program. The newly established Public Safety Communications committee has been integral in recommending changes in the program and curriculum. This feedback has been based on industry trends and needs.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>The Advisory Committee has expressed their dissatisfaction with the program as it previously existed. The students would complete the program but would be no more prepared than a candidate with no prior education or training. This was due to a combination of attrition in the program by instructors and the lack of keeping up with industry specific needs.  Employer feedback was garnered through meetings and email correspondence.</p>
<p>3.25 What are the program's strengths?</p>	<p>The revised program will be concise and focused. The students will be able to complete in one term (16 weeks) and leave with at least two industry certifications. The updated curriculum is being evaluated by the PSC committee and a new faculty member who will be assisting in the development. The program will mirror the training that 9-1-1 centers provide to those employees that have not had previous education in emergency communications. The program has obtained two new 9-1-1 simulators from the Perkins grant. These will assist faculty in delivering progressive and realistic curriculum.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The outdated curriculum has been the weakness for the program. Historically the program has had low enrollment as well.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The review did not itself expose the outdated curriculum, but has confirmed conclusions that the program was elongated to the point that it was no longer relevant to the industry.</p>
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	
<p>None at this time.</p>	
<p style="text-align: center;"><b>Performance and Equity</b></p> <p>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.</p>	
<p>CTE Program</p>	<p>Public Safety Communications</p>



CIP Code	43.0120				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled <i>(Seatcount)</i>	16	8	11	17	10
Credit Hours Generated	96	48	66	102	60
Dual Credit: Credit Hours Generated	(No dual-credit students enrolled for review period)				
<b>Number of Completers</b>					
Basic Vocational Specialist certificate	12	7	10	11	0
Vocational Specialist certificate	0	0	0	0	0
<b>Other: Success Rate by Modality</b> <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>					
Face to Face	78%	78%	88%	N/A	
Online/Async	N/A			100%	100%
PE1. How does the data above support the program goals? Elaborate.	<p><b>ENROLLMENT</b> The enrollment figures above solely represent the first course of the basic certificate, PSC-105. Interestingly, enrollment peaked for the review period in 2020/2021 but enrollment remains low. The programs have had low enrollment since inception but this is believed to be due to a lack of marketing and advertising for the career field and program. This is consistent with PSC enrollment numbers in other community colleges in the area.</p> <p>An increase in enrollment is expected due to the combined efforts of the college and the industry organizations in the district who are working on increased recruitment efforts and social media presence regarding the PSC program changes. The courses that were not offered or have not run have been removed and the program is being tailored to offer a more concise format and industry directed certifications.</p> <p><b>SUCCESS</b> For the five-year review period, course success approximated the college average for CTE courses. The program was pleased with 100% course success for the two years most directly impacted by remote teaching and learning.</p> <p><b>COMPLETION</b> The number of students awarded the BVS credential should more closely</p>				



	<p>approximate the number of students taking the PSC-105 course; however, it seems many are not applying for graduation, which is the mechanism to bestow the certificate. As the new program takes off with the embedded certifications, this will be stressed with the students.</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 &amp; race, special population status &amp; 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><b>ENROLLMENT</b> The vast majority of students were female. 67% versus 33% make students. The only two races identified are Hispanic at 67% and White at 33%. Age is distributed equally from 17 years old to 39 years old.</p> <p><b>SUCCESS</b> Success rates exceeded other CT courses in each of the categories for race and gender. The widest gaps in course success were found for part-time versus full-time students (82% to 95%) and Pell recipients vs. not (78% to 92%).</p> <p><b>COMPLETION</b> As mentioned above, there is a disconnect between students completing the PSC course and those taking the extra step to apply to receive the certificate. As the new program moves forward, gaps in completion statistics can be monitored.</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.</p> <p>Within the PSC program, staff have also been working with the college's underrepresented student services groups to assist with enrollment and access to the program.</p>
<p>PE5. Are the students served in this program representative of the total student population? Please explain.</p>	<p>The students in the PSC program do not exactly mirror the total student population. While the college does enroll more females overall, there is a slightly higher proportion in PSC (67%). Similarly, while the Latino student group is the largest for this demographic at the college (43%), it again is slightly higher for PSC students. By age, enrollment is spread evenly over the narrow age groups encompassing 17-39 years old whereas the college population skews heavily at 22 and under but also includes students older than 40.</p>
<p>PE6. Are the students served in this program representative of the district population? Please explain.</p>	<p>The students in the PSC program are not representative of the D509 populations, where the largest race/ethnicity group is White (56%) and the gender groups are balanced nearly 50/50. It is not appropriate to compare enrollment to the age distribution of the district.</p>
<p><b>Review Results</b></p>	
<p><b>Action (Choose one)</b></p>	<p><input type="checkbox"/> Continued with Minor Improvements</p> <p><input checked="" 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>
<p><b>Summary Rationale</b> R1. Please provide a brief rationale for the chosen action.</p>	<p>The PSC program is essential to the public safety industry and supports the recruiting efforts of partner industry agencies. The 9-1-1 employers are experiencing the same difficulty in staffing the communication centers. The impending changes will support this local need by providing relevant skills and certifications in a quick time frame for direct employment.</p> <p>Curriculum changes have already taken place by eliminating the upper-level and cross-departmental courses that no longer were pertinent to the program. These changes occurred Spring 2023 with the removal of the 4-credit vocational certificate. The remaining course is now to be revised to include industry standard certifications.</p>
<p><b>Intended Action Steps</b> R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p><b>Finalize changes to course outline for PSC-105 to include the certifications</b></p> <p><u>Timeline:</u> Take to Curriculum Committee Fall 2023, Implement 2024.</p> <p><u>Persons responsible:</u> Senior Director, lead PSC faculty</p>

	<p><b>Review and update college marketing material to reflect revised curriculum and training equipment.</b>  <u>Timeline:</u> 2023/2024  <u>Persons responsible:</u> Senior Director, lead PSC faculty</p> <p><b>Coordinate collection and reporting of key metrics of program goals, such as recruitment, enrollment, skill validation, certification rates, employment rates, employer and student satisfaction.</b>  <u>Timeline:</u> Discuss with Advisory Committee Fall 2023, begin Spring 2024  <u>Persons responsible:</u> Senior Director, lead PSC faculty</p> <p><b>Develop key industry certification offerings through Career Training and Professional Development</b>  <u>Timeline:</u> Develop course and logistics for offerings in late 2023  <u>Persons responsible:</u> Senior Director and Dean of Workforce Development</p> <p><b>Advisory Board to evaluate for recommendations</b>  <u>Timeline:</u> Review course evaluation records each semester for data acquisition  <u>Persons responsible:</u> Senior Director and Instructional Coordinators</p> <p><b>Public Safety Communications committee to develop successful attrition of students to 5-year employee data</b>  <u>Timeline:</u> Monitor student success in hiring over each year with final data gathering in 2028  <u>Persons responsible:</u> Senior Director and Instructional Coordinators</p>
<p><b>Program Objectives</b>  R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>As discussed, the curriculum and outdated equipment were not serving the needs of industry employers. The upcoming review period will monitor the effectiveness and success of the revised program.</p>
<p><b>Performance and Equity</b>  R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The program has been part of discussions within the division and at the college that assist in efforts to increase exposure, enrollment and success for underrepresented students. The program will continue working towards marketing and outreach efforts to capture audiences in those groups. Currently, enrollment has concentrated with Latinas under the age of 40.</p>

<p><b>Resources Needed</b> R5.</p>	<p>No additional resources at this time.</p>
<p><b>Responsibility</b> R6. Who is responsible for completing or implementing the modifications?</p>	<p>Lead responsibility lies with the Senior Director of Academic Programming and Public Safety Training and the Instructional Coordinators with support from the Dean of Sustainability, Business and Career Technologies.</p>

<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2023		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Medical Imaging-Radiography	AAS	72	51.0911	None
Computed Tomography	BVS	25	51.0907	None
Mammography	BVS	13	51.0919	None
Magnetic Resonance Imaging	BVS	27	51.0920	None
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
<p><b>Program Objectives</b></p> <p>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>		<p>The Radiography (RAD) program prepares students to produce quality diagnostic images that will assist the physician in the diagnosis and treatment of injuries and diseases. Radiologic technologists (radiographers) are needed in every health care setting, including hospitals, outpatient clinics, and physicians' offices. Radiographers are essential members of the healthcare team performing radiologic procedures that are vital to the diagnosis of many injuries and medical conditions.</p> <p><b>Program-Level Learning Outcomes for Radiography:</b></p> <p><b>Goal #1 - The Program will graduate competent radiographers.</b></p> <ul style="list-style-type: none"> <li>● Graduates will produce quality radiographs.</li> <li>● Graduates will practice effective radiation safety for the patient, him or herself and others.</li> <li>● Graduates will demonstrate overall competence in clinical practice.</li> </ul> <p><b>Goal #2 - The student (graduate) will demonstrate proficiency in problem-solving and critical thinking skills.</b></p> <ul style="list-style-type: none"> <li>● Graduates will demonstrate proficiency in problem-solving and critical thinking skills by modifying procedures to accommodate patient condition and other variables.</li> <li>● Graduates will demonstrate proficiency in problem-solving and critical thinking skills by adapting exposure factors for</li> </ul>		

various patient conditions, equipment, accessories and contrast media to maintain appropriate radiographic quality.

- Graduates will demonstrate proficiency in problem-solving and critical thinking skills by evaluating radiographic images for appropriate positioning and image quality and make appropriate adjustments to obtain a diagnostic radiograph.

**Goal #3 - The student (graduate) will practice effective communication skills in the clinical setting.**

- Graduates will practice effective communication skills in the clinical setting by demonstrating effective communication skills.

**Goal #4 - The student (graduate) will conduct him or herself in a professional manner.**

- Graduate(s) will conduct him or herself in a professional manner by demonstrating professional values and behavior in clinical practice.
- Graduate(s) will conduct him or herself in a professional manner by demonstrating professional growth through participation in lifelong learning.

**Goal #5 - The student (graduate) will provide excellent patient care for a diverse population of patients.**

- Graduate(s) will demonstrate increased understanding of the importance of cultural competence in clinical practice.
- Graduate(s) will demonstrate increased awareness of the impact of current trends and changes in healthcare affecting global populations.

**Goal #6 - The Program will provide the healthcare community with qualified radiographers.**

- A retention rate of 75% or higher
- The 5-year average employment rate of graduates within one year of graduation will be 75% or greater. A positive outcome is defined as employment in the field for those graduates who declare they are actively seeking employment in the field or pursuing continued education in the field.
- First time pass rates of the cohort of graduates on the ARRT (American Registry of Radiology Technologists) credentialing exam will be consistent with or above the national passing rates each year of the exam, with a minimum pass rate of 75%.

- Mean scores of cohort of graduates on the ARRT credentialing exam will be consistent with or above the national mean scores each year.
- The mean score on the employers' satisfaction survey of the graduates' preparation for employment will be 3.0 (meets expectations) or higher on a 5.0 (exceeds expectations) point scale.

Graduates of the advanced certificate programs at the college are highly skilled and qualified to sit for advanced certification examinations by the American Registry of Radiology Technologists (ARRT). To be eligible, students must already be a graduate of a certified radiography program and have passed the certification exam. The programs consist of a mix of classroom and clinical courses of varying lengths depending on the student's enrollment status (full-time or part-time):

- CT, complete in 2 or 4 semesters
- MR, complete in 3 or 6 semesters
- MAM, complete in 1 or 2 semesters

Computed Tomography (CT) technologists work with special rotating X-ray equipment to obtain slices of anatomy at different levels of the body. Magnetic Resonance technologists operate MR equipment that scans the patient using a combination of magnetic fields and radiofrequency to produce high-resolution images of the body. Mammographers work with sophisticated low-dose X-ray equipment to produce screening and diagnostic images of the breast.

**Program-Level Learning Outcomes for the CT, MRI, and Mammography:**

**Goal #1 - The Program will graduate competent imaging technologists.**

- Graduates will produce high quality images.
- Graduates will practice safety for the patient, him or herself and others.
- Graduates will demonstrate overall competence in clinical practice.

**Goal #2 - The student (graduate) will demonstrate proficiency in problem-solving and critical thinking skills.**

- Graduates will demonstrate proficiency in problem-solving and critical thinking skills by modifying procedures to accommodate patient condition and other variables.
- Graduates will demonstrate proficiency in problem-solving



	<p>and critical thinking skills by adapting protocols and/or exposure factors for various patient conditions, equipment, accessories and contrast media to maintain appropriate image quality.</p> <ul style="list-style-type: none"> <li>● Graduates will demonstrate proficiency in problem-solving and critical thinking skills by evaluating image quality and to make appropriate adjustments to obtain diagnostic images.</li> </ul> <p><b>Goal #3 - The student (graduate) will practice effective communication skills in the clinical setting.</b></p> <ul style="list-style-type: none"> <li>● Graduates will practice effective communication skills in the clinical setting by demonstrating effective oral and written communication skills.</li> </ul> <p><b>Goal #4 - The student (graduate) will demonstrate professional conduct.</b></p> <ul style="list-style-type: none"> <li>● Graduate(s) will demonstrate professional conduct by demonstrating professional values and behavior in clinical practice.</li> </ul> <p><b>Goal #5 - The student (graduate) will provide excellent patient care for a diverse population of patients.</b></p> <ul style="list-style-type: none"> <li>● The student (graduate) will provide excellent patient care for a diverse population of patients by demonstrating increased understanding of the importance of cultural competence in clinical practice.</li> </ul> <p><b>Goal #6 - The Program will provide the healthcare community with qualified MR, CT and mammography technologists.</b></p> <ul style="list-style-type: none"> <li>● A retention rate of 75% or higher</li> <li>● The 5-year average employment rate of graduates within one year of graduation will be 75% or greater. A positive outcome is defined as employment in the field for those graduates who declare they are actively seeking employment in the field or pursuing continued education in the field.</li> <li>● First time pass rates of the cohort of graduates on the ARRT credentialing exam will be consistent with or above the national passing rates each year of the exam, with a minimum pass rate of 75%.</li> <li>● Mean cohort scores of graduates on the ARRT credentialing exam will be consistent with or above the national mean scores each year.</li> <li>● The mean score on the employers' satisfaction survey of the graduates' preparation for employment will be 3.0 (meets</li> </ul>
--	--

	<p>expectations) or higher on a 5.0 (exceeds expectations) point scale.</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>A detailed systematic evaluation plan has been developed for each of the Medical Imaging programs. Program goals are measured using one or more of the following assessment tools:</p> <ul style="list-style-type: none"> <li>• lab validations</li> <li>• competency evaluations</li> <li>• clinical performance evaluations</li> <li>• comprehensive clinical assessments</li> <li>• assessments embedded within didactic coursework</li> <li>• graduate and employer surveys</li> <li>• pass rates on credentialing exams</li> <li>• employment rates.</li> </ul> <p>Performance thresholds have been established for each goal, and data is collected annually to determine whether the programs are meeting these benchmarks.</p> <p>Radiography: For the past five years, program goal thresholds were met or exceeded in most instances. In areas where goal thresholds were not met, action was taken to either revise the assessment tool or the assessment period. Since the updates the RAD program has met its goals each year.</p> <p>Magnetic Resonance, Computed Tomography, Mammography: Due to changes in program administration, the systematic evaluation plan was not kept up to date for the past three years. Prior to this time, data collected indicated that the programs were meeting the majority of their goals. The college is conducting a search for a permanent Medical Imaging program director. Once that individual is hired, they will be tasked with updating and maintaining the systematic evaluation plan.</p>
<p><b>Past Program Review Action</b></p> <p>P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><b>Goals from FY18 Review:</b></p> <p><b>Work with the Marketing department to develop short videos to include in the program web pages that will be developed to recruit potential students to the Medical Imaging programs.</b> (Marketing department staff, MI Program Director and both clinical coordinators of the aforementioned programs – SU/FA18)</p> <p><u>Status:</u> Partially complete</p> <p><u>Progress Reported:</u> A short video (3 minutes) was produced for the Radiography program and is posted on the program webpage at <a href="https://elgin.edu/academics/departments/medical-imaging/">https://elgin.edu/academics/departments/medical-imaging/</a>. Videos for the advanced medical imaging programs (CT, MR, and MAM) have not been completed.</p>

**Work with advisory committee members, program graduates and enrolled students (in the advanced imaging programs) to identify and recruit additional clinical sites for the Medical Imaging programs.** (Advisory Committee members, MI Program Director and both clinical coordinators of the aforementioned programs. FA18/SP19).

Status: Ongoing

Progress Reported: The following new clinical sites have been added since 2018: Amita Health-Alexian Brothers/St. Alexius Medical Center, Duly Health and Care (formerly DuPage Medical Group), Edward Hospital, Elmhurst Hospital, Loyola University Medical Center, Mercy Health Corporation, Northshore University Health System, Ortho Illinois, Presence Care Transformation Corporation, Swedish American Health System, and Shriners Children’s Hospital.

**Monitor enrollment trends in the Medical Imaging programs and continue to develop marketing strategies that assure optimum enrollment in all programs** (ongoing/perform annually)

Status: Ongoing

Progress Reported: The number of applicants as well as the number of students admitted to Medical Imaging programs has been consistent over the past five years. There are typically 60 -70 qualified applications for the Radiography program each year with the top 16 admitted. The advanced imaging programs (MRI, CT, MAM) receive fewer applications because students must have graduated from an accredited Radiography program to be eligible. The department is investigating revising the admission criteria for the Magnetic Resonance Imaging program to allow direct admissions.

**Assess student/graduate satisfaction with clinical experiences in all Medical Imaging programs and address concerns/weaknesses to assure excellence in clinical competency** (ongoing/perform annually)

Status: Ongoing

Progress Reported: Graduates are asked to rate their satisfaction with the quality of education received in the program on the eValue Graduate Survey with a target value of 4.0 or higher. Data collected from 2018 indicated a mean score of 4.56; it was not assessed during the pandemic in 2019 and 2020 and the mean score was 4.83 in 2021 for Radiography graduates. [There was no data recorded after 2018 for MRI]

<p><b>Review Team</b>                  P4. Please identify the names and titles of faculty and staff who were major participants in the review of this program.                   Also describe their role or engagement in this process.</p>	<p>Angelika Stachnik - Medical Imaging Faculty/Interim Medical Imaging Program Director                   Wendy Miller - Dean, Health Professions, Math, Science &amp; Engineering                   Renee Skrabacz - Associate Dean, Health Professions, Math, Science &amp; Engineering</p>
<p><b>Stakeholder Engagement</b>                  P5. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)                   Also describe their role or engagement in this process.</p>	<p>Institutional Research and Assessment Office personnel provided data support.</p>
<p><b>CTE Program Review Analysis</b></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 prerequisites for the Radiography program were revised in 2022. The standardized PSB-HOA admission exam is no longer required, as that test was discontinued by PSB. Applicants are now ranked based on grades earned in prerequisite courses (BIO-110: Principles of Biology, HPE-112: Intro to Medical Terminology, College-level Math, PSY-100: Intro to Psychology, and BIO-245: Human Anatomy and Physiology I). The top 16 qualified applicants are admitted to the RAD program each summer term. The impact of this change will be noted in the next program review, as the number of applicants is tracked each year.                   Prerequisites for the Magnetic Resonance Imaging, Computed Tomography, and Mammography programs have not changed. Students must have an associate degree in Radiography.</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 AAS Radiography degree is composed of 72 credits, which matches minimum requirements of the certification agency (ARRT). The curriculum includes five clinical courses in addition to fifteen didactic courses, twelve of which have labs. This impacts the credit hour load for the curriculum. Since all accredited radiography programs are required to follow the national professional curriculum of the American Society of Radiologic Technologists (ASRT), radiography programs offered by other community colleges are similar in course offerings and</p>

	<p>full-time day enrollment.</p> <p>Within this constraint, however, the program is always looking for ways to ensure the curriculum is as tight, efficient and relevant as possible. For example, Sectional Anatomy has been changed from “required” content to “elective” content in the professional curriculum guidelines. Therefore, effective 2018/2019, the program has removed the existing sectional anatomy course (RAD-210) since the advanced CT and MR programs include such a course in those respective curricula. In its place, a new two-credit course (HPE 270: Global Context of Healthcare) has been developed to serve as a capstone in the last semester, covering current issues and topics in healthcare impacting medical imaging.</p>
<b>Indicator 1: Need</b>	<b>Response</b>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to Lightcast (formerly EMSI), there are approximately 267 annual openings for radiographers and 55 annual openings for magnetic resonance imaging technologists in the region.</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 job growth from 2021-2026 in the region is anticipated to be +3.4% for radiographers and +3.1% for magnetic resonance imaging technologists.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Lightcast is utilized to gather regional, state, and national data for the medical imaging programs. This data is reviewed by the program advisory committee, as well as when submitting reports for accreditation purposes. These reports can be generated quarterly by the college’s 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>Students are recruited for the Radiography and Advanced Medical Imaging programs through a number of channels, namely the college website, recruitment events held at local high schools, and career fairs/campus tours scheduled at Elgin Community College. The Radiography program receives approximately 60-70 qualified applications each year and is able to admit 16 students. The Advanced Medical Imaging programs are harder to fill, as applicants must have already earned their Radiography degree.</p> <p>The MRI Program is currently undergoing a process for approval for a direct admittance (primary path) Associate in Applied Science degree program, beginning Fall 2023. This program will be offered in addition to the secondary pathway certificate, already designed for ARRT registered radiologic technologists. The high demand for MRI technologists in the local area has</p>

	<p>prompted the program’s clinical partners to reach out to Elgin Community College as a partner to help fill the need. With so many applicants, some students might be interested in applying directly to the MRI program by detouring the need to become a radiographer first, streamlining their path to employment.</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 or input from stakeholders in the healthcare community. The program also responds to the requirements of the accrediting agency. When changes are warranted, 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>1.6 Did the review of the program result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>As a result of this program review, the Medical Imaging program is considering the development of a direct entry pathway for the magnetic resonance imaging program. Applicants would no longer be required to hold a radiography certification. Once a permanent Medical Imaging program director has been hired at the college, this option will be further investigated for this new degree.</p> <p>The program hopes to increase the number of students admitted into all of the Programs to help with the current shortage of healthcare providers.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>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>	<p>The Medical Imaging program is funded through the education fund, primarily through tuition, fees, and apportionment money collected from the state. The costs for this program include:</p> <ul style="list-style-type: none"> <li>● salaries and benefits for one full-time program director, two full-time faculty, and approximately five adjunct faculty;</li> <li>● equipment maintenance;</li> <li>● office and instructional supplies; printing;</li> <li>● computer software;</li> <li>● publications and memberships;</li> <li>● and travel costs associated with accreditation and professional development.</li> </ul> <p>Program costs for the Medical Imaging department are consistent with other health professions programs where full-time faculty are employed and highly automated lab equipment is utilized for hands-on instruction on campus.</p>



<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The Medical Imaging program budget has remained relatively stable over the course of the last five years. The program director carefully monitors the program budget each year and is careful not to exceed approved funding. Program equipment is scheduled for regular maintenance which also helps to control emergency expenditures. Should the department expand its Magnetic Resonance Imaging program at some future point, investment in an MR simulator will need to be considered.</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>The Medical Imaging programs are not grant funded.</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. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Students enrolled in health professions programs are required to complete background checks and drug testing, as well as submit immunization records before admission. These requirements in addition to uniforms, travel to clinical sites, and certification/licensing exam fees all contribute to a higher cost than other programs offered at the college. ECC offers scholarships and financial aid to students enrolled in health professions programs, which often helps to defray these additional costs. Second year students are eligible to apply for the Junn DeOcampo Scholarship.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The Medical Imaging program will continue to monitor costs carefully and seek new vendors when supply costs exceed budget allocations.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>None at this time.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<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>Based on accreditation requirements, the Medical Imaging program is delivered in a traditional face-to-face format. Flexibility was granted during the immediate impacts of the emergency closure due to the COVID-19 pandemic.</p>
<p>3.2 How does the program ensure</p>	<p>The program curricula are modeled from that of the American</p>



<p>that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Society of Radiologic Technologists (ASRT) as well as the competency requirements of the American Registry of Radiologic technologists (ARRT). This assures that students have met the standards for each profession and are qualified to sit for the Radiography, MRI, CT and Mammography registry exams.</p> <p>As the Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited Programs, we follow the Standards in Education and make changes as advances in technology are made and teaching content is updated.</p> <p>The program faculty participates in professional development activities to assure that they are educated in the subject of Equity, Diversity and Inclusion (EDI).</p> <p>Student learning outcomes are measured to assure that they receive appropriate, quality, relevant, contextualized, and culturally responsive instruction upon graduation from each of the Programs, particularly where they support one of the college's General Education outcomes, Global and Multicultural Literacy.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to the program of study implementation.</p>	<p>No, Medical Imaging will not be part of a Program of Study under Perkins V.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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.</p>	<p>The programs are not part of any formal career pathway programs; however, concepts of alignment are noted below.</p> <p><b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b> Program does align to local need.</p> <p><b>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:</b> Program is not available to high school students nor for apprenticeships, though high school students can take advantage of early college credit opportunities to take program admission required coursework.</p>

	<p><b>C) Includes counseling to support an individual in achieving the individual’s education and career goals:</b> Students are serviced by Elgin Community College Advising and program faculty.</p> <p><b>D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>5</sup> and training for a specific occupation or occupational cluster:</b> Program includes work-based learning opportunities at clinical sites and a Career Development course in the final semester.</p> <p><b>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:</b> Not applicable. Program admission and completion requirements are strictly governed by external accreditation. The MRI pathway program under consideration would accelerate students' placement into that career by combining directly with the radiography AAS.</p> <p><b>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</b> High school students are not eligible.</p> <p><b>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</b> Advanced certificates allow for progression within the career track.</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>Most traditional colleges offer hospital-based education for their students, where they are scheduled at that facility for the entire two years of their education. At the college, students are scheduled in hospital, outpatient, orthopedic and specialty hospital settings on a rotating basis. This allows students to experience diverse cultures and patient demographics. The Advanced Modalities Programs are designed for working professionals where they can sign up to fulfill their clinical requirements during any shifts and days of the week. Many classes are offered online with face to face labs scheduled during evening hours.</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>The Medical Imaging programs are not included in dual-credit programming at the college. Students may use the opportunities to get a head-start on program admission requirements.</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>All of the Medical Imaging programs include Clinical Practical courses. These allow students the hands-on experience of working with patients while utilizing the equipment and working in real life settings alongside technologists. Students demonstrate clinical competency by completing exams as required by the ARRT in order to qualify for graduation and to take the national certification exam.</p> <p>Due to a national shortage of Medical Imaging professionals, some employers created a tech-aid position to hire current students as help in the departments.</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 Joint Review Committee on Education in Radiologic Technology (JRCERT) accredits the Radiography and Magnetic Resonance Imaging programs at Elgin Community College. This accreditation is required for operation. There is no accreditation available for Computed Tomography or Mammography programs at this time.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students who graduate from the Medical Imaging programs are eligible to sit for national certification exams offered by the American Registry of Radiologic Technologists (ARRT).</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>There are no apprenticeship opportunities available for Medical Imaging programs.</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 of Elgin Community College's Medical Imaging programs are eligible to sit for national certification exams offered by the American Registry of Radiologic Technologists (ARRT).</p> <p><b>Radiography Pass Rates:</b></p> <ul style="list-style-type: none"> <li>• 2018 – 100% (n = 10)</li> <li>• 2019 - 100% (n = 15)</li> <li>• 2020 - 100% (n = 14)</li> <li>• 2021 - 100% (n = 12)</li> <li>• 2022 - 100 (n = 11)</li> </ul> <p><b>Magnetic Resonance Imaging Pass Rates:</b></p> <ul style="list-style-type: none"> <li>• 2018 – 75% (n = 4)</li> <li>• 2019 - 100% (n = 6)</li> </ul>

	<ul style="list-style-type: none"> <li>• 2020 - 100% (n = 6)</li> <li>• 2021 - 100% (n = 7)</li> </ul> <p><b>Computed Tomography Pass Rates:</b></p> <ul style="list-style-type: none"> <li>• 2018 – 100% (n = 5)</li> <li>• 2019 - no graduates</li> <li>• 2020 - 100% (n = 7)</li> <li>• 2021 - 100% (n = 2)</li> <li>• 2022 - 100% (n = 2)</li> </ul> <p><b>Mammography Pass Rates:</b></p> <ul style="list-style-type: none"> <li>• 2018 – no graduates</li> <li>• 2019 - 100% (n = 4)</li> <li>• 2020 - 100% (n = 4)</li> <li>• 2021 - 100% (n = 2)</li> <li>• 2022 - no graduates</li> </ul>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>None at this time.</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>Since the last program review, the Medical Imaging programs have established clinical partnerships with the following institutions:</p> <ul style="list-style-type: none"> <li>• NM McHenry Hospital</li> <li>• NM Huntley Hospital</li> <li>• NM Crystal Lake Medical Arts</li> <li>• NM Woodstock Hospital</li> <li>• NM RMG Orthopedics</li> <li>• NM Gavers Center</li> <li>• Advocate Outpatient Care Algonquin</li> <li>• OrthoIllinois</li> <li>• Shriners Childrens’ Hospital</li> <li>• Amita St. Alexius Medical Center</li> <li>• Amita Mercy Medical Center</li> <li>• Edward Hospital</li> <li>• Elmhurst Hospital</li> <li>• St. Bernard Hospital</li> <li>• Northshore Evanston Hospital</li> <li>• Loyola University Medical Center</li> <li>• Center for Diagnostic Imaging</li> <li>• Advocate Good Shepherd</li> </ul>
<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 program was partnering with other programs in the division, the Testing Center and Institutional Research to examine the inequitable impact of the PSB-HOA exam, an admissions requirement. A recommendation to remove the exam was</p>

	<p>imminent, though at the same time, the test was discontinued by the publisher.</p> <p>The program’s current interim director is also the chair of the college’s assessment committee and a member of the Assessment Strategy Team. Through this partnership, Medical Imaging is a leading example to the division to align course and program outcomes to the college’s General Education outcomes using the learning management system, D2L. This work is under the umbrella of the college’s quality initiative for the HLC, “Advancing Equity through Assessment of Student Learning.” Alignment of the outcomes will allow the college to disaggregate data at course, program and general education levels using Tableau to identify any equity gaps of diverse student populations.</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, Assessment and Learning (CETAL).</p> <p>As a biannual professional licensure requirement, all program faculty complete 24 Continuing Education credits through their professional organization American Society of Registered Technologists (ASRT) or other ASRT approved educational organization or conference meetings.</p>
<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 regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.</p> <p>Specific to this discipline, some of the topics of the professional development courses offered by the American Society of Registered Technologists (ASRT) or other ASRT approved educational organization or conference meetings include the subject of DEI.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>Technology is key to the instruction in this program as students must be prepared to work with the equipment they will encounter in clinical rotation and on the job.</p> <p>The students use digital equipment and technology that are up to the newest standards. The curriculum and competency requirements are likewise updated in a timely manner.</p>

	<p>With the inception of the primary path MRI program, there will be a need for equipment to be used by students during labs. Currently the cost of an MRI scanner surpasses the allowance of the capital budget.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Faculty are using methods/instruments/activities to assess student learning (i.e. performance) effectively. Faculty incorporate a variety of active learning strategies into their classrooms and interdisciplinary activities. Rubrics are shared with students and outline a high bar for competency.</p> <p>Clinical performance is assessed using an electronic grading system eValue where technologists and clinical instructors ensure that students perform according to ASRT and ARRT's standards. The clinical coordinator reviews and records the data and compares it with data from the past five years.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Outcomes evaluated in the didactic setting are reviewed by program officials and shared and discussed with program faculty and assessment department personnel. Program Effectiveness data is shared with the Health Professions Dean, radiography faculty, students, and the Clinical Education and Advisory Committees. The information is also reported to the President and Board of Trustees, and is published in the Radiography Student Handbook and on the college's website.</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 course sequence was changed to improve course load as RAD-230: Medical Ethics and Law was moved from the Summer Semester to Fall, and the RAD-261: Radiographic Image Analysis course was developed in order to improve students' image evaluation skills as the result of feedback gathered from students as well as clinical affiliates.</p> <p>As discussed elsewhere in this report, program faculty are in the process of aligning the course student learning objectives to the institution's general education outcomes using a D2L standards tool. The alignment of the outcomes will allow the program and the college to disaggregate data from D2L using Tableau to identify any equity gaps of diverse student populations.</p>
<p>3.21 How is this student satisfaction information collected?  How satisfied are students with their preparation for employment?</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>In addition to the college's process, the programs also assess graduate and employer satisfaction via surveys. A link to the questionnaire is sent to graduates and employers approximately</p>



	<p>one year after graduation via the eValue system.</p> <p>Goals assessed through recent graduate and employer surveys were favorable and met the benchmarks set for each measure. A report of the compiled data from the graduate and employer satisfaction surveys is published within accreditation documents and in the Report of Effectiveness Outcomes, links provided below:</p> <p style="text-align: center;"> <a href="#">Graduate Survey</a>  <a href="#">Employer Survey</a>  <a href="#">RAD Program Effectiveness Data</a>  <a href="#">MRI Program Effectiveness Data</a> </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 for the Medical Imaging Programs meet annually. The diverse group of members is represented by employers, medical organizations' leaders, college administrators and faculty, as well as an alum of one of the programs and a member of the public. The committee reviews departments' outcomes and readily provides feedback to help with improvements. The committee shares with the college current trends and newest developments in the field so that all can collaborate with addressing changes. Many new initiatives and changes were implemented in the past years because of the contributions of the advisory committee. No improvements are needed at this time.</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>Each of the clinical sites employ Clinical Instructors who serve as liaisons between the students and the clinical coordinators of the medical imaging programs. The clinical education committees meet each semester and clinical coordinators make multiple visits to each clinical site throughout the semester. All preceptors evaluate student progress in each of the clinical practicum courses.</p> <p>Most recently, the employers were engaged in updating the policies related to vaccinations and personal protective equipment due to the COVID pandemic.</p> <p>Due to a national shortage of Medical Imaging professionals, some employers created a tech-aid position to hire current students as help in the departments.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?</p>	<p>The Programs assess graduate and employer satisfaction primarily by survey results as discussed in item 3.21 above. Goals assessed through recent employer surveys were favorable and met the benchmarks set for each measure. A report of the compiled data is published within accreditation documents and in</p>



	the Report of Effectiveness Outcomes (refer to links in item 3.21 above).
3.25 What are the program’s strengths?	<p>Medical Imaging programs at the college have an excellent reputation in the community. First time pass rates on registry exams have consistently been at 100%.</p> <p>The curricula are well planned and new courses are created or updated to reflect the most up to date changes in the field.</p> <p>The laboratories are well equipped and updated when technology changes.</p>
3.26 What are the identified or potential weaknesses of the program?	<p>Currently, the program has an open search for a permanent Program Director after a retirement. The position is currently filled on an interim basis, which places strain on the faculty.</p> <p>With the inception of the primary path MRI program, there will be a need for equipment to be used by students during labs. Currently the cost of an MRI scanner surpasses the allowance of the capital budget.</p>
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Nothing specific to this review.

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.

Due to severe staffing challenges, a decision was made to defer incoming students to next year (2024), while continuing capacity for current students already enrolled in the program. Efforts are being made to hire new faculty and a program director, though salaries set by the college are usually not competitive with what qualified applicants can make working directly in the field.

**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	Medical Imaging-Radiography				
CIP Code	51.0911				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled ( <i>*XVGS UnDuplicated Headcount</i> )					
Radiography	27	31	30	28	26
Mammography	8	0	10	0	5

Computed Tomography	13	3	11	0	3
Magnetic Resonance Imaging	14	22	14	22	13
<b>Credit Hours Generated</b>					
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Radiography	698	756	696	655	560
Advanced Medical Imaging	108	56	68	50	28
Mammography	81	0	104	0	65
Computed Tomography	173	21	169	0	50
Magnetic Resonance Imaging	53	239	66	274	39
<b>Number of Completers</b>					
Radiography- AAS	10	15	14	11	12
Computed Tomography- BVS	4	2	7	0	2
Magnetic Resonance Imaging- BVS	9	3	5	6	7
Mammography-BVS	6	0	8	0	5
<b>Other: Course Success Rate by Program</b>					
<i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals, Incompletes</i>					
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Radiography	100%	100%	100%	100%	100%
Advanced Medical Imaging	89%	93%	88%	96%	100%
Computed Tomography	98%	100%	89%	N/A	100%
Mammography	100%	N/A	100%	N/A	100%
Magnetic Resonance Imaging	94%	97%	91%	99%	100%
PE1. How does the data support the program goals? Elaborate.	<p><b>ENROLLMENT</b></p> <p>The enrollment has been consistent throughout the years. One Radiography cohort begins each summer with 16 students.</p> <p>Advanced modalities take a minimum of 4 students, though they can be accommodated by independent study if there are not enough for a full class. MRI has shown the strongest and most consistent enrollment, lending evidence to the development of the direct pathway degree program.</p>				

	<p><b>COURSE SUCCESS</b>                  Most Radiography students are successful in didactic classes and once they begin practical clinical education they may realize the working environment is not a good fit for them, so retention is lower in the fall of the first year.</p> <p><b>COMPLETION</b>                  Program retention is generally very high. When a student leaves, it is more likely due to personal life circumstances such as health or family.</p> <p>Completion of the advanced modalities is very high, and success is enhanced by offering flexible part-time schedules for those already working in the field.</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 &amp; race, special population status &amp; race, etc.)</p>	<p>Through the expertise provided through the college’s Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (i.e. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course.</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 program primarily enrolls white females. Lower number of males and other race/ethnicity groups has to do with the old stigma of healthcare attracting that demographic of students. The gender imbalance in Radiography is not as pronounced as in Nursing; the profession is viewed as more technical in nature and less “nurturing” than nursing.</p> <p>Students under age 30 are the primary group; older students, particularly older than 40 are slightly less likely to be retained. They express that they cannot keep up with their younger peers. The age profile of the program skews slightly older than “traditional” college age of 17-22. The program also draws students who are changing careers, approximately 20% already hold a degree.</p> <p>The demographics of program completers is nearly identical to that of the enrollment pool, so no equity gaps are present from that standpoint.</p> <p>Future marketing efforts can focus on Black/African-American and male students as a way to bring more equity to the program, and significantly to the healthcare industry overall.</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 removal of the PSB test for program admission was a positive step to remove a barrier for students from outside of the U.S. for whom English may not have been their primary language.</p> <p>The proposed primary path MRI program will allow more direct and equitable access for admission. Applicants will be ranked based on grades earned in prerequisite courses (BIO-110, HPE-112, College-level Math, PSY- 100, and BIO-245). The top 20 qualified applicants will be admitted to the MRI program each fall term.</p> <p>The Global Context of Healthcare course brings awareness to this important program learning outcome and fosters the development of culturally competent practitioners.</p> <p>Program faculty take advantage of professional development opportunities in line with Equity, Diversity and Inclusion topics, such as participation in programming by the National Alliance for Partnerships in Equity (NAPE), and ECC’s internal group TIDE, Teaching for Inclusiveness, Diversity and Equity.</p>
<p>PE5. Are the students served in this program representative of the total student population? Please explain.</p>	<p>As discussed above, the program is overrepresented for females, with 72% of enrolled students compared to 57% for the college. There are more white students, 66% compared to 38-42% for the college. Black/African-American are the smallest group at 4%, though this mirrors the college population, also 4% for 2022. The program under-enrolls Latino students compared to the college, 20% to 43%. Medical Imaging students tend to be older. Only 11% are the traditional age of 17-22, compared to 55% for the college. Most, 40%, are ages 23-29, though half are age 30 or older.</p>
<p>PE6. Are the students served in this program representative of the district population? Please explain.</p>	<p>Similar to above the program is underrepresented to Latinos in the district, 20 to 29% and overrepresented to White students compared to the district, 66% to 56%.</p>
<p><b>Review Results</b></p>	

<b>Action</b>	<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)
<b>Summary Rationale</b> R1. Please provide a brief rationale for the chosen action.	The program is meeting and exceeding goals set by the accrediting bodies. Students are successfully completing the programs and finding gainful employment. Modifications made are focused on efforts to streamline access and expand capacity to provide more qualified professionals to the surrounding healthcare community.
<b>Intended Action Steps</b> R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<b>Maintain accreditation</b> <u>Timeline:</u> Ongoing, FY23-FY28. Next accreditation review is in 2024  <b>Hire new program director and MRI Clinical Coordinator</b> <u>Timeline:</u> Summer/Fall 2023  <b>Approve primary path for MRI program</b> <u>Timeline:</u> Pending hiring new director and MRI clinical coordinator.
<b>Program Objectives</b> R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?	All of the objectives and goals of each programs are being met.
<b>Performance and Equity</b> R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	As discussed, outcomes data do not reveal concerning equity gaps for students in the programs. Personnel will still take advantage of new data analysis tools of the college to disaggregate outcomes data to monitor the patterns. Work will continue across the health professions programs to ensure equitable admissions criteria and processes.
<b>Resources Needed</b> R5.	The primary resource critically needed by the program is people - qualified faculty and program administration. The accrediting bodies set strict eligibility requirements for all hires, which makes the pool of qualified candidates very small. The salary range for the Director position was recently increased. Salaries for faculty need to take into consideration the clinical and teaching experience and educational degrees required for accreditation. The program needs to hire a very specific type of professional and they cannot be retained with low salaries.
<b>Responsibility</b> R6. Who is responsible for completing or implementing the modifications?	Interim program director HR to review/adjust salaries Marketing department to highlight the program and attract more students

<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2022		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Surgical Technology	AAS	60	51.0909	Sterile Processing and Distribution-BVS
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><b>Program Objectives</b>                      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>		<p>The primary goal and minimum expectations of the program follows that of the accreditation organization: “To prepare entry-level Surgical Technologists who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”</p> <p>Instruction in the surgical technology program follows the Core Curriculum (7th ed.) of the Association of Surgical Technologists (AST) which integrates healthcare sciences, professional practice, technological science concepts, and surgical technology content in didactic, lab skill assessments, and clinical rotations for success in education and training for the Certified Surgical Technologist.</p> <p><b>Program-Level Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Incorporate critical thinking and use of problem-solving techniques.</li> <li>2. Act responsibly.</li> <li>3. Demonstrate honesty and integrity.</li> <li>4. Interpret and communicate information.</li> <li>5. Recognize patient rights, needs, and values.</li> <li>6. Incorporate basic patient-care concepts.</li> <li>7. Integrate the principles of asepsis in practice to provide optimum patient care.</li> <li>8. Incorporate basic surgical case preparation skills.</li> <li>9. Facilitate the creation and maintenance of the sterile field.</li> <li>10. Incorporate the role of first scrub on all basic surgical cases.</li> </ol>		

	<p>11. Integrate responsible behavior as a health care professional.</p> <p>The program provides skilled technicians to the local healthcare community. Once certified, graduates can seek employment in varied settings such hospital or ambulatory operating rooms; labor and delivery units, organ/tissue procurement organizations or traveling technician agencies.</p> <p>Stackable within the degree also is the Sterile Processing and Distribution (SPD) certificate, which prepares students to acquire the Certified Registered Central Service Technician (CRCST) credential with the Healthcare Sterile Processing Association and also the Certified Sterile Processing and Distribution Technician (C.S.P.D.T) credential with the Certification Board of Sterile Processing and Distribution.</p> <p><b>Certificate Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Correlate knowledge of purpose of safe practice and patient care concepts related to infection prevention and control.</li> <li>2. Incorporate principles, safety standards and regulations as it relates to Central Services and Materials Management.</li> <li>3. Apply basic understanding of surgical instrumentation.</li> <li>4. Identify and implement proper sterilization methods as an entry-level sterile processing and distribution technician.</li> <li>5. Integrate responsible behavior as a health care professional.</li> <li>6. Apply their knowledge of the biologic sciences and biomedical technology to their role in the Sterile Processing and Distribution department (cognitive program goal).</li> <li>7. Demonstrate and value the skills that are required for quality patient care, safe practice, and aseptic techniques in the Sterile Processing and Distribution department (psychomotor program goal).</li> <li>8. Communicate effectively with team members and other facility departments (psychomotor program goal).</li> <li>9. Assume responsibility as a member of the profession of Sterile Processing and Distribution by applying established standards of practice, professional ethics, and ongoing self-evaluation (affective program goal).</li> <li>10. Maintain an “Ethical Conscience” and accountability for personal actions (affective program goal).</li> </ol>
--	--



<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?</p> <p><i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Guidance for program goals and benchmarks for operation and effectiveness are set by the accrediting agency. The program gathers data and keeps track of outcomes data on an annual basis.</p> <p>Program outcomes assessment includes:</p> <ul style="list-style-type: none"> <li>• Retention rates</li> <li>• Certification exam participation rates</li> <li>• Certification exam pass rates</li> <li>• Graduate placement rates</li> <li>• Employer survey return rates</li> <li>• Employer satisfaction rates</li> <li>• Graduate survey return rates</li> <li>• Graduate survey satisfaction rates</li> </ul>
<p><b>Past Program Review Action</b></p> <p>P3. What action was reported last time the program was reviewed? Were these actions completed?</p>	<p><b>Goals from FY18 Review:</b></p> <p><b>Surgical Technology (SGT)-Obtain more clinical sites (hospitals and surgical centers), FA18/SP19.</b></p> <p><u>Status:</u> In Progress</p> <p><u>Progress Reported:</u> Contracts from Edward Hospital, Elmhurst Hospital, and St. Alexius Medical Center, have all been completed and finalized. There are five more clinical site contracts the SGT program has secured and finalized: OSF St. Anthony Medical Center, Advocate Lutheran General Hospital, Rush Copley Medical Center, Advocate Condell Medical Center, and Ascension Mercy Hospital. One contract is still pending with Surgical Care Affiliates (SCA).</p> <p><b>Rework curriculum for the degree to include general education coursework and more lab time within SGT courses, SP19/SU19.</b></p> <p><u>Status:</u> Complete</p> <p><u>Progress Reported:</u> AAS in Surgical Technology (SGT) created then approved through ICCB - June 2019.</p> <p>Subsequently, the curriculum for the SGT and SPD programs was updated and approved for January 1, 2022 to modify the admission requirements (discussed elsewhere in this report). Specific general education courses were also outlined within the AAS curriculum: CMS-216: Intercultural Communication and BIO-265: Microbiology.</p> <p><b>Market the new AAS opportunity, particularly to certificate alumni who may want to complete their degree.</b></p>

	<p><u>Status:</u> In Progress</p> <p><u>Progress Reported:</u> New SGT program director will work with marketing department to establish a recruitment plan for the new degree option in surgical technology.</p> <p>New Elgin Community College facts sheets were updated to reflect the new AAS degree curriculum; updated with changes made as of January 2022 (including Sterile Processing and Distribution). The marketing department also posts AAS information on the colleges' social media platforms. All clinical affiliates have been informed of the new established AAS degree.</p> <p><b>Implement activities to attain greater number of candidates (open house, information sessions, etc.), FA19</b></p> <p><u>Status:</u> In progress</p> <p><u>Progress Reported:</u> The Sterile Processing and Distribution program held a successful open house in August of 2019. Leadership from St. Alexius Hospital, Northwestern McHenry and Huntley Hospitals, and Advocate Good Shepherd Hospital attended.</p> <p>An open house for the Surgical Technology program took place in October of 2019 and leadership from Rush Copley attended.</p> <p>In-person information sessions were held in the surgical technology classroom and are now being held virtually multiple times a month via zoom.</p> <p><b>Build relationships with area high schools, SP20/SU20.</b></p> <p><u>Status:</u> In Progress</p> <p><u>Progress Reported:</u> Director has attended in-person high school events in Rockford and in Hoffman Estates and virtual events for Elgin District U-46. Larkin high school will tour the surgical technology program and the sterile processing and distribution program during the 2022-2023 academic year.</p> <p><b>Additional accomplishment not outlined in previous program review:</b></p> <p>The sterile processing and distribution program is now included as an ICAPS certificate career pathway which started fall of 2019.</p>
<p><b>Review Team</b> P4. Please identify the names and titles of faculty and staff who were</p>	<p>Bridget Hoffenkamp, program director, main author. Renee Skrabacz, Associate Dean for Health Professions, Math,</p>

<p>major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Science and Engineering, contributing author and reviewer.</p>
<p><b>Stakeholder Engagement</b> P5. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process.</p>	<p>Dr. Wendy Miller, Dean, Health Professions, Math, Science and Engineering division, reviewer and support.  Carina Ramos, Institutional Research, and Lisa Wiehle, Assessment, data and resource support.</p>

**CTE Program Review Analysis**

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

<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 PSB-HOA exam has been removed as a program prerequisite for all health professions programs. Positive discussions supported the decision before the test publisher sunset the instrument. This change affects students in a way that provides inclusion, equity, and diversity for all applicants. The PSB-HOA exam did not predict skill in the healthcare trade. Some students who needed to obtain resources in order to make payment to take the exam were at times presented with an equitable challenge. The PSB often misrepresented the academic abilities of English language learners who would otherwise present successful academic abilities and outcomes.</p> <p>Implementing BIO-245: Human Anatomy and Physiology I and HPE-112: Intro to Medical Terminology as prerequisites has also served the program well. Students now come into the program with a better understanding of medical terms and human anatomy before taking SGT courses. Having this knowledge beforehand is also a driving factor of many colleges' program policies. The student is better prepared and has better recognition of future curricular content. Having these courses before program entrance has also influenced program retention. More students are able to move forward in the program with having the biology course completed.</p> <p>A possible revision which could be accomplished in the future would be to also include BIO-246: Human Anatomy and Physiology II as a program prerequisite instead of a degree requirement. BIO-246 must be taken in the first semester, but students who do not earn a C or higher cannot advance into the</p>
--	--

	<p>second semester of the SGT program. They instead must stop-out to retake BIO-246 and then reapply to the program after successful completion. Microbiology (BIO-265) is scheduled in the second semester of the SGT program path and carries the same consequences if they do not complete it successfully. The program director strongly advises students to complete BIO-245 before applying to the program, and to even consider also taking BIO-246 to avoid these problems.</p> <p>The admission requirements for the Sterile Processing and Distribution program have also been updated to include the medical terminology course and to reflect the removal of the PSB-HOA exam. Instead, applicants must have a high school diploma or H.S. equivalency and satisfy one of the following criteria (within the last five years) to assure academic readiness:</p> <ul style="list-style-type: none"> <li>• Elgin Community College Reading Placement Score of 95 or higher</li> <li>• ACT Reading score of 19 or higher</li> <li>• SAT/PSAT Reading score of 480 or higher</li> <li>• High School GPA of 3.0 or higher</li> <li>• Grade of C or better in RDG 091 or LTC 099</li> </ul>
<p>A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Once admitted into the Surgical Technology, the credit hours do not go beyond 60 credit hours, though 11 credits must be completed as program prerequisites (BIO-110, BIO-245, and HPE-112).</p>
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to bls.gov - Employment of surgical technologists is projected to grow 6% from 2021 to 2031. According to the Department of Labor's Occupational Employment &amp; Wages database, the annual mean wage for a surgical technologist in Illinois is approximately \$51,400 per year (an increase from \$41,980 in 2021), and the mean hourly wage is approximately \$24.71. This matches the figure from the Association of Surgical Technology which puts the Illinois average hourly rate at \$25.09 for certified surgical technologists.</p> <p>Vacancies are also created by the trend of technologists relocating to other healthcare systems leaving gaps and positions of employment open for new surgical technologists.</p> <p>According to ONetonline.org – the Illinois projected job growth for Medical Equipment Preparers is 4% from 2020-2030 and the national projected job growth is 6% from 2021-2031. The industry term Sterile Processing or Central Service Technician is</p>

	not found on labor market data bases. The term Medical Equipment Preparers is used though this is not fully the correct term for the profession.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has changed from the past five years due to advances in medical technology, more surgical procedures being done to treat illness and injury, and a shortage of healthcare workers leaving their jobs, some due in part to the effects of COVID and vaccine mandates.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Programs receive Lightcast (formerly EMSI) reports from the Curriculum office for the purpose of this review. Such reports can be generated quarterly. The program also relies on U.S. Bureau of Labor Statistics - Department of Labor's Occupational Employment & Wages database. The AST provides wage data by state, derived from salary ranges reported on membership applications and renewal notices of members.
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 pipeline of students is dependent on the current level of need from the local employers. Hospitals must accept students in their sites on clinical rotations, and this number will fluctuate. The figures are lower when hospitals have less capacity to host students, such as when they are training their own new hires. Currently, demand is high to address the great need for new technologists to replace the volume who have left the profession as a result of the pandemic.</p> <p>The program is prepared to partner with clinical affiliates according to their dynamic needs. For example, in this cycle of high need, the SGT program hosted an on-campus interviewing event in May 2023. Approximately 16 different hospitals from District 509 and beyond met with program graduates who are seeking employment in these facilities. Students were able to efficiently distribute their resumes to all hospital leaders in attendance.</p> <p>Elgin Community College also partners with K-12 education institutions (U46). The director of the surgical technology program attends career fairs, job fairs, and workforce boards in the area to ensure participants have access to basic information about the career and opportunities of surgical technologists.</p>
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

	<p>timelines.</p> <p>The SGT program evaluates the need for changes by cross-referencing required accreditation standards to ensure the program complies. Curriculum content, prerequisites &amp; sequencing, scheduling/delivery, etc. are also discussed annually during the Program Advisory Committee meetings.</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>Not necessarily from this review. Modifications to the admission requirements and curriculum discussed above were already underway.</p> <p>Another example of changes made to accommodate standards of accreditation include the scheduling of the Sterile Processing course, SGT-100: Sterile Processing and Distribution. The ARC/STSA requires the course to be delivered to homogeneous groups of students, that is, the surgical technology degree students separate from the sterile processing and distribution certificate students. This is due to accreditation tracking, outcomes and reporting policies in place by the agency. In response, the course is offered each spring for SPD students and each fall to SGT students.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>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>	<p>The primary costs associated with the Surgical Technology program include salaries and benefits, office and instructional supplies, printing, computer software licenses, publications and dues, and advisory committee and professional development meeting expenses.</p> <p>The costs for the Surgical Technology program are on par with other health professions programs that are similarly structured (e.g. one full-time faculty and moderate equipment and supply expenses).</p> <p>The education fund (tuition and fees) supports the Surgical Technology program.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The budget established for the Surgical Technology program is appropriately meeting program needs.</p> <p>As of 2021, AST certification exam fees, including materials to prepare for the exam, are now included in the Surgical Technology budget. This was done in an effort to improve certification pass rates, as the SGT program was not meeting accreditation benchmarks. There was an increase in the publications and dues line recently to cover the cost of the ARC/STSA accreditation site visit. This expense is anticipated to</p>



	<p>occur approximately every 5-10 years depending on the accreditation award that the program receives.</p> <p>There are no significant challenges related to managing the Surgical Technology budget at this 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>Not applicable.</p> <p>The Perkins Grant has not been utilized within the Surgical Technology program. A Perkins program of study application has not been submitted for consideration due to the heavy workload of the program director and other competing priorities.</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. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Approximate program cost to the student is \$11,136.00:</p> <ul style="list-style-type: none"> <li>• Tuition-\$9,372</li> <li>• Lab fees-\$225</li> <li>• Textbooks-\$420</li> <li>• Healthcare Fees-\$820</li> <li>• Scrub uniform \$52</li> <li>• Course Fees for certification exam -\$247</li> </ul> <p>Financial aid services, ICAPS program for SGT-100, Tuition payment plans, Foundation scholarships, Disability Services and Accommodations, PATH grant program are means for students to make the program more affordable.</p> <p>As an example of how the program has responded to reduce financial barriers to students, it underwent a comprehensive review of the textbook needs across the program and eliminated one required text to reduce cost.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>The program did not renew a contract with Evaluate-a digital evaluation system used to collect information and manage surgical information which students complete at clinical. The program found a new digital evaluation system (Platinum Planner) which costs approximately \$3,000 less.</p> <p>The college’s library provides students with a subscription to the Journal of Medical Insight (JOMI); which is a peer-viewed surgical video journal of films and published surgical procedures.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>A field trip to the organ donation facility Gift of Hope in Itasca is scheduled to take place every spring semester (second semester of the program). Currently students drive themselves to the facility causing additional expenses for gas. The program will look into additional college resources or additional college funding for transportation.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the delivery methods of</p>	<p>Prior to COVID-19, the primary delivery method for the program</p>



<p>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>courses was in-person. In December 2019, SGT-120: Surgical Technology III was approved by the accreditor for online/hybrid modality, to be implemented the following spring.</p> <p>Remote learning during COVID in 2020/2021 was offered to all SGT program students including access to computers for completion and submission of remote coursework. Clinical experiences were halted for a time due to hospital obstacles and challenges, however once they resumed, all students had the opportunity to complete their required clinical rotations face-to-face.</p> <p>To adapt to remote teaching and learning during 2020/2021, the program implemented hybrid scheduling to accommodate synchronous and asynchronous online content learning (varied by course), and in-person lab sessions and clinical rotations.</p> <p>Once the program resumed standard operations, all courses are delivered face-to-face, with SGT-120:Surgical Technology III having one day of an online/hybrid component.</p> <p>The current hybrid delivery of the final course has affected the program positively by improving student schedules with three days of clinical and two days of class/lecture. Students are more prepared for the in-person day of the course and they complete their assignments on the online/hybrid day of the course due to having more time for research and studying.</p> <p>Course success for SGT students in these modalities exceed that of other CTE courses.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program reviews accreditation standards and industry standards while following the accreditation guidelines when reviewing or modifying the program curriculum. The program director participates in forums with other surgical technology directors and accreditation organization staff members from across the country to discuss, compare, and ensure quality and best practices are being implemented into the Elgin Community College Surgical Technology program.</p> <p>The program director meets individually with clinical faculty on a regular basis, as each adjunct has different clinical locations in which they work, making enhanced student learning different for each instructor. Program faculty who teach didactic courses within the program collaborate with the director in course curriculum and content design, modifications of teaching techniques per learning styles, executing student-centered activities and collaborative learning strategies, and engaging in classroom/lab/clinical assessment techniques. This is all done to</p>

	<p>enhance student learning, faculty development opportunities, and program partnership.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.</p>	<p>A Perkins program of study application has not been submitted for consideration due to the heavy workload of the program director and other competing priorities. Still, alignment with standards is summarized below.</p> <p><b>A) Incorporates challenging State academic standards.</b> The program follows standards and expectations set by its accrediting body. The program incorporates challenging standards, best practices and documentation to demonstrate evidence of compliance.</p> <p><b>B) Addresses both academic and technical knowledge and skills, including employability skills.</b> The program addresses both academic and technical knowledge and skill with frequent quizzing to avoid high-stake exams. hands-on lab sessions provide students with skills for “real-time” patient care in the clinical setting. The program also incorporates resume building assignments and interview sessions with clinical affiliates to enhance students’ employability skills and job placement.</p> <p><b>C) Is aligned with the needs of industries in the economy of the State, region, or local area.</b> Currently surgical technologists are in high demand in the state of Illinois and Elgin Community College program graduates are being sought out for job placement within the healthcare industry.</p> <p><b>D) Progresses in specificity.</b> The program begins with admissions requirements to ensure foundational knowledge to successfully embark on the clinical and lab components of the program. Each semester builds content knowledge and skill.</p> <p><b>E) Has multiple entry and exit points that incorporate credentialing.</b> Students can begin by pursuing the certificate in Sterile Processing and Distribution. They can be employed in that position and choose continue their schooling towards the Surgical Technologist credential. A certified surgical technologist who is credentialed in both fields has the opportunity to become a manager of the Sterile Processing department.</p> <p><b>F) Culminates in the attainment of a recognized postsecondary credential.</b> Students who graduate from the Elgin Community College accredited surgical technology program and pass the national</p>

	<p>certification exam will be recognized as having attained a postsecondary credential which is the AAS degree, and the nationally recognized CST credential. This model presents a challenge, however, in that students who do not complete the general education components of the AAS degree cannot sit for the national certification exam even if they have successfully completed all of the surgical technology courses.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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><b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b></p> <p>The Elgin Community College Surgical Technology program aligns with the skill needs of the medical supply and surgical patient care industry in Illinois and across the U.S. according to CAAHEP accreditation standards and hospital policies.</p> <p><b>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:</b></p> <p>Apprenticeships are currently not part of the SPD or SGT programs. Program admission prerequisites can be completed in some secondary high school settings, but the content and clinical courses are only at the post-secondary level. The Sterile Processing and Distribution certificate is fully stackable to the SGT AAS degree.</p> <p><b>C) Includes counseling to support an individual in achieving the individual’s education and career goals:</b></p> <p>To support students holistically, the college offers wrap-around services and resources such as technology support, Tutoring, Advising, Wellness Counseling, Career Development, Disability Support, TRiO, Veteran Services, Experiential Learning, Financial Aid, Spartan Alert/Success, and many more.</p> <p>SGT coursework includes preparation for the certification exam as well as career planning. An Elgin Community College Career Development Specialist visits the Surgical Technology program students to provide information regarding professionalism in the workplace, communication skills, and employability skills. The program also hosts an on-campus event where clinical affiliates meet the surgical technology graduates in person for a brief interviewing session and students present their resumes to hospital leadership.</p> <p><b>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:</b></p>

	<p>Work-based learning experiences are first introduced in didactic classes, skills are then practiced in hands-on lab sessions, and then finally put into practice during clinical rotations in the workplace setting. These clinical rotations assist students for job placement. Many are offered employment at their clinical site.</p> <p><b>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:</b></p> <p>All coursework follows the AST Core Curriculum for teaching and the ARC/STSA standards for accreditation. Curriculum and assignments are progressive, and lab assessments are non-duplicative. All accelerate progress for each course being taught to increase student success.</p> <p><b>F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential:</b></p> <p>The Surgical Technology program does not meet this element. Students must have a high school diploma or HSE for program admission.</p> <p><b>G) Helps an individual enter or advance within a specific occupation or occupational cluster:</b></p> <p>Students can begin their career with the Sterile Processing and Distribution certificate and advance to the Surgical Technologist training, or enter the profession after earning the SGT credential. The program and its clinical affiliates support and train students for career opportunities with on-the-job training during clinical rotations. Clinical affiliates often students while they are still in the program in anticipation of their successful credentialing. The program also facilitates post-graduation hiring events with local employers.</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>Innovation defined for the SGT program includes new methods and ideas of teaching and learning, along with equipment and products which may be influential to teaching and learning experiences for students and faculty.</p> <p>Students are working with innovative surgical equipment in the lab and at clinical on a regular basis. The program has also implemented Platinum Planner, a digital platform to keep track and approve student clinical hours and cases.</p> <p>In its hybrid format, SGT-120 has incorporated an online subscription to JOMI - Journal of Medical Insight, which publishes peer-reviewed full-length videos of surgical procedures</p>

	<p>narrated by surgeons in the operating room. JOMI is available to all Elgin Community College students across the college through the Renner Library and is greatly utilized within the SGT courses.</p> <p>Though not flashy, the program offers open lab sessions to provide students extra lab practice with the program director beyond the scheduled timeframes, which positively impacts academic success.</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>There are not dual-credit opportunities for the SGT program due to required quality of standards given by the accreditation organizations. Students may complete program and course prerequisites as part of a healthcare path while in high school.</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 primary work-based learning opportunities available for students in the program are within the clinical rotations. These experiences are required and governed by the accreditation standards.</p> <p>A novel co-curricular opportunity was enjoyed by some third-semester SGT students in 2022. They attended the AST-ISA Association of Surgical Technologists-Illinois State Assembly meeting in Huntley, Illinois and participated in the annual “Scrub Bowl” quiz contest.</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 program is currently accredited through Commission on Accreditation of Allied Health Education Programs (CAAHEP) with recommendation by the Accreditation Review Committee on Education in Surgical Technology (ARC-STSA).</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes. The nationally recognized credential is that of CST-Certified Surgical Technologist earned via the CST exam.</p> <p>The National Board of Surgical Technology and Surgical Assisting (NBSTSA) is the credentialing organization from which Elgin Community College graduates take their certification exam, which is recognized by the CAAHEP accreditation organization and by the medical industry. The CST credential is preferred by employers in Illinois and across the U.S.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeship is in the discussion phase with Elmhurst Hospital and Ascension St. Joseph Hospital in Elgin.</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>The nationally recognized credential is that of the national credentialing examination is the CST exam to earn the CST - Certified Surgical Technologist. All students must take the exam to earn the degree.</p> <p>The exam pass rate benchmark is 70%. The Elgin Community College pass rate varies. The most recent results for the class of 2023 came to a 92% pass rate. We exceeded the accreditation benchmark.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>The college's office of Transfer Partnerships is seeking an update to the articulation plan with Northern Illinois University, as they no longer provide the same plan as was in place for 2019-2020. The hope is to transfer a total of 34 credits from general education and biology courses towards their B.S. in Health Sciences degree.</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>The program's reputation in the surrounding healthcare community is growing. Hospitals who do not already have Elgin Community College Surgical Technology students on rotation through their operating rooms are calling to request students for clinical and potential hire. The program director keeps a constant line of communication open with hospital staff and administrators.</p> <p>The program has also collaborated with Gift of Hope, a not-for-profit organization providing organ and tissue procurement and donation services. The organization has hired a 2021 surgical technology graduate and has agreed that representative from the organization will speak to second-semester students about the organ and tissue procurement and donation processes. This presentation was done over Zoom in spring 2022 and has invited students to complete an on-site tour/field trip during spring of 2023.</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>Partnerships with ICAPS, the college's Path grant programs, TRiO, and the college's Clinical Affiliates Job Fair are all internal and external opportunities/partnerships for equitable access for the advancement of student success.</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, Assessment and Learning (CETAL).</p> <p>Specific to this discipline, the SGT director and program faculty are members of the Association of Surgical Technologists (AST), which provides opportunities for training, professional development and continuing education credit. Program director has attended ARC/STSA Educators workshops, the AST National Conference, and the AST Illinois State Assembly workshop for surgical technology.</p> <p>These opportunities support faculty to maintain their credentialed status. Faculty maintain an awareness of best practices and new innovations within the profession, which in turn benefits the students in the classroom.</p>
<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 regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.</p> <p>Specific to this discipline, the Association of Surgical Technologists offers professional development opportunities on a wide variety of topics which may also include Diversity, Equity and Inclusion (DEI).</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The technology and equipment utilized by the SGT program are sufficient for teaching and learning, and in fact has grown. The department received a new decontamination 3-basin sink and acquired more surgical instruments and sterilization trays. Quality learning experiences for students are being supported through a third workstation in the lab and a simulation torso for mock surgeries in the labs, which better prepares students for their clinical experiences.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Course level assessments include quizzes, assignments, lab competencies, weekly clinical preceptor evaluations, and Elgin Community College instructor evaluations.</p> <p>For the next five-year cycle, the Elgin Community College instructor evaluations will be updated to reflect a more detailed clinical assessment of the students (clinical hands-on skills) which will allow for a grade to be entered into the D2L gradebook.</p> <p>At the program-level, summative metrics are monitored for adherence to accreditation standards, including exam pass rates, placement rates, satisfaction surveys and graduation rates.</p>
<p>3.19 How are these results utilized and shared with others at the institution for continuous improvement?</p>	<p>Program outcomes are submitted to the college and to the program's accreditation organization on an annual basis. Weekly clinical evaluations regarding students' hands-on skills are</p>



	<p>submitted by hospital staff to the program instructors and/or the program director. Feedback and guidance are given to the students on their weekly performance.</p> <p>Wider sharing of this results will facilitate the department priority that SGT course material, content, and assessments are consistent and remain up to date.</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>Recent curriculum revisions have been made in response to the Core Curriculum 7th edition as required by accreditation in 2022. This involved an update to textbooks and revisions to weekly assessments. Student learning and performance will be assessed in this new format to determine where improvement strategies can be deployed.</p> <p>Instructors in the SGT program facilitate both pedagogy and andragogy teaching methods to program students. Applying both methods of learning facilitates knowledge, guidance, and assessment; along with students gaining experience, problem-solving strategies, and self-actualization. Instructors place students at the center of learning processes and fosters an environment of open communication.</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. Additionally, the program's accreditation organization requires graduate surveys to be completed and uses these evaluations as a benchmark for quality education and student experience.</p> <p>Responses to these instruments indicate high levels of satisfaction. There were approximately 96% of students who were satisfied or somewhat satisfied with their current job. 74% of students began their job after completing the program and 88% indicated they are employed with a job related to their education in the SGT program at Elgin Community College.</p> <p>Industry employment is a key goal of the program. An Elgin Community College Career Development Specialist visits the Surgical Technology program students to provide them with information regarding professionalism in the workplace, communication skills, and employability skills. The program also hosts an on-campus event where clinical affiliates meet the surgical technology graduates in person for a brief interviewing session and students present their resumes to hospital leadership.</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 annual advisory meeting contributes to the quality of the program by reflecting, identifying, assessing and responding to program needs, expectations, and outcomes related to program goals and curricula. An important recent topic was around the need to increase the certification exam pass rates. In addition to tactics implemented by college personnel, the advisory members suggested they would help student’s study for their certification exam while they are at clinical.</p> <p>Each member represents an interest affected by the process of surgical technology education. The engagement of the annual PAC meeting can be improved by having more than one surgeon attend the meeting and having a member of the community who is not a health care professional and who is not a graduate of the college attend the meeting. The surgeon and the “public member” are the most difficult members to commit to attend the annual PAC meeting.</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>Program employers such as clinical site affiliates are engaged with externship learning opportunities, executing student-centered activities, collaborative learning strategies and clinical assessment techniques.</p>
<p>3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?</p>	<p>As with the program-driven graduate survey noted above in item 3.21, the program’s accreditation organization requires employer surveys to be distributed. This process is used to evaluate program effectiveness in serving employers and strategies for improvement.; Rates since 2018 have been at 100% with the exception of 2019 when surveys were not distributed for lack of a Program Director.</p> <p>2019 was a time of transition for the program. In the summer, it was not in great standings with Advocate Sherman Hospital or Northwestern Delnor Hospital. The director visited both hospitals to speak with staff and they shared feedback on student skill and performance. Delnor Hospital requested a break hosting Elgin Community College student’s for clinical rotations. Sherman staff members specified the changes they wanted to see in students’ knowledge, skills and performance.</p> <p>The program director then implemented “Open Lab” sessions for students which is extra lab time outside of scheduled labs. The intervention has paid dividends. During the fall of 2021, Delnor agreed to allow a sterile processing student in for a clinical rotation and subsequently is now now accepting surgical technology students into their operating room starting fall 2022. Sherman Hospital is also more pleased with students' ability to</p>

	<p>assist in their operating room. They have recognized the improvement with students' knowledge of surgical instrumentation, attributed to the new SGT-100 course. They are still accepting the college's students for clinical rotations.</p>
<p>3.25 What are the program's strengths?</p>	<p>The strengths of this program include experienced and dedicated adjunct instructors who model good and ideal professional behavior who offer praise and positive feedback. The program adheres to accreditation curriculum standards, incorporates team building activities for students, encourages initiative and uses the curriculum to coordinate a series of related activities which also aids in the evaluation and assessment process.</p> <p>The college received the 2019 Galaxy Star Program Award from the Association of Surgical Technologists. As previously noted in the report, SGT students earned a place in a quiz competition held at the Association of Surgical Technologists Illinois State Assembly workshop in Huntley Illinois.</p>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The program endeavors to consistently meet all accreditation benchmarks despite fluctuations in enrollment, retention and survey return rates. A key challenge with intense focus is on the CST exam pass rate, and ensuring all students complete and pass biology courses and general education courses before graduation.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The program's priorities are focused on teaching and assisting students to speak with professional communication, learn and display professional hands-on skills, and increase CST exam pass rates. Students are also reminded and encouraged to take advantage of the student support resources provided by the college. Planning and implementation strategies include extra lab time, group study sessions, and mock surgeries that include role playing with professional communication scenarios. Starting in Spring 2023, CST exam sessions are on the syllabus and conducted during class, instead of left to students' own time. The addition of the JOMI resource at the library also filled a gap in program content. The accreditation agency recommends the program keep a full-time faculty member on staff in addition to the full-time program director. This will build capacity to ensure adherence to processes aimed at meeting and exceeding benchmark standards.</p>
<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.</p>	

- Clinical site placements can be impeded when affiliation agreements are not approved in a timely manner
- Students must stop-out of the program if they do not pass the required biology courses at each semester in the sequence
- Students must successfully complete all general education degree requirements for the degree; completing just the SGT courses does not allow them to sit for the certification exam.
- It is not uncommon for hospitals to be short-staffed and have less time to provide specific surgical specialties in training students in the program.

### Performance and Equity

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

CTE Program	Surgical Technology				
CIP Code	51.0909				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled <i>(*XVGS UnDuplicated Headcount)</i>	43	45	37	36	30
Duplicated Seat Count	83	82	70	53	50
Credit Hours Generated	698	650	672	454	416
<b>Seat Count by Modality</b>					
Face to Face	62	59	50	0	15
Hybrid	21	23	20	53	35
<b>Number of Completers</b>					
Surgical Technology-VS (certificate discontinued)	19	17	13	10	N/A
Surgical Technology-AAS	N/A		12	22	7
Sterile Processing and Distribution-BVS	N/A		4	22	2
<b>Other: Success Rate by Modality</b> <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>					
Face to Face	97%	97%	93%	N/A	100%
Hybrid	100%	91%	90%	100%	91%
PE1. How does the data support the program goals? Elaborate.	<b>ENROLLMENT</b> The SGT program runs as a cohort, starting each fall. Availability of clinical spots for the first course, SGT-100, sets the size. The current maximum number of seats in the SGT program is 24. The slight reduction in students over the review period was not unexpected, and mirrors declines college-				

wide. The lack of a director in 2019 also temporarily influenced the ability to recruit.

Though most, if not all, COVID restrictions are now in the past, the number of students accepted for clinical rotations at some sites has still decreased. However, more hospitals have become program affiliates to the SGT program which aids in keeping student enrollment at or near the approved program enrollment capacity of 24. The program is currently placing 16 to 18 students in the starting cohort based on clinical site rotation acceptance.

#### **SUCCESS**

Like other health professions programs, course success rates in SGT are stable and quite high. Students must complete rigorous admissions requirements to be admitted to the program. They have developed good student behaviors and are motivated to complete their chosen career path.

SGT-111 has the lowest five-year course success rate of 86%. During this specific course (SGT-111) students begin their first operating room clinical rotation, which can be very challenging for some, and it is also considered a point in which students are most likely to leave due to a demanding and pressured learning and servicing environment.

#### **COMPLETION**

The old curriculum, the Vocational Specialist Certificate (VS), officially ended Fall of 2020. Students already on that path were allowed to complete the credential.

Surgical Technology students admitted to the new program will complete the BVS certificate in Sterile Processing and Distribution in their first semester (as of Fall 2020).

The new AAS degree was implemented in 2020. Completion trends are still a little volatile with the after-effects of the pandemic on teaching/learning and the clinical environment. For now, students are completing the new program in acceptable numbers. Graduating class-size will be set by the prior year's volume of seats in SGT-100.

As noted within the report, unsuccessful attempts in upper-level Biology courses will impede student progress toward the SGT credential. The director keeps track of who passes the courses as they are prerequisites to advance to the next semester of the SGT program. She stays in close communication with the Health Professions Advisor regarding all SGT students and their progress.

Another related issue is the potential for students to complete their SGT coursework without yet finishing the general education degree requirements. This will prolong their time to sit for the exam and earn professional certification. As with the Biology example above, the Director will monitor students' progress and be in touch with the advisor. Instances of degree delay will be recorded to study for patterns and interventions should it grow

	<p>into a larger issue. For now, the director is aware of 2 students falling into this particular problem.</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 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 &amp; race, special population status &amp; race, etc.)</p>	<p>Through the expertise provided through the college’s Institutional Research department, programs are gaining wider access to data and analysis tools to disaggregate program data by specific subpopulations of interest. To begin, five years of course success data is compiled to allow sufficient n-sizes. Cuts are then available by division, student type (ie. CTE or transfer), race/ethnicity groups, gender, age categories and Pell status, including their overall program enrollment and the highest enrolled course. Depending on programmatic need and interest, additional subgroups can be created and include more courses.</p>
<p>PE3. Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p><b>ENROLLMENT</b></p> <p>As discussed, initial program enrollment is affected by hospital clinical placements, which takes place during daytime hours only. This is an uncontrollable factor which may have inequitable impact on who can enroll. Due to the clinical site connection, the program is not set up for part-time or evening scheduling.</p> <p>As with several health professions programs, SGT enrolls more women - 87% in FY22. The Race/Ethnicity demographics of the enrolled students is not too far off patterns seen college-wide - Latino and White students make up the largest proportion, 44% and 41% of FY22 respectively. Black/African American students are the smallest group at the college, and SGT enrolls students from this group at a similar proportion, with 1 or 2 students per cohort. Due to program prerequisites, SGT-admitted students tend to be slightly older, with only one-third in the traditional age group of 17-22. Additionally, the program consistently has students in the 40 - 49 group who are likely retraining for a new career.</p> <p>It is known that Elgin Community College’s introductory Biology course has a success gap with Latino and Black/African-American students. As this course is the gateway to all health professions programs, improvements on that front can eventually positively impact the pool of applicants to programs like SGT.</p> <p><b>SUCCESS</b></p> <p>The new program began in the middle of the review period, so it is still somewhat premature to draw firm conclusions from performance data on the</p>



	<p>small number of students. Still, patterns within five-years of data have been noted and can be monitored. For example, the students over the age of 40 show a slightly lower success rate than other ages. Very little difference is currently noted between race/ethnicity groups.</p> <p>There may be a small effect for students who required developmental coursework at some point, though to enroll in the SGT program, students must satisfy basic skills competencies or successfully remediate in math, writing or reading. As noted earlier, the PSB-HOA exam was having an inequitable effect on English-Language Learners. The addition of the Medical Terminology course as a program prerequisite is designed to ensure students have sufficient preparation in the “language” of the health sciences. The program will continue to monitor where a language barrier may impact students’ ability to be successful.</p> <p><b>COMPLETION</b></p> <p>The demographics of students earning a credential is compared to enrollment as a way to investigate completion gaps. Current data suggests that men and women are both completing in comparable proportion. The program will monitor completion success for both Latinx and Black/African-American students. Early data shows there might be a gap, but more data needs to be collected. The youngest group of students (under age 22) seem to be completing in proportion smaller than their enrollment, while the 23-29-year age bracket have higher proportion in the completion data. This will be monitored. Perhaps the younger students need more support connecting to student success resources at the college or are less certain of the chosen career path.</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>Within SGT, identifying at-risk students starts with communication and then understanding students' grades. The director and faculty instructors inform students to communicate their needs and/or concerns in order to be a vessel of support. The program director and/or faculty meet with all students including those who may display or who express needs of being supported. Program students are informed about college resources by posting the Elgin Community College “Student Resource Guide” in D2L and in the syllabus, and by hanging flyers in department areas. Resources such as Spartan Pantry, Academic Advising, Tutoring, Trio, Wellness Services, Renner</p>



	Library, etc.
PE5. Are the students served in this program representative of the total student population? Please explain.	According to gender demographic characteristics the SGT program is significantly over-represented by females as compared to the college and the district. In FY22, program enrollment was very similar to the race/ethnicity distribution of the college. The program enrolls more students in the 23-39 range than the college, and less “traditional aged students” and no dual-enrolled high school students.
PE6. Are the students served in this program representative of the district population? Please explain.	Like the college, the SGT program enrolls a higher proportion of Latinx and students and less White students that District 509. As noted, the gender imbalance also does not match the district.
<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> R1. Please provide a brief rationale for the chosen action.	<p>Over the course of the past five-year cycle, the program was significantly modified. Surgical Technology grew from a 1-year certificate to a full 2-year degree program, and the SPD certificate path was created. Accreditation driven updates were made in the past two years to admission and course requirements.</p> <p>For the upcoming cycle, the program will Continue with Minor Improvements and strengthen the program to meet accreditation standards and goals by monitoring program-level metrics.</p> <p>Post-pandemic, instructional modalities have slightly expanded to allow for hybrid learning in the upper-level coursework.</p> <p>The will expand the clinical affiliate footprint to meet the employment needs of the local healthcare community.</p>
<b>Intended Action Steps</b> R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p><b>Continue to build positive relationships with clinical affiliates to improve student clinical rotation placements and graduate job placements.</b>          (This goal is a department goal already established)  <u>Timeline:</u> continuous-ongoing  <u>Person(s) Responsible:</u> Program Director-Bridget Hoffenkamp</p> <p><b>Continue to build positive relationships with the community to build attendance to the annual Program Advisory Committee (PAC) meeting.</b>          (This goal is a department goal already established)</p>

	<p><u>Timeline:</u> continuous-ongoing  <u>Person(s) Responsible:</u> Program Director-Bridget Hoffenkamp</p> <p><b>Surpass the 70% board exam pass rate.</b>          (This goal is a department goal already established)  <u>Timeline:</u> continuous-ongoing  <u>Person(s) Responsible:</u> Program Director-Bridget Hoffenkamp</p> <p><b>Maintain accreditation status.</b>          (This goal is a department goal already established)  <u>Timeline:</u> continuous-ongoing  <u>Person(s) Responsible:</u> Program Director-Bridget Hoffenkamp</p> <p><b>Embed an Elgin Community College Instructor Evaluation midterm and final grade into the gradebook for the clinical portion of SGT-111 and SGT-120 courses.</b>          Students currently receive minimal points for attending clinical with professional behavior in the SGT-100 sterile processing and distribution course, however the operating room clinical rotations currently do not have any grading criteria.  <u>Timeline:</u> Fall 2023 for SGT-111; by spring 2024 for SGT-120  <u>Person(s) Responsible:</u> Program Director-Bridget Hoffenkamp</p>
<p><b>Program Objectives</b>          R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Surgical Technology is embracing its opportunities for improvement and steps are being taken to meet accreditation outcomes benchmarks. The program has set up board certification student study groups, board certification practice exams, and early registration of board exam application, study guide, and student membership, for example. The goals outlined above will guide the progress.</p>
<p><b>Performance and Equity</b>          R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Action steps are intended to ensure students are meeting and exceeding goals and outcomes towards earning their credential and securing employment as a surgical technologist. As college tools become more sophisticated, disaggregation of these metrics can ensure all students have equal opportunity to benefit.</p>
<p><b>Resources Needed</b>          R5.</p>	<p>The program is not facing any resource deficiencies and the need of program resources are currently being met.</p>
<p><b>Responsibility</b>          R6. Who is responsible for completing or implementing the modifications?</p>	<p>The Program Director will take the lead on modifications, and be supported by division administration.</p>

<b>Career &amp; Technical Education</b>				
College Name:		Elgin Community College		
Academic Years Reviewed:		2018-2022		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Supply Chain Management	AAS	60	52.0203	Supply Chain & Logistics Specialist- BVS
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.				
<b>Program Objectives</b> 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> )		<b>Supply Chain Management (SCM) Program Outcomes</b> <ol style="list-style-type: none"> <li>1. Communicate effectively in both oral and written forms for all business settings.</li> <li>2. Demonstrate a core understanding of business principles, economics, law, and ethics.</li> <li>3. Identify the key resources and processes required to meet the demands of production of goods or services.</li> <li>4. Explain and evaluate different transportation modalities and logistics requirements.</li> <li>5. Identify critical components and requirements of the entire Supply Chain Management process.</li> <li>6. Demonstrate proficiency using business software.</li> <li>7. Recognize the communication needs and strategic goals of internal and external stakeholders.</li> <li>8. Identify the processes and components of warehouse operations and management.</li> </ol> <p>When the SCM program was developed, the 2017 environmental scan for district 509 indicated Transportation and Warehousing had significant potential for growth. SCM has many facets including procurement, customer service, inventory management, demand planning, production control, etc. Based on the scan, the program was concentrated around local employment demand to include core SCM concepts, transportation &amp; logistics, and warehouse management. A certificate for more immediate employment includes SCM, management, and computer skills. An AAS degree adds more</p>		

	<p>general business courses to provide students industry skills along with transfer capability (44 of 61 credits transfer).</p> <p>Occupational categories include:</p> <ul style="list-style-type: none"> <li>• Production, Planning and Expediting Clerks</li> <li>• Shipping, Receiving and Inventory Clerks</li> <li>• First-line Supervisors of Production &amp; Operating workers</li> <li>• First-line Supervisors of Transportation &amp; Material-moving Workers</li> </ul>
<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?</p> <p><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 outcomes are a summary of the individual course outcomes; as a result, all outcomes are well-integrated throughout the curriculum. Each SCM course overlaps slightly with another, so each introduces and provides an opportunity to practice different components of the program. Due to the interconnected nature of SCM, all courses contribute to multiple outcomes in the program.</p> <p>All courses within the program are considered to be introductory in nature, where developing the knowledge and practicing the skills are expected. All courses lay the foundation for further study of the many components of Supply Chain Management, where the mastery-level could be achieved.</p> <p>Student learning is assessed at the course-level, with results mapped up to the program level. As the program is still new, assessment of program outcomes was started in FA2020 with the initial course SCM-101: Supply Chain Operations Management. Utilizing questions embedded within assignments and exams, two outcomes were reviewed. Students were able to exceed the desired achievement level of 70% for both outcomes. The SCM-105: Transportation and Logistics course assessment, which continues the Logistics exploration, was completed in FA2021. Again, two outcomes were assessed utilizing questions embedded within assignments and exams. The desired achievement level was raised to 75% for both outcomes; students narrowly missed that level with averages of 69.5% and 73.71% for the outcomes.</p> <p>The two outcomes selected for SCM-101 align to the program outcomes #3 and #5, and the two outcomes selected for SCM105 align to program outcomes #1, #4, #5, #6, and #7. Selection of these course outcomes allowed for a measurement of the student success with the overall program outcomes.</p> <p>Protocol will continue annually to ensure coverage across the three classroom-based courses and the internship. Faculty are</p>

	currently satisfied and pleased with student progress and achievement.
<b>Past Program Review Action</b> P3. What action was reported last time the program was reviewed? Were these actions completed?	This is the first program review report for Supply Chain Management.
<b>Review Team</b> P4. Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process.	The following contributed to the analysis and reporting on the Program Review: Prof. Ranae Ziowski, Instructional Coordinator for Supply Chain Management during Fall 2022  Dr. Roxana Idu, Instructional Coordinator for Supply Chain Management during Spring 2023  Prof. Larry Asmussen, Supply Chain Management Faculty Prof. Shawn Batka, Supply Chain Management Faculty
<b>Stakeholder Engagement</b> P5. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process.	N/A
<b>CTE Program Review Analysis</b>	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
A1. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Supply Chain Management has no program prerequisites, and there are no prerequisites for the introductory courses. Students must successfully complete SCM-101 to enroll in the third course, Warehouse Management. To enroll in the internship course, students must successfully complete SCM-101 and SCM-105, as well as an introductory computers course (CIS-110). It is recommended that they also complete (or concurrently enroll) in a spreadsheets application course (CIS-242).
A2. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable.
<b>Indicator 1: Need</b>	<b>Response</b>

<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>The program serves a large complicated market with many position titles. With a concentration of Transportation and Warehousing, the possibilities include:</p> <ul style="list-style-type: none"> <li>● Production, Planning and Expediting Clerks</li> <li>● Shipping, Receiving and Inventory Clerks</li> <li>● First-line Supervisors of Production &amp; Operating workers</li> <li>● First-line Supervisors of Transportation &amp; Material-moving Workers</li> </ul> <p>Students continuing their education could become:</p> <ul style="list-style-type: none"> <li>● Industrial Production Managers</li> <li>● Transportation/Storage/Distribution Mgrs</li> </ul> <p>Lightcast formerly EMSI data indicates 6,832 jobs are available in the CIP Code category 52.0203, which is 15% above the national average. Using the SOC codes for First-Line Supervisors combined, jobs in base year 2018 are:</p> <ul style="list-style-type: none"> <li>● Economic Development Region 4 - 27,356</li> <li>● Local Workforce Innovation Area 5 - 2,265</li> </ul> <p>Using Economic Development Region 4 data:</p> <ul style="list-style-type: none"> <li>● Production, Planning and Expediting Clerks (43.5061)</li> <li>● Median Annual wage - \$51,218</li> <li>● Range \$39,232 to \$67,871</li> <li>● Shipping, Receiving and Inventory Clerks (43.5017)</li> <li>● Median Annual wage - \$39,470</li> <li>● Range \$32,153 to \$49,635</li> <li>● First-line Supervisors of Production &amp; Operating workers (51.1011)</li> <li>● Median Annual wage - \$65,087</li> <li>● Range \$46,966 to \$84,018</li> <li>● First-line Supervisors of Transportation &amp; Material-moving Workers (53.1047/1048).</li> <li>● Median Annual wage - \$63,403</li> <li>● Range \$42,390 to \$75,012</li> </ul>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Demand to the future will be affected by current events and the aftermath of the COVID pandemic. Additional factors such as the energy crisis, growth in E-commerce and reshoring of manufacturing have increased the demand for people to fill jobs in the industry. The result is an unplanned lack of demand in the classroom as students find themselves over-worked and less likely to enroll in courses. While demand has not increased as planned, the enrollment has remained steady as students discover Supply Chain Management as a career. When the</p>

	<p>enrollment does increase, there is room in current offerings for additional students; as needed, sections can be added. Trends in production and warehousing, transportation, automation and recycling will continue to evolve and support the need for this program.</p> <p>Using Regional data from Lightcast formerly EMSI, job openings with Associate degrees required show 6,832 jobs in 2021, and a 2% expected growth to 2026. Individual job titles within that CIP code range from growth of 9% to loss of 3.9% by 2026.</p> <p>Using IDES Employment data for Economic Development Region 4 2018-2028 outlines the following:</p> <ul style="list-style-type: none"> <li>● First-line Supervisors of Transportation, etc. show 4.63% growth or 494 jobs</li> <li>● First-line Supervisors of Production, etc. show .74% growth or 123 jobs.</li> <li>● Using IDES Employment data for Local Workforce Innovation Area 5 2018-2028 outlines the following:</li> <li>● First-line Supervisors of Transportation, etc. show 11.68% growth or 80 jobs.             <ul style="list-style-type: none"> <li>○ Average annual job openings due to transfer (54 jobs) and exits (23 jobs) indicate movement and promotion within the industry.</li> </ul> </li> <li>● First-line Supervisors of Production, etc. show 5% growth or 79 jobs.             <ul style="list-style-type: none"> <li>○ Average annual job openings due to transfer (114 jobs) and exits (52 jobs), show movement and promotion within the industry.</li> </ul> </li> </ul>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>Programs receive Lightcast (formerly EMSI) reports from the Curriculum office for the purpose of this review. Such reports can be generated quarterly. The program also relies on Bureau of Labor Statistics (BLS) and Illinois Department of Employment Security (IDES).</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 program can open many doors for students, either those graduating from high school as well as those with experience in the field. The program can help individuals deepen their understanding of logistics and business planning and prepare them for better positions in the workplace, as well as prepare them for transfer to four-year institutions in order to earn a bachelor’s degree in SCM or a related field. More and improved communication about these opportunities with potential students who have graduated from high school or already working professionals could help boost the program’s enrollment and</p>



	<p>contribute to the growth of the program. Secondary partners on the advisory committee work to expose secondary students to the opportunities and careers in SCM.</p> <p>There are internal opportunities for enhanced promotion of the SCM program as well. Dr. Idu, as the Instructional Coordinator for the SCM program, has made presentations to the college's academic advisors to further communicate about the program's features, target student audience, as well as about student outcomes after course or credential completion.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Curriculum begins with the faculty. Informally, they will ensure relevant topics from current events, such as the pandemic or the war between Russia and Ukraine, are brought into the classroom. This allows for addressing any emerging changes to the field and student questions.</p> <p>When the need for more substantive changes to the course outlines or the credentials, faculty will outline the needs and changes, and then submit to the Curriculum Committee. Proposals 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>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>The department considers it important to continue as well as expand the college's advertisement and recruiting for the Supply Chain Management program.</p> <p>In the future, a potential visit to a working warehouse is being discussed.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></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,</p>	<p>The supply chain management program is a relatively low-cost program. Overhead costs like labor are minimal with two industry professionals serving as adjunct instructors in the program. There are no instructional equipment costs, or other capital expenses required to run the program. Therefore, part-time salary for instructors comprises the majority of the costs.</p> <p>The program is offered as a credit program through the ed fund. Course fees are applied to cover instruction.</p>

technology, background checks, etc.).	
2.2 What are the findings of the cost-effectiveness analysis?	The supply chain management program is a low-cost program for the institution.
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. If the program is approved as an ICCB Program of Study (in process), Perkins funds may be available.
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)	In addition to tuition, each of the courses in the program uses one required textbook. Two of the courses have textbooks that are part of the Inclusive Access program with the publisher which provides a reduced cost for the textbook and software, allows for first day access through D2L, and because the cost is part of tuition and fees, allows for greater use of scholarships/grants, etc. The third course (SCM-120: Warehouse Management) uses one paperback textbook. No software is required as all students have access to Google applications.  All students are aware of the financial services available to them upon registration and the faculty encourage students to speak to their employers regarding possible tuition assistance. The synchronous modality removes the financial barrier of transportation and time to campus, allowing some students to participate during breaks at work.
2.5 How will the college increase the cost- effectiveness of this program?	Since the only cost is tuition and textbooks, and the textbook cost has been reduced through Inclusive Access, there is little in the way of costs available to reduce for the students.  On the college side, growing enrollment is the primary means to support the costs of instruction.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Not at this time.
<b>Indicator 3: Quality</b>	<b>Response</b>

<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 the pandemic, the program began with all sections in the face-to-face format. In the remote teaching and learning environment, the online-synchronous method was used for all sections. Success in FY21 and FY22 was higher than the baseline in-person format (77% and 73% respectively, compared to 63% in year 1).</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program ensures that its ongoing assessment methods include a review of the theory and skills being taught, and ensuring those align with industry demand and advisory committee expectations. Faculty have considerable experience in the field and continue to be connected to the applied world of supply chain management.</p> <p>Faculty have responded by reaching out to students and providing more flexible means of completing coursework to help students succeed. Faculty have also relied on Student Alerts to reach out to student advisors in situations when students become disengaged from the course.</p>
<p>3.3 Is this program part of a <a href="#">Program of Study</a> 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 program’s application for approval as an ICCB Program of Study is in process.</p>
<p>3.4 Does this program meet the definition of a <a href="#">career pathway program</a>? 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><b>A) Aligns with the skill needs of industries in the economy of the State or regional economy involved:</b></p> <ul style="list-style-type: none"> <li>● Advisory Committee meeting annually with members that represent manufacturing, logistics, warehousing, transportation and local secondary districts within District 509.</li> <li>● Incorporate EMSI report Q2 2022 for 52.0203 Logistics, Materials and Supply Chain Management which indicates 581 annual openings regionally.</li> <li>● Incorporate O’Net and BLS labor market data in the Advisory Committee meetings. Discuss education requirements, job outlook, key knowledge, and annual wages for state and region.</li> <li>● Discussed the industry credentials (ASCM/APICS) and how to align/incorporate common language and requirements to move students towards the first basic level certification.</li> </ul>

**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:**

- Currently no apprenticeships are aligned with the SCM program.
- Lifelong learning and entry/advance options - Supply Chain Management is often housed in the College of Business at 4-year institutions. The credentials offered at the college allows the student to complete an 18-credit hour certificate to work in/document skills in the industry at the entry level positions up to a First Line supervisor. The certificate is fully stackable to the AAS degree, allowing the student to incorporate more general business and education skills. This next step allows for additional advancement and lays the groundwork for movement to a 4-year degree.
- The positions supported by the program show the ability to meet the living wage calculated for Kane County.

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

To support students holistically, wrap-around services include:

- The college provides resources including the following: Technology support, Tutoring, Advising, Wellness Counseling, Career Development, Disability Support, Experiential Learning, Financial Aid, Spartan Alert/Success, and many more.
- TRiO, Student Disabilities Services and Veteran Services departments provide specialized support to students that meet their criteria.

**D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>5</sup> and training for a specific occupation or occupational cluster:**

- Students are given a number of learning opportunities to prepare for the workplace. Within Supply Chain Operations Management (SCM-101), a Research Paper and Presentation allows students to explore in depth a current topic in the industry and share that information with their peers. This project combines SCM knowledge, basic research skills, presentation skills, and communication skills.
- Students in Transportation and Logistics (SCM-105) use several Application-Based Activities or computer

simulations to bring the real world into the classroom. These activities include both individual and team-based opportunities for the student. The simulations combined with a presentation and email provide practice of job specialty and employability skills.

- Within Warehouse Management (SCM-120), students use Microsoft Excel to solve Supply Chain/Logistics challenges related to limited resources in the warehouse. Using this tool allows students to practice various scenarios to determine the best solution.
- The credentials include three computer courses including Microsoft Excel and Access to prepare students for the workplace.
- Students have the opportunity to work with an employer and the Strategic Partnership and Experiential Learning Department which provides access to a number of employment resources.

**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:**

- In anticipation of meeting the needs of business programs at universities, the core business and gen ed courses can be completed as part of the dual credit program and are detailed on the College Career Regional Map for Business and Financial Services attached as an appendix to this chapter.
- All three core SCM courses are offered in the evening, one night per week in a synchronous modality to maximize enrollment potential. The LMS D2L is fully incorporated into the courses.
- Other courses in the certificate and AAS degree offer an asynchronous option.

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

- No connections to this element specifically.
- Two of the courses in the certificate include the possibility of achieving Microsoft certifications (industry recognized and desired skills).

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

- An internship course is available in the program; to date,

	<p>no students have used the course as many are already employed.</p> <ul style="list-style-type: none"> <li>• There are no prerequisite barriers to the program/courses beyond prerequisites within the SCM course sequence itself; Common course prerequisites for general business and education courses within the AAS degree include college readiness in Reading and Writing, along with Math placement for specified courses.</li> <li>• Two of the three SCM courses have completed the Course Assessment process with the third scheduled for Spring 2023.</li> <li>• Disaggregated completion and enrollment data was examined as part of the assessment process and the annual Advisory Committee meeting.</li> </ul>
<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>Prof. Asmussen is planning to implement Lego Pick Simulations into his SCM-120 course to increase student engagement and learning. In SCM-101, Prof. Batka has used a research and presentation assignment which allows students to dive deeper into a specific Supply Chain Management topic, learn more about it, and share their acquired knowledge with peers.</p> <p>The program acquired several robots from iHerb in Elgin that were used in their warehouses. This presents an opportunity to explore cross-departmental learning experiences with related programs in the division, such as IST/Maintenance Technology, Computer Integrated Manufacturing, and Computer Information Systems.</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>At this time, SCM does not offer dual-credit as an option to high school students.</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 program’s internship course allows students to earn academic credit for relevant work experience. However, the internship course has not yet had any enrollment despite the fact that the program has many individuals already working and others interested in such experiential learning opportunities. The program has not yet developed a syllabus for the internship course and has also not advertised the course to students. Such actions could help improve the degree to which students obtain</p>

	valuable work-related experience in the program and which ultimately can help them become more successful.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	<p>There is no required accreditation for Supply Chain Management, and the program has not sought outside accreditation.</p> <p>Other similar two-year programs, such as Greenville Technical College in South Carolina, have acquired more general Business accreditation, but considering the monetary and time costs of accreditation, the department's focus is currently on growing this relatively new program first.</p> <p>Citation: <a href="https://www.gvltec.edu/academics_learning/business-computer/supply_chain_management/index.html">https://www.gvltec.edu/academics_learning/business-computer/supply_chain_management/index.html</a></p>
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	<p>Such credentials are not yet part of the college's program. Its current three courses cover the basic principles of Supply Chain Management that lay the foundation for a student to continue their education towards various industry relevant certifications. These certifications include the APICS (American Production and Inventory Control Society) certifications from the Association of Supply Chain Management (ASCM). However, to obtain a certification, students would need additional courses. As the SCM continues to grow, the department will consider additional courses at a later date which might also result in students being able to obtain an industry certification.</p>
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeship opportunities are currently available.
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.	Not applicable, see item 3.9 above.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The AAS degree offers transfer possibilities to students, meeting many core College of Business requirements at transfer destinations including Northern Illinois University and Western Illinois University, however, no formal articulation agreements are currently in place.



<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>The program has an advisory committee composed of many local industry and higher education members who help improve the SCM program by offering insights and feedback related to curriculum and the labor market. Within the college, connections have been made to the new Program Director for Truck Driving to seek alignment with the Transportation/Logistics course.</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>SCM courses are offered in a night-time synchronous format to assist access for working students. Courses from other departments within the credentials have asynchronous sections available.</p> <p>Partnerships with members of industry allow the program and its faculty to keep current with job demands, recognizing the complex and ever-changing nature of Supply Chain. Additionally, advisory committee members advance the program through encouraging their own employees to enroll.</p> <p>Various marketing campaigns at the college have worked to increase community awareness over the past three years. All of the internal and external connections have been made with the goal of serving the broadest base of the local population.</p> <p>Within the college, connections have been made to the new Program Director for Truck Driving to seek alignment with the Transportation/Logistics course. The program has also engaged with the college's Internship Program to better coordinate internship opportunities for SCM 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, Assessment and Learning (CETAL).</p> <p>There are two instructors for the three SCM courses and both are individuals working in the industry and belong to and attend conferences from a variety of professional organizations, including:</p> <ul style="list-style-type: none"> <li>● Association for Supply Chain Management (ASCM) and serve as a Board member for the Fox River Chapter in the role of Website Manager;</li> </ul>

	<ul style="list-style-type: none"> <li>● Southern Illinois University Industrial Advisory Committee for the Industrial Management and Applied Engineering (IMAE) program within the College of Engineering;</li> <li>● Food Shippers Association (FSA).</li> </ul> <p>ASCM/APICS is one of the most recognized credentials in the industry. Membership allows for maintaining knowledge of industry changes and best practices to share with students. Membership in the FSA allows for maintaining knowledge of changes and demands in the Transportation/Logistics section including upgrades in technology and industry trends.</p> <p>During the Summer of 2020, both faculty members completed the college’s CFD-300 course for Online Teaching. Faculty are interested in professional development opportunities which can also support professional development as related to their respective positions in the industry.</p>
<p>3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</p>	<p>Increased offerings from the college are now available regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.</p> <p>It is important to continue to offer funding for professional development to support faculty in attending conferences focused on equitable teaching techniques as well as the latest developments in the field. SCM program faculty will continue to consider equity gaps with new tools provided by the college to devise the best means of addressing them.</p>
<p>3.17 What is the status of the current technology and equipment used for this program?</p>	<p>The program has access to a computer classroom with a projector which is used by all three courses for teaching and facilitates appropriate student use of Excel and other technologies. Computer simulations are employed in SCM-105 along with class presentations as learning applications.</p> <p>Using these technologies, especially Excel, proved somewhat challenging while these courses shifted to online synchronous teaching from Spring 2020 to Spring 2023. Student engagement and participation were more difficult in the online teaching format, as was the needed use of Google Sheets for students to be able to use a spreadsheet program on their home computers while learning online. Returning to teaching on campus in the classroom in the Fall 2023 presents the benefit of access to a computer lab classroom in which students can use Excel and follow along with the teaching presentation more easily.</p> <p>Due to the rapid shift to online learning the college created more robust technology lending programs. Students can rent out a</p>

	laptop or even hotspot to help with internet connectivity.
3.18 What assessment methods are used to ensure student success?	<p>Recent techniques utilized for course-level assessment are discussed in item P2 above. Typical techniques include quizzes, exams, individual and group presentations, discussion boards and projects.</p> <p>Programmatically, the department analyzes course grades to gauge student success, as well as number of students who complete all three Supply Chain Management (SCM) courses, number of students who obtain one of the college's SCM credentials including the AAS in SCM and the Vocational Certificate in SCM.</p>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The department faculty discusses assessment results after every round to better understand the data and make plans. The results are also shared and discussed with the program Instructional Coordinator. The division Dean and Associate Deans also receive assessment reports which are made available to the division on a shared google drive.
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>There have been no curriculum updates beyond impacts from other programs since the inception of the program in 2019. As discussed elsewhere, the program is keeping the pulse of industry need and will adjust curriculum as necessary.</p> <p>After assessing SCM-101, the composition of exam questions was considered and a more even distribution of difficulty levels was recommended to assess deeper student understanding of the material. In addition, for a limited number of questions where student results were below the expected standard, the recommendation was to review the questions and related teaching materials.</p> <p>For SCM-105, exam details will be reviewed to determine correct alignment to class assignments and content presentation. The addition of questions focusing on critical job skills like communication with stakeholders is also considered.</p>
3.21 How is this student satisfaction information collected? How satisfied are students with their preparation for employment?	<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>Currently, results from this survey put SCM students together with other Business program students. This will hopefully be rectified soon, as seven credentials were awarded in 2022 and those students will be surveyed in 2023.</p>

	<p>SCM faculty are also keeping in touch with and supporting students regarding employment and transfer plans after course or credential completion. This is done via email or LinkedIn. These methods demonstrate that many students who completed SCM courses at the college have also found opportunities for advancement in their careers.</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>In February 2018, local industry members were invited to the first meeting of the Advisory Committee and they assisted with the initial development of the program. The members were asked to provide input on entry-level skills and positions; review the proposed curriculum and course outcomes to determine if the outcomes matched the skills needed for the jobs; and evaluate the textbooks, and most importantly, the content, to meet the overall intent of the program.</p> <p>One member of the original committee is still active and since that time, additional members across industries have been added. The group represents manufacturing, logistics, warehousing, transportation and local secondary school districts within District 509.</p> <p>The program continues to discuss the curriculum and trends in the industry looking for ways to keep the program aligned to the job market. Members provided insights into the needed skills in SCM occupations and suggest how these can be taught to students. Emphasis has been on understanding data analysis and the common use in the industry of software for this purpose, which included Microsoft Excel and Access.</p> <p>Other meeting topics have discussed growing the SCM internship course and other work-related learning opportunities. The group has also provided feedback about trends impacting the industry, including inflation, labor shortages, E-Commerce, increased Warehousing needs, reshoring, technology, safety, automation, and entry-level Positions. While the theory course is foundational, opportunities for applications can be adapted as needed to match current events.</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>We continue to discuss the curriculum and trends in the industry looking for ways to keep the program aligned to the job market.</p> <p>Employers are engaged through the once-a-year meetings of the advisory committee, but there are opportunities to engage them further for the benefit of SCM students, particularly in the sharing of information about potential job openings or other initiatives which could contribute to programmatic</p>

	<p>improvements and enhanced student success.</p> <p>Additionally, committee members advance the program through encouraging their own employees to enroll. Secondary partners on the committee work to expose secondary students to the opportunities and careers in SCM.</p>
<p>3.24 How is employer satisfaction information collected? How satisfied are employers in the preparation of the program's graduates?</p>	<p>Currently, the department is not systematically collecting this type of information such as with a survey. However, this is a continual topic with the advisory committee.</p> <p>Committee members view SCM student success positively. They appreciated the course coverage of supply chain management topics, as well as the data analysis and Excel skills along with the many case studies and simulations student are given. They have suggested more data visualization exercises and potentially also utilizing alternative data visualization tools like Microsoft Power BI.</p>
<p>3.25 What are the program's strengths?</p>	<ul style="list-style-type: none"> <li>● The college's Supply Chain Management program offers training in skills that are essential for today's manufacturing and retail industries which have seen significant growth in the last few years.</li> <li>● Data for FY2021 and FY2022 show solid course success rates comparable and slightly above those for other CTE courses.</li> <li>● Offering two different credentials in the field provides options for different types of students who might find benefits in either path.</li> <li>● Many students who enroll in SCM courses bring valuable insights from their related work experience and then can see directly the benefits and applications of concepts learned in the courses.</li> </ul>
<p>3.26 What are the identified or potential weaknesses of the program?</p>	<p>The program currently only offers evening courses. While these are convenient for working professionals, they might not attract traditional-age students or those interested specifically in courses during the day.</p>
<p>3.27 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Faculty have been including more and more examples from the real economy about the importance and details of strategies used in supply chain management. Similarly, faculty are planning to also include data visualization applications in courses.</p> <p>Discussion has also been around the need for increased promotion of the SCM programs in the local community: to employers who might find it beneficial to invest in professional development for employees; to local professionals seeking additional credentials for advancement in their careers; and to</p>

	<p>high school to students who might be interested in this career path as well.</p> <p>To better prepare students for industry jobs and certifications such as the APICS offered by the ASCM and others, the department could consider partnering or aligning with four-year SCM programs to facilitate more seamless transfer of the college’s students, as well as with organizations which offer SCM certifications.</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.

One barrier during the pandemic while teaching shifted to remote modalities was presented by students’ access on their own home computers to needed software in the classroom, like Microsoft Excel. Starting with the Fall 2023 semester, supply chain management courses will be held on campus and will benefit again from access to a computer classroom.

As noted several places, the program is still new and would benefit from additional, focused marketing to drive enrollment growth.

Evening courses which meet only once a week, although convenient for working students, can be more challenging for students as well. It can be challenging to maintain focus for such a prolonged period of time especially in the evening, while the work that remains for the rest of the week needs to be accomplished by the student without further structured class meetings.

**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	Supply Chain Management				
CIP Code	520203				
	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
Number of Students Enrolled (*XVGS UnDuplicated Headcount)	N/A		21	38	33
Credit Hours Generated	N/A		72	174	117
<b>Seat Count by Modality</b>					
Face to Face	N/A		24	0	0
Online/Sync	N/A		0	58	39
<b>Number of Completers</b>					
Supply Chain Management-AAS	N/A			0	2



Supply Chain & Logistics Specialist- BVS	N/A	1	1	5
<b>Other: Success Rate by Modality</b> <i>OVERALL COURSE SUCCESS RATE (A-C), excluding withdrawals</i>				
Face to Face	N/A	86%	0	0
Synchronous	N/A		93%	85%
PE1. How does the data above support the program goals? Elaborate.	<p><b>ENROLLMENT</b></p> <p>As stated in Form 20, approved by ICCB in 2019, the target markets for this program are (1) currently employed individuals in the supply chain area that are looking to increase their knowledge and credentials for future advancement; (2) recent high school graduates that are seeking skills in this area for future entry level employment; (3) re-training individuals that are seeking employment in this area and bring prior industry experience; and (4) current high school seniors starting their career path in the supply chain area. Enrollment in the program was estimated at approximately 10 individuals per year for the certificate and 15 individuals per year for the AAS degree. The 2 credentials are fully stackable and the student can pursue both concurrently.</p> <p>The entry course, SCM-101, has shown enrollment growth from 20 seats in FY2020, to 58 seats in FY2021, to 24 seats in FY2022. Of those students, 72% are part-time with an average age of 32 years. In the first year, the program included mostly individuals in the industry looking to document skills for advancement. The program is now seeing more students that are new to the industry and new to education, looking to gain experience in a growing industry. Students also enroll in SCM while pursuing complementary programs, such as Accounting or Business.</p> <p>The Pandemic impacted industry employed students who were working too many hours to continue their classes. They made the decision to withdraw in order to balance the demands of work and life. Fall 2022 has demonstrated that enrollment is slowly stabilizing again to approximately 10 students per semester in all target markets.</p> <p><b>SUCCESS</b></p> <p>For the department’s past three years, success rates have fluctuated somewhat with the lower n-sizes and the effects of remote teaching and learning. The first year was slightly lower than the CTE average, though rose to exceed that average in FY21 and FY22. The most recent two years was exclusively the Online-Synchronous modality.</p> <p>The course with the highest success rate at 88% is SCM-120 Warehouse Management which is usually the third Supply Chain Management course students take after completing the other two. It also has a prerequisite of successful completion of SCM-101. Both of these aspects cause a self-</p>			



	<p>selection of students who are more committed to the discipline and who have already been successful in a course in this field in the past.</p> <p>The course with the lowest success rate at 63% is SCM-105 Transportation and Logistics. It has no prerequisites and represents the second course in the offerings of Supply Chain Management with material that increases in difficulty compared to SCM-101. Additionally, SCM-105 employs data and introductory data analysis in the area of logistics, and these topics contribute to the challenging aspects of the course.</p> <p><b>COMPLETION</b></p> <p>The number of awards should continue to build as the program matures. It is typical that part-time students take longer to complete credentials. The first SCM courses were offered in 2019. The number of completions relative to enrollment in the AAS degree in SCM shows that there is potential for growth. There might be some barriers to student completion as related to the fact that many supply chain management students are also working in related fields which might cause them to progress more slowly towards an award.</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 &amp; race, special population status &amp; 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><b>ENROLLMENT</b></p> <p>The SCM program is equally enrolled by male and female students which reflects the district 509 district distribution, while the college’s enrollment is more heavily female.</p> <p>In terms of race/ethnicity, SCM program enrollment has a greater share of Hispanic/Latino students and a smaller share of white students than District 509 population. Black/AA students are slightly overrepresented in SCM enrollment, while Asian students slightly underrepresented. As</p>

compared to the college, SCM enrolls Asian and Hispanic/Latino in similar shares, while white and African American students are slightly overrepresented.

The workbook states that the SCM program enrolls traditional age (17-22) students more heavily than the college at a proportion of 69% to 55%.

### **SUCCESS**

Hispanic/Latino and Black/AA students, along with female students, students between 22-29 years of age, and Pell students have largest success gaps.

Overall success rates for the program since it started in the Fall 2019 semester show a gap between the most highly enrolled groups of students by race/ethnicity: white students have a success rate of 79% compared to Hispanic/Latino students with a 64% success rate. Black students, who have a lower enrollment in SCM courses, have a similar success rate of 64%, while Asian students have a success rate of 70%.

Compared to all CTE courses, SCM courses have a larger gap in success rates between white and Hispanic/Latino students (9 percentage points versus 4 percentage points) as well as between white and Asian students (10 percentage points versus zero difference). The success rate gap between white and Black/African-American students is smaller for SCM courses compared to all CTE courses (11 percentage points versus 19 percentage points).

When looking at success rates by gender, male students have a higher success rate of 76% compared to female students with a 63% success rate. Gender differences in success rates are reversed and more prominent for SCM courses compared to all other CTE courses: while male students have a success rate of 9 percentage points higher than male students in SCM courses, among all CTE courses female students have a higher success rate by 3 percentage points. The difference between SCM and all CTE seems to be due to a lower female student success rate while males succeed at the same rate.

Differences in success rates also exist by Pell eligibility status, showing Pell eligible students to be less successful at 65% compared to non-Pell eligible students being successful at 74%. Success rates also vary by student age, with students in the 23-29 range having the lowest success rate at 54%, while all other groups have success rates at or above 73%.

Pell-eligibility related differences, 9 percentage points lower for Pell students in SCM versus only 4 percentage points lower for Pell students in CTE, as well as age related differences are larger for SCM courses than for all CTE courses.

Several questions arise:

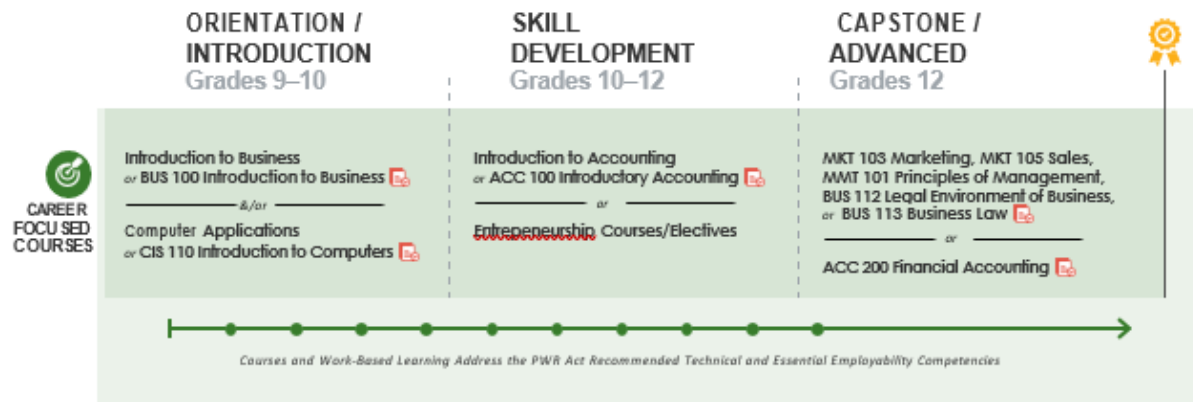
	<ul style="list-style-type: none"> <li>● What are students’ preparation levels entering SCM courses and what can faculty do to better equip students to be successful in using these important tools for SCM? Could pre-requisite courses or additional beginning of course review time help?</li> <li>● To what extent do the aspects of SCM courses which deal with interpreting and analyzing data (quantitative literacy) as well as with software use like Excel (technology skill) contribute to these gaps? When such gaps already exist as students start the program, they might become wider throughout course and program completion. Future disaggregation could test these hypotheses if sufficient variables for prior skill could be isolated.</li> <li>● In the SCM field overall there are a greater share of male professionals, and a question to consider would be to what extent that is also influencing success rate within the college’s courses?</li> </ul> <p><b>COMPLETION</b></p> <p>The date range for this report gives a very narrow view of student completions to disaggregate by student demographics. Some patterns have been noted, but an overall n of 9 students is too few to draw conclusions. The program will monitor how completions align with enrollment to ensure all student groups have equitable opportunity to finish the certificate and degree.</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>Within the SCM program, at-risk students are usually those who stop attending or completing work after having been active in the course for a while. Faculty usually reach out to these students to offer support and alternative plans for the submission of missed work. Faculty have also used Spartan Alerts to notify student advisors.</p> <p>Some action items for the department to consider in future semesters include adding review and practice materials for data and software related skills, perhaps additional course prerequisites to place students in a better position to succeed, examples more evenly distributed to engage both genders.</p>

<p>PE5. Are the students served in this program representative of the total student population? Please explain.</p>	<p>See discussion in Enrollment section of item PE3 above.</p>
<p>PE6. Are the students served in this program representative of the district population? Please explain.</p>	<p>See discussion in Enrollment section of item PE3 above.</p>
<p><b>Review Results</b></p>	
<p><b>Action</b></p>	<p> <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)         </p>
<p><b>Summary Rationale</b> R1. Please provide a brief rationale for the chosen action.</p>	<p>The SCM program is relatively new having been started in the Fall 2019 semester. The program review process has shown that there is growth in enrollment and in student awards, and the program becoming more well known in the community. Feedback from the program Advisory committee has been positive over the years. Needed improvements noted throughout the program review documents will serve to strengthen the SCM program in the upcoming cycle.</p>
<p><b>Intended Action Steps</b> R2. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p><b>Increase program enrollment and graduation numbers</b>  <u>Timeline:</u> Ongoing  <u>Person(s) Responsible:</u> Prof. Asmussen, Prof. Batka</p> <p><b>Continue to foster community and industry connections for internships and other work-related opportunities</b>  <u>Timeline:</u> Ongoing  <u>Person(s) Responsible:</u> Prof. Asmussen, Prof. Batka, Dr. Idu</p> <p><b>Monitor and address existing success rate equity gaps outlined above</b>  <u>Timeline:</u> 2023-25  <u>Person(s) Responsible:</u> Prof. Asmussen, Prof. Batka</p>

<p><b>Program Objectives</b> R3. If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>To increase enrollment in the program, it will be helpful to increase community outreach and promotion with the support of the college's Marketing and Academic Advising departments.</p>
<p><b>Performance and Equity</b> R4. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Faculty will meet in future semesters to discuss the data on equity gaps in success rates and outline pedagogical strategies aimed at narrowing these gaps.</p>
<p><b>Resources Needed</b> R5.</p>	<p>Additional promotion of the SCM program could be beneficial in growing it and better responding to local industry demands. Segments include local employers who might be interested in additional training for their employees, as well as to students at local high schools who might not be aware of the career opportunities in this field.</p>
<p><b>Responsibility</b> R6. Who is responsible for completing or implementing the modifications?</p>	<p>As outlined in item R2 above, the faculty of the program, the Instructional Coordinator and support from division administration.</p>

## Appendix 1

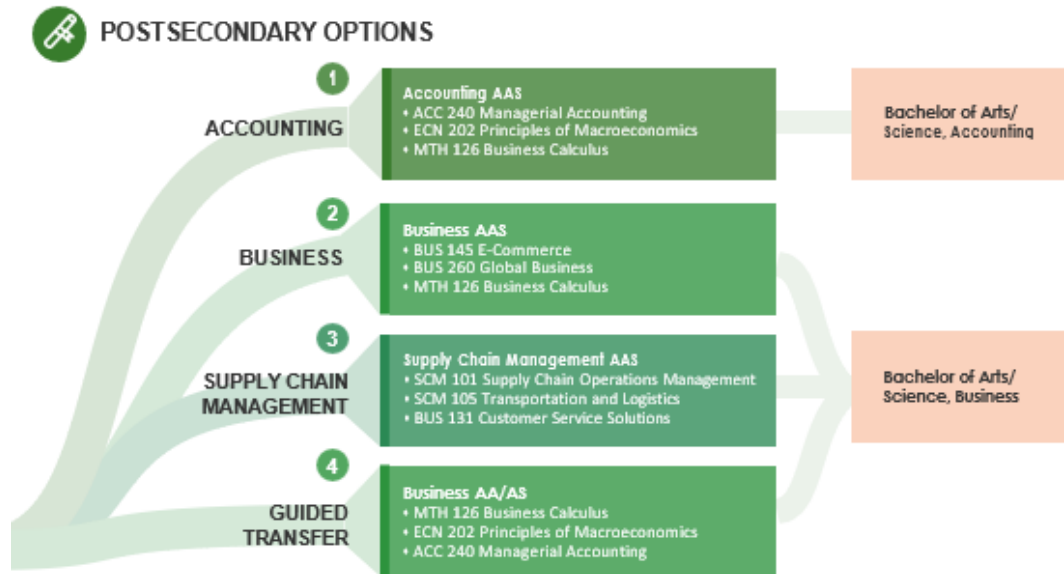
# Regional College-Career Pathway: Business & Financial Services



	ORIENTATION / INTRODUCTION Grades 9–10	SKILL DEVELOPMENT Grades 10–12	CAPSTONE / ADVANCED Grades 12
<b>WORK-BASED LEARNING</b>	Career Exploration Team-Based Challenge	Team-Based Challenge Career Development Experience or Youth Apprenticeship	
<b>SCIENCE</b>	Science Sequence	Science Sequence	AP Biology or BIO 108 Biology for Contemporary Society
<b>SOCIAL SCIENCE</b>	Social Science Sequence	Social Science Sequence	AP Microeconomics or ECN 201 Principles of Microeconomics
<b>MATH</b>	Algebra _____ or _____ Geometry	Geometry _____ or _____ Algebra 2 _____ or _____ Precalculus	Pre-Calculus _____ or _____ Transition to College: Algebra _____ or _____ MTH 112 College Algebra
<b>ENGLISH</b>	English Sequence	English Sequence	AP Language & Composition or ENG 101 English Composition I & ENG 102 English Composition II

AP or Dual Credit    
 Dual Credit Course    
 College and Career Pathway Endorsement Earned

## Appendix 2



## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child <sup>1</sup>	Median Hourly Wage <sup>1</sup>	Growth in IL: Annual Job Openings <sup>2</sup>	Growth in IL: % Change Over 10 years <sup>1</sup>	Stackable?
1 Accounting AAS	Bookkeeping, Accounting, and Auditing Clerks	N	\$21.11	6,170	-3%	Certain Courses Typically Stack to Bachelor's Degree Program in Business
2 Business AAS	First Line Supervisors of Office and Administrative Support Workers	Y	\$28.99	4,450	0%	Certain Courses Typically Stack to Bachelor's Degree Program in Business
	First Line Supervisor of Retail Sales Workers	N	\$19.68	5,620	3%	
	First Line Supervisor of Non-Retail Sales Workers	Y	\$34.71	1,070	3%	
3 Supply Chain Management AAS	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	Y	\$27.20	650	7%	
4 Business AA/AS	Management Analysts	Y	\$43.19	4,170	15%	Typically Stacks to Bachelor's Degree Program in Business
	Market Research Analysts and Marketing Specialists	Y	\$29.63	2,960	22%	
	Personal Financial Advisors	Y	\$55.03	1,260	9%	

1. Living wage calculations are based on MIT's Living Calculator (<https://livingwage.mit.edu/>), where the "Living Wage" for 1 Adult + 1 Child is \$26.27/hour for the state of Illinois. "Near" defined as 85% of the statewide living wage, which is \$22.33/hour

2. U.S. Department of Labor, CareerOneStop: <https://www.careeronestop.org/ExploreCareers/explore-careers.aspx>



Revised 2/10/22



<b>Academic Disciplines</b>	
College Name:	Elgin Community College
Academic Years Reviewed:	2018-2022
Discipline Area:	Mathematics
<b>Review Summary</b>	
<p><b>Program Objectives</b> RS.1 What are the objectives of the discipline?</p>	<p>The mathematics department has several focal points, depending on the student. There are developmental courses for those who need to develop a minimum skill set for success in college-level courses. Next, some math courses serve as degree requirements for General Education and various degrees; and some specifically serve students on various academic paths, including STEM, Engineering and Education. All coursework supports the college's Quantitative Literacy general education outcome, among others.</p> <p>Additionally, the department has previously outlined major categories of learning outcomes it serves collectively.</p> <ol style="list-style-type: none"> <li>1. Number Sense, Properties, and Operations           <ol style="list-style-type: none"> <li>A. Apply the order of operations and properties of real numbers in computations, as well as reason and draw conclusions from numerical information.</li> <li>B. Translate problem situations into their symbolic representations and select computational procedures, including the use of integers, fractions, decimals and/or percentages, to solve problems.</li> </ol> </li> <li>2. Measurement           <ol style="list-style-type: none"> <li>C. Measure and compare quantities using appropriate units, instruments and methods.</li> <li>D. Estimate measurements and determine acceptable levels of accuracy.</li> <li>E. Use appropriate technology, instruments and formulas to solve problems.</li> <li>F. Support outcomes, interpret results and communicate findings.</li> </ol> </li> <li>3. Geometry and Spatial Sense           <ol style="list-style-type: none"> <li>G. Apply physical models, graphs, coordinate systems, patterns and properties of geometry as problem solving strategies.</li> </ol> </li> <li>4. Data Analysis, Statistics, and Probability</li> </ol>

	<p>H. Organize, describe and make predictions from existing data.</p> <p>I. Determine, describe and apply the probabilities of events.</p> <p>5. Algebra and Functions</p> <p>J. Manipulate algebraic expressions correctly, and to use algebraic concepts and procedures to describe patterns and relationships in data, solve problems and predict results.</p> <p>K. Use the basic mathematical functions (polynomial, rational, exponential, logarithmic and trigonometric) to model and solve real world problems.</p> <p>L. Recognize the geometric representation of a function described by an English phrase.</p>
<p>RS.2 To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?</p>	<p>This set of program outcomes are not specifically assessed in any of the courses, per se, though can be mapped to the specific learning outcomes of any given course depending on relevancy. The mathematics department is more of a service department - helping students meet requirements towards a different degree program. Students do not enroll in courses to complete a math program, rather they enroll for wildly different reasons and for drastically different majors, ranging from radiography technicians to nuclear physicists. Assessment models and activities will be further discussed in item 3.10 of the Quality section to follow.</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>As mentioned above, the discipline serves specific career paths with the need for specialized math instruction and it builds the quantitative literacy of the student body as they take courses to fulfill core requirements of associates degrees.</p> <p>The department faculty have been at the forefront of the college's efforts to infuse equity in policies and procedures. After a thorough review of the data, the mathematics department's placement policies have been revised with equity in mind from the ground up.</p> <p>The department has a strong culture of inclusion, offering one of each course at night, one of each course in an alternate modality, and one of each course in the summer whenever staffing allows. The faculty understand that most students are not the stereotypical "traditional" student, and course offerings will reflect that throughout.</p>
<p><b>Prior Review Update</b> RS.4 Describe any quality improvements or modifications made since the last review period.</p>	<p><b>Goals from FY18 Review:</b> <b>Implement and evaluate a co-requisite model for MTH-104: General Education Mathematics</b> <u>Status:</u> Complete</p>

Progress Reported: Implementation began in Fall 2018 despite initial low enrollment from the target population - students who place into MTH-098.

The co-requisite model is a huge success and is now the norm. It has been incorporated into both of our general education courses: Math-102 (Gen Ed Statistics) and MTH-104 (General Education Mathematics).

Each course was given an additional contact hour that is used for review and remediation of background material that students need to succeed in the classes. Placement scores have been updated to allow lower placing students into college-level math courses earlier.

**Determine effectiveness of PMGE (MTH-095) by analyzing student success in college-level general education math courses (MTH-102/104)**

Status: Complete

Progress Reported: This goal was met in FA18. Faculty analyzed the data which showed that students successful in MTH-095 were also very successful in MTH-104. As far as success in MTH-102, there was not much difference in success rates for students coming from MTH-095 and students coming from another course or placement mechanism. Data analysis and conclusions were presented in a math department meeting in FA18.

The department wants to further increase enrollment in PMGE and has an active committee working on this goal. The new Developmental Math Coordinator, starting in Summer 2022, is also working hard on increasing enrollment in this particular pathway.

**Update department course flow chart graphic to reflect new courses and changes to AS degree requirements**

Status: Complete

Progress Reported: The complexity of placement measures now makes the placement portion of the flowchart document a bit difficult to navigate. The placement aspect of the document has been consolidated to appear as a page on the testing services website. This goal was met for a new FA18/SP19 flowchart. However, the department has decided to discontinue modification of the placement portion of the flowchart document due to increasing complexity of placement measures.

In 2021 and 2022 a new and improved placement/pathways flowchart was completed and is now hanging on the wall in multiple places in our department's building. The updated

flowchart is also distributed to students during the placement process. Continued conversations with academic advising have been ongoing; it is likely that further revisions will occur in the next couple of years.

**Investigate transitional math requests and assist with course development for interested high schools**

Status: Complete

Progress Reported: The department now has a point person for transitional math to assist high schools with instructional design and necessary professional development, collect and manage documentation for the Local Advisory Panel and State Portability Panels, including course syllabi, annually meet with District 509 high school staff and faculty to review student learning data, annually meet with District 509 high school staff and faculty to strengthen student learning and/or teaching practices, and provide ongoing support for District 509 high school faculty teaching transitional courses. This is a paid supplemental assignment for a faculty member.

**Explore the necessity of adding late-start general education math courses**

Status: Complete

Progress Reported: This goal is completed; several late-start sections are now offered.

**More concerted effort to document, communicate and implement action items resulting from course assessment**

Status: Complete

Progress Reported: Course assessment action items are now a permanent feature of the course instructor files. This will help ensure ongoing implementation of practices needing to be emphasized as a result of course assessment.

More recently, it is noted there is no departmental storage of course assessment data except for what will be collected as part of an assessment cohort. The department would be open to the idea of long-term storage of the data from assessment projects, and recently spent department meeting time on the beginning of this idea.

**Additional progress not related to FY18 goals:**

- In 2020 the college and the department cooperated to create videos and online course shells for all math courses. The videos and materials created in that push are still in heavy use today, and some of them are slated to be revised

	<p>and updated over time.</p> <ul style="list-style-type: none"> <li>The department hopes to get college support to continue maintaining and updating these materials so they can continue to be used by faculty for years to come.</li> </ul>
<b>Review Analysis</b>	
<b>Indicator 1: Need</b>	<b>Response</b>
<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>Most students are required to take courses in the discipline by programs outside of the discipline. Dual-enrollment will attract high school students; reverse transfer students enroll with the program over the summer terms to fulfill requirements at their home institution.</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>Many placement rules were changed to help students maximize their probability of reaching a college-level math course in their first year in accordance with recent legislation. Refer to chapter for Developmental Mathematics.</p> <p>The qualifications to teach college-level mathematics courses were recently clarified to require 18 graduate hours of appropriate mathematics courses in addition to the usual minimum qualifications to teach.</p> <p>MTH-104: Liberal Arts Mathematics, was renamed to General Education Mathematics in 2019-20.</p>

	<p>MTH-112: College Algebra is now available to use as the math requirement in the Accounting degree and Bookkeeping certificate.</p> <p>MTH-250: Differential Equations was a required course in the AES (Engineering) degree, to be taken after completion of the Calculus sequence. Now, students are offered the option of either taking that or MTH-240: Introduction to Linear Algebra instead. This helps students use all the courses of the degree whether they are going to a more physics-based program like engineering, or a computer science/computer engineering program that would require Linear Algebra but perhaps not Differential Equations.</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>The department maintains six developmental math courses and 14 college-level courses. An additional set of courses use the “MTH” prefix, but actually belong to other programs (107/109 Technical Math; and 123 Computer Science).</p> <p>Over the five-year review period, the highest enrolled courses have been:</p> <ul style="list-style-type: none"> <li>• Math 102, General Education Statistics</li> <li>• Math 098, Intermediate Algebra</li> <li>• Math 112, College Algebra</li> </ul> <p>This is as expected, as the department primarily serves two student populations: those who need a general education course for their degree and those who need a calculus class for their major (science, engineering, and business majors). The first group takes General Education Statistics. Students in the second group who do not place directly into Calculus need to satisfy the prerequisite of MTH-112. If they place below college-level, these students often find themselves in MTH-098. This course should fall off the top three list as the department moves forward with implementing the curriculum changes related to the Developmental Education Reform Act and as more general education focused students are directed towards MTH-095.</p>
<p>1.5 Does this discipline offer courses to dual-credit high school students? Describe enrollment and plans/opportunities for expansion.</p>	<p>The math department offers a significant number of dual-credit opportunities, with some courses being taught in the high schools and some students coming to campus to take classes along with the traditional students. Nearly all transfer-level courses are offered to high school students in some form. Often, one-third of the seats in a college algebra class are reserved for high school students. Mathematics dual-credit offerings continue to expand with nearly 10% of 2022 enrollment (413 out of 4,705 seats) was for dual-credit students.</p> <p>Expansion will follow partnerships forged by the college with high schools in the district. Transitional math courses offered at the</p>

	high-school level (not as dual-credit) are designed to ensure college-level placement after earning a diploma.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
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>Operating costs for the math department are comparable to other transfer disciplines of similar size that draw from the Education Fund. The math department generates significant revenue for the college and always covers its annual expenses.</p> <p>There have been no significant increases or decreases in the math department budget over the last five years. As more full-time positions are added to the department this will increase salary and benefit lines. Changes to developmental math courses as a result of Developmental Education Reform Act (DERA) regulations have included the addition of a Developmental Math Coordinator position as well as an extra contact hour added to several math courses to help with student completion rates.</p>
2.1b What are the primary costs associated with this discipline?	<p>The primary costs associated with the math department are: faculty salaries and benefits (including two instructional coordinators), office and instructional supplies, computer software, printing, and funding for student competitions as well as a Math Professional Development Day.</p> <p>Large expenses often come when Illinois passes laws affecting math curriculum and pathways at the college-level. If a new law is passed that requires the math department to restructure its pathways, this will require faculty time and may result in additional costs to the college.</p>
2.1c How many full- and part-time faculty are maintained for this discipline?)	<p>The math department has approximately 13 full-time faculty and 30 adjunct faculty who teach (or who are qualified to teach) math classes.</p> <p>The math department is hiring one new faculty in FA23, however, there may be a need for more as the department continues to grow.</p>
2.2 What steps can be taken to offer curricula more cost-effectively?	<p>The math department has classroom sets of calculators and other classroom supplies that can be lent out in the case where a student cannot afford them. The math department regularly negotiates with publishers in order to get the lowest price on textbooks and software. Additionally, the math department has pioneered a variety of free open-source content instead of textbooks, so students do not have to purchase textbooks, which has saved tens of thousands of dollars. To further reduce cost, the department is also implementing the use of free online software for homework instead of students purchasing access through textbook publishers. The department also helps defray college costs by sponsoring a scholarship through</p>



	<p>the Elgin Community College Foundation. The faculty comprise a standing Scholarship Committee that promotes applications and then reviews them to select recipients.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Due to the expanding reach of technology in education, the math department has needed more computer lab space. This has become more pressing in 2022 and will only increase as more technology is incorporated into the curriculum.</p> <p>Funds are needed for additional computer lab space. and for faculty to develop “in house notes” and online homework for developmental math courses.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.01 Describe the strengths of this discipline.</p>	<p>The math department represents an essential life skill. In increasingly data-driven workplaces, employees must often understand and analyze numerical information in order to make informed decisions and solve problems efficiently. Through the math courses offered at Elgin Community College, students gain the knowledge and skills needed to succeed in an ever-evolving, technology-rich world. This is the big-picture strength of the program. This is achieved through an amazing faculty support and communication system that encourages small and big successes among both faculty and students at the college.</p> <p>Recent distinctions achieved by faculty include:</p> <ul style="list-style-type: none"> <li>● Catherine Moushon, ICTM Max Beberman Mathematics Educator Award, 2022</li> <li>● Phil Pardun, Golden Society Medallion from Illinois Institute of Technology, 2021</li> <li>● Michelle Kershner, American Association of Community Colleges' Dale P Parnell Distinguished Faculty Award, 2021</li> <li>● Michelle Kershner, League Excellence Award from The League for Innovation in the Community College, 2020-2021</li> <li>● Chris Cunningham, IMACC Teaching Excellence Award, 2020</li> <li>● Abby Bailey, Distinguished Teaching Award, 2018</li> <li>● Greg Wheaton, Elgin Community College's Orrin G. Thompson Teaching Excellence Award, 2018</li> <li>● Lori Jones and Abby Bailey, Elgin Community College Rookie Course Assessment Award, 2019</li> <li>● NISOD Excellence Awards:             <ul style="list-style-type: none"> <li>○ Lori Jones, 2021</li> <li>○ Diane Flahaven, 2020</li> <li>○ Michelle Kershner, 2020</li> <li>○ Abby Bailey, 2019</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Greg Wheaton, 2018</li> <li>● Dan Kernler, Sabbatical Spring 2020, created highly professional YouTube videos to enhance learning in online Statistics</li> </ul>
<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 pandemic, the math department offered sections across several modalities for a variety of courses, including both online and hybrid sections for Statistics and College Algebra. During this time, these modalities represented about 10% of sections offered. In general, the program believes distance learning is not the best fit for the subject of mathematics and does not serve the students well. The ease of cheating using online resources and outside assistance create significant integrity issues. Some faculty have done a good job incorporating project and portfolio work into such sections, but overall the online modality was used sparsely.</p> <p>Moving into remote teaching and learning for the 2020/2021 academic year, the program offered approximately one-third of its sections in the traditional online modality and two-thirds in the new synchronous online modality. With no in-person meetings scheduled for those terms, students appreciated and sometimes thrived in the synchronous time.</p> <p>Having returned to “normal” operations with classes being held on-campus, the department expects to settle back to the pre-COVID mix of 90% (or more) sections in the face-to-face modality, with a small remainder as online and hybrid. Hybrid offers some flexibility to students with reduced time on campus but still can include in-person proctoring of exams and other assessments to ensure their integrity. Enrollment in the distance modalities is unpredictable. Sometimes fully online sections fill first, or sometimes a hybrid section will be canceled for low enrollment.</p> <p>Through the COVID experience, faculty have learned that students like having lecture videos to use as a back-up for in-person class time and also like having guided notes to follow along. Many faculty have embraced these elements and are keeping them in their face-to-face sections moving forward.</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, implementation and improvement of their offerings. Prior to COVID-19, instructional</p>

	<p>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>For the Math department, the primary challenge facing assessment of online learning is cheating since exams cannot be proctored. It is misleading to look at “success rates” for courses with no proctored exams – if the success rates are higher, this is more likely to be evidence of cheating than actual student success.</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</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</p>

is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?

Professional and Organizational Development and the Center for Enhancement of Teaching, Assessment and Learning (CETAL). Increased offerings are now available regarding topics of Equity, Diversity and Inclusion. Refer to Appendices A and B for example listings.

The math department works diligently with its adjuncts to ensure the highest quality learning for our students. Aside from contract-required classroom visitations, all adjunct faculty are encouraged to attend departmental meetings, opening day functions, in-house professional workshops, conferences, and committees.

The math department hosts an annual professional development day, which among other things, has workshops and discussions on how to best help students succeed. All faculty, whether full-time or part-time, are invited to participate. The ECC math department also has a robust internal support system that encourages faculty to attend state and national math education conferences.

Many of the department's faculty belong to state and national professional conferences. The state organization, the Illinois Mathematics Association of Two-Year Colleges (IMACC), is the key organization for statewide department issues. Faculty member Dan Kernler served as president of the organization in 2020-2021 and faculty member Abby Bailey has served as chair of the Curriculum Committee. The department has also had faculty serve as former board members and the former webmaster of the organization. This establishes Elgin Community College as a leader college in the state and keeps the program up-to-date on all statewide issues.

IMACC holds a state conference every April, and ECC faculty attend regularly and present often. Recent presentations include:

- 2018 - Dan Kernler and Nicole Scherger presented on Incorporating Social Justice Topics into General Education Math Courses.
- 2019 - Abby Bailey presented on Literature's Impact on Pre-Service Elementary Teachers.
- 2019 - Greg Wheaton presented a Music Noise Analysis Seminar.
- 2019 - Lori Jones presented on Global Infusion Through Statistics.
- 2020 - Conference canceled.
- 2021 - The Online Conference in 2021 was facilitated by Dan Kernler.

The Illinois Mathematics Teacher Educators (IMTE) is an

	<p>organization focused on the improvement of mathematics teacher education in Illinois. It meets concurrently with ICTM, the Illinois Council of Teachers of Mathematics. Faculty member Catherine Moushon is the community college representative on the board of IMTE. This gives the department a view into all the state issues involved in preparing future teachers, and strengthens the department by giving it a voice at the table even when the table is mostly occupied by university partners.</p> <p>American Mathematical Association of Two-Year Colleges (AMATYC), the national organization, also holds an annual conference. Some faculty attend this conference on a regular basis. Two presented there in 2019:</p> <p>Abby Bailey presented on Literature to Promote Early Number Sense.</p> <p>Chris Cunningham presented on The Equals Sign in Calculus.</p> <p>The math department would benefit from any professional development specifically focused on students in mathematics. This could be for short-term goals, such as implementing classroom best practices, or long-term goals such as increasing the success rates in transfer-level classes.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>Faculty Kristen Campbell is co-chair of the IAI Math Majors panel. The department coordinators are involved in IAI panel review each time it happens. Greg Wheaton, Abby Bailey, Chalyce Deterding, Kenneth Beynon, Catherine Moushon, Michelle Kershner, and Chris Cunningham have all worked with IAI panels in the last few years. The Elgin Community College math department regularly works with the IAI board in order to ensure its classes meet all transferability requirements. This strengthens the department by ensuring alignment with IAI requirements and giving the department a say in the statewide college mathematics curriculum.</p>
<p>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>	<p>The math department is enthusiastically supportive and communicative about the college’s Early Alert program to support student success. Students are referred to The Math Lab for learning support, which is conveniently located in the same hallway as math classrooms and faculty offices. It is staffed by math faculty and offers a quiet place for students to study.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>As previously mentioned, the mathematics department is a service discipline - almost every math course offered is either required for a degree or certificate or a prerequisite for some other course outside the math department. It provides core content to programs such as Engineering, Computer Science, Business and Elementary Education. It bolsters the college’s Quantitative Literacy general</p>

	<p>education outcome. Occasionally, a section of Statistics is run for Honors students, though not since 2018.</p> <p>The department offers some co-curricular experiences such as the Integration Contest held each semester for Calculus students, and math students often join the Engineering Club. On and off in the past there has been a chapter of Mu Alpha Theta, the mathematics honor society. However, the chapter lost all its activity in 2020 and has not started up again.</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?</p>	<p>The department's partnerships with area high schools have been significantly enhanced in the last five years. With the growth of dual-credit and transitional math, more college faculty work closely with high school faculty than ever before. Faculty serve on key college committees, such as Curriculum and Assessment, lending discipline expertise to important college activities and decisions.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>Emerging trends in the discipline come to faculty through their involvement in state and national professional organizations. Then, that information is passed on to the department at monthly department meetings.</p> <p>All full-time faculty and many part-time faculty attend these monthly department meetings. The course schedule makes time for these meetings and efforts are made to make the meetings accessible. For example, meetings are offered both in-person and through Zoom. The discussions at these meetings are productive and focused on improvements to curriculum and teaching practices.</p> <p>Mathematics courses are prerequisite to a wide variety of courses around campus. When course changes are made, faculty often consult with other departments to see what their students need and how they might be affected by such a change. For example, a discussion with the biology department revealed that the developmental math courses needed more focus on scientific notation, which led to a good discussion and a curriculum update.</p> <p>Courses are periodically reviewed to ensure that topics remain relevant and receive sufficient time and attention. For example, learning outcomes across the Calculus sequence were examined and it was determined that the topic of Transcendentals should be introduced in the first course, MTH-190, and its scope should be widened from four credit hours to five.</p>
<p>3.8.1 Specifically, how does the program ensure that quality, relevant, contextualized, and culturally responsive curriculum</p>	<p>Placement into math courses has been at the forefront of most recent conversations about curriculum. A recently-passed state law requires the department to maximize the probability that each incoming student completes a college-level math course in their first year of</p>



<p>is offered?</p>	<p>enrollment. In strengthening placement, college-level courses have been made more accessible to a wider range of students.</p> <p>Faculty have also worked to clarify the pathways students can take to reach various college-level math courses. There now is a department committee that is looking into how students place into the college algebra pathway.</p> <p>Prior to the most recent activities on placement, the focus of curriculum discussion was on the concept of co-requisite classes - letting students with weaker prerequisite skills enroll in higher-level courses while adding more class-time to support students developing prerequisite skills. These initiatives have been very successful; the two general education courses now have this model built into all sections of the course for all students.</p> <p>Most of the math curriculum is standardized thanks to the efforts of the Illinois Articulation Initiative (IAI). Illinois community colleges and public four-year schools work together on committees to ensure transferability and standardization of curriculum on a wide variety of courses.</p> <p>The parts of the curriculum that are not part of IAI are largely consistent with other community colleges in the area. This is because most schools use the Illinois Mathematics &amp; Computer Science Articulation Guide prepared by a joint task force of IMACC and ISMAA, the two largest state professional organizations the faculty are members of. High-enrollment courses like College Algebra, while not fully standardized by IAI, are still kept close to the offerings at other schools thanks to the discussions and work of this task force.</p> <p>The department's annual Math Professional day is another opportunity to discuss contextualized and culturally responsive curriculum. For example, datasets used in statistics courses have been pulled from social justice or global topics.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?</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</p>



	<p>will be discussed in the “Performance and Equity” section of this report.</p> <p>The department regularly reviews success rates (both in developmental math and in college-level math after taking developmental math) of its students. The department then acts based on these reviews in the form of curriculum redevelopment, textbook changes, and professional development opportunities.</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>Success is primarily defined by math faculty as course success rates, students earning a C or higher, satisfying their degree or certificate requirement or fulfilling a prerequisite for a sequenced set of courses. Success is completing the best developmental pathway for a student’s goal, and then succeeding in college-level coursework. Success follows the DERA legislation of, having all students be able to complete a college-level math course in their first year of enrollment. Student success should also be defined in terms of students’ ability to excel in their communities and in their careers by being equipped with essential quantitative reasoning skills.</p> <p>The department would like to achieve course success rates higher than the national average for students in mathematics courses at the college. In order for students to achieve success in their own major, the department would also like to ensure that the Math curriculum is properly aligned with and supportive of the goals of courses in other disciplines for which Math is a prerequisite.</p> <p>ECC’s math department has developed a strong culture of assessment, which it sees as critical to student success. Various methods are deployed, depending on the goals and context. Committees of faculty are created to carry out the work. In what is deemed “traditional assessment”, one or two course objectives are selected; the committee crafts a couple of questions that measure the objective, and then each instructor of the course gives the same questions to each student. Results are tabulated, compared to a benchmark, and reported back to the department in a department meeting.</p> <p>Some committees opt for a “nontraditional assessment,” typically related to an emerging pressing need, such as an update to IAI requirements or an issue with placement. In these cases, the committee may do a project comparing ECC’s course to peer colleges’ courses, or survey students about their advising experience when being placed into a class. Sometimes these “nontraditional assessments” are mixed in with the “traditional assessments.” Results are still reported back through department coordinators to administration.</p>

	<p>Findings from these assessments are usually minor and lead to smaller, incremental improvements to the courses. Nearly every course has had its outcomes, recommended pacing, textbook, departmental materials, or placement policies changed and updated through the assessment process in the last five years, and faculty plan to continue doing so going forward.</p> <p>As discussed elsewhere in this report, two courses are currently participating in the college's equity focused student learning assessment process.</p> <p>The discussion above primarily relates to departmental and institutional assessment. Individual faculty also take it upon themselves to study how their students are learning in their sections and will adjust their own teaching methods. Many faculty have pioneered and incorporated sophisticated assessment tools, such as ALEKS, in their teaching. Experiences from these efforts might be shared within the department or culminate in a presentation made to a professional association.</p> <p>Math faculty acknowledge that they do not share many assessment discussions with other departments in the division. For example, there are not formal mechanisms to connect with Physics faculty about Calculus courses. Occasionally there is an effort like the recent one mentioned to align a math course's material with what the biology department expects in their lab course, but this is not a regular systematic process.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>Not specifically from this review process. However, findings from the review have complemented changes that the department has already implemented, and has certainly inspired discussions for future work.</p> <p>Almost every course had small changes to its curriculum as part of the regular quality review process. For example, our two highest-enrollment classes:</p> <ul style="list-style-type: none"> <li>● The general education statistics course gained a credit hour as part of an assessment effort looking into co-requisites to help students with what we previously thought of as missing prerequisite material.</li> <li>● The college algebra course had many changes to its recommended pacing and the topics included; many previously-required topics were removed in order to make time to refresh students on prerequisite material at the beginning of the course.</li> </ul> <p>The department's top priorities over the next five years are related to the consequences of the Developmental Education Reform Act,</p>

	<p>which require the college to maximize the probability of each student reaching a college-level math course within one year of entering college. The curriculum updates and changes the department has made relating to placement and pathways are under constant watch and we have multiple department committees looking at student success in the related courses.</p>
--	---

**3.12 List any barriers encountered while implementing the discipline.**

- Math is widely regarded as a hard subject, and like public speaking, can create roadblocks for students, discouraging their enrollment and persistence.
- Even more acute coming out of the pandemic, students who lack fundamental prerequisite skills necessary to success will have greater challenges in their required math courses.
- Operationally, there currently is no departmental storage of course assessment data. The department would be open to the idea of long-term storage of the data from assessment projects, and recently spent department meeting time on the beginning of this idea.
- There are scheduling challenges for certain ECC STEM students who need specialized math classes and other specialized non-math STEM classes that run at the same time.

**Performance and Equity**  
***DATA ANALYSIS FOR COLLEGE-LEVEL MATH***

		FY18	FY19	FY20	FY21	FY22
Number of Students Enrolled <i>(*XVGS UnDuplicated Headcount)</i>		3,304	3,064	3,179	2,871	2,682
Credit Hours Produced	All college-level	14,926	13,788	14,657	12,735	11,942
	Dual-Credit	692	836	969	1,445	1,595

**Success Rate (% C or better) by Modality**  
at the end of the course, Excluding Withdrawals and Audit students

Face-to-Face	76%	76%	79%	N/A	78%
Hybrid	58%	69%	70%	N/A	71%
Online-ASYNC	78%	67%	81%	81%	80%
Online-Synchronous	N/A			73%	78%

**Performance and Equity**

<b>PE.1 Overall Comments Regarding Enrollment &amp;</b>	<b>Enrollment</b> College-level credit hours decreased 20% from 2018 to 2022, just
---	---

<p><b>Success Rates within the Program</b></p>	<p>slightly higher than the overall rate at the college. Dual-credit hours have expanded greatly with 2022 figures showing an increase of 130%.</p> <p>It is unclear but possible that the math enrollment would drop more than the college if the students attending are less likely to enroll in programs which require multiple math courses, such as science, engineering, or business. However, college-level math enrollment would be expected to increase with the department’s significant efforts to decrease enrollment in developmental math courses.</p> <p><b>Success</b></p> <p>The success rates for math were fairly consistent for 2018 and 2019 at 78% and 77%, respectively, rising sharply 81% in 2020 likely due to “no fault” grading during the pandemic. By 2021, overall success rates declined back to 76% and settled at 78% by 2022. This was expected as students returned to face-to-face learning. This is slightly below the college average of around 81%. This is normal, as mathematics tends to be one of the most difficult subjects for college students.</p> <p>Surprisingly, there was a lot of variability in the comparison of success rates by modality, and reasons are unclear. There was a large dip in success rates in online-asynchronous classes from 2018 to 2019, then rebounding higher from 2020 to 2022. Face-to-face success rates remained more consistent over time.</p> <p>Success rates among dual credit students in ECC math classes were significantly higher for every year between 2018 and 2022. This appears to be a college-wide trend, and not something specific to the math department. It is likely due to certain characteristics (maturity, perseverance, etc.) of the dual credit population.</p> <p>Math faculty continue to progress toward more understanding and flexibility in helping students achieve their goals, while making sure to uphold the standards that make a degree from Elgin Community College a meaningful accomplishment. Attendance policies and due date policies in the department have advanced to help students through difficult times without sacrificing integrity and rigor.</p>
<p><b>PE.2 Overall Comments Regarding Equity within the Program</b></p>	<p>Enrollment in the math program matches ECC’s student demographics almost perfectly: 43% of math and ECC students are Hispanic/Latino, 38% of math and ECC students are white. The department has a slightly higher proportion of females matching the college trend. Due in part to dual-credit, there is a higher proportion of students age 22 and younger, 78% in 2022 compared to 58% for the college.</p> <p>Access and equity in its courses are a top priority for the math department, and the topic is a standard part of monthly department meetings. Two courses, MTH-099 and MTH-112, are participating in the college’s Advancing Equity through the Assessment of Student</p>

	<p>Learning quality initiative, a 4-semester deep-dive into student achievement and data disaggregation. Faculty in the cohort receive intensive professional development and will lead departmental efforts to design strategies to strengthen learning and reduce equity gaps. Equity was the focus of the 2022 Math Professional Day with related sessions such as equity and inclusion in the classroom, why disaggregating data matters, college algebra updates through an equity lens, assessment practices with a focus on disability services, how to make a syllabus that works for everyone, neurodiversity in the classroom, and talking about mental health with students.</p> <p>Contrary to the common misconception, women tend to out-perform men in ECC math courses. Disaggregated success rates across race/ethnicity categories mirror patterns seen across the college with similarly-sized equity gaps. This doesn't really raise questions for the department specifically, although the consistent equity gaps throughout the college are certainly concerning. The widest course success gaps are noted across the race/ethnicity categories, and these do not vary widely by course. It is interesting how similar the equity gaps are across all the department's courses, actually; as some variation between courses would be expected. Course-level analysis will follow in the section below.</p> <p>At first it appeared that a shift to more online learning might help with equity, but unfortunately an increase in academic integrity issues made outcomes data in this area difficult to analyze. The main benefit faculty will take from their work during the COVID pandemic is a better understanding of how life is complicated for students and how they can support students going through difficult times.</p> <p>Continued funding for diversity, equity, and inclusion initiatives in the department and college-wide are the main support needed. Since Math's equity gaps are largely consistent across the courses and largely consistent with the equity gaps seen elsewhere in the college, continued support for conversations within the department and across the college are the best way to proceed with the larger structural problems that cause the gaps. Elgin Community College has been very good at this in recent years and the math department hopes it continues.</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 online meeting technology such as Zoom.

Academic Discipline		<b>Mathematics</b>				
Course Title		<b>MTH-102: General Education Statistics</b>				
Course Description		An introductory course in descriptive and inferential statistics for students in liberal arts and health-related fields. Topics include methods of gathering and graphing data, measures of central tendency and dispersion, probability concepts, random variables, probability distributions, sampling distributions, interval estimation, hypothesis testing, and correlation. Applications and concepts are emphasized rather than theoretical formulations. Calculators and computers will be used to help make statistical ideas more accessible to students.				
		FY18	FY19	FY20	FY21	FY22
Enrollment	Face to Face	645	546	673	18	165
	Online/ASYNC	110	111	107	336	208
	SYNC	N/A			338	134
	Hybrid	N/A				82
Dual-Credit Enrollment		15	7	22	39	59
Total Credit Hours		2,265	1,971	2,430	2,076	1,767
Success Rate	Face to Face	74%	73%	80%	89%	75%
	Online/ASYNC	82%	74%	87%	80%	78%
	SYNC	N/A			68%	72%
	Hybrid	N/A				74%
IAI Status (list code)		M1 902				
How does the data support the course goals? Elaborate.		<p>This is one of the highest enrolled courses in the department. It is the primary method of teaching quantitative reasoning skills to students pursuing non-mathematical majors. The decline in enrollment in this course is on par with the decline college-wide.</p> <p>Success rates remained very closely aligned with success rates of transfer-level math classes. There was a large increase in success rates in FY21 for face-to-face classes and a decrease in success rates in FY21 for online classes. This is likely the result of teachers and students adjusting to the pandemic and adaptive assessment techniques.</p>				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status and modality.				

Were there identifiable gaps in the data? Please explain.		Asian students had a 73% success rate while Black/African-American students had a 53% success rate. Hispanic students were at 63% and white students were at 68%. This is consistent with the significant equity gaps when disaggregating data by race across all our courses. There are relatively smaller but consistent gaps in success rates by gender (68% female vs 62% male) and Pell eligibility (69% vs 63%).				
<b>Course Title</b>		<b>MTH-104: General Education Mathematics</b>				
<b>Course Description</b>		This course focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Finance, statistics, and mathematical modeling are studied in depth, with voting theory covered as time permits. The use of computers is required.				
		<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
<b>Enrollment</b>	Face to Face	274	233	289	N/A	71
	Online/ ASYNC	N/A			21	39
	SYNC	N/A			125	138
	Hybrid	N/A				29
<b>Dual-Credit Enrollment</b>		2	1	3	4	14
<b>Total Credit Hours</b>		822	699	867	438	831
<b>Success Rate</b>	Face to Face	78%	75%	76%	N/A	75%
	Online	N/A			100%	72%
	SYNC	N/A			79%	72%
	Hybrid	N/A				82%
<b>IAI Status (list code)</b>		<b>M1 904</b>				
How does the data support the course goals? Elaborate.		<p>This is also one of the highest enrolled courses in the department. It is the secondary method of teaching quantitative reasoning skills to students pursuing non-mathematical majors, after the General Education Statistics course. The course is gaining in relative popularity, so it does not have much of a decline at all though it has varied over the review period.</p> <p>Success rates remained very closely aligned with success rates of transfer-level math classes, remaining very steady over the review period for face-to-face classes and a decrease in success rates in FY21 for online classes. Online classes had abnormally high success rates during FY21, which may have had to do with online assessment challenges.</p>				



What disaggregated data was reviewed?		The college’s program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-104 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 64% success rate while Black/African-American students had a 66% success rate. Hispanic students were at 68% and white students were at 74%. This is a bit smaller than the significant equity gaps noted in other Math courses, which is nice. There are relatively smaller but consistent gaps in success rates by gender (75% female vs 67% male) and Pell eligibility (73% vs 69%).				
<b>Course Title</b>		<b>MTH-110: Math for Elementary Teaching I</b>				
<b>Course Description</b>		The first course of a two-part sequence that meets the requirements for state certification in elementary teaching. Problem-solving and mathematical reasoning are main threads throughout the course. The course content includes: whole numbers, integers, rational numbers, sets, reasoning, numeration systems, number theory, and real numbers. Course pedagogy involves students as active participants in the learning process.				
		<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
<b>Enrollment</b>	Face to Face	74	57	74	n/a	13
	SYNC	N/A			78	47
	Online/ASYNC	N/A			12	N/A
<b>Dual-Credit Enrollment</b>		1	N/A	1	3	1
<b>Total Credit Hours</b>		74	57	74	78	72
<b>Success Rate</b>	Face to Face	88%	82%	78%	n/a	92%
	SYNC	N/A			83%	79%
	Online/ASYNC	N/A				92%
Form 13 Status (signature dates and institutions)		ISU 11/3/22, UIC 10/22, DePaul 10/22				
How does the data support the course goals? Elaborate.		This course has consistent predictable enrollment in support of Education majors.  Success rates were above the average rates for transfer-level math classes for the five-year review period. This may be due in part to the contextualized nature of the course, relating to a student’s chosen career path.				

What disaggregated data was reviewed?		The college’s program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-110 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 100% success rate while Black/African-American students had a 67% success rate. Hispanic students were at 72% and white students were at 80%. This is consistent with the significant equity gaps across the other math courses. There are relatively smaller but consistent gaps in success rates by gender (79% female vs 67% male) and Pell eligibility (79% vs 76%).				
<b>Course Title</b>		<b>MTH-112: College Algebra</b>				
<b>Course Description</b>		This course is intended for students pursuing careers in STEM, business, education, or related fields. It is the study of more advanced algebraic theory and techniques required for the study of calculus and other courses that depend on a similar level of knowledge and rigor. This course develops the concept of a function and its graph, piecewise functions, composite functions, transformations of functions, inverse functions, polynomial functions, rational functions, exponential and logarithmic functions and their applications, and the theory of equations, including solving systems of equations with matrices. Other topics include circles and ellipses and an introduction to sequences and series. Additional topics may include other conic sections, arithmetic and geometric sequences and series, and the binomial theorem, as time permits.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	897	757	830	3	168
	Online/ASYNCR	105	94	109	247	242
	SYNCR	N/A			661	288
	HYBRID	0	65	59	N/A	104
<b>Dual-Credit Enrollment</b>		46	63	75	121	115
<b>Total Credit Hours</b>		1,002	916	998	911	802
<b>Success Rate</b>	Face to Face	71%	74%	79%	100%	80%
	Online	78%	66%	76%	73%	72%
	SYNCR	N/A			73%	84%
	HYBRID	N/A	92%	73%	N/A	69%

Form 13 Status (signature dates and institutions)		ISU 10/22, UIC 10/21, NIU 2/22				
How does the data support the course goals? Elaborate.		<p>This is the department's highest enrolled course. It is the primary entry-point for students who plan mathematical majors like science, engineering, and business. It also supports many dual-enrollment high school students. The decline in enrollment is on par with the overall decline in enrollment college-wide. Dual-credit enrollment is growing.</p> <p>Success rates in MTH 112 are somewhat below the average success rates for transfer-level math courses over the five-year period. This is likely due to changes made in placement and the restructuring of the developmental algebra sequence just prior to the given time period.</p>				
What disaggregated data was reviewed?		<p>The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status and modality.</p>				
Were there identifiable gaps in the data? Please explain.		<p>Asian students had a 67% success rate while Black/African-American students had a 46% success rate. Hispanic students were at 63% and white students were at 68%. This is consistent with the significant equity gaps race across other math courses. Based on these gaps, this course was selected for the Advancing Equity through Assessment of Student Learning cohort project.</p> <p>There are relatively smaller but consistent gaps in success rates by gender (68% female vs 62% male) and Pell eligibility (69% vs 63%).</p> <p>The Hybrid modality tends to be the most difficult for algebra students.</p>				
<b>Course Title</b>		<b>MTH-113: Math for Elementary Teaching II</b>				
<b>Course Description</b>		<p>The second course of a two-part sequence that meets the requirements for state certification in elementary teaching. Problem-solving and mathematical-reasoning are main threads throughout the course. The course content includes: functions, statistics, probability, geometric figures, and measurement. Course pedagogy involves students as active participants in the learning process. The two-course sequence, MTH-110/113, fulfills the Illinois Transferable General Education Core Curriculum requirement only for students seeking state certification as elementary teachers or special education teachers</p>				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	63	56	31	N/A	28
	Online/ASYN	2	N/A		9	N/A
	SYNC	N/A			54	34

<b>Dual-Credit Enrollment</b>		1	N/A	1	N/A	1
<b>Total Credit Hours</b>		195	168	93	189	186
<b>Success Rate</b>	Face to Face	89%	91%	91%	n/a	86%
	Online/ ASYNC	100%	N/A		100%	n/a
	SYNC	N/A			85%	85%
<b>IAI Status (list code)</b>		M1 903				
How does the data support the course goals? Elaborate.		<p>Like MTH-110, this course has consistent predictable enrollment for students majoring in Education.</p> <p>Success rates are similarly above the average rates for transfer-level math classes and this is the highest average success rate for the department. MTH-113 is the second of a two-course sequence for math education majors. Students in this course are often at the end of their tenure at ECC and have developed the maturity and motivation that is necessary to succeed.</p>				
What disaggregated data was reviewed?		<p>The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-113 were made only for remote teaching and learning.</p>				
Were there identifiable gaps in the data? Please explain.		<p>Asian students had a 88% success rate while Black/African-American students had a 67% success rate. Hispanic students were at 77% and white students were at 88%. This is consistent with the significant equity gaps across other math courses. There are relatively smaller but consistent gaps in success rates by gender (83% female vs 76% male) and Pell eligibility (85% vs 81%).</p>				
<b>Course Title</b>		<b>MTH-114: Trigonometry</b>				
<b>Course Description</b>		<p>The primary objective of this course is to prepare students for calculus and post-calculus courses. Topics include analytical geometry, trigonometric functions, trigonometric identities, inverse trigonometric functions, and solving trigonometric equations.</p>				
		<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
<b>Enrollment</b>	Face to Face	336	332	380	7	74
	Online/ASYNC	N/A			107	77
	SYNC	N/A			226	109

	Hybrid	N/A				30
<b>Dual-Credit Enrollment</b>		25	36	36	76	67
<b>Total Credit Hours</b>		1,008	996	1,140	1,020	870
<b>Success Rate</b>	Face to Face	79%	71%	81%	100%	88%
	Online/ASYNCR	N/A			88%	87%
	SYNCR	N/A			67%	70%
	Hybrid	N/A				77%
Form 13 Status (signature dates and institutions)		ISU 11/22, UIC 10/22, DePaul 10/22				
How does the data support the course goals? Elaborate.		<p>This course is also among the highest enrolled courses. All students headed for a science or engineering major pass through this course after completing College Algebra. The decline in enrollment is on par with the decline college-wide.</p> <p>Success rates in MTH-114 were above the average rates for transfer-level math classes for the five-year period. However there appears to be greater variability from year to year. This may indicate that MTH-114 students had a bit more trouble adjusting to learning during the pandemic.</p>				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-114 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 75% success rate while Black/African-American students had a 67% success rate. Hispanic students were at 61% and white students were at 68%. This is consistent with the significant equity gaps across other math courses. There are relatively smaller but consistent gaps in success rates by gender (71% female vs 64% male) and Pell eligibility (68% vs 65%).				
<b>Course Title</b>		<b>MTH-120: Statistics I</b>				
<b>Course Description</b>		An introductory course in probability and statistics. The ability to handle basic algebraic manipulation is a prerequisite skill. The emphasis of the course is on the use rather than the derivation of the formulas and theorems. The aims of the course are to provide the student with a working knowledge of statistics in order to follow the statistics in the literature of his/her particular field and to provide an introduction for more advanced work in statistics. Major topics are: frequency distributions, sampling, testing hypotheses, regression, correlation,				

		analysis of variance, chi-square, and probability. These and other topics are approached from a fundamental viewpoint to make the study both sound and useful.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	329	300	287	N/A	60
	Online/ASYNC	45	44	45	97	96
	SYNC	N/A			260	131
	HYBRID	20	36	32	N/A	14
<b>Dual-Credit Enrollment</b>		21	38	39	38	52
<b>Total Credit Hours</b>		1,576	1,520	1,456	1,428	1,204
<b>Success Rate</b>	Face to Face	80%	85%	84%	N/A	80%
	Online/ASYNC	68%	51%	80%	79%	89%
	SYNC	N/A			84%	77%
	HYBRID	58%	81%	67%	N/A	54%
<b>IAI Status (list code)</b>		IAI Course Number: M1 902 IAI Major: BUS 901				
How does the data support the course goals? Elaborate.		This is one of the primary endpoints for Business students who pass through College Algebra on their way to Statistics and Business Calculus. The decline in enrollment is on par with the decline in enrollment college-wide but higher than other courses in the department. Success rates for MTH-120 remained at or above the average success rates for transfer-level math classes for the review period. The only exception was a significantly low success rate for the online-asynchronous modality during FY19 which was wholly unrelated to the pandemic.				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status and modality.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 75% success rate while Black/African-American students had a 55% success rate. Hispanic students were at 64% and white students were at 74%. This is consistent with the significant equity gaps when disaggregating data by race across all our courses. There are relatively smaller but consistent gaps in success rates by gender (72% female vs 69% male) and Pell eligibility (72% vs 67%).				

<b>Course Title</b>		<b>MTH-125: Finite Math for Business &amp; Management</b>				
<b>Course Description</b>		Emphasizes applications of mathematics in business and the social sciences. Topics include functions, graphical and algebraic methods for solving systems of linear equations, matrices and matrix algebra, systems of inequalities and linear programming, the simplex method, spreadsheet solutions to linear programming problems, set theory, logic and Boolean algebra, counting and probability theory, and Markov chain methods.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	101	69	48	N/A	24
	Online/ASYNCR	N/A			2	N/A
<b>Dual-Credit Enrollment</b>		N/A	1	N/A	N/A	1
<b>Total Credit Hours</b>		303	207	144	6	72
<b>Success Rate</b>	Face to Face	87%	89%	71%	N/A	77%
	Online/ASYNCR	N/A			100%	n/a
<b>IAI Status (list code)</b>		M1 906				
How does the data support the course goals? Elaborate.		<p>This course saw a significant enrollment decline in recent years mostly due to decreased student demand. There are no plans to withdraw the course, however, as some students need this class for specific transfer requirements.</p> <p>Success rates in MTH-125 were at or above the average rates for transfer-level math classes for the review period, though there appears to be greater variability from year to year. This may indicate that MTH-125 students had a bit more trouble adjusting to learning during the pandemic.</p>				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-125 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had an 87% success rate while Black/African-American students had a 78% success rate. Hispanic students were at 74% and white students were at 84%. These gaps are somewhat more narrow than other math courses, with the caveat that this course has a smaller sample size than most others so confidence is not high. There are relatively smaller but consistent gaps in success rates by Pell eligibility (69% vs 63%), and this is the only math course with a higher success rate for male than female students (79% female vs 82% male), which is				



		interesting.				
<b>Course Title</b>		<b>MTH-126: Calculus for Business/Social Science</b>				
<b>Course Description</b>		An introductory course in differential and integral calculus for students majoring in business, or the social or life sciences. A working, rather than a theoretical knowledge of calculus concepts and applications is emphasized.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	260	250	253	N/A	48
	Online/ASYNC	N/A			127	53
	SYNC	N/A			106	67
<b>Dual-Credit Enrollment</b>		7	7	11	12	14
<b>Total Credit Hours</b>		1,040	1,000	1,012	932	724
<b>Success Rate</b>	Face to Face	73%	79%	81%	N/A	82%
	Online/ASYC	N/A			86%	92%
	SYNC	N/A			80%	94%
<b>IAI Status (list code)</b>		M1 900-B				
How does the data support the course goals? Elaborate.		Business Calculus is one of the primary endpoints for Business students who pass through College Algebra and Statistics. The decline in enrollment is higher than the decline in enrollment college-wide. Success rates in MTH-126 began slightly below the average success rate for transfer-level classes, but success steadily improved over the five years.				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-126 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 73% success rate while Black/African-American students had a 58% success rate. Hispanic students were at 64% and white students were at 75%. This is consistent with the significant equity gaps across other math courses. There are relatively smaller but consistent gaps in success rates by gender (75% female vs 68% male) and Pell eligibility (73% vs 66%).				
<b>Course Title</b>		<b>MTH-190: Calculus with Analytic Geometry I</b>				
<b>Course Description</b>		This is the first of three courses in the calculus sequence. Families of functions include polynomial, rational, radical, trigonometric,				

		inverse trigonometric, exponential, and logarithmic. Topics include limits and continuity; the definition of derivative, rate of change, and slope; differentiation including product, quotient, chain rules, higher order derivatives, and implicit differentiation; applications of derivatives including extrema, Mean Value Theorem, first and second derivative tests, related rates, optimization, and differentials; integration including definite and indefinite integration, area, The Fundamental Theorem of Calculus, and differential equations.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	291	275	303	N/A	65
	Online/ASYNC	N/A			50	n/a
	SYNC	N/A			221	157
	Hybrid	N/A				38
<b>Dual-Credit Enrollment</b>		22	22	25	43	47
<b>Total Credit Hours</b>		1,455	1,375	1,515	1,355	1,300
<b>Success Rate</b>	Face to Face	77%	74%	77%	N/A	77%
	Online/ASYNC	N/A			87%	n/a
	SYNC	N/A			62%	78%
	Hybrid	N/A				54%
<b>IAI Status (list code)</b>		IAI General Education: M1 900-1 IAI Major: MTH 901				
<b>How does the data support the course goals? Elaborate.</b>		<p>This is another high-enrolled course. One of the primary purposes of the department is to offer the Calculus sequence, and it continues to be a popular path for STEM students. The decline is lower than that for the department and the college, and enrollment is boosted by dual-credit students.</p> <p>Success rates for MTH-190 were at or just below the average success rate for transfer-level courses. This is a hard class, and is five credits. Adjusting to the rigor and time commitment may be difficult for some students coming out of the pandemic.</p>				
<b>What disaggregated data was reviewed?</b>		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status.				

		Changes to instructional modality for MTH-190 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 62% success rate while Black/African-American students had a 46% success rate. Hispanic students were at 51% and white students were at 64%. This is consistent with the significant equity gaps when disaggregating data by race across all our courses. There are relatively smaller but consistent gaps in success rates by gender (61% female vs 58% male) and Pell eligibility (63% vs 53%).				
<b>Course Title</b>		<b>MTH-210: Calculus with Analytic Geometry II</b>				
<b>Course Description</b>		This is the second of three courses in the calculus sequence. Topics include applications of integration, analytical integration techniques, and numerical integration techniques; indeterminate forms, L'Hopital's Rule, and improper integrals; sequences and series, convergence tests, power series, Taylor polynomials, and Taylor series; parameterization of curves, and calculus of parametric curves; calculus of polar coordinate system, and conic sections.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	201	201	182	N/A	69
	Online/ASYNC	N/A			46	27
	SYNC	N/A			109	30
	Hybrid	N/A				27
<b>Dual-Credit Enrollment</b>		23	19	20	28	28
<b>Total Credit Hours</b>		1,005	1,005	910	775	765
<b>Success Rate</b>	Face to Face	72%	74%	75%	N/A	63%
	Online/ASYNC	N/A			80%	75%
	SYNC	N/A			65%	58%
	Hybrid	N/A				71%
<b>IAI Status (list code)</b>		IAI Course Number: M1 900-2 IAI Major: MTH 902				
How does the data support the course goals? Elaborate.		Enrollment here is also relatively high, contributing to the core function of the Calculus sequence.  While success rates in MTH-210 were around the average for transfer-level courses during FY18 and FY19, these rates declined from FY20 to FY22 and this was largely seen in online formats with the lowest average success of the college-level courses. MTH-210 is one of the most difficult math courses, as it requires a large increase in both				

		workload and mathematical maturity relative to Calc I. It is exceptionally challenging in online modalities.				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-210 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 66% success rate while Black/African-American students had a 55% success rate. Hispanic students were at 53% and white students were at 64%. This is mostly consistent with the significant equity gaps across math courses. There are consistent gaps in success rates by gender (70% female vs 58% male) and Pell eligibility (65% vs 54%). This course is the only one where the highest equity gaps are seen when looking at gender.				
<b>Course Title</b>		<b>MTH-230: Calculus with Analytic Geometry III</b>				
<b>Course Description</b>		Third and final course in the calculus sequence. Topics include the following: vectors in 2 and 3 dimensions; planes and lines in space, surfaces and quadric surfaces, space curves; cylindrical and spherical coordinates; vector-valued functions and their graphs; functions of two or more variable; partial derivatives, directional derivatives, gradients; double and triple integrals; applications involving functions of several variables; vector fields, line integrals and Green's Theorem; parametric surfaces, surface integrals, the Divergence Theorem and Stokes' Theorem.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	127	136	126	N/A	34
	Online/ASYNC	N/A				17
	SYNC	N/A			82	21
	Hybrid	N/A				11
<b>Dual-Credit Enrollment</b>	7	12	11	8	11	
<b>Total Credit Hours</b>	635	680	630	410	415	
<b>Success Rate</b>	Face to Face	76%	77%	80%	N/A	79%
	Online/ASYNC	N/A				81%
	SYNC	N/A			80%	86%
	Hybrid	N/A				82%

IAI Status (list code)		IAI Course Number: M1 900-3 IAI Major: MTH 903				
How does the data support the course goals? Elaborate.		<p>Many students transfer to a four-year school before reaching the top of the Calculus sequence. Enrollment in this course has decreased more than in other courses. This is worth watching, though the course will continue to be offered as the Calculus sequence is a popular path for students.</p> <p>Success rates in MTH-230 remained slightly above the average success rates for transfer-level classes from FY18 to FY22, and these rates remained very consistent from year to year. Students at this level tend to be motivated towards their STEM path and are able to keep up with the rigor required.</p>				
What disaggregated data was reviewed?		The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-230 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had an 80% success rate while Black/African-American students had a 33% success rate. Hispanic students were at 70% and white students were at 77%. This is consistent with the significant equity gaps across math courses. There are relatively smaller but consistent gaps in success rates by gender (76% female vs 73% male) and Pell eligibility (75% vs 72%).				
<b>Course Title</b>		<b>MTH-240: Introduction to Linear Algebra</b>				
<b>Course Description</b>		First course in vectors and matrices, vector spaces, and linear transformations. The ideas discussed not only serve as a good introduction to the more abstract courses a mathematics student meets at the junior-senior level, but they also have many useful applications outside of mathematics. Covers the following topics: vectors, matrices, operations on matrices, inverse of a matrix, solutions of systems of linear equations, rank of a matrix, vector spaces and subspaces, linear dependence and independence, basis and dimension, linear transformations, sums, composites, inverses of linear transformations, range and kernel of a linear transformation, and eigenvalues and eigenvectors, diagonalization, inner products and orthogonality, including the Gram-Schmidt process. Material is presented with an emphasis on student-written proofs. Quadratic forms and other additional topics could be included, as time permits.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	7	18	N/A		12
	Online/ASYNC	N/A			7	N/A

<b>Dual Credit Enrollment</b>		N/A			3	
<b>Total Credit Hours</b>		28	72	n/a	28	48
<b>Success Rate</b>	Face to Face	83%	63%	N/A		82%
	Online/ASYNC	N/A			86%	n/a
<b>IAI Status (list code)</b>		IAI Major: MTH 911				
How does the data support the course goals? Elaborate.		<p>This is a high-level course only for very specific majors, but its low enrollment is predictable and acceptable. The few Science and Engineering students who take this class benefit greatly from the ability to complete it while still enrolled at a community college.</p> <p>Success rates in MTH-240 were above the average success rates for transfer-level classes from FY18 to FY22, with the exception of FY19. With such low enrollment numbers, it is hard to extrapolate as to why this is. One or two students will shift the average.</p>				
What disaggregated data was reviewed?		<p>The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-240 were made only for remote teaching and learning.</p>				
Were there identifiable gaps in the data? Please explain.		<p>Asian students had a 100% success rate while Black/African-American students did not enroll at all. Hispanic students were at 56% and white students were at 68%. This is consistent with the significant equity gaps across math courses. The lack of enrollment from Black/African African-American students is not surprising as there is very low enrollment in this course and the group is quite small at the college. There are relatively smaller but consistent gaps in success rates by gender (80% female vs 63% male) and Pell eligibility (72% vs 61%).</p>				
<b>Course Title</b>		<b>MTH-250: Differential Equations</b>				
<b>Course Description</b>		<p>Topics include linear equations of first order, linear equations with constant coefficients, general linear differential equations, variation of parameters, the method of undetermined coefficients, linear independence and the Wronskian, exact equations, separation of variables, and various applications of these. In addition, the course covers systems of linear differential equations, the Laplace transform, series methods in solving differential equations, and an introduction to boundary value problems.</p>				

		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	70	51	63	N/A	28
	Online/ASYNC	N/A				25
	SYNC	N/A			30	N/A
<b>Dual-Credit Enrollment</b>		1	1	N/A		
<b>Total Credit Hours</b>		280	204	252	120	276
<b>Success Rate</b>	Face to Face	87%	82%	81%	N/A	85%
	Online/ASYNC	N/A				92%
	SYNC	N/A			83%	80%
<b>IAI Status (list code)</b>		IAI Major: MTH 912				
How does the data support the course goals? Elaborate.		<p>Many students transfer to a four-year school before reaching this course, but it continues to be a popular endpoint for students completing all of calculus and differential equations before transfer out of the community college. With the exception of 2020/2021, enrollment has been relatively steady.</p> <p>Success rates in MTH-250 were significantly above the average success rates of transfer-level math classes for the review period. This is likely due the fact that students who reach this point have the high level of maturity and motivation necessary to succeed in difficult classes.</p>				
What disaggregated data was reviewed?		<p>The college's program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status. Changes to instructional modality for MTH-250 were made only for remote teaching and learning.</p>				
Were there identifiable gaps in the data? Please explain.		<p>Asian students had an 84% success rate while Black/African-American students had a 67% success rate. Hispanic students were at 72% and white students were at 70%. This is consistent with the significant equity gaps across math courses. There is a large gap in success rates by gender (87% female vs 71% male). This is the only math course with no equity gap between Pell eligibility status (73% for both groups).</p>				
<b>Academic Course Review Results</b>						
<b>Rationale</b> R1. Provide a brief summary of the review findings and a rationale for any future modifications.		<p>The mathematics department provides a core, critical service to the college and is largely successful at providing that service. Faculty are committed to continued reform and improvement to help students succeed in the courses. The ongoing cycle of assessment and departmental meeting conversations will continue to strengthen the objectives.</p>				



<p><b>Intended Action Steps</b> R2. Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p><b>Modernize Statistics offerings to rely less on calculators and more on transferable computer skills</b> <u>Timeline:</u> Ongoing <u>Person(s) Responsible:</u> Department coordinators</p> <p><b>Complete an audit of all CurricUNET outlines for all math courses</b> <u>Timeline:</u> Fall 2023 through Spring 2025 <u>Person(s) Responsible:</u> Department coordinators</p>
<p><b>Program Objectives</b> R2.A If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Students are meeting the objectives and course outcomes in math courses to an acceptable degree, however the department is on a constant mission to improve outcomes in each course. Every five years, each course gets volunteers from the department to serve as an assessment subcommittee for that course. The committee draws up an assessment plan, implements the project, and reports back on the results to a department meeting, which are held every month. This provides a key moment every five years for every course when the department can discuss that course and make changes and updates. Almost every course receives updates when it comes up for its assessment, and the conversations are always focused on student success – how can we help more students meet the objectives of the course?</p>
<p><b>Performance and Equity</b> R2.B To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The action steps outline above do not necessarily relate to equity gaps, however, math faculty are involved and committed in different types of efforts to reduce equity gaps in Math and at the college.</p> <p>There are two math courses participating in the new cohort-based college-wide effort, Advancing Equity through the Assessment of Student Learning; one of which is a transfer-level math course, MTH-112: College Algebra (the other being a developmental course). This is the highest enrolled course and it has some concerning equity gaps. Faculty leading the courses involved in the Assessment Cohort program receive intensive professional development and design an assessment project that is focused on equity. The department looks forward to hearing about the strategies used in that arena to apply them in later assessment efforts.</p> <p>Additionally, several math faculty, both full- and part-time have served on the college’s assessment committee, which also has a focus on using disaggregated data to advance equitable outcomes.</p>
<p><b>Resources Needed</b> R3.</p>	<p>The main challenge for upgrading the two statistics courses is the lack of computer lab space assigned to the math department. A laptop cart has been utilized to fill some gaps in computer lab availability, but eventually the focus on teaching transferable, useful skills to general education students may require investment in the creation of another computer lab for these students.</p>

	<p>Student support coaches and advising are always welcome and helpful. Additionally, specialized training and professional development for math instructors who focus on specific transfer-level pathways, such as STEM, education, and business is needed.</p>
<p><b>Responsibility</b> R4. Who is responsible for completing or implementing the modifications?</p>	<p>Math department co-instructional coordinators lead efforts with assistance from other faculty where relevant. Support is provided from division administration.</p>
<p>R5. Review team who contributed to this report:</p>	<p>Three faculty members wrote many of the responses to questions and coordinated getting responses from the rest of the department:          Chris Cunningham, Instructional Coordinator, Mathematics          Kenneth Beynon, Instructional Coordinator, Mathematics          Michelle Kershner, Instructional Coordinator, Mathematics          The dean’s office provided key support at critical moments:          Renee Skrabacz, Associate Dean of Health Professions, Math, Science, and Engineering          Wendy Miller, Dean of Health Professions, Math, Science, and Engineering</p>
<p>R6. Stakeholder engagement contributing to this report:</p>	<p>Lisa Wiehle, Manager of Outcomes Assessment, worked with Institutional Research, Curriculum and Transfer Services offices to prepare significant data and information for faculty review to streamline the process.</p>

<b>Student and Academic Support Services</b>	
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.	
<b>College Name:</b>	Elgin Community College
<b>Academic Years Reviewed:</b>	2018-2022
<b>Review Area:</b>	Career Development Services
<b>Review Team</b> 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.	Peggy Gundrum, Associate Dean of Student Success, primary author
<b>Mission</b> I.2 How does the program/service contribute to the mission of the college? To improve people's lives through learning. Through our decisions and actions we empower: <ul style="list-style-type: none"> <li>● STUDENTS to reach their goals in an equitable and welcoming environment</li> <li>● EMPLOYEES to thrive and fully use their collective talents; and</li> <li>● Our COMMUNITY to transform and enrich the world.</li> </ul>	<p>Career Development Services (CDS) is within the Student Success Center that also includes: Academic Advising, Transfer Services, Success Coaching and Wellness Services. It is a one stop shop for all things leading to student success. Referrals are made within the Center offering students seamless transition from one service to another.</p> <p>Career Development Services directly contributes to the persistence and retention of Elgin Community College (ECC) students. The research is clear and consistent - students who start college without a declared major are less likely to persist. Undecided students are an at-risk population.</p> <p>As an active member of the U-46 Alignment Collaborative for Education Educational Pathways Committee, the Associate Dean ensures that Elgin Community College's Career Development department and their respective services as well as participation are promoted at such events as U-46 Explore, and other career and college events.</p>
<b>Advancement of Equity</b> I.3 How does the program/service help advance equity?	Without a solidified career goal, a student is less likely to complete their degree and ultimately achieve career success. Career Development Services helps all students by empowering them with the knowledge and tools needed to choose a career that aligns with their personality, interests, values and skills. Based on their individual traits, students explore careers that will lead them to a fulfilling career and life satisfaction. For those coming to college with less of an idea of the possibilities for their future, CDS can help them

	<p>get on a path to define and meet their higher education goals.</p> <p>Data collected in FY 2021-22 indicated that of the 568 students who attended a career development appointment, 55% identified as female, while 45% identified as male.</p> <p>More work needs to be done to identify populations of students who demonstrate an increased need for career development services.</p>
<p><b>Service Objectives</b> 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 mission of Career Development Services (CDS) office at Elgin Community College (ECC) is to provide comprehensive career development services that educate and support students as they identify, develop and implement their career goals.</p> <p>Career Development Services:</p> <ul style="list-style-type: none"> <li>• Meets the current needs of students in providing personal and career development for all students to choose a major and build lifetime employability skills.</li> <li>• Develops synergies with the advising team to embed career development into the academic advising and transfer experience.</li> <li>• Partners with district high schools to provide career development opportunities to students.</li> <li>• Partners with district organizations to promote the college and provide career development opportunities to community members.</li> <li>• Provides classroom presentations on career opportunities based on majors, career trends and employability skills.</li> <li>• Provides career counseling services that include barriers to success.</li> <li>• Engages in active outreach to students, alumni and faculty</li> </ul> <p>Elgin Community College’s Career Development Services is unique as its primary focus is on assisting students to choose a major and future career. Secondary is preparing students with the employability skills necessary to secure and retain a job upon graduation. These skills include: resume assistance, interviewing preparation and job search. Unlike similar offices at other community colleges and four-year institutions, CDS makes referrals to other departments for apprenticeships and internships, employer partnerships, and job placement.</p>

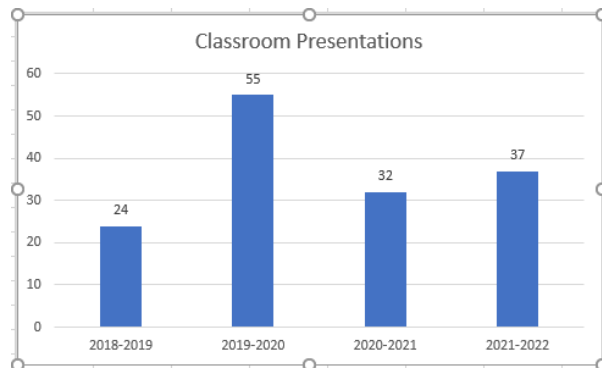
	<p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Students will understand the career development process and identify steps necessary to achieve their educational and short and long-term career goals.</li> <li>• Students will know how to make informed career choices on the basis of individual values, interests, personality, and skills.</li> <li>• Students will use a wide variety of resources to explore and evaluate careers based on their self-knowledge.</li> <li>• Students will know how to apply employability skills (resume writing, interviewing, networking skills) to gain internship and employment opportunities.</li> </ul>
<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>There was an increase in student appointments in the last three months of FY19 as more students are identifying as Undecided and seeking services. Students who attend a Mandatory Advising Program (MAP) appointment and indicate that they are undecided are also referred to Career Development Services.</p> <p>The introduction of FOCUS2 at new student orientation resulted in a 30% increase in new users and 27% log-ins for returning users.</p> <p>In addition to usage, contact and referral data from CRM-Advise, outcomes are assessed through a student satisfaction survey as well as student completion and/or transfer.</p>
<p><b>Past Program Review Action</b> 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><b>Goals from FY18 Review:</b></p> <p><b>A. Meet with student-facing departments (TRIO, Admissions, Registration &amp; Records, and Student Life) to enhance relationships, understand their needs, emphasize value of services, and give them the tools they need to promote CDS engagement.</b></p> <p><u>Status:</u> Ongoing</p> <p><u>Progress Reported:</u> CDS invites student-facing departments to department meetings to forge relationships, collaborations and how the office can best meet their needs.</p> <p><b>B. Pursue additional promotion activities for CDS with students</b></p> <p><u>Status:</u> Complete</p>

Progress Reported: Undecided communication sent to all students who fill out an ECC application and declare they are undecided on a major. Follow-up communication detailing services sent to all students after they complete their online new student orientation. Video and written message included on online new student orientation regarding choosing a major, resources available and how to access FOCUS2 (FREE online interactive career planning resource).

**C. Promote CDS services to faculty via email invitation to visit classrooms and present on various career topics.**

Status: Completed

Progress Reported: At the start of each semester, emails are sent to faculty promoting career related class presentations. Presentations in career and technical education programs are sought at a higher rate during spring semester prior to pending graduation.



**D. Pilot drop-in times for various career services.**

Status: Canceled

Progress Reported: Abandoned. It was decided that it would be more effective to hold drop-in times for students to gather career information via scheduled workshops rather than random office hours.

**E. Implement mandatory career appointment for students who have reached 30 credits but have not yet decided on a program of study/major (fall 2019)**

Status: Canceled

Progress Reported: Abandoned. Students are required to meet with an advisor after completing 24-36 credits hours for a MAP (Mandatory Advising Appointment) appointment. During a student's advising appointment, they are referred to a career development specialist if they are undecided on a major. Requiring a second required meeting could create a barrier for some students.

**F. Implement required career assessment upon application. By Fall 2020:**

- Students will complete the FOCUS2 work interest assessment during online new student orientation.
- Career materials will be created by CDS for use by advisors during their 1-on-1 orientation advising session.
- Referrals will be made by advisor to a career development specialist for students who are undecided or uncertain on their choice of career.

Status: Complete

Progress Reported: Due to COVID, the requirement for students to complete FOCUS2 prior to meeting with an advisor had to be re-evaluated. Instead, students received information via online orientation regarding accessing FOCUS2 and the importance of choosing a major.

**Additional program goals outside of FY18 Program Review:**

**G. Adult Student Career Planning Workshop**

Provide a career planning workshop focusing on the adult learner. Attendees will learn about the career development process and take a career assessment focusing on career interests. Potential opportunities and challenges for the adult learner will also be addressed.

Status: Canceled

Progress Reported: First deferred to FY20, then abandoned. The requested funding for materials was not approved.

**H. Infuse career development into RDG-091: Advanced Academic Reading & Inquiry and LTC-099: College Literacy classes: Introduce career concepts,**



awareness and decision-making into the regular curriculum in order to instill relevance and persistence. Students will develop subject-specific competencies while exploring career options.

Status: In progress

Progress Reported: In collaboration with faculty, CDS developed an interactive career development program that was presented in four LTC-099: College Literacy sections to students in three weekly, 1-hour class sessions. At the conclusion of the program, students were prepared and required to write and present on a career as a graded assignment and meet the following outcomes:

- Students will increase their awareness of strengths, confidence and authority in the career development process; they will understand the elements of goal setting.
- Students will assess their interests and skills and identify careers to explore.
- Students will become familiar with methods in which they can use to research careers.
- Students will research and write a paper exploring one or two careers and how it relates to their goals, interests and skills.
- Program pilot spring 2020; program continues presently.

**I. Improve career decision-making practices by engaging students in proactive practices through CRM-Advise to ensure early and intentional connections.** Provide intentional and proactive outreach to undecided students utilizing CRM Advise and a case-managed model for career advising. A Career Development Specialist will be part of a student's Care Team.

Status: In progress

Progress Reported: Pending: Phase 3 of ADVISE implementation plan.

Career Development Specialists began incorporating a case-managed model of support while working with undecided students.

**Additional accomplishments since FY18:**

**New presentations and collaborations:**

- New Presentations: Advanced Resume Writing and Applicant Tracking Systems
- Collaborations: Men of Color Consortium, Boys & Girls Club, Transitions Academy and TRiO

### **COL-101 Career Interests Presentation**

In collaboration with COL-101: Student Success faculty and administration, CDS created presentations for all COL- 101 classes focusing on connecting interests to careers. The learning objective for the career session was that students will develop career management skills by identifying their interests, skills and strengths in relation to potential career options.

These career presentations continued throughout COVID in an online synchronous format. Presently, both formats - in-class and synchronous - are available. Modules include:

- The Power of Connecting Yourself to Careers
- Career Development Process
- Using Holland Codes to Explore Interests
- Ways to Explore Career & Majors
- How Career Development Services Can Help You JumpStart Success

### **COVID Engagement Efforts**

In order to connect with students during remote teaching/learning, CDS created an online synchronous webinar focusing on career decision-making and encouraging student engagement. The webinars were offered weekly on four different days and times. Webinars were marketed to all students via Facebook.

### **Career Conversations**

To give students a first-hand account of what it's like to work in a specific career field, CDS launched CAREER CONVERSATIONS.

### **Career Conversation Interviews**

Recorded interviews were conducted with professionals working in a specific occupational field and shared with students.

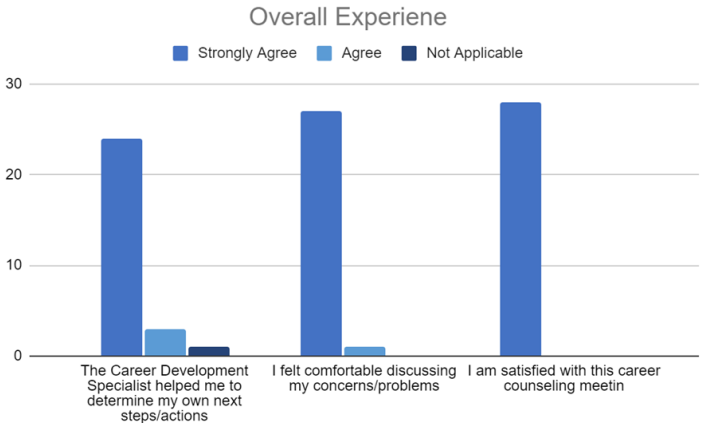
### **Career Conversation Field Trips**

Field trips introduced students to career fields of interest and gave students a first-hand account of the work environment as

	<p>well as the occupational field.</p> <p><b>Career Coach</b></p> <p>In Spring 2020 during the onset of the Pandemic, Career Coach made its debut on the Elgin Community College website. This online service uses comprehensive labor market data to help students find the right careers based on relevant data and discover Elgin Community College programs that will prepare them for success. It also provides current, local data on employment opportunities.</p>
<p><b>Indicator: Need</b></p>	
<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>There is no statutory requirement for providing career development services. However, such student supports are common and expected.</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>Again, research dictates the importance of career exploration and a declared major as important to a student’s retention and persistence. Currently there are three part-time career development specialists.</p> <p>Undeclared students will be a proportion of incoming new students, which is declining, however, the number of dual-enrolled high school students is increasing. All CDS services are offered to this population of students, as well as GSD-120: Exploring Careers and College Majors, a 1-credit transferable elective course designed to help students who are undecided or in the process of deciding on a career goal to increase their awareness of self-concept and evaluate career options that correspond directly with their self-concept.</p>
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>CDS tracks appointments, which have been increasing despite overall decreases in enrollment for the review period.</p>

	<div data-bbox="683 197 1427 638" data-label="Figure"> <table border="1"> <caption>CDS Appointments 2018 thru 2022 Jan thru Dec</caption> <thead> <tr> <th>Year</th> <th>Appointments</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>724</td> </tr> <tr> <td>2019</td> <td>835</td> </tr> <tr> <td>2020</td> <td>732</td> </tr> <tr> <td>2021</td> <td>881</td> </tr> <tr> <td>2022</td> <td>1129</td> </tr> </tbody> </table> </div> <p data-bbox="699 657 1393 726">Visits are further categories by primary reason codes. Data for calendar years 2018 - 2022:</p> <ul data-bbox="748 747 1105 898" style="list-style-type: none"> <li>• 41% Career Major/Choice</li> <li>• 31% Career Assessments</li> <li>• 21% Employment Skills</li> <li>• 7% Other</li> </ul>	Year	Appointments	2018	724	2019	835	2020	732	2021	881	2022	1129
Year	Appointments												
2018	724												
2019	835												
2020	732												
2021	881												
2022	1129												
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>The need for additional staff to meet student needs is ongoing. Currently there are three part-time career development specialists. The CDS schedules are full with student appointments with a typical 1-2 week wait time for appointments when fully staffed, though waits have gone as high as to 3-4 weeks. This has proven to be a barrier for students as well as resulting in more cancellations and no-shows as the wait is just too long.</p> <p>Additional staff would provide staff availability for additional presentations, workshops, and community collaborations and engagement.</p>												
<p><b>Indicator: Cost</b></p>													
<p>2.1 What are the current expenditures of the department?</p>	<p>Beyond salaries, the typical costs and expenditures for CDS is for general office supplies and materials (handouts/copies) to support career counseling.</p> <p>The only cost to students is for the purchase of two career assessments used for the Career Assessment Package (CAP) appointments. The Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII) are used in the CAP. The fee is a pass-through, there is no profit to the College. For at least the past ten years, this cost to students has been \$20.00; the purchase price for the two assessments is \$27.10. In FY 22 a total of 114 CAPS were sold which cost the College \$809.40</p>												

2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	<p>The Education Fund is used for the department.</p> <p>As noted above, the current price of the assessments is higher than the fee charged to the student. In order to not incur a deficit for the college, the fee will need to increase which may cause a financial barrier for some students.</p>
2.3 Did the review of program cost result in any actions or modifications? Please explain.	<p>There are no challenges to date with the exception of needing to balance the increased costs of the CAP assessments with the fee that is charged to the students.</p>
<b>Indicator: Quality</b>	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	<p>Not applicable.</p>
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	<p>Membership in key professional associations ensures that staff are kept current on best practices in career development. These include:</p> <ul style="list-style-type: none"> <li>• National Career Development Association</li> <li>• Illinois Career Development Association</li> </ul>
<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>Faculty and administrators from the college's career-technical educational (CTE) programs conduct quarterly updates with academic advising and career development services to enhance their knowledge- base of CTE programs of study. A focus of CTE updates is to provide staff with information on new programs, current program changes, and emerging trends in CTE fields of study to help inform and guide students currently pursuing a CTE program or who are undecided on a career pathway to make informed decisions. In addition to program information, faculty conduct tours of their program areas to give staff a taste of what it's like for students in the classroom and in many cases the equipment, etc. needed on the job.</p> <p>In spring 2020, with the launch of the new online New Student Orientation, students were introduced to the importance of choosing a major early on in their academic career prior to arriving on-campus for classes. Focus2 was introduced and students were given the opportunity to complete a career interest assessment prior to meeting with an academic advisor.</p> <p>As outlined in item H of the Past Program Review Action section above, the faculty collaboration in the developmental College Literacy course (LTC-099) is an example of</p>

	<p>innovation providing career context to an in-class assignment and presentation.</p>																
<p>3.4 What are the strengths of this program or service?</p>	<p>Collaboration with faculty in developmental education and general student development has ensured that more students understand the career development process as well as are aware of services that are available to them.</p> <p>Collaboration with Student Success Coaches whose caseload comprises mostly of students at-risk has increased the number of referrals of at-risk students.</p>																
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>The lack of staff results in students having to wait one to two or sometimes three weeks for an appointment which results in an increase in student no-shows and cancellations.</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>Students complete surveys regarding their experience in the CDS office. Results below are from 28 students from February 10 thru March 17, 2022. Results are very favorable.</p>  <table border="1"> <caption>Overall Experience Data</caption> <thead> <tr> <th>Statement</th> <th>Strongly Agree</th> <th>Agree</th> <th>Not Applicable</th> </tr> </thead> <tbody> <tr> <td>The Career Development Specialist helped me to determine my own next steps/actions</td> <td>24</td> <td>3</td> <td>1</td> </tr> <tr> <td>I felt comfortable discussing my concerns/problems</td> <td>27</td> <td>1</td> <td>0</td> </tr> <tr> <td>I am satisfied with this career counseling meetin</td> <td>28</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Statement	Strongly Agree	Agree	Not Applicable	The Career Development Specialist helped me to determine my own next steps/actions	24	3	1	I felt comfortable discussing my concerns/problems	27	1	0	I am satisfied with this career counseling meetin	28	0	0
Statement	Strongly Agree	Agree	Not Applicable														
The Career Development Specialist helped me to determine my own next steps/actions	24	3	1														
I felt comfortable discussing my concerns/problems	27	1	0														
I am satisfied with this career counseling meetin	28	0	0														
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>Quarterly updates and program tours ensure that all information given to students through career exploration is current and relevant.</p>																
<p><b>Indicator: Equity</b></p>																	
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Student satisfaction with presentations, workshops, classroom career education and one-on-one appointments is largely done through Satisfaction Surveys utilizing a Likert scale. Evaluations are reviewed and assessed and opportunities for improvement are identified. When appropriate, services and/or programming are altered to attempt to better meet student satisfaction.</p> <p>Such data currently is anonymous and cannot be</p>																

	disaggregated by student characteristics.
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>In fall 2020, in collaboration with COL 101 faculty, a series of five asynchronous modules Connecting Interests to Careers was created. The Modules aligned with assignments created and delivered by the faculty. All of the questions asked were given a good or very good response except for the question relating to the modules holding the student’s interest/attention (73% said that the Modules held their interest/attention).</p> <p>Based on that response, the Modules were reviewed to determine whether the Modules could be shortened in length while still retaining important information. The program will explore the possibility of such data to be disaggregated to see if different students are expressing different needs and opinions. For example, what holds the interest for the dual-enrollment students may be different than for older students.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>The college is building capacity for end-users to disaggregate data in a visual form with the tool Tableau. Utilization data and survey feedback employed by CDS is not yet leveraging this system.</p> <p>However, GSD-120: Exploring Career and College Majors is a one-credit transferable course that is offered tuition free to students, affording all students the opportunity to have the tools necessary to choose a major that leads to academic success and ultimately a fulfilling career.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>Not applicable. Though through its services to Undeclared students, the program helps students strengthen their commitment to a chosen career or academic path.</p>
<p><b>Review Results</b></p>	
<p><b>Rationale</b> R.1 Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The purpose of Career Development Services is to provide students with the tools necessary to make an informed career decision. The department continually creates and enhances resources, and when applicable services to do the job better and more efficiently. Improvements based on qualitative data are used to improve student understanding and application of career information shared during career assessment interpretation; career assessments are used to guide students in making informed career decisions and charting efficient educational plans.</p>



**Intended Action Steps**

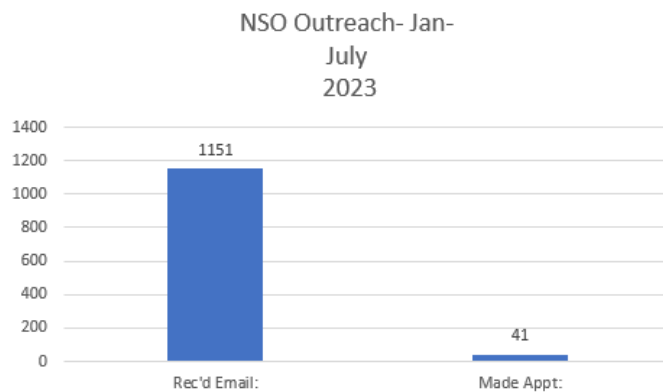
R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.

Some action items were already in progress as this report was being written, and include:

**Outreach to Undecided Student Population**

Timeline: Continuing

An email detailing the services provided by career development services is automatically sent to all students who indicate that they are undecided on a major on their application. In addition, another email is sent by the department for those students who complete their New Student Orientation.



**Infusion of career information in the classroom**

Timeline: Completed

In fall 2020, five career education asynchronous modules, aligned to assignments, were developed to meet a student learning objective in College 101:

- Module 1: The Power of Connecting Yourself to Careers
- Module 2: Career Development Process
- Module 3: Using Holland Codes to Explore Interests
- Module 4: Ways to Explore Career & Majors
- Module 5: How Career Development Services Can Help You

Additional action items over the next five years include:

**Holistic approach to career development services**

Timeline: Completed

Career Development Services collaborated with Wellness Services for the following student presentation:

- Overcoming the anxiety of choosing a major

	<ul style="list-style-type: none"> <li>• In addition, a virtual presentation is available to students online -Identifying and overcoming barriers</li> </ul> <p><b>Investigate creating an Equity in Career Advising taskforce</b></p> <p><u>Timeline:</u> FY2024-25</p> <p><b>Implement Student Satisfaction Survey and Focus Group</b></p> <p><u>Timeline:</u> Completed Spring 2022</p> <p>Develop tool</p> <p>Conduct survey/focus group</p>
<p>R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>At this time, no intentional work is done to address equity gaps, including racial equity gaps. The Equity taskforce idea above can begin those conversations, which can include more sophisticated data disaggregation.</p>
<p><b>R.3 Resources Needed</b></p>	<p>A Director of Career Development would allow the department to provide additional services as well as enhanced focus on community involvement. Since 2014 there has not been this level of leadership in place which has cut all participation in community partnerships and events.</p>
<p><b>Responsibility</b> R.4 Who is responsible for completing or implementing the modifications?</p>	<p>Peggy Gundrum, Associate Dean of Student Success</p>

<h2 style="margin: 0;">Student and Academic Support Services</h2> <p style="margin: 0; font-size: small;">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>	
<b>College Name:</b>	Elgin Community College
<b>Academic Years Reviewed:</b>	2018-2022
<b>Review Area:</b>	Campus Security
<p><b>Review Team</b> 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.</p>	David Kintz, Chief of Police, Primary report author
<p><b>Service Objectives</b> I.2 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 college’s website describes the department as follows:                      Our police department officers are trained experts at preventing crime and enforcing the law on campus to ensure the safety of the Elgin Community College community. Minimizing crime opportunities and encouraging students and employees to be responsible for their security and the security of others are keys to safety.                      Vehicle &amp; foot patrols of buildings and grounds.                      In addition to patrol duties, officers are assigned to the investigation, crime prevention, parking, and safety units.</p> <ul style="list-style-type: none"> <li>• Officer safety escort service</li> <li>• Parking enforcement</li> <li>• Car trouble assistance</li> </ul> <p>Elgin Community College Police Department (ECCPD) has podiums stationed throughout the college at main entrances or congregation points. They serve to provide visibility within the college as well as points that people can find us when needed. The podiums allow for interaction and general questions. Officers often field questions about directions or even asking advice for how to handle personal situations.</p> <p>During the emergency closure in 2020, the department was also responsible for non-traditional police activities to support the overall college response to COVID-19. The physical buildings were closed to all for a three-month period. Officers assisted the IT department with remote connections for staff when desktop systems shut down, helping to reduce the overtime and travel</p>

	<p>needed to respond to campus. They even delivered technology to professors and students. They assisted in the Shipping/Receiving department to ensure deliveries were still accepted. When campus reopened, screening measures were put into place to include taking temperatures of those who entered the building. Officers served as back-ups when a temp taker was needed at an entry point.</p>															
<p>I.3 To what extent are these objectives being achieved?</p> <p>Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>The department submits the Annual Campus Safety Report to the Board of Trustees.</p> <p>The crime statistics kept indicate very low numbers of incidents across the categories in the report. For the most recent year of data, 2021, there was 1 incident each for Arson, Stalking, and Drug Law Violations. See Appendix 3 of this chapter.</p> <p>The Chief of Police reports directly to the college President and sits on the Cabinet. This authority allows any issues to be addressed immediately.</p> <p>An audit in 2019 identified a security gap in the door locking system and the inability to instantly lock doors in an emergency. The college obtained a multi-million dollar grant to upgrade the exterior doors so they are all on electronic locks. Implementation is expected in 2023. Currently, college staff must manually unlock and lock nearly half of the exterior doors each day.</p> <p>Safety and security related questions appear on some student and staff surveys, administered by the college’s Institutional Research department. Surveys of students show increasing satisfaction within the review period:</p> <table border="1" data-bbox="716 1346 1398 1682"> <thead> <tr> <th colspan="3"><b>Noel-Levitz Student Satisfaction Inventory</b></th> </tr> <tr> <th><b>% Students Satisfied</b></th> <th><b>2019</b></th> <th><b>2023</b></th> </tr> </thead> <tbody> <tr> <td>Campus is safe/secure for all students</td> <td>87%</td> <td>88%</td> </tr> <tr> <td>Security staff respond quickly in emergencies</td> <td>77%</td> <td>81%</td> </tr> <tr> <td>Security staff are helpful</td> <td>77%</td> <td>80%</td> </tr> </tbody> </table>	<b>Noel-Levitz Student Satisfaction Inventory</b>			<b>% Students Satisfied</b>	<b>2019</b>	<b>2023</b>	Campus is safe/secure for all students	87%	88%	Security staff respond quickly in emergencies	77%	81%	Security staff are helpful	77%	80%
<b>Noel-Levitz Student Satisfaction Inventory</b>																
<b>% Students Satisfied</b>	<b>2019</b>	<b>2023</b>														
Campus is safe/secure for all students	87%	88%														
Security staff respond quickly in emergencies	77%	81%														
Security staff are helpful	77%	80%														

	<table border="1" data-bbox="717 193 1393 567"> <thead> <tr> <th colspan="4">Elgin Community College's Current Student Survey</th> </tr> <tr> <th>Rate your satisfaction with Safety &amp; Security on campus.</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>49%</td> <td>53%</td> <td>61%</td> </tr> <tr> <td>Satisfied</td> <td>29%</td> <td>29%</td> <td>27%</td> </tr> <tr> <td>TOTAL</td> <td>78%</td> <td>82%</td> <td>88%</td> </tr> </tbody> </table> <p>The college's most recent employee satisfaction survey (PACE, 2023), did not include specific safety questions.</p>	Elgin Community College's Current Student Survey				Rate your satisfaction with Safety & Security on campus.	2020	2021	2022	Very Satisfied	49%	53%	61%	Satisfied	29%	29%	27%	TOTAL	78%	82%	88%
Elgin Community College's Current Student Survey																					
Rate your satisfaction with Safety & Security on campus.	2020	2021	2022																		
Very Satisfied	49%	53%	61%																		
Satisfied	29%	29%	27%																		
TOTAL	78%	82%	88%																		
<p><b>Mission</b> I.4 How does the program/service contribute to the mission of the college? To improve people's lives through learning. Through our decisions and actions we empower:</p> <ul style="list-style-type: none"> <li>● STUDENTS to reach their goals in an equitable and welcoming environment</li> <li>● EMPLOYEES to thrive and fully use their collective talents; and</li> <li>● Our COMMUNITY to transform and enrich the world.</li> </ul>	<p>The safety mission of ECCPD referenced above is an essential and critical underlying factor which allows the college to fulfill its mission to students, employees and the community. The department collaborates across the college to ensure officers are visible and accessible to everyone. As subject-matter experts, the officers assist the college in many critical safety related goals and operations.</p> <p>For example, the department serves on the Behavioral Intervention Team (BIT), led by the Dean of Students. They participated in joining training on the use of a campus BIT, which extends to cooperation for student discipline, arrests, and accidents or medical issues with students. This has resulted in interventions prior to things getting out of hand. In the case of repeat medical calls for the same student, plans were developed for better care and response for that student.</p> <p>ECCPD continues to develop strong ties with Student Life and their clubs and organizations. To introduce themselves to the student body, the department has an informational table at New Student Convocation. Officers participate in many Student Life activities and are present and interactive for events. The department has been featured in social media campaigns to include Tik Tok videos used to strengthen the Spartan community during COVID, celebrate student achievements, and recruiting.</p> <p>Outreach also extends to the surrounding community. Through participation in the Student Life Halloween event, Boo Bash, students with children and other local residents trick-or-treat through various student clubs. ECCPD is able to initiate positive interactions with these young community members.</p> <p>Officers joined with the South Elgin Police Department to participate in a fundraiser for Special Olympics as part of the</p>																				

	<p>Cop on a Rooftop event held at Dunkin Donuts. The ECCPD also partnered with them for the National Night Out Against Crime event. Officers were on hand to let kids try on various police equipment and share enrollment information for the college.</p>
<p><b>Advancement of Equity</b> I.5 How does the program/service help advance equity?</p>	<p>The Department adopted the Ten Shared Principles developed by the Illinois Association of Chiefs of Police and the National Association for the Advancement of Colored People, Illinois Chapter. The principles emphasize that the officers respect every human life and all people should be treated with respect and dignity. These were agreed to by all of the officers and presented to the Board of Trustees. They are posted in the main lobby for the department as a testimony to the values of the department. Refer to Appendix 1 of this chapter.</p> <p>The college has strategic goals and initiatives aimed at ensuring a feeling of welcome and belongingness for all students and employees. The work done by ECCPD helps advance these goals.</p>
<p><b>Past Program Review Action</b> 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>This is the first time the department is undergoing ICCB Program Review. Accomplishments of note over the past five years include:</p> <p><b>Participate in engagement opportunities to discuss issues with staff.</b></p> <ul style="list-style-type: none"> <li>• The college was made aware of safety concerns in 2018/19 in the K building due to the gathering of the homeless. Officers met with employees to hear their concerns. As a result, the podium station was relocated to the area of concern. Officers worked with the homeless to develop a base-level of expectations. Though there were not any incidents of attacks against students or staff, there was a general feeling of fear. The increased presence reduced the general fear.</li> <li>• An active shooter presentation and a safety video were produced to help staff know what to do in an emergency. The video is shown to all new employees and was the mandatory safety training for faculty. In-person sessions and personalized sessions for individual work groups were tailored for specific areas upon request.</li> </ul> <p><b>Identify areas of engagement for interaction with students.</b> <b>The goal was to change the focus of the police department</b></p>

**from a security presence to more of a community policing model that interacts with the student body to develop relationships.**

- Prior to COVID-19 in 2019 and 2020, the department hosted *Coffee with a Cop* sessions in the student lounge. The series was co-sponsored with Student Government and Student Life, who brought in a coffee trailer vendor. The events provided an opportunity for the college community to interact with the officers and ask questions. These will be scheduled again now that the college has returned to normal operations.
- Each year, Student Life hosts a club fair to recruit new student membership. Officers were asked to be judges of the displays. In this role, they were able to talk with the participating representatives and learn more about the clubs and how the police could assist or support them.
- Officers provided expertise for the Drunk Busters program. Student Life, as part of their drug and alcohol program, set up a pedal cart course for students to navigate while wearing goggles that mimicked the effects of drugs and alcohol. Officers would answer questions about DUI arrests and run students through sample field sobriety tests.
- In February, 2018, an outside religious group visited campus to present their views which do not align with the college values of inclusiveness. The group visits Elgin Community College and other college campuses each year and has caused conflicts in the past. Officers met with Students Who Are Not Silent (SWANS), the college's LGBTQ+ group, and helped develop strategies to provide alternative paths around the group's presence to avoid triggering situations. Security plans preserved the right to free speech for all.
- Even though the campus was still closed, an ECC student felt a call to act and organized a protest march from campus in June 2020 after the murder of George Floyd. The ECCPD worked with students to coordinate the event and set up a route in partnership with area agencies to provide a safe passage from campus to the police station in the city of Elgin. The irony was not lost that the protest was about police actions yet there were great interactions among officers, students, faculty and staff in attendance, seeing each other for



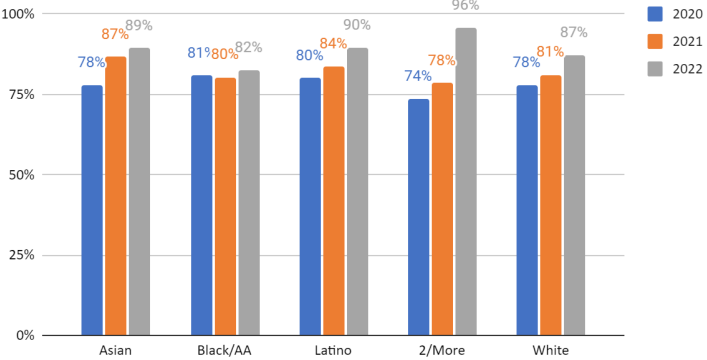
	<p>the first time since the college was closed in March.</p> <ul style="list-style-type: none"> <li>• Officers choose to actively participate in the planning and execution of events sponsored by MAGIC - the Multi-Cultural and Global Initiatives Committee. ECCPD was featured on two different panels in 2019. The sessions allowed ECCPD to interact with students, staff and the community to provide context and perspective to current events.</li> <li>• Participated with the theater department for a speaker panel for the play <i>Columbinus</i>. The play had a heavy theme involving active shootings and invoked strong reactions. ECCPD participated along with the cast and mental health professionals during a talk-back after the performances.</li> </ul> <p><b>Coordinate vaccine clinics to allow access for staff, students and community</b></p> <ul style="list-style-type: none"> <li>• The police department was tasked with coordinating with state and county health department officials to host vaccine clinics for COVID-19.</li> <li>• ECC was selected to be a public distribution site for at-risk community members. Eligible college employees were notified and officers facilitated their appointments. The college hosted 28 clinics on campus and dispensed 303 doses of the vaccine.</li> <li>• Elgin Community College was designated as a Vaccine Champion College by the White House.</li> </ul>
<p><b>Indicator: Need</b></p>	
<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 police department receives its authority under 110 Illinois Compiled Statutes 805-3-42.1. The college is not required to have a police department but there are statutory requirements that fall under ECCPD to include the Campus Violence Prevention Plan as well as compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act.</p> <p>All of the officers are sworn and certified under the Illinois Law Enforcement Training and Standards Board (ILETSB). Appendix 2 is a table demonstrating how compliance with training mandates is monitored. Class completion is reported to ILETSB.</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 an increasingly unpredictable world, safety and security are paramount to the learning environment. ECCPD provides coverage for the campus and is present seven days a week while the college is open. In 2023, the college employs 16 officers to cover the two campuses, Main and the Center for Emergency Services in Burlington.</p> <p>Though the college is not mandated to have its own department, the Elgin Community College Board of Trustees made the decision in 2008 to establish its own police department instead of relying on an outside agency.</p>																								
<p>1.3 If applicable, what is the student and employee usage for this program/service?</p>	<table border="1" data-bbox="716 653 1349 1045"> <thead> <tr> <th>Year</th> <th>Vehicle Crashes</th> <th>Incident Reports</th> <th>Total Service Calls</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>55</td> <td>159</td> <td>214</td> </tr> <tr> <td>2019</td> <td>41</td> <td>180</td> <td>221</td> </tr> <tr> <td>2020 (*)</td> <td>12</td> <td>63</td> <td>75</td> </tr> <tr> <td>2021 (*)</td> <td>7</td> <td>54</td> <td>61</td> </tr> <tr> <td>2022</td> <td>27</td> <td>130</td> <td>157</td> </tr> </tbody> </table> <p>Trends for the review period are not particularly helpful, as operations and student/staff need were quite different during the emergency closure and the 20/21 academic year of remote teaching and learning. Data has been tracked in a localized Excel spreadsheet, which has not allowed the information to be logged categorically. ECCPD is in the process of implementing a new records management system as part of a multi-agency system through the sheriff's office. This will enhance record keeping and allow sharing of all police records throughout the county. The new system will be operational in 2023.</p>	Year	Vehicle Crashes	Incident Reports	Total Service Calls	2018	55	159	214	2019	41	180	221	2020 (*)	12	63	75	2021 (*)	7	54	61	2022	27	130	157
Year	Vehicle Crashes	Incident Reports	Total Service Calls																						
2018	55	159	214																						
2019	41	180	221																						
2020 (*)	12	63	75																						
2021 (*)	7	54	61																						
2022	27	130	157																						
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Student usage in the above service call data is not disaggregated from the total.</p> <p>Generally, staffing and resource levels are sufficient to meet the needs of the various populations served by the department. Officers maintain a presence around campus that amplifies the feeling of omnipresence and can be easily accessed when needed.</p>																								
<p><b>Indicator: Cost</b></p>																									

<p>2.1 What are the current expenditures of the department?</p>	<p>The total allocated budget in FY22 was \$1.28 million. The majority of the budget, as with most departments, is for staff salary and benefits. Other key budget lines include vehicle replacements, enhancements to campus security cameras, and updating all of the college AED machines.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>ECCPD is funded through the Operations and Maintenance Fund. One half of the salaries are funded through the Liability, Protection &amp; Settlement Subfund. The college uses a zero-based budget process and all expenses needed to be justified each fiscal year.</p>
<p>2.3 Did the review of program cost result in any actions or modifications?</p> <p>Are any current or impending goals related to cost/efficiency? Please explain.</p>	<p>Not at this time.</p> <p>Overtime expense has fluctuated over the review period, mostly due to the impact of COVID and the lack of outside events of campus.</p> <p>Ballistic vests are replaced every five years. ECCPD participates in a federal grant to get reimbursed for ½ of the cost.</p>
<p><b>Indicator: Quality</b></p>	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>As highlighted within this report, some college-sponsored surveys gauge satisfaction with safety and security from both student and employee populations and can be tracked over time. The ECCPD also reports annual crime data as required, which can be benchmarked over time and to the desired outcome of zero incidents.</p>
<p>3.2 How does the college ensure that all program staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>Key job duties are outlined in the officer position description: Prevent, detect and investigate disturbances; maintain order; patrol assigned areas; enforce traffic regulations. Comply with and adhere to all applicable state, federal and local laws.</p> <p>Minimum qualifications for the job are currently listed as:</p> <ol style="list-style-type: none"> <li>1. Associate's degree (AA) or equivalent from two-year college or technical school; or equivalent combination of education and/or experience.</li> <li>2. Two years prior police experience.</li> <li>3. Must be a Certified Police Officer through Illinois Law Enforcement Training and Standards Board (ILETSB) and maintain such certification throughout the term of employment.</li> <li>4. Be 21 years of age or older and a U.S. citizen.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Possess a valid Illinois driver’s license.</li> <li>6. Must be able to walk eight hours per day and assist in evacuating non-ambulatory persons in an emergency.</li> <li>7. Ability to analyze situations and to adopt quick, effective and reasonable courses of action.</li> <li>8. Ability to use good discretion and deal courteously but firmly with general public.</li> <li>9. Strong oral and written communication skills.</li> <li>10. Availability and ability to work varying shift assignments.</li> <li>11. Ability to work in conditions that include exposure to extreme weather, intense physical activity, combat with armed and or/dangerous persons, individuals with contagious diseases, and safety hazards associated with emergency driving and traffic control.</li> </ol> <p>As referenced above in item 1.1, mandated training is tracked for officers in the department (Appendix 2).</p> <p>Additionally, professional associations and conferences are avenues for the department to keep up-to-date in the field. These include:</p> <p>Memberships</p> <ul style="list-style-type: none"> <li>● International Association of Chiefs of Police</li> <li>● Illinois Association of Chiefs of Police</li> <li>● FBI National Academy Associates</li> <li>● Kane County Chiefs of Police Association (Chair of Officer of the Year Committee)</li> <li>● Northern Illinois Campus Chiefs</li> <li>● Illinois Campus Law Enforcement Association</li> <li>● International Campus Law Enforcement Association</li> <li>● Kane County Teachers Credit Union (Director, Board Chair)</li> <li>● VFW St. Charles Post (Sgt at Arms)</li> </ul> <p>Conferences/Meetings</p> <ul style="list-style-type: none"> <li>● International Association of Chiefs of Police annual conference</li> <li>● Illinois Association of Chiefs of Police annual conference</li> <li>● Kane County Chiefs of Police Association monthly meetings</li> <li>● FBI National Academy Associates monthly meetings.</li> </ul>
--	--

<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 college has nearly 500 cameras throughout the public areas of the college. Significant upgrades have been made to outdated cameras. Many single-lens cameras have been changed out to multi-lens cameras with HD capabilities. It was common to not have video coverage for hit and run crashes and other incidents. Now it is rare to have an incident not covered on the cameras.</p> <p>ECCPD developed a Food for Fines amnesty program which allows people to pay parking tickets with a food donation to the Spartan Food Pantry, in collaboration with students from the Phi Theta Kappa honor society. This program runs at the beginning of each semester when violations are at their greatest due to new people coming to campus. The program helps provide a positive means to make sure parking rules are known and followed.</p> <p>These do not directly support student success, but contribute to the goals of a safe and supportive campus.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>As mentioned above in the list of accomplishments, the philosophy of the ECCPD has changed from a security presence to one of service and safety through community interaction and relationships.</p> <p>The chief received the Friend of Student Life Award for 2018-19. The award is presented to those who make a significant impact for the students. This award validated the efforts that were made in the change of focus to more community engagement activities.</p> <p>The department has received compliments from the faculty and staff that they have noticed a difference in the presence of the officers and how they interact with the college. Officers often take the extra step to work through an issue for a student.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>Illinois passed the Safe-T-Act in 2022 and placed minimum training requirements on police departments to meet certain mandates which include scenario-based training. This is a challenge for all police departments but particularly for small departments with limited staff. Each department is responsible for developing their own curriculum and obtaining certification from the Illinois Law Enforcement Training and Standards Board. ECCPD is exploring partnerships with larger agencies to join their training. Additionally, the college may identify its own in-house instructors to design such continuing education programs which could then be marketed to all area police departments.</p>

	<p>A secure, robust records management system is needed that can search for data from area departments and aids in mandated uniform crime reporting.</p> <p>Addressing these specific challenges will be a priority in the coming year.</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>These arose from a state mandate.</p>																								
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>“Data” is not a key part of the quality efforts of the department. The department maintains accurate records as required by law. Improvements are more based in relationships and trust.</p>																								
<p><b>Indicator: Equity</b></p>																									
<p>3.8 What disaggregated data has been collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Some of the survey data referenced in item I5 in this report’s introduction can be disaggregated by certain respondent characteristics.</p>																								
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>The Current Student Survey results have shown increases in satisfaction with safety and security over the last three years. Disaggregation by student race/ethnicity indicate the overall satisfaction and the growth is lower and less pronounced for Black/African-American students. Continued outreach efforts from the department will seek to reduce this gap for underrepresented students.</p> <p style="text-align: center;">Current Student Survey: Satisfaction with Safety and Security on Campus by R/E Groups</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>R/E Group</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>78%</td> <td>87%</td> <td>89%</td> </tr> <tr> <td>Black/AA</td> <td>81%</td> <td>80%</td> <td>82%</td> </tr> <tr> <td>Latino</td> <td>80%</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>2/More</td> <td>74%</td> <td>78%</td> <td>96%</td> </tr> <tr> <td>White</td> <td>78%</td> <td>81%</td> <td>87%</td> </tr> </tbody> </table>	R/E Group	2020	2021	2022	Asian	78%	87%	89%	Black/AA	81%	80%	82%	Latino	80%	84%	90%	2/More	74%	78%	96%	White	78%	81%	87%
R/E Group	2020	2021	2022																						
Asian	78%	87%	89%																						
Black/AA	81%	80%	82%																						
Latino	80%	84%	90%																						
2/More	74%	78%	96%																						
White	78%	81%	87%																						
<p>3.10 How is the college seeking opportunities to close the gap and</p>	<p>In 2021 the college also administered the Diversity and Equity Campus Climate Survey by the Higher Education Data Sharing</p>																								

<p>provide equitable access to programs and services?</p>	<p>Consortium (HEDS) to both students and employees. This data can provide a benchmark for improvement efforts.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>The ECCPD is not directly linked to instructional programs.</p>
<p><b>Review Results</b></p>	
<p><b>Rationale</b> R.1 Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The police department has made great strides to become an integral part of the campus and engage the community. Officers will continue to work to keep the campus safe through patrols and training opportunities. Technological upgrades for records management, body worn cameras, and campus security cameras will help with the efficiency of the department. A training plan will be developed to incorporate the new virtual simulator and ensure compliance with new state mandates.</p>
<p><b>Intended Action Steps</b> R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates. <i>Consider short term (2023/2024 academic year) and longer (remainder of review period, 2024 - 2027)</i></p> <p>If you would like, fashion your goals within the SMART framework: Specific, Measurable, Attainable, Relevant, and Timebound, with targets/metrics as the college is doing in eTalent.</p>	<p><b>Maintain a safe campus as measured by annual CLERY report numbers</b></p> <ul style="list-style-type: none"> <li>• Keep reportable numbers less than five per year.</li> </ul> <p><u>Timeline:</u> Ongoing</p> <p><b>Virtual Training Simulator</b></p> <ul style="list-style-type: none"> <li>• Setup and go live for the simulator</li> <li>• Identify and train users.</li> <li>• Develop training program and obtain approval from the state</li> </ul> <p><u>Timeline:</u></p> <ul style="list-style-type: none"> <li>• Installation and training completed by December, 2023</li> <li>• Training program developed and approved by May 2024</li> <li>• Officers to receive training June, 2024</li> </ul> <p><b>Records Management System</b></p> <ul style="list-style-type: none"> <li>• Complete inter-governmental agreement with Sheriff's office use of system</li> <li>• Train users for data entry</li> <li>• Train officers in use of the program.</li> </ul> <p><u>Timeline:</u></p> <ul style="list-style-type: none"> <li>• IGA completed and approved by November, 2023</li> <li>• Training and implementation by February, 2024</li> <li>• Go-live by March, 2024</li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Track engagement opportunities</li> <li>• Officers will participate in at least 2 events annually</li> </ul> <p><u>Timeline:</u> FY24</p>



	<p><b>Implement Body-Worn Camera system; modify policy as needed</b></p> <p><u>Timeline:</u></p> <ul style="list-style-type: none"> <li>• Identify and select a vendor by September, 2023</li> <li>• Implement system and train operators by December, 2023.</li> <li>• Train administrators for data sharing and redaction by December, 2023</li> <li>• Modify policy as needed.</li> </ul>
<p>R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Continued and expanded community engagement includes the desire to foster inclusiveness for everyone served by ECCPD.</p> <p>Other goals are not specifically designed to address equity gaps, however, better data through the RMS as well as simulation training and body-cam video can assist assurance that gaps are not perpetuated by the department.</p>
<p><b>R.3 Resources Needed</b></p>	<p>To successfully implement the new records management system, the department will have an inter-governmental agreement with Kane County. ECC's IT department will have to set up virtual partner networks to provide access. Administration will coordinate set-up time and data entry. Officers will be trained on accessing and searching the system.</p> <p>Test and evaluation periods have been conducted with vendors for body worn cameras. A vendor will be selected and then pricing obtained. After the purchase, the department will need training on the use and administration of the videos. A policy has been implemented and will be adjusted as needed.</p> <p>The Board of Trustees has approved the expenditure for the virtual simulator. Purchasing is working through the contract language. Officers will be selected and trained as instructors for the system. Area police departments will be invited to attend as well. A curriculum will then be developed and submitted to the state training board for approval. Officers will then receive scenario-based training in compliance with the Safe-T-Act.</p>
<p><b>Responsibility</b> R.4 Who is responsible for completing or implementing the modifications?</p>	<p>Chief of Police David Kintz will lead efforts on behalf of ECCPD with assistance or partnership from relevant personnel as needed.</p>

## Appendix 1 ILACP Affirmation of Shared Principles



### Adoption of Shared Principles by Elgin Community College Police Department

**WHEREAS**, on March 22, 2018, the NAACP Illinois State Conference and the Illinois Association of Chiefs of Police agreed to 10 Shared Principles designed to build trust between law enforcement and communities of color, and

WHEREAS, the two statewide associations vowed “by mutual affirmation to work together and stand together in our communities and at the state level to implement these values and principles, and to replace mistrust with mutual trust wherever, whenever, and however we can,”

**NOW BE IT THEREFORE RESOLVED** that the Elgin Community College, Illinois, Police Department adopts these same Ten Shared Principles as their own, and thereby adds its name to the historic agreement between the Illinois NAACP and the ILACP. These are the Ten Shared Principles:

1. We value the life of every person and consider life to be the highest value.
2. All persons should be treated with dignity and respect. This is another foundational value.
3. We reject discrimination toward any person that is based on race, ethnicity, religion, color, nationality, immigrant status, sexual orientation, gender, disability, or familial status.
4. We endorse the six pillars in the report of the President’s Task Force on 21<sup>st</sup> Century Policing. The first pillar is to build and rebuild trust through procedural justice, transparency, accountability, and honest recognition of past and present obstacles.
5. We endorse the four pillars of procedural justice, which are fairness, voice (i.e.,

an opportunity for citizens and police to believe they are heard), transparency, and impartiality.

6. We endorse the values inherent in community policing, which includes community partnerships involving law enforcement, engagement of police officers with residents outside of interaction specific to enforcement of laws, and problem-solving that is collaborative, not one-sided.
7. We believe that developing strong ongoing relationships between law enforcement and communities of color at the leadership level and street level will be the keys to diminishing and eliminating racial tension.
8. We believe that law enforcement and community leaders have a mutual responsibility to encourage all citizens to gain a better understanding and knowledge of the law to assist them in their interactions with law enforcement officers.
9. We support diversity in police departments and in the law enforcement profession. Law enforcement and communities have a mutual responsibility and should work together to make a concerted effort to recruit diverse police departments.
10. We believe de-escalation training should be required to ensure the safety of community members and officers. We endorse using de-escalation tactics to reduce the potential for confrontations that endanger law enforcement officers and community members; and the principle that human life should be taken only as a last resort.

---

Date David Kintz, Chief of Police

## Appendix 2

### Mandate Roster: Elgin Community College Police Dept - Law Enforcement Document Interchange

Name	Civil Rights	Const. Use of LE Authority	Cultural Competency	Human Rights	Legal Updates	Procedural Justice	Psychology of Domestic Violence	Reporting of Child Abuse and Neglect	Sexual Assault Trauma Informed Response
Officer 1	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 2	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 3	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 4	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 5	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 6	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 7	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 8	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 10	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 11	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 12	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 13	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 14	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 15	✓	✓	✓	✓	✓	✓	✓	✓	✓
Officer 16	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Appendix 2 Reported Crime Statics

Offense	Year	ECC MAIN CAMPUS		CENTER FOR EMERGENCY SERVICES		EDUCATION AND WORK CENTER	
		Elgin		Burlington		Hanover Park	
		On Campus	Public Property	On Campus	Public Property	On Campus	Public Property
<b>CRIMINAL HOMICIDE</b>							
Murder and Nonnegligent Manslaughters	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
Negligent Manslaughter	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>Sex Offenses</b>							
Sex Offenses	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>Robbery</b>							
Robbery	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>Aggravated Assault</b>							
Aggravated Assault	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>Burglary</b>							
Burglary	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>Motor Vehicle Theft</b>							
Motor Vehicle Theft	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>Arson</b>							
Arson	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	1	0	0	0	0	0
<b>VAWA-COVERED OFFENSES</b>							
<b>Domestic Violence</b>							
Domestic Violence	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>Dating Violence</b>							
Dating Violence	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>Stalking</b>							
Stalking	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	1	0	0	0	0	0

Offense		ECC MAIN CAMPUS		CENTER FOR EMERGENCY SERVICES		EDUCATION AND WORK CENTER	
		Elgin		Burlington		Hanover Park	
		On Campus	Public Property	On Campus	Public Property	On Campus	Public Property
<b>ARRESTS</b>							
Liquor Law Violations	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
Drug Law Violations	2019	1	0	0	0	0	0
	2020	1	0	0	0	0	0
	2021	0	1	0	0	0	0
Weapons Violations	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>DISCIPLINARY ACTIONS</b>							
Liquor Law Violations	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
Drug Law Violations	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
Weapons Violations	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
<b>HATE CRIMES</b>							
Hate Crimes	2019	0	0	0	0	0	0
	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0

<h2 style="margin: 0;">Student and Academic Support Services</h2> <p style="margin: 0; font-size: small;">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>	
<b>College Name:</b>	Elgin Community College
<b>Academic Years Reviewed:</b>	2018-2022
<b>Review Area:</b>	Instructional Improvement and Distance Learning
<p><b>Review Team</b> 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.</p>	<p>The staff of Instructional Improvement and Distance Learning were provided drafts of each section as completed and were solicited for feedback and revision.</p> <p>Tim Moore, Dean for Academic Resources and Instructional Technology, primary author</p> <ul style="list-style-type: none"> <li>• Terrance Stanton, Instructional Technology/Distance Learning Coordinator (feedback)</li> <li>• Christian Zehelein, Instructional Technology/Distance Learning Coordinator (feedback)</li> <li>• Tammy Ray, Instructional Technology/Distance Learning Coordinator (feedback)</li> <li>• Megan DiCianni, former Instructional Technology/Accessibility Coordinator (feedback)</li> </ul> <p>Additional resources, data guidance and review were provided by:</p> <ul style="list-style-type: none"> <li>• Lisa Wiehle, Manager of Outcomes Assessment</li> <li>• Kayla Palmisano, Institutional Research Data Specialist</li> <li>• Annamarie Schopen, Assistant Vice-president Teaching, Learning &amp; Student Development</li> </ul>
<p><b>Mission</b> I.2 How does the program/service contribute to the mission of the college? To improve people’s lives through learning. Through our decisions and actions we empower:</p> <ul style="list-style-type: none"> <li>• STUDENTS to reach their goals in an equitable and welcoming environment</li> </ul>	<p>The department serves as the main point of support for faculty and students who are engaged with online learning across a number of modalities including online, hybrid, and enhanced. As such, the department supports nearly all students and faculty. In addition, the staff of the department serve on various committees throughout the college, assisting with keeping perspectives related to online learning at the forefront of the discussion.</p> <ul style="list-style-type: none"> <li>• With many of the programs offering online</li> </ul>



<ul style="list-style-type: none"> <li>● EMPLOYEES to thrive and fully use their collective talents; and</li> <li>● Our COMMUNITY to transform and enrich the world.</li> </ul>	<p>learning opportunities to provide flexible options for students, and many faculty members leveraging the tools to facilitate learning, the department contributes directly to student and programmatic success. Additionally, the college’s distance learning options support reverse-transfer students for affordable college options that provide flexibility.</p>
<p><b>Advancement of Equity</b> I.3 How does the program/service help advance equity?</p>	<p>The department has been involved with issues of equity going back to its inception in 2004. At first, it advocated and worked to support issues related to the digital divide, collaborating with IT and the Library to ensure that students had access to the technologies they needed to be successful in their online and other distance courses. This continued through COVID expanding those involved to include the Testing Center. The college committed to providing equipment and internet access to students so they might be able to continue their studies during the COVID shutdown.</p> <p>In addition, the department has been committed to issues of accessibility for about ten years, with all members of the department participating in in-depth training on the remediation of digital documents. Through the efforts of the department, a new accessibility initiative began in the Summer of 2018, with conversations between the Center for Enhancement of Teaching, Assessment and Learning (CETAL), Student Accessibility and Disability Services, and Instructional Improvement and Distance Learning. These initial conversations evolved and opened up to the creation of an Accessibility Committee on campus including the legal department, student services chaired by the Director of Disability Services, under direction of the Executive Director of Equity, Diversity and Inclusion. The Accessibility Committee has been drafting a five-year accessibility plan, and is currently working on an accessibility policy for the campus.</p> <p>In addition, Instructional Improvement and Distance Learning, along with CETAL, incorporates discussions of learning styles into their professional development opportunities for the faculty. Specifically, leveraging the tools within the LMS to engage students is a primary focus in these programs.</p> <p>The department is currently in the process of implementing</p>

accessibility services into the other technology services it provides. The department now staffs two instructional technology/accessibility coordinators to oversee a three-tiered support of accessibility in digital learning environments:

1. Review and remediate classes in the LMS to ensure appropriate level of accessibility for students;
  - a. Priority assigned to classes that have students with disabilities already registered for upcoming semesters
  - b. Review materials upon request from the faculty;
2. Remediate legacy materials in classes that may or may not have students with accessibility needs in them;
  - a. Pilot occurred in Summer and Fall of 2022 to determine the best process to support the Faculty in this endeavor
  - a. Plans will be developed to provide services with student interns to facilitate quick remediation turn around, and, at the same time, provide students with work experience and skills related to their majors, specifically on accessibility in those areas;
3. Provide professional development opportunities to the Faculty so that newly developed learning materials are accessible.

With a broad-scale adoption of new technology and teaching methods, systemic equity issues already in place are likely to be increased. While faculty focus on equity issues within their content and classroom climate, the Instructional Improvement and Distance Learning department maintains awareness and focus on those issues related to the digital divide, which is not something that can be done on a small-scale level. Broad-based access issues need to be addressed not only in *access* to technology, but also in the *maintenance* of that technology. Students need orientation to online learning as much as they do to institutional and face-to-face collegiate experiences. Online learning is not something we do, it is *how* we do things, and institutional expectations, support, and services need to adapt to include those needs to equitably serve all students.

<p><b>Service Objectives</b></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 department of Instructional Improvement and Distance Learning provides support to students in their endeavor of success in courses utilizing technology-enhanced learning environments. The department also provides support and professional development opportunities for the faculty and staff of the college in their endeavor to provide these learning environments and services to students.</p> <p>Through the adoption of the D2L Brightspace as the primary learning management system and other supporting technologies (i.e., Bongo Live Classroom, Revolution Lightboard, multimedia), the faculty and staff can provide a stable, consistent environment through which quality instruction and services can be provided to students and community members at a distance.</p> <p>As will be discussed throughout this report, the department is a key member of the college's Accessibility Committee, and works to ensure all documents provided within the learning environment meet proper accessibility standards (refer to definition in appendix 1). This is done through remediation of existing documents as well as providing support and development to faculty so that new materials will be accessible from the start.</p> <p>In Fall 2019, the program drafted a set of learning outcomes for each of the primary audiences as follows:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply technical skills to engage in online, blended, enhanced, and other technology facilitated sections;</li> <li>• Utilize D2L Brightspace to engage in their learning;</li> <li>• Identify the person or department one should call if assistance is needed in utilizing D2L Brightspace.</li> </ul> <p>Instructors will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate the strengths and limitations of online technology in distance learning environments;</li> <li>• Implement and demonstrate effective and appropriate use of online tools for engaged learning environments;</li> <li>• Articulate the process through which sections can be designated Internet, Hybrid, or Enhanced;</li> <li>• Identify the person or department one should call if assistance is needed in developing online learning environments or utilizing D2L Brightspace;</li> <li>• Identify the person or department from whom one can request assistance with instructional design matters in any learning environment (face-to-face, or at a distance);</li> </ul>
---	---

	<p>Utilize elements of universal design to address issues of accessibility and learning styles.</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>There is not currently a measurement plan related to assessing the services of Instructional Improvement and Distance Learning. The use of the tools is implemented by individual faculty members in order to foster communication and engagement with students. In the context of the pandemic, the Faculty and students of Elgin Community College (ECC) became very aware of using the tools within D2L. Anecdotally, the range of quality starts at minimal success to great success as far as student engagement is concerned. Requirements for professional development have gone a long way to aiding people with their adoption of online learning tools; however, many of the individuals participated not so much as an opportunity to improve their skills as much as a box to check that they participated so they can now “teach online”. As post-COVID has returned to a new “normal” The quality issues related to the development done in haste during the emergency will need to be addressed. The deans have already begun these conversations with their Faculty in most areas.</p> <p>In this next cycle, the office will need to survey faculty and students on the objectives of the department, and continue providing services to aid in quality online instruction.</p>
<p><b>Past Program Review Action</b> 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><b>A. Pre-Reqs for Online Courses Recommendation</b></p> <p>As charged by the Vice-president, the Distance Learning Advisory Committee for FY18 will review possible options related to student readiness for online learning, and recommend to the Vice-president steps to ensure those students enrolled in online courses will have the skills needed to succeed.</p> <p>Evidence of outcomes met will include Improved student success and retention in online courses. Once completed, the recommendation may have impact on instruction, registration, and IT.</p> <p><u>Status:</u> Complete</p> <p><u>Progress Reported:</u> There is currently no mechanism for “requiring” an orientation of students prior to enrollment as a prerequisite. Distance Learning continues to provide an Online Orientation program that can be integrated into classes so as to provide students a reflective exercise in the needs they should address in order to be successful in classes. The</p>

existing orientation was to be integrated into the new student orientation system to possibly generate a list of students who have completed the orientation, but there is currently no policy to require completion of that orientation prior to being able to enroll in a distance learning class. Currently, students are encouraged through the "Welcome" letter for online classes to review the orientation prior to beginning their class. Participation seems low. As stated, instructors are also encouraged to provide a link to the orientation during the first week of the course through D2L.

### **B. D2L Daylight Roll-Out**

As part of D2L Implementation, a major upgrade will be done Summer/Fall 2018. The project is codenamed "Daylight."

Challenges will include creating a consistent look and options for faculty as they implement the new interface. Marketing will need to be involved in creating images; Communications in order to get the word out.

Status: Complete

Progress Reported: Daylight was implemented as expected, with very few issues. While images were provided by marketing, the option for instructors to customize the image for their class is in place.

### **C. Video Compliance with ADA**

As more multimedia content is developed for faculty, the department needs to ensure that all video is compliant with ADA. This continues a goal from 2017 that will continue through 2018.

Status: Complete

Progress Reported: This project has been undertaken with the Student Success department. The project has been split in two, one for development of content (managed by Distance Learning) and one for responding to the needs of students with disabilities (managed by Student Success).

Most videos have been updated to include either closed-captioning or a transcript has been made available. Funding has been institutionalized in two departments: Distance Learning budgets for ADA compliance of video which are produced in house; Disability Office budgets for video provided from outside the college that has not met ADA

standards. Any new development (Video or Audio) will include captioning or transcription as required.

Now fully integrated into the proposed five-year accessibility plan, Distance Learning has implemented a training program focusing on captioning when creating videos, leveraging Youtube and Zoom to generate captioning for video. Existing videos will continue to be processed through Rev.com.

#### **D. Open Educational Resources Initiative**

The department will support and encourage the development and implementation of Open Educational Resources as part of a proposed Student Success Infrastructure (SSI), and the Teaching, Learning, and Student Development (TLSD) Operational plan "1.2. Identify strategies to reduce textbook costs for students."

Status: In progress

Progress Reported: The initiative is really a support program for instructors who identify potential for the implementation of OER. The Library and Associate Dean of the Library will be involved in finding content, while Distance Learning is involved with instructional design and implementation.

The shutdown delayed implementation of OER initiatives. Collaboratively, the vice-president's office, Distance Learning, the Library, and Planning/Institutional Effectiveness continued to move forward with conversations to determine the best way to move forward, and continue on the endeavor.

A committee to research and recommends solutions for Textbook affordability options was implemented for the 21/22 academic year, with the committee offering several recommendations in various areas. The committee has moved out from under Distance Learning and the Library and reports to the Vice President. The committee for 22/23 will be adopting specific recommendations and will begin making plans to address them.

#### **E. Accessibility of course content**

To provide instructors with information and skills related to developing accessible content for their students; and to support faculty in the development of those materials. Professional development programs will be delivered through CETL. Advisory perspectives will be provided by the Office of Students with Disabilities.

Status: In progress

Progress Reported: Two Instructional

Technology/Accessibility Coordinators were hired in order to begin providing services to ensure accessible content within classes. These positions work closely with the needs of the Student Access and Disabilities Services Office to prioritize work to ensure that any ADA requirements are addressed for students in classes for which they register. The Coordinators have also rolled out professional development opportunities targeting members of the Faculty to assist with the development of skills to create fully accessible content. The three programs include topics related to Accessibility in MS Office, Accessibility in D2L, and captioning of videos.

The Coordinator positions continue to evolve. It is expected that after the first year, there will be enough experience to examine the current job descriptions to ascertain if they accurately reflect the work that is being done. Plans have slowed a bit as one Coordinator recently took a position at another institution, and the selection process for a replacement has just begun (spring/summer 2023).

#### **F. Adoption of New Rubric Recommendations for Online Course Development**

The department of Instructional Improvement and Distance Learning, within the context of the Distance Learning Advisory Committee, will review, revise, and implement a new rubric for the development of quality online learning courses at Elgin Community College.

Status: Complete

Progress Reported: For the 19/20 academic year, Distance Learning had begun working with the Distance Learning Advisory Committee to review rubrics for quality online learning to determine a replacement for the current at that time Quality Online Course Initiative Rubric from Illinois Online Network. QOCI had become a bit dated and the college wanted one that addressed more specifically the current environment. After reviewing a number of rubrics, the Quality Matters Rubric was chosen due to its continued relevancy and additional services that were able to be leveraged by the institution.

Distance Learning continues to integrate the rubric into its processes and is providing professional development



opportunities to those who develop and who review development.

### **G. Support the Development of Priority Online Courses**

The department will support instructors and the deans in the development of online courses identified as priorities for the coming year. These priorities were identified by the Growing Online Learning Programs workgroup from FY 2019, and are enhanced by other courses that have been identified by the deans and instructional coordinators.

Status: Complete

Progress Reported: A committee was formed to propose additional development based on the 2019 recommendations, and after making new recommendations to the Vice President and Deans, the COVID-19 pandemic hit. All the recommended courses were developed in that time, with hundreds of others.

In Spring 2022, the college began intentionally scheduling specific courses with at least one asynchronous option available to students every semester from each of the general education degree requirements for the Associate of Arts to provide a means for students to complete this degree fully online.

### **H. New Online Workshops for Faculty Development**

The department of Instructional Improvement and Distance Learning (DL) will revise their current offerings to take into consideration recommendations from the Rubric Review Workgroup, and develop two new programs: 1) on Open Educational Resources (in conjunction with the Library); and 2) Creating accessible documents for students.

Status: In progress

Progress Reported: OER programs for the Faculty were rolled out prior to the pandemic shutdown. The programs were focused on awareness of resources at their disposal if they were interested in exploring alternatives to traditional Publisher texts. This program went on hiatus during the period of remote teaching/learning, and there was no bandwidth for OER.

	<p>The OER program in general was reset for 21/22 academic year with a reconstituted committee, and new recommendations being made. Those recommendations are expected to be prioritized during the 22/23 academic year.</p> <p>The Instructional Technology/Accessibility Coordinators have rolled out professional development opportunities for college faculty to assist with the development of skills to create fully accessible content. The three programs include topics related to Accessibility in MS Office, Accessibility in D2L, and captioning of videos. Additional programs are expected in the coming semesters.</p> <p><b>I. Training for Administration in Online Learning and Evaluation</b></p> <p>Identify and provide professional development needs for administrators in instructional areas for online learning and evaluation.</p> <p><u>Status:</u> Complete</p> <p><u>Progress Reported:</u> Administrators who participate in the DL development have been provided professional development opportunities to learn the Quality Matters rubric and how it is applied. Due to the turnover in administration over the past year, additional programs will roll out in late January/early February 2023. Additional programs will be explored to focus on providing peer review feedback to the developers. This too, if funding is available, will be offered Spring 2023.</p> <p><b>Other Accomplishments not related to departmental goals:</b></p> <p>As mentioned, the department facilitated and supported the herculean development of asynchronous, synchronous, and hybrid sections during the COVID-19 shutdown in 2020. Beginning March 13, 2020, the department supported the following:</p> <ul style="list-style-type: none"> <li>• 420 new online &amp; 244 new hybrid courses</li> <li>• Typical development: 5 – 8 each semester</li> <li>• 451 Instructors participating in training SP/SU2020</li> <li>• 235 Internally from ECC DL staff</li> <li>• 216 Quality Matters (included deans/staff)</li> </ul>
<p><b>Indicator: Need</b></p>	

<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 program is not statutorily required. The program was created out of the management of closed-circuit classrooms and telecourses as they evolved into Online Learning as the World Wide Web began to prosper.</p> <p>As discussed above, the department works to ensure the college maintains compliance with statutorily required rules of the Americans with Disabilities Act.</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 need for the program goes back to the mid-1990's when online learning was growing greatly due to the World Wide Web. The support structures for online learning were put into place in order to support instructors in the development and implementation of online learning, and to provide professional development opportunities to that end. Instructional Improvement and Distance Learning is the main access point for support related to online learning for faculty and students at the college. These initiatives include quality assurance, technical support and training, just-in-time training, and learning platform support.</p> <p>Needs are assessed with enrollment data, broken down by mode of delivery, Course Success by Modality (Tableau), and Section Enrollment Data.</p> <p>In the context of new development, the department will support the development of 8 - 15 courses in a typical year. In FY2021, the college developed 170 new online courses, and 38 the following year. Hybrid courses had a similar development output, though their regular numbers have been much lower. This is expected to settle back down to the normal range as operations transition into post-COVID.</p> <p>Even with this volume of recent activity, several courses have been identified as needing redevelopment based on the length of time since initial development. Those courses will continue to be developed in the coming semesters. The concept of redevelopment is now considered part of the regular course life-cycle. It is likely that the total number of courses in development will increase given this new expectation, and then settle into a norm once a regular review schedule is implemented.</p> <p>The department regularly reviews services, and discusses those services with the Distance Learning Advisory Committee which meets once each semester (more if warranted by ongoing projects). The feedback from the advisory committee, and the review of usage are used to</p>

	<p>determine if new services are required or if older services should be maintained.</p> <p>During the five-year review process, the department has undergone goal setting, budgeting, and a review of new positions, all of which precipitated a tweak or dropping of elements of various program services; notably: funds were released for a position because it was no longer needed; D2L End User Support was dropped saving the college \$25,000 per year, and staff continued initiatives related to accessibility within the department until such time that a more in depth review is needed.</p>
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Use of D2L in classes was pretty consistent for many years, with approximately 10 - 15% of sections delivered in an asynchronous or hybrid modality. Between FY 2015 and FY 2019, asynchronous enrollment was about 7,900 seats, with a slight rise in pre-pandemic FY 2020. Enrollment in hybrid sections was one-third less due to the sheer number of sections offered. During that same time period, there also was a concerted effort to increase the number of online sections that were offered.</p> <p>The increase in availability of seats became moot with COVID in that hundreds of new sections were created. In Fall 2020 the number of unique courses offered online doubled to about 200 courses. Unique Hybrid courses tripled in that same period. In FY 2020 77% of enrollments were in face-to-face classes, and 9% were fully online. In FY 2021 79% were fully online and 10% were face-to-face.</p> <p>Through FY2022 and into FY2023, the balance has begun to return to normal, but it is expected that the modality mix will not return to pre-COVID proportions. Currently for FY 2023, 53% are face-to-face and 26% are online only. When the institution expanded enrollment a decade ago, the increase was substantially greater in online sections than face-to-face. When the “bump” began to subside, and enrollment dropped, the online enrollment went down much slower than the face-to-face enrollment. This is expected to be mirrored in the post-COVID years as well, not only because of new enrollment due to people being more familiar with online opportunities, but also because of the increase in the number of options students have when selecting sections for online courses. Additionally, as the college continues to communicate to students the option to complete an Associate’s degree completely online, with potentially more</p>

	<p>options to follow, there may be an increase in online-only students as those programs become more well known within the community.</p> <p>In order to provide consistency for students during COVID, language requiring that the Learning Management System (LMS) serve as the primary point of access for all online courses was included in each Memorandum of Agreement between the Board of Trustees and the Faculty Association. This practice has continued and was subsequently incorporated into the most recent Collective Bargaining Agreement. However, it is important to note that usage of the LMS is not exclusive to the remote delivery of instruction. For the most part, <i>all</i> classes at the college, regardless of modality, leverage D2L Brightspace; at a minimum, instructors must use their course shell to post the syllabus in each section. But as both faculty and students alike become more familiar with the platform, its use is expanding to enhance delivery and communication within face-to-face sections as well. It is very common that D2L is used to communicate content, grades and calendars and to support interactions between the instructor and students outside the classroom, whether transactional such as turning in homework, or more structured such as discussion boards.</p>
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Student and faculty usage patterns will be somewhat related to overall college enrollment. While instructional divisions continue to determine the balance of the schedule with online vs. face-to-face offerings, the department expects there to be a slight decrease in online enrollment, but a continued, consistent usage of the learning management system due to the large percentage of sections, instructors, and students utilizing the system. With new contract language more clearly defining the expectations for usage within classes, the interactions within the system are expected to rise.</p> <p>Post-COVID, when most students had to become familiar with online learning, the modality can be less daunting than it may have been perceived in the past. Online asynchronous courses can afford much more flexibility for students that have work and family schedules to accommodate. Students also mix-and match modality within and across semesters as fits their needs, identifying much less as an exclusively online or on-campus student. There also is a wider variety of courses offered in distance modalities, including those such lab</p>

science and speech communication that previously had significant pedagogical barriers to development.

As part of the COVID response, the college needed to ensure sufficient capacity to support both student and faculty users of the LMS platform. The college initiated an End User Support (EUS) service from D2L to provide this support to students and faculty directly. While there certainly were increases in the requests for assistance from both populations due to the increased number of users, the practical need for the EUS did not materialize. While the EUS was used slightly during COVID, as the disruption subsided, the usage of the EUS also fell to the point where the usage (2 calls per month) was not worth the return on investment. Additionally, many of the calls that went to the EUS were referred back to the college because they were college-specific issues (i.e., login issues, financial aid and registration questions, bookstore queries, and so on).

Based on interactions with students and the faculty, there seems to be an acceptance of support being available during the day by phone or email, and requests after-hours being addressed the next morning. There is support available for emergency situations to manage bigger, unforeseen problems, but overall the staff ability to address issues can be reasonably done the next morning. This will continue to be monitored and new recommendations for service will be made as necessary.

Since COVID, there have also been several student surveys asking about preferences for online learning. The findings from these surveys show that there have been changes in student perceptions of distance learning as operations settle back into a more normal time. In Fall 2020, face-to-face was the least preferred method, likely for safety reasons, but followed closely by asynchronous/online, perhaps due to the perceived non-personal and self-driven nature as well as unfamiliarity. In Fall 2021 asynchronous online was least preferred by a margin, with hybrid rising to the top. By Fall 2022, preference returned to face-to-face for the majority of students. Results also noted that as students became more familiar with the online environment, their satisfaction with “remote learning” increased.

Regarding accessibility, the increase in digital content during the pandemic also created an enormous amount of digital content for students. It was estimated by D2L

	<p>Brightspace that over 100,000 new files were created in the learning management system between June and December 2020 and most of this content did not meet basic accessibility standards. To address this, two positions were created in the department The Instructional Technology/Accessibility Coordinators are tasked with remediating documents to ensure appropriate accessibility is addressed in learning materials, and also to provide professional development opportunities to the faculty so they can develop the skills needed to ensure accessibility into the future.</p> <p>In the time before COVID, most of the growth in online learning at the college had been slow and steady, driven by those interested in exploring teaching online classes. Starting around 2015, a concerted effort was made to expand modality offerings of general education requirements, then in 2017 additional efforts were made to align development to high transfer programs. By 2019, the efforts were focused on expanding online offerings for high-demand courses which were tied to multiple transfer opportunities. With the acceleration of course development, the college was able to market a fully-online degree in Fall 2022.</p>
<p><b>Indicator: Cost</b></p>	
<p>2.1 What are the current expenditures of the department?</p>	<p>Fiscal year 2023 Budget allocation was \$1,178,955. This includes salaries for six technologists, software for their work, and platforms for the delivery of online instructions in multiple modalities. Outside of salaries and benefits, the next biggest portion of the budget is software for developing digital instruction, and the platform itself (D2L Brightspace) to deliver digital instruction. Beyond that, costs fluctuate, depending on program and institutional needs each year. Of course, COVID created an unexpected increase in the need for additional support from the department for the students and Faculty of the college.</p> <p>The biggest anticipated expense in the future would be in creating the internship team that would support the faculty in remediating digital content for accessibility compliance. This team would be coordinated by the new Instructional Technology/Accessibility Coordinators, and will require workstations, software, and remuneration for their work.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure</p>	<p>The budget for the services and platforms provided by the department is made with funding from the college Ed Fund. There are no specific fees for students associated with the</p>



<p>sustainability?</p>	<p>department, though \$1.00 per credit hour of tuition is earmarked for funding the institution’s LMS.</p> <p>The department regularly evaluates the usage of services and adapts the program regularly to ensure efficiencies in cost. A most recent example: After adopting the D2L End User Support during COVID remote learning in order to provide a more robust support solution for students and the faculty, the department found that it was not used to the level that would warrant keeping the service in place. With only one or two contacts a month, the return on investment was non-existent. When the contract was renewed, that portion of the service was dropped saving the college \$25,000 a year. These reviews occur whenever a contract is up for renewal.</p> <p>Steps are taken to mitigate the steady rise in costs when available, for example: the 5% annual increase for the LMS was reduced to 3% by switching to a five-year contract, as opposed to the regularly preferred three-year contract.</p>
<p>2.3 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>These costs align with other areas on campus through the systems put in place by the college and negotiated with the unions. The enterprise-level solutions (D2L Brightspace) and various software needs are in line with the industry, and, when possible, efficiencies are sought whenever volume purchasing can reduce the per unit cost, or when services do not meet ROI expectations.</p> <p>The students and the Faculty of the college were hit especially hard during COVID in the context of providing support in ramping up for remote learning, generating digital learning materials, and ensuring access to learning opportunities. Working with IT, the department coordinated services related to asynchronous, synchronous, and hybrid instruction, leveraging emerging technologies on the fly to address the unexpected needs beginning in March of 2020. Each new technology implemented added additional costs to the environment. In addition, the hours worked by the Instructional Technologists added additional cost to the work in order to meet the emerging needs as best as could be. This included working 60 - 80 hours a week between March and September of 2020, with continued overtime needs through Fall of 2021.</p> <p>Additionally, the college made a significant investment in training and online course development. Faculty were compensated for the sudden pivot to online instruction in</p>

	<p>spring 2020. Faculty were also compensated for every new course developed for online delivery per the terms of the collective bargaining agreement between the Board of Trustees and the Faculty Association.</p>
<p><b>Indicator: Quality</b></p>	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>The ultimate quality benchmarks the department strives for are related to student success. Success is defined as a student earning an A, B, or C in a class, and grades of D and F are considered unsuccessful. Withdrawals are looked at as a separate issue, as the reasons people withdraw, many times, are due to issues beyond their control, unrelated to the material and the instruction. The withdrawal rates of online courses are consistently 5 - 10 points higher than withdrawal rates in face-to-face and hybrid courses. Defined this way, success rates in the aggregate for asynchronous classes are similar with face-to-face classes, though the withdrawal rates are higher. For example, in 2018/2019, the last year before the pandemic, the overall course success rate excluding withdrawals for face-to-face sections was 82%, and the rate was 79% for online. In 2021/2022, the same rates were 84% compared to 82%. The disparity is not as wide as some perceive it to be based on historical patterns.</p> <p>This appears to be generally consistent with other colleges who participate in Illinois Community Colleges Online (ILCCO), a statewide membership organization. Content areas also seem to shift the success rates; for example, online success rates in the Paralegal program are extremely high, likely in part to the professional nature of the program, that students are likely to already hold at least an Associate's degree, and are very motivated to complete the career-focused credential.</p> <p>A flaw in such a comparison, however, is that it is not exactly apples-to-apples. The better metric would measure the same courses but in differing modalities. Previously, the number of unique courses and total sections in multiple modalities was low enough such that a robust analysis was not possible. There are any number of reasons when one modality could be less successful. Some course content may be less suited to an asynchronous environment. Course design is critical to success, and in some instances, quality could be lacking. Technical skill of the instructor will also come into play. However, now post-COVID, such an analysis has more data</p>

	<p>to include and also could support disaggregation by various student characteristics in addition to modality. Moving forward, department staff will be able to make a more pointed effort to identify and address gaps in success where modality is a factor. As discussed elsewhere, the new faculty contract contains language that provides more structure on expectations for online modes of delivery which will assist in addressing some issues related to the designs of the classes and their possible influence on student success.</p> <p>The department has also been able to benchmark against itself. The logs of all course development done back to 2012 was reviewed. Staff identified the course shells to share with new instructors for assigned courses and created an archive of each for easy access. For those classes without archives yet created, the deans determined which classes needed to be redeveloped and discussions began on how the review of the archived content could be institutionalized in order to continually assure quality over time.</p> <p>Other opportunities for benchmarking in addition to ILCCO are with Quality Matters and Illinois Online Network. The Dean of Academic Resources and Instructional Technology sits on the Steering and other committees for ILCCO.</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>What professional development or training is offered to staff that may increase the quality of this program?</p>	<p>The staff in the department are required to have a Bachelor’s Degree in Instructional Technology (or related field); with a Master’s Degree in Instructional Technology (or related field) preferred. The staff works to enhance their knowledge through various certifications (most recently in accessibility). The staff also attends the annual D2L Fusion Conference in order to exchange ideas with other professionals that use the LMS, and to interact with developers at the company to gain and provide insight on new opportunities. All staff are encouraged to teach a class, when opportunities are available, in order to maintain their understanding of the work they do, and how it can impact the classroom environment.</p> <p>Staff members attended Faculty Summer Institute (FSI) at University of Illinois. New conferences are being explored to meet the needs of our new accessibility professionals in the department. In addition, all staff have licenses to LinkedIn Learning that they can leverage to assist with learning new technologies and media development when requests from faculty push staff levels of expertise. They also attend ILCCO and ION workshops as appropriate, or needed.</p>

	<p>The department provides opportunities for personnel in the department to gain certification through Illinois Online Network (ION) on accessibility, and is supportive in sending the staff to DEI related conferences and workshops. In addition, personnel in the department sit on various committees on campus and the state where DEI is discussed, including SSI, SLAAC, ILCCO Steering Committee, and various hiring committees which require DEI in hiring training before sitting on the committee.</p> <p>The department also works in a cooperative manner to support each other. Though core skills are in place, the area of expertise that people bring to the position varies, and the staff regularly supports each other in learning new skills as needed to address those areas that come up.</p> <p>Current initiatives would be served by staff gaining certifications and participating in professional development related to accessibility in digital learning environments and the Quality Matters Rubric.</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>Innovation for the department sits at the crossroads between emerging technologies, best practice, and content. The staff regularly engages in discussions in 1-1 environments with members of the faculty as they develop learning opportunities for their students. The needs of the students related to the content are addressed through determining the best technologies to be leveraged to create engagement with and between students.</p> <p>Overall, “innovation” through COVID has been more in-line with the recommendations being made by the department all along for best practices in distance learning and instructional technology. Through the growth over the past three years, there has been a change in expectations based on instructor and student experiences and many innovations have been adopted as the new “standard.”</p> <p>A new activity during COVID was to create engaging videos that allowed instructors to create a focus on the content, while providing a streamlined development of the videos utilizing Revolution Light Board. Unfortunately, the adoption was low due to remote work requirements and no one being on campus. The idea spread during COVID with a few instructors who created their own home-grown systems, and thus instructors had positive outcomes, but the program did not take root as much as originally hoped.</p>

	<p>The department worked with the Assessment and Institutional Research offices to leverage the LMS to collect student artifacts for the assessment of student learning outcomes. This data is then imported into a data visualization tool so that faculty can analyze course-level outcomes data disaggregated by different student groups to identify and address any equity gaps. This project is a key component of the College’s Quality Improvement Project for the Higher Learning Commission in eliminating barriers to faculty participation in the assessment of student learning.</p> <p>Building on this project, department staff have also supported the Assessment Committee as they created new opportunities to generate assessment artifacts around the college’s six general education learning outcomes. The LMS was leveraged to incorporate rubrics and standards to allow consistent measurement of learning and streamline the process across sections within the system. Individual instructors have noted that the additional work setting up the system the first time is worth it due to the ease of which assessment data can be acquired later. “Once I set it up, it started saving me time.” When done thoughtfully, this process can measure both course-level and general education at the same time.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>The department has a very strong reputation, not only on campus, but throughout the state. The individuals within the department regularly monitor literature related to online learning. Through this research, and the presentation of research-based programs that share new perspectives, the staff keeps up on emerging best practices and technologies. In addition, when available, they meet regionally with colleagues from around the region to talk about issues related to distance learning. The department hosts a bi-annual conference for instructors to share with instructors, staff sit on state-wide committees related to distance learning (ILCCO, and in the past ION, and NILRC). On campus, the members of the department sit on, or support committees that include the faculty whenever possible. They also participate in regular programs throughout the semester, providing consultations on the fly during regular organizational interactions. The ability of the staff to respond to the individual needs of instructors and to the organizational needs of committee work, has earned the respect of many on campus.</p> <p>The Staff of the Department of Instructional Improvement</p>

	<p>and Distance Learning were honored by the College with the Extra Effort award in Spring 2022. This was for their work in supporting the faculty and students of Elgin Community College during the pandemic and move to remote learning in March 2020. In addition, they received, along with the rest of Support Staff of Elgin Community College (SSECCA) staff, the William Foulkes Award for Support Staff for their support of the college as it dealt with the implications of the move to remote learning.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>Consensus within the department states it could do a better job communicating the services it provides to the people who would utilize the services. Though it enjoys a good reputation with those who utilize the services regularly, many do not reach out to the department. Clearly communicating those services would be beneficial to the campus as a whole.</p> <p>Due to limitations of time for the Faculty, their focus on professional development is on areas in which they are most interested. If the design, development and implementation of quality online learning environments is not at their forefront, it will likely not make it into their professional development plans for the year.</p> <p>It is difficult to onboard newly hired faculty into the learning management system due to the process for establishing new employees in the ERP system, Colleague. This delay reduces the amount of time new faculty members have in preparing their classes for their first term, and accessing professional development to learn the college's systems. In addition, the ability to support third-party tools, like publisher's materials or other content from external sources, is limited due to lack of access to the systems, and the third-party policies for accessing the systems.</p> <p>Staffing includes three full-time instructional technology/distance learning coordinators, and two full-time instructional technology/accessibility coordinators. Current workload allows for M-F 8-5 coverage for support, but the department cannot provide regular services on the weekends, only emergency support.</p> <p>While the department regularly looks at data, conducts environmental scans, and incorporates feedback into its programs, there is not a cohesive alignment between the objectives, assessment and strategic evolution as there should be.</p>

	<p>As discussed throughout this report, the Instructional Improvement and Distance Learning department is committed to supporting the prioritization of accessibility, however, staffing in a tight labor market has been challenging for the two recently created coordinator positions. Both coordinators hired in 2022 moved on to new positions before they hit the 9th month of their tenure. Hiring professionals with the appropriate skills and retaining them is a major topic as replacement hires are sought.</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 department utilizes several strategies to get feedback related to service provided. These include:</p> <ul style="list-style-type: none"> <li>● Distance Learning Advisory Committee (DLAC)</li> <li>● D2L Strategic Business Review (Quarterly meetings)</li> <li>● In class surveys to assess learning and interest</li> <li>● Surveys as needed:</li> <li>● Next planned survey will be to review satisfaction with the LMS, likely in FY25 (previously completed around 2015).</li> <li>● Computer skills to be successful in college</li> <li>● Why students drop courses</li> <li>● CETAL Workshop evals</li> <li>● Individual feedback from faculty members</li> <li>● Data:</li> <li>● Comparison of mode of delivery success data</li> <li>● Comparison of success data between institutions (ILCCO)</li> <li>● Usage patterns in LMS</li> <li>● Tool adoption patterns in LMS (compared to other D2L schools)</li> <li>● Institutional survey items related to technology and learning, distance learning, and digital access.</li> </ul>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>Assessments are triggered as needed to evaluate need, interest, return on investment, and success. The majority of reviews are initiated by conversations within the Distance Learning Advisory Committee. The DLAC is a cross-functional team made up of representatives of the faculty throughout campus, key members of Information Technology, Institutional Research, Instructional Improvement and Distance Learning, and CETAL. The advisory committee has been very helpful over the years, and traces its inception back to the selection committee for the first LMS on campus, Desire2Learn in 2003.</p> <p>Additional reviews occur based on feedback from the Deans,</p>

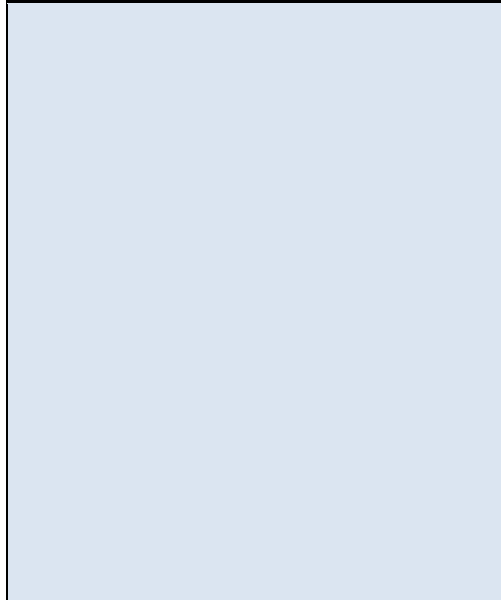


and other interested parties on campus.

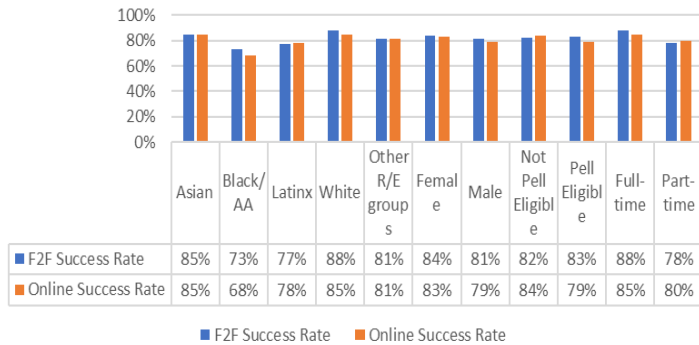
Over the past five years, including COVID and post-COVID time periods, a number of strategies have been implemented to improve quality:

1. In 2019, a project was initiated to review the recommended template for a new online course shell, what tools would be beneficial to start with, and what could be delayed until such time the environment could leverage new technologies. This was done after a review of the current availability of tools, and the current recommendations for a new online course. The project was delayed due to COVID;
2. In 2019, a project was initiated to review the quality rubric for online learning (Illinois Online Network's Quality Online Course Initiative) and determine if it still met the college's needs. COVID presented a new urgency and due to the immediate needs of online development, the new Quality Matters rubric was quickly implemented. Unfortunately, the adoption was not as broad as the department would have liked, so new goals are being drafted to reiterate the rubric post-COVID, and to tie it in with other requirements for quality online development pertaining the Faculty Contract, and governmental regulations;
3. During COVID, it was determined that those students interested in online learning tended to pick and choose that content for which they would engage online, and which they would take face-to-face. Students tend to choose the mode of delivery for their classes based on their comfort level with the content of the course. The preferred mode of delivery also seemed to change as their experience with online learning moved beyond the "remote" learning opportunities of early COVID to the more structured experience of an asynchronous class. There were also areas that showed marked increase in interest in blended learning opportunities. This will continue to be monitored to see how it settles as operations move beyond the pandemic;
4. A review of the usage of D2L End user support showed a very low return on investment and was canceled, as discussed within this report. While there may be some disappointment with this decision, overall, the majority of the calls for service can be addressed with current staff during regular hours. In emergency situations, the staff responds to requests immediately.

	<p>5. In 2022, negotiations on the faculty contract began and revamped the expectations for online teaching and learning, including outlining a detailed expectation of the items to be included in a course shell based on the Quality Matters framework. Additionally, specific definitions were finalized for asynchronous, synchronous (SYNC), and hybrid sections. Due to the new expectations, additional professional development strategies will be created, and the regular offerings will be updated to include these new expectations.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>As discussed, the department has regularly reviewed course success data disaggregated by instructional modality. This information is also provided to individual programs as part of their own career-technical and transfer program reviews. The data is available on-demand from Institutional Research via Tableau dashboards.</p> <p>As these tools become more available and contain more robust data, the department will also be able to disaggregate the success data for different student groups of interest and from different instructional programs. It has been noted that overall success rates in online sections are very close to the average of face-to-face, but differing patterns of success lie underneath.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>As for success in online courses, students have been as successful in taking online classes as those students enrolled in face-to-face courses, within a few percentage points for five years. Yet when disaggregated further, some patterns emerge for online course success rates:</p> <ul style="list-style-type: none"> <li>● The largest gap is for Black/African-American students in online sections and other student groups;</li> <li>● Black/African-American students also have the largest gap amongst themselves between the two modalities, with face-to-face success five percentage points higher than in online;</li> <li>● Latinx as well as part-time students have the next lowest course success, but show slightly better performance online than in face-to-face;</li> <li>● In both modalities, female students have a slight edge over males.</li> </ul>



Course Success Rate by Modality by Demographics, FY18 - FY22



The next step in understanding this data will be to look at the courses for the groups of concern and decipher how the disciplines might interact with these patterns.

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?

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.

As operations settle into the new “normal”, many of the gaps associated between online and face-to-face learning will be minimized as the only reason some classes were offered in the distance modalities was due to restrictions related to COVID. Moving forward, more rational decisions are being made with regards to offering what and how. In addition, the aforementioned new contract language that provides more structure on expectations on online modes of delivery will assist in addressing some issues related to the designs of the classes and their possible influence on success in classes.

Instructional Improvement and Distance Learning works with other departments regularly to address concerns related to equity, but mostly focuses on the issue of access to technology to be successful in classes. The department works with IT and the library regularly to ensure students who don't regularly have access to digital technologies can access them on campus, or through campus programs. The department encourages adoption of adaptive technologies so that students can access learning materials on platforms that students do

	<p>have access to.</p> <p>The focus of the program is on supporting the Faculty in their work to create quality online environments in the context of technical skills and instructional design. Issues of equity tend to be discussed at greater depth through the programs offered by CETAL and the faculty group, TIDE (Teaching Inclusion, Diversity and Equity).</p> <p>That said, when the department does implement programs, the opportunity to integrate such content is included as appropriate, however, there is a real challenge in that time and attention is first given to the technical skills required. For example, when demonstrating and encouraging a particular best-practice for online course design, the instructional technologist can add general findings from Universal Design for Learning which show that while all students benefit from a particular practice, under-served students benefit even more. Additionally, faculty can remind students that a mobile phone is not the best “learning environment” for an online course, and that assistance with acquiring technology such as a Chromebook, is available from the college.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>Instructional Improvement and Distance Learning supports all academic programs in their endeavors to address issues with student success. The department provides consulting for instructional faculty and can assist with the implementation of technology-based instructional solutions. The department also participates in co-curricular programs to address equity gaps, though there have been fewer requests since COVID remote learning was implemented. Examples include: programs offered through Student Life for marginalized populations, offering “how to be a successful online student” as well as programs connecting those same students to supports on-campus.</p> <p>Over the past five years, Instructional Improvement and Distance Learning has continued its relationships with various academic departments throughout the campus, specifically as it relates to applications and websites developed for better student service; for example, adoption of Feedback Fruits for student peer work, streaming film access, and integration of publisher materials into the learning management system.</p>
<p><b>Review Results</b></p>	
<p><b>Rationale</b> R.1 Provide a brief summary of the</p>	<p>It has been many years since the department reviewed its</p>

<p>review findings and a rationale for any future modifications.</p>	<p>current objectives, and based on the experiences of the past few years, it is time to reassess those objectives and revise as needed. This review would be the first step in building a more structured comprehensive assessment structure for the department, helping refocus strategic purpose and context for the next five to ten years. This reassessment, combined with outreach on campus, will likely lead to new explorations of opportunities for online learning, and may have budgetary impacts in the future.</p> <p>The review of data, learning objectives, and assessment of the program showed that the department needs to create a more cohesive assessment program for the future. Its current reliance on just-in-time assessment is sufficient for individual projects, but when trying to determine more global findings, it seems to be lacking. For the coming period, the whole cycle needs to be reviewed and a more fleshed-out connection between objectives and assessments needs to be addressed.</p> <p>In addition, based on needs of the faculty and administration, research can continue to determine if a more streamlined system might be available for quality online development reviews in lieu of Quality Matters.</p> <p>Accessibility will continue to be a major focus for the department, in collaboration with the Department of Student Accessibility and Disability Services. Instructional Improvement and Distance Learning has and will continue to play a key role in supporting the faculty in creating accessible learning environments for students.</p>
<p><b>Intended Action Steps</b> 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><b>1. Review objectives of the program and update to current program expectations and alignment to the Quality Matters Rubric.</b> <u>Timeline:</u> AY2023/2024 <u>Person(s) Responsible:</u> Tim Moore w/ Department Staff and DLAC</p> <p><b>2. Revise existing professional development opportunities and expand offerings to focus on content around Quality Matters Rubric, regular substantive interaction, and the updated 2023 Faculty contract.</b> <u>Timeline:</u> AY2023/2024 <u>Person(s) Responsible:</u> Tim Moore w/ Department Staff</p>

	<p><b>3. Outreach and communication for Instructional Improvement and Distance Learning</b>  <u>Timeline:</u> AY 2023/2024  <u>Person(s) Responsible:</u> Tim Moore w/ Department Staff</p> <p><b>4. Create a more comprehensive and focused assessment process for the department</b>  <u>Timeline:</u> 4 years  <u>Person(s) Responsible:</u> Tim Moore, Department Staff and Distance Learning Advisory Committee                      AY2024/2025: Identify ways to assess the meeting of new objectives                      AY2025/2026: Create and implement forms to collect data to assess objectives and collect data.                      AY2026/2027: Review data, evolve programs based on data from assessment, continue to collect data. (An annual process at this point)</p> <p><b>5. Collaborate with individual departments and programs to address student success issues related to success gaps in various demographics.</b>  <u>Timeline:</u> Ongoing beginning AY2023/2024  <u>Person(s) Responsible:</u> Department Staff</p> <p><b>6. Review and assess D2L Learning Management System to confirm satisfaction with tool. Review options, and determine replacement LMS if satisfaction levels require a change in platform.</b>  <u>Timeline:</u> AY 2025/2026  <u>Person(s) Responsible:</u> Tim Moore w/ Department Staff and DLAC</p>
<p>R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The explosive growth in D2L usage through COVID likely exacerbates systemic issues related to equity as almost everyone is now leveraging the online space for student learning regardless of instructional modality. While many of the demographic groups seem to be making the transition easily, those that are not, and those with potential access issues, may be disproportionately affected negatively by the broader scale of adoption.</p> <p>In the coming years, the department will reach out to areas</p>

	<p>addressing equity gaps to ensure that the opportunities provided to targeted students will include content specific to success in distance learning. That outreach will include ensuring the faculty have easy access to early alert systems so success coaches can respond quickly.</p> <p>The department is regularly included in discussions (formally and informally) regarding equity and learning, providing insight into how technology can be leveraged to reach defined goals. In addition, they provide insight into the needs of the students when new programs are developed (for example: the requirements for technology available for checkout through the library).</p>
<p><b>R.3 Resources Needed</b></p>	<p>The college is very supportive of issues related to quality in online learning. The additional personnel as it relates to accessibility has been embraced, as has the infrastructure needed to encourage participation.</p> <p>All of the goals currently delineated require commitment of staff time to complete. No additional funding is required. If, through exploration and collaboration, new technologies are identified to assist in any endeavor, the resources required will be tied specifically to the cost of acquiring and implementing that technology. This usually is managed through the regular “new projects” processes on campus, and would go through the budgeting process. The current LMS is in place for a five-year contract. If a change is warranted, there will be resources needed to facilitate that transition</p>
<p><b>Responsibility</b> R.4 Who is responsible for completing or implementing the modifications?</p>	<p>As outlined above, activities will be led by the Dean with support from department staff and the Distance Learning Advisory Committee (DLAC).</p>



## **Appendix 1**

### **Definition of Accessibility:**

An accessible document is a document that is usable by individuals with disabilities. If the document is accessible, then the individual with a disability has the opportunity to independently access the information in the document within the same timeframe as individuals without disabilities with substantially equivalent ease of use. Some individuals with disabilities use assistive technology to access documents, so if the document is designed with accessibility in mind, then the document can be read aloud by screen reading or text-to-speech software, magnified by screen magnification software, accessed by speech recognition software, embossed using an electronic Braille display, and accessed by an alternative input device (e.g., head pointer, motion or eye tracking software, single switch).

-- Pietrina Probst, Director of ADA, Student Access & Disability Services, Elgin Community College

<b>Student and Academic Support Services</b>	
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.	
<b>College Name:</b>	Elgin Community College
<b>Academic Years Reviewed:</b>	2018-2022
<b>Review Area:</b>	Equity, Diversity & Inclusion
<b>Review Team</b> 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.	Anthony M. Ramos, Ed.D. Executive Director, Equity, Diversity, & Inclusion, Primary author
<b>Mission</b> I.2 How does the program/service contribute to the mission of the college? To improve people's lives through learning. Through our decisions and actions we empower: <ul style="list-style-type: none"> <li>● STUDENTS to reach their goals in an equitable and welcoming environment</li> <li>● EMPLOYEES to thrive and fully use their collective talents; and</li> <li>● Our COMMUNITY to transform and enrich the world.</li> </ul>	In alignment with the institution's mission of improving people's lives through learning, the Elgin Community College guiding philosophies, and the NADOHE (*) Standards of Professional Practice, the Office of Equity, Diversity, and Inclusion efforts include accelerating and increasing student success, assessing institutional policies and practices, supporting employee development, and engaging with the local community on equity and diversity initiatives.  Among employees the office supports efforts to increase recruitment of diverse candidates for positions at the institutions while creating an inclusive, welcoming, and supportive environment. Additionally, the department supports employee development in the areas of equity, diversity, and inclusion.  (*NADOHE: National Association of Diversity Officers in Higher Education
<b>Advancement of Equity</b> I.3 How does the program/service help advance equity?	The department oversees the newly formed Equity and Student Success Action Council (ESSAC). This entity serves as the Achieving the Dream Core/Leadership Team in housing strategy and implementation teams designed to increase student success while reducing institutional equity gaps for students. Teams start as strategy teams with one to two years of research and proposal development and then shift to implementation teams to enact recommendations developed.  Additionally, Equity, Diversity, and Inclusion is a standing agenda item at each monthly administrative team meeting listed

	<p>as: “EDI Perspectives: Walking the Talk at ECC” (Sample agenda attached). Examples of topics have ranged from engagement with institutional data, transgender awareness training, and completion by design enrollment management frameworks.</p>
<p><b>Service Objectives</b> 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 department serves as internal consultant to institutional departments on initiatives/activities on equity, diversity, and inclusion, as well as houses initiative groups responsible for planning and executing related initiatives. Examples of this work align with student/employee recruitment, student attainment of success metrics, training and development of employees, and community engagement.</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>Regarding campus climate, The College utilizes the HEDS Equity and Diversity Climate Survey which was first executed in Spring 2021 to establish a baseline measure. The survey is scheduled to be re-launched in Fall 2023 and will be scheduled approximately every three years to inform assessment and execution strategies related to campus climate. This survey is one that is utilized across administrators, staff, faculty, and students and provides benchmark comparisons to similar schools.</p> <p>Additionally, the department is housing the structure to support equity and student success efforts that align with the strategic plan components. With efforts focused on specific metrics (success for specific populations: Black, Latinx, as well as gateway English and math completion) strategy teams are now housed under the Equity and Student Success Action Council with the focus of teams aligned with institutional goals such as enrollment, completion, and employee development. As such goals within the strategic plan require that an equity lens be applied, rather than having equity as a standalone goal, such that equity is a part of our overall strategic imperative.</p>
<p><b>Past Program Review Action</b> 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>This is the first time the department is undergoing Program Review.</p>
<p><b>Indicator: Need</b></p>	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required</p>	<p>While not statutorily required, the work of the department intersects various programmatic and operational practices aligned with legal requirements. An example of this include</p>

<p>elements? How does the college ensure it meets all required elements?</p>	<p>H.B. 5464 on the development of equity plans for all Illinois public institutions.</p> <p>In partnership with the Government Relations Officer and General Counsel, the Equity, Diversity, and Inclusion department reviews new and on-going legislation affecting related operations, along with the direct student service units impacted. An example of this is work across the college to enact requirements of H.B. 3438 related to having an Undocumented Student Liaison on staff to support this population.</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>Need for this program/service is identified through the existing and persistent gaps in student outcomes in both learning and attainment of success measures such as early momentum metrics and ultimately completion, transfer, and gainful employment. Institutional Research provides various data dashboards to monitor progress and outcomes based on key input student variables.</p> <p>Additionally, examination of policies, procedures, require regular review through an equity lens to dismantle systemic and institutional barriers to access and success.</p> <p>Need is determined by various factors including gaps in climate and success outcomes, service to the district community, especially with regard to the institution’s designation as a Hispanic Serving Institution.</p>
<p>1.3 If applicable, what is the student and employee usage for this program/service?</p>	<p>Direct student utilization of this office is limited as the office provides support and consultation to the Student Life area which houses student organizations and leads programming efforts for heritage month and related celebrations. This support helps ensure all students feel included and welcome at the college.</p> <p>To better support student engagement with the office, the department has piloted a peer leader program in which student employees serve as liaisons with diversity-related student organizations and student government as well as host spaces for leaders of those organizations to provide feedback to the EDI department.</p> <p>Employee usage is aligned with individual consultations as requested as well as professional development when offered in partnership with human resources and other offices.</p>

<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>Services from this program are not directly applicable to this particular question. As mentioned, gaps in outcomes are measured and communicated across the college, which serves the ongoing needs of the students.</p>
<p><b>Indicator: Cost</b></p>	
<p>2.1 What are the current expenditures of the department?</p>	<p>The department for FY2023 had a budget of \$235,353. 91% of this is salary in benefits for one executive director, one administrative assistant, and faculty stipends for committee co-leads. The remaining funds are spread across supplies, publications, travel, etc.</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/service is funded via the educational fund of the institution. Sustainability is severely limited with regard to the need to increase staffing to adequately meet the operational needs of the department to support the institution's equity, diversity, and inclusion efforts.</p> <p>The Executive Director has recommended minimally adding an additional staff member(s) (coordinator) and administrator(s) (assistant/associate director). Due to fiscal constraints in the upcoming year, no new permanent staff is planned, however, the FT administrative assistant is being converted into a PT Coordinator and PT administrative assistant to add additional division of labor opportunities and capacity. Additionally, a Faculty Fellows program is being proposed to advance work on a per-project basis.</p>
<p>2.3 Did the review of program cost result in any actions or modifications? Are any current or impending goals related to cost/efficiency? Please explain.</p>	<p>As equity, diversity, inclusion, and justice are adopted in the guiding philosophies of the institution, a need exists for additional staffing and resources to execute the work of the EDI department and influence/impact across the institution as intended in the job description for the executive director as well as in alignment with the NADOHE Standards of Professional Practice.</p> <p>Additionally, a recommendation by the Achieving the Dream coaches has centered on better alignment and practices around the funding of initiatives. Specifically, initiative funding should be aligned with institutional goals and priorities. The institution has various mechanisms from funding committees, the institutional advancement mini-grants, and budget development process. A goal in the next year is to better align the processes for budgetary requests related to institutional priorities, utilizing common forms across all funding entities which will allow for efficiencies in funding and assessment of outcomes as</p>

	<p>initiatives are launched.</p>
<p><b>Indicator: Quality</b></p>	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>Current benchmarks/standards are evaluated via survey data as well as institutional evaluation and assessment practices. The HEDS Equity and Diversity Survey tool is utilized every three years and includes comparisons with other institutions including community colleges.</p> <p>Internally Institutional Research has developed various data tools accessible by employees including various Tableau dashboards with student outcome data across various measures including enrollment, student success, and student learning. In practice this data is utilized to inform program review by academic departments as well as operations in student services units.</p> <p>Additional measures as examined through the Post-Secondary Data Partnership with the National Student Clearing House as well as data shared with other institutions in the Illinois Equity in Attainment (ILEA) network through a non-profit called the Partnership for College Completion, a regional organization supporting institutional efforts to reduce and ultimately eliminate equity gaps for Black, Latinx, and low-income students. Data utilized in these benchmarks include persistence, completion, gateway college English and math completion, and completion ratio of credits attempted.</p>
<p>3.2 How does the college ensure that all program staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>Position requirements for the executive director position are in alignment with similar roles on the President’s Cabinet. Additionally, duties of the position align with the NADOHE Standards of Professional Practice.</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 current restructuring of Student Success and Equity committees on campus under one umbrella in the EDI Department and implementation of the second round of the Faculty 4 Commitments Project are innovations in the initial stages of progress as of this report.</p> <p>Faculty shared initial feedback from faculty in the 4 Commitments project that they sense increases in:</p> <ul style="list-style-type: none"> <li>• Student engagement</li> <li>• Willingness of students to connect during office hours</li> <li>• Peer to peer support</li> <li>• Retention in class</li> </ul>

<p>3.4 What are the strengths of this program or service?</p>	<p>The structure now allows for deeper alignment of student success/equity efforts across campus, reducing redundancy, and increasing efficiency in funding and execution. A strong Institutional Research department and data visualization tools such as Tableau also greatly support the visibility of EDI efforts and the positive effects on student outcomes.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>The main challenge currently is the human resources capacity within the department to support project development and implementation. Currently, the strategy/implementation leads and team members have other primary positions at the college. Additional staff is needed to provide support, guidance, and accountability to ESSAC teams.</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>Institutional data on early momentum metrics, student matriculation, as well as data from the Post-Secondary Partnership (PDP) inform ESSAC teams specifically identified to increase success and reduce gaps (Black Student Success, Latinx Success / HSI Identity, and Gateway Course Completion).</p> <p>The HEDS Equity and Diversity Climate Survey informs the work of the EDI Professional Development Strategy team charged with identifying employee development/learning outcomes and proposing training mechanisms to support employee attainment of those outcomes.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>Strategy teams are to include in their proposals a plan of evaluation/assessment of the initiatives proposed. As a part of this process, team leaders consult with the executive director as well as partners in the Planning and Institutional Effectiveness division including the Institutional Research department, and the project assessment administrator. All of these offices support the Plan-Do-Study-Act model of quality improvement.</p>
<p><b>Indicator: Equity</b></p>	
<p>3.8 What disaggregated data has been collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>As restructured, the ESSAC (Equity and Student Success Action Council) serves as the institution’s Achieving the Dream Core Team. This team is responsible for the oversight of strategy and implementation teams that the institution established based on student success data that is disaggregated across various key performance indicators.</p> <p>Most recently the newly established teams aligned with early momentum metrics and data reviewed as a part of the first equity plan developed in 2019 when the college joined the regional ILEA network focused on reducing gaps specifically</p>



	<p>for Black, Latinx, and Low-income students.</p> <p>Additionally, as a part of the Strategic Enrollment Planning process, matriculation data has been reviewed and disaggregated.</p> <p>The Assessment Strategy Team has sponsored the Advancing Equity through the Assessment of Student Learning as the accreditation quality initiative. Using disaggregated course success metrics, high-priority courses are identified for inclusion in a 4-semester cohort project. The fifth cohort will begin work in Fall 2023. The EDI office participates in the intensive professional development for participating faculty in the first semester.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>Gaps identified in the data on early momentum metrics show gaps for Black and Latinx students in areas of credit accumulation, completion of gateway English and Math, and Completion. Interestingly, while Latinx students lag in credit attainment nationally, at ECC they persist at higher rates. With regard to enrollment and matriculation rates, equity gaps exist in the matriculation of Black, Latinx, women, and adult students aged 25 and older.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>ESSAC Teams begin as strategy teams for one year to review data, research, policies, and practices and develop implementation plans. In the second year they then become implementation teams to enact the recommendations. This systems-based structure of teams allows for the movement from identified gaps to implementation of recommendations to institutionalized practice in a way that is data- and research-informed and reduces the lag of having work sit within committees for longer than necessary. Strategy teams are looking at barriers in processes, procedures, and policy, making recommendations in alignment with the budget planning cycles.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>The department addresses inequities in instructional programs by providing consultation and professional development support as requested or as aligned with the work of ESSAC Strategy Teams. Examples include providing consultation to the Physical Therapy Assistant program in discussing admissions requirements and accreditation process documents, review of data for Gateway English and math strategy team, and presentation on asset versus deficit thinking for faculty cohorts participating in the Advancing Equity through the Assessment of Student Learning QIP.</p>

<b>Review Results</b>	
<p><b>Rationale</b> R.1 Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>In its first two years, the EDI department has established strong foundations at the institution and built the necessary relationships and connections across campus to strengthen the existing commitment to equity, diversity, and inclusion at the college. These efforts have been nationally recognized through the institution’s achievement of being an Aspen Top 25 finalist, Achieving the Dream Leaders College of Distinction, and NADOHE Inclusive Excellence for 2-year Colleges award winner.</p> <p>The opportunity to build on these successes rests on the ability to resource the department to meet institutional needs. While it may be sensed that EDI is everyone’s work at the college, the need to continually build capacity, strengthen partnerships across the college, increase accountability on commitments, and celebrate progress rests on the ability of the institution to modify resources to the department to lead this work holistically for the college.</p>
<p><b>Intended Action Steps</b> 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>Immediate goals for the department include leading the strategy teams to move to implementation in the next year. Outcomes of these teams should result in increases of attainment of measures of success for identified student populations such as Black, Latinx, Low-income, and adult students. Teams that move into implementation in FY 2024 should have data to be evaluated by fall 2024.</p> <p>Additionally, the department will support institutional efforts in the next year to advance the directives from the Achieving the Dream coaches on increasing data literacy, streamlining initiative funding, and mapping the student lifecycle/assessing student services.</p> <p>Long term action steps include the launch of the Faculty Fellows program to support project execution within the department, followed by continued advocacy for increased staffing and resources for the department.</p>
<p>R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>A majority of the efforts from the department for Equity, Diversity, &amp; Inclusion are rooted in the desire to increase student success for all populations while decreasing existing gaps, particularly for those in minority and underserved populations.</p>
<p><b>R.3 Resources Needed</b></p>	<p>As mentioned above the primary resource need for the department is staffing to support the equity, diversity, and,</p>

	<p>inclusion efforts across the college. This includes staffing needed to support capacity building, execution and assessment of initiatives, policy review, human resources activities such as recruitment and promotion, and other operational aspects at the college.</p>
<p><b>Responsibility</b> R.4 Who is responsible for completing or implementing the modifications?</p>	<p>The executive director, for equity, diversity, &amp; inclusion is responsible for implementing actions of the department in partnership with multiple departments across the institution.</p>

<h2 style="margin: 0;">Student and Academic Support Services</h2> <p style="margin: 0; font-size: small;">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>	
<b>College Name:</b>	Elgin Community College
<b>Academic Years Reviewed:</b>	2018-2022
<b>Review Area:</b>	Tutoring and Learning Centers
<p><b>Review Team</b> 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.</p>	<p>Joshua Worsham, Senior Director of Academic Support Services completed this program review (compiled, analyzed data, provided written answers to all questions).</p> <p>Scott Vaszily provided records and student usage data for sections related to the Write Place. David Lawrence and Vicki Walker provided records and student usage data for sections related to the Math Lab.</p> <p>Kayla Palmisano served as our Institutional Research liaison and provided a demographic analysis for the usage of all tutoring areas for FY22.</p>
<p><b>Service Objectives</b> I.2 Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?</p>	<p>Learning support services are available free to students from four main avenues: Tutoring, The Write Place, and Math Lab and Study Skills Sessions. These programs exist to support students as they work to achieve their academic goals at Elgin Community College. The program recognizes that students at any point in their academic journey can benefit from consulting with a professional tutor, whether they are struggling in class or already doing well, whether they are looking for quick study tips or weekly tutoring support for a challenging class.</p> <p>The program offers in-person, live online, and asynchronous online individual tutoring as well as in-person and online workshops to provide this support. Tutoring services are available six days a week on campus and seven days a week online.</p> <p><b>Drop-in and Online Tutoring</b> is available for the following subjects:</p> <ul style="list-style-type: none"> <li>● Accounting,</li> <li>● Adult Basic Education,</li> <li>● Biology and Anatomy/Physiology,</li> <li>● Business,</li> <li>● Chemistry,</li> </ul>

	<ul style="list-style-type: none"> <li>● Economics,</li> <li>● English,</li> <li>● History and Political Science,</li> <li>● Humanities,</li> <li>● Mathematics,</li> <li>● Nursing,</li> <li>● Physics,</li> <li>● Psychology,</li> <li>● Sociology, and</li> <li>● Spanish.</li> </ul> <p><b>The Write Place</b> provides individual or collaborative professional advice on all aspects of writing, including essays, reports, and basic English, grammar, and punctuation skills before it is submitted for grading. Support is provided to develop formatting, speech outlines, vocabulary and reading skills; anything to make a student’s writing stronger. Students can schedule appointments at the Write Place for any writing task they are working on, including scholarship essays and four-year transfer applications.</p> <p><b>Math Lab</b> provides a space for all students enrolled in mathematics to study in small groups, work on online homework, and get help with placement test preparation, class projects, and studying for final exams.</p> <p><b>Study Skills Sessions</b> are also sponsored by the program. To help students have a successful college, sessions are offered on topics such as:</p> <ul style="list-style-type: none"> <li>● Computer basics,</li> <li>● Biology study skills,</li> <li>● Test-taking strategies,</li> <li>● Test anxiety mitigation, and</li> <li>● Note-taking techniques</li> </ul> <p><b>Program-Level Learning Outcomes:</b> After participating in the services from the Tutoring Center, The Write Place or Math lab, students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify gaps in their own content knowledge or preparation and ask appropriate questions</li> <li>● Gain confidence in their academic abilities</li> <li>● Advocate for themselves in the classroom</li> <li>● Manage their study time effectively</li> </ul>
<p>I.3 To what extent are these objectives being achieved? Please detail how achievement of</p>	<p>Operationally, objectives are primarily measured by usage - how many students are coming for services across the various subjects, locations and modalities, as well as by efficiency -</p>

<p>program/service objectives is being measured or assessed?</p>	<p>are tutors sufficiently busy with students during their scheduled hours, or is more or less capacity required?</p> <p>During the prior review, Institutional Research ran analyses on final course grades, comparing students who attended tutoring services compared to those in like-courses who did not, which suggested a positive impact. The analysis will be repeated in Fall and can include disaggregation.</p> <p>The established learning outcomes do not currently have a measurement plan. As written, students must self-report achievement which can be accomplished through the post-tutoring surveys that are in development.</p>
<p><b>Mission</b> I.4 How does the program/service contribute to the mission of the college?</p> <p>To improve people’s lives through learning. Through our decisions and actions we empower:</p> <ul style="list-style-type: none"> <li>● STUDENTS to reach their goals in an equitable and welcoming environment</li> <li>● EMPLOYEES to thrive and fully use their collective talents; and</li> <li>● Our COMMUNITY to transform and enrich the world.</li> </ul>	<p>Tutoring services are a cost-effective resource that helps students pass their classes, persist in their programs, and make progress on their academic goals. Academic success and retention are paramount for the health of a community college, and Elgin Community College recognizes offering tutoring services to all enrolled students is a way to provide critical support to students who want or need it at any point in their academic career. The services do not directly support students once they have transferred to 4-year institutions; however, it is hoped the study habits developed at Elgin Community College carry over for those students.</p> <p>In addition to supporting students in their classes, interacting with tutors and the centers is an example of co-curricular learning, which supports several of the college’s general education learning outcomes and other employability learning goals:</p> <ul style="list-style-type: none"> <li>● Critical Thinking: This is an essential part of the tutoring process. Tutors do not give students answers to their homework questions; instead they give them examples on how to solve problems and then the tools to do the work themselves.</li> <li>● Information Literacy: Tutors for all subjects help students read and understand their syllabi and assignment rubrics and work to help students identify gaps in their own knowledge.</li> <li>● Interpersonal Skills: Students often work with their classmates to understand course material when they use tutoring services.</li> <li>● Personal Qualities: One thing that tutors do besides help students understand course content is encourage them to be organized and responsible in the classroom.</li> </ul>

	<p>Helping students develop good study habits prepares them for their classes and for employment.</p>
<p><b>Advancement of Equity</b> I.5 How does the program/service help advance equity?</p>	<p>By its nature, tutoring is a resource that can be used to advance equity in student learning outcomes. Not all students start their academic careers in the same place in regards to content mastery or study skills. Tutors work with students on an individual basis; a student’s needs and questions are what drives their time with a tutor. The goal is to help students get to where they need to be academically regardless of where they start. Tutors are trained to be welcoming to students that seek services, as they can often be nervous about asking for help. Additionally, the center leverages the more advanced data disaggregation tools provided by the college to better understand different student populations.</p> <p>There are no limits to how often students can use tutoring services during a semester, so all students have the opportunity to get the help they need free of charge. Shortly after the 2018 program review, the department removed fees for tutoring that created a barrier for students wanting to access the support services. In prior years, students would get three free private tutoring sessions per semester, but would be charged \$15/session after that. As a continuation of that work, penalty fees were removed for missed sessions in 2020. Charging students for missed sessions had no measurable effect on encouraging them to show up for their next session, and in several cases, the charge put a hold on a student’s account that prevented them from enrolling for classes. Removing that barrier was another way the department could advance equity for students.</p> <p>In 2019, the Tutoring Center worked closely with faculty in the Adult Education and English as a Second Language programs to expand tutoring offerings to their non-credit students. To best meet the specific needs of that student population, tutors were only recruited from adjunct faculty already teaching in those areas. In-person tutoring services were provided directly in the Adult Education classrooms so students would not need to travel to another, less familiar part of campus.</p> <p>The Senior Director has been involved in many work groups around campus aimed to address learning equity, such as the Gateway Course Completion Committee and a task force charged with crafting the college’s anti-racism statement.</p>



<p><b>Past Program Review Action</b> 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><b>Goals from FY18 Review:</b></p> <p><b>Continue the transition from a paper-based scheduling system to a computer-based system. Continue to look for ways to modernize recordkeeping systems</b></p> <p><u>Status:</u> In Progress</p> <p><u>Progress Reported:</u> All private tutoring appointments were to be scheduled through SARS by the end of 2018. However, the implementation timeline for scheduling software was delayed due to the extensive customizations needed to the SARS standard product. The Tutoring Center and The Write Place were able to start using SARS for private tutoring appointments in 2019, but had to discontinue using SARS due to COVID. At the time, SARS was not available for online tutoring use. From Spring 2020 through Summer of 2022, all tutoring was tracked online using a custom-built schedule on Google sheets. In Fall of 2022, the Tutoring Center and Write Place both started using the web-based schedule module from SARS to track and host appointments. The Math Lab will complete their transition to SARS by Fall of 2023.</p> <p><b>Design and implement methods to solicit more feedback from students regarding their experiences with the Tutoring Center</b></p> <p><u>Status:</u> In Progress</p> <p><u>Progress Reported:</u> Efforts continue to advance this goal. With paper-based record-keeping continuing until 2020 and the fluctuating methods of working with students during and after COVID, the program is still working to design a method of soliciting consistent student feedback regarding its services.</p> <p>By Fall 2023, all record-keeping will be centralized and online with SARS, and the Senior Director anticipates post-session surveys can be designed and easily distributed using students' appointment information.</p> <p><b>Revamp study skills sessions and promote them to targeted student populations; monitor usage</b></p> <p><u>Status:</u> Complete</p> <p><u>Progress Reported:</u> Several methods of offering study skills sessions have been implemented over the past few years. First, study skills sessions were offered only as one-on-one</p>
--	--

hour-long tutoring sessions to be better suited to the needs of individual students. When all tutoring shifted to remote in Spring of 2020, students stopped requesting the Study Skills sessions.

To reboot the effort again, an online workshop was offered to all students on test-taking skills and dealing with test anxiety in partnership with Wellness Services. The live event drew six online participants and it is not known how many other students may have watched the recording of the online session at another time.

In Fall of 2021, the Tutoring Center also started a partnership with the Nursing department to offer workshops on math skills necessary for nursing courses. The workshop was offered five times between December of 2021 and April of 2022. Attendance ranged from zero to twelve students. As the joint efforts seem to lead to more students being aware of and signing up for the services, the Tutoring Center will continue to work in coordination with other departments on campus to offer contextualized study skills sessions.

With the addition of the new Student Success Coaches, there is another collaborative partner available to the program. A portion of the coaches' work is helping students with study skills. The Tutoring Center will look for creative ways to partner with this new student resource.

**Work closely with the Math department to implement a plan encouraging students in developmental courses to attend tutoring earlier in the semester; monitor usage**

Status: Ongoing

Progress Reported: In 2019, the Tutoring Center began including information about class visits in all materials distributed to faculty such as informational flyers distributed at convocation and in adjunct offices around campus. The Senior Director also sends targeted emails to faculty teaching courses in developmental math, specifically encouraging class visits so that students hear about tutoring services early in the semester. Anecdotally it has been found that students are more likely to use tutoring services than their peers if their instructor scheduled class visits from the Tutoring Center.

**Continue to find ways to aid tutors in their professional development**

Status: Ongoing

Progress Reported: In 2018, a pilot professional development program was created for Tutoring Center tutors. Each tutor was required to complete two (paid) professional development activities during the academic year and write a (brief) recap of the activity for the Senior Director. Tutors could read articles on tutoring or on their field of discipline, they could watch or attend seminars, and several college-hosted events were included as professional development opportunities. If tutors had questions about what activities could be counted towards professional development or if they found resources beyond the list provided by the Senior Director, they could ask the Senior Director for approval. This pilot was presented on by the Senior Director at the 2019 Assessment Diaries. Upon completion of the pilot program in Spring 2019, a survey was given to all tutors who participated. While most feedback was positive, the overall time commitment for the program was a common concern.

In Fall 2019 and Spring 2020, the program was modified. Instead of requiring a certain number of professional development activities outside of tutoring hours, tutors were given the opportunity to convert “same-day cancellation” tutoring sessions into professional development time. In the past, if a student made a one-on-one tutoring appointment and canceled less than 24 hours ahead of time, that time would often be wasted and the tutor would still be paid for that full hour. In this modified policy, tutors would only be paid for the same-day cancellation student sessions if they completed a professional development activity in place of the session. If tutors chose not to do the activity, they would have to clock out and forfeit the hour. Tutors appreciated this modification because it did not add any work hours to their schedule, and they felt productive and connected to the tutoring field during a time that otherwise would have gone wasted. In spring of 2020 when all tutoring shifted online, this program was temporarily discontinued. The program will be resumed in some capacity moving forward now that schedules are regaining some consistency.

**Examine the benefits of hiring student tutors alongside professional tutors (FY19 or FY20)**

Status: Complete

Progress Reported: A pilot Supplemental Instruction program (funded through the Student Success Infrastructure) ran from Spring 2016-Spring 2018 in a few targeted math courses. One factor that made the program difficult was the immense time commitment needed for recruiting, hiring, training, and retaining quality student candidates for the positions. The end of this program changed the perspective on the wisdom of trying to hire student tutors. Additionally, hiring student tutors could negatively impact the environment at college that takes pride in its professional tutoring staff.

**Potentially upgrade online tutoring capabilities (FY20 or beyond)**

Status: Complete

Progress Reported: Out of obvious necessity, the Tutoring Center and Write Place shifted all services to an online format in March 2020. In addition to increasing asynchronous tutoring options through the learning management system (D2L), live, online one-to-one tutoring was offered for the first time ever using Google Meet. Even as more classes and services resume on-campus work, online tutoring has remained a popular option for our students, and it will continue to be offered. In Fall of 2022, the platform for live online sessions transitioned to Zoom, as it is integrated with the online scheduling system (SARS). Direct services from the Math Lab are generally not supported via online technology.

**Hire an Assistant Director for the Tutoring Center — a full time employee with a background in tutoring to assist in hiring, training, and observing a staff of 50+ professionals that is constantly changing (FY20 or beyond)**

Status: Deferred

Progress Reported: No progress has been made on this goal. Other department needs have taken priority, especially during COVID. The current hiring priority in FY24 is a new Student

Technology Services Coordinator position, so the Assistant Director request will not come until FY25 at the earliest.

**Collaborate with other units on campus to make Tutoring more visible**

Status: Ongoing

Progress Reported: The program often hears from students that they wish they had known about tutoring sooner. The goal is to make tutoring as visible as possible to students once they step on campus. The Senior Director will work with faculty, administration, and staff to make sure students hear about the Tutoring Center as early as possible in their time at Elgin Community College.

This outreach has included presentations at a deans' meeting, at multiple divisional and departmental meetings, and individual meetings with a number of administrators and faculty members to review existing Tutoring Center services and discuss ways to improve and expand the services provided.

The senior director has worked with the Marketing department and has appeared in multiple Facebook Live videos promoting the Tutoring Center to the followers of Elgin Community College's social media accounts.

Progress on this goal will continue into the future.

**Build stronger relationships with Dual Enrollment, Adult Basic Education, and ESL programs**

Status: Complete

Progress Reported: The Tutoring Center launched a targeted effort to reach students in the Adult Education and ESL programs in Fall 2019. Previous attempts had been unsuccessful attempts in part due to location and the tutors not having any direct relationship with the courses being taught.

In coordination with the Associate Dean of Adult Education, several instructors from the Adult Ed faculty were recruited to offer tutoring hours in the classrooms where those courses took place. In 2019, Adult Education-specific tutors were hired to work with students in math, ESL, and reading and writing. Sessions were scheduled in advance through the Associate Dean's office, and tutors met primarily one-on-one

with students, though occasionally with up to three students at a time.

The program was promising, but was not widely attended in its first semester. When COVID moved everything online in 2020, the Adult Education program lost enrollment faster than anywhere else. As a result, online tutoring hours for these students were unused more often than not.

In Fall of 2022, the plan was reformulated again. Now, the tutors that were at first specifically hired to work only with Adult Education students for reading and writing or ESL have been integrated into the Write Place tutoring staff. In this way, the Adult Education students still have access to tutors from the Adult Education program when they do seek out tutoring. Additionally, these tutors are also available to any students on campus with writing questions, which means it is less likely that their tutoring hours go unused.

#### **Evaluate/Expand Supplemental Instruction**

Status: Complete

Progress Reported: Upon completion of the Supplemental Instruction pilot, the decision was made not to institutionalize the program, partially because of scalability concerns, and partially because the data did not show it to be enough of a success to justify its continuing. The pilot ended after the Spring 2018 semester and did not continue after that.

#### **Math Lab/Write Place**

**Develop and implement training and professional development materials and programs for faculty facilitators, tutors and student workers**

Status: Ongoing

Progress Reported: In collaboration with math faculty, multiple workshops on how to use math software (Maple, MyMathLab, MyStatsLab) were offered to faculty facilitators of the Math Lab and tutors from the Tutoring Center. Staff members from both units attended the trainings and indicated they were valuable in their day-to-day work with students.

**Plan implementation process for new student-tracking software**

Status: In Progress

Progress Reported: The Write Place began using SARS to track student visits in 2019. From Spring 2020 through Summer 2022, all online tutoring appointments were tracked through in-house Google sheets. In Fall 2022, all online and in-person record-keeping for the Write Place is tracked on SARS.

As a physical resource for on campus students, the Math Lab was closed from Spring 2020 until the Fall of 2021 due to COVID. As a result, there was no transition to a new system during that time. The Math Lab is on schedule to start using SARS Trak to record drop-in visitors beginning Fall of 2023.

**Increase advertising efforts so students, staff, faculty and the community are aware of services and mission**

Status: Ongoing

Progress Reported: The Write Place worked with Marketing to create new banners to display in front of their office. Both the Math Lab and the Write Place have worked with Marketing to update their bookmarks to distribute on campus. Senior Director of Academic Support routinely works with the Web Services and Social Media teams to highlight and distribute relevant information to students and other campus stakeholders.

**Expand Math Lab hours (open at 8 a.m. instead of 9 a.m.); Add second faculty facilitator during Math Lab peak hours.**

Status: Complete

Progress Reported: After including this goal in the 2018 program review and justifying the budget needed to implement the plan, the Math Lab started opening its doors at 8 a.m. in the Fall of 2019. That same semester, two faculty facilitators were on the schedule during peak hours. In 2022, the Math Lab has faced some staff shortages that have not allowed two facilitators to be working at the same time, and there were some days where the Math Lab had to close for a couple of hours because no facilitators were available to work. The low compensation for faculty facilitators (as well as tutors in the Tutoring Center/Write Place) was cited as a



major reason for a lack of interest in faculty taking on hours in the Math Lab.

**Monitor student and faculty needs and continue to examine and revise services offered by each center**

Status: Ongoing

Progress Reported: As described above, the services offered to ESL students were revised by moving the Adult Education tutors from the Tutoring Center to the Write Place. This was a direct result of balancing student needs with budget needs and faculty feedback.

Since the Math Lab was physically closed from Spring 2020 until Fall 2021, the services offered were mostly discontinued during that time. However, calculator workshops and final exam review workshops were still provided in an online format. Now that on campus services have resumed, those workshops have been offered both in-person and online.

Two service areas of the Math Lab are currently being discussed to ensure resources are best matched to student need: 1) Supporting students seeking help with math placement exams, and 2) examining if the Math Lab would function better as being a targeted intervention for students in developmental math courses rather than being open for students enrolled in courses of any level.

**Collaborate with other units on campus to provide support to students in new ways**

Status: Ongoing

Progress Reported: Sustained collaboration with TLSD Operations is what finally led to the Tutoring Center and the Write Place to have permanent online tutoring and online record-keeping for student visits via SARS. Collaborations with Wellness Services and the nursing department have led to new ways of presenting study skills workshops to students. The program will continue to look for other partners to collaborate with in the future.

**Discuss additional ways Math faculty can connect their students to the Lab, such as small group projects, computer-based assignments, and written reports.**

	<p><u>Status:</u> On hold</p> <p><u>Progress Reported:</u> Math lab services have not been expanded in these ways due to the COVID closure as well as the current staffing difficulties.</p> <p><b>Examine options for improving online tutoring for written assignments at The Write Place.</b></p> <p><u>Status:</u> Complete</p> <p><u>Progress Reported:</u> As referenced above, live one-on-one online tutoring for the Write Place was made available beginning in the Spring of 2020 through Google Meet. This service transitioned to Zoom in Fall of 2022 and is integrated with the SARS scheduling platform.</p>
<p><b>Indicator: Need</b></p>	
<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>To the senior director’s knowledge, there is no statutory requirement for providing tutoring services. However, such student supports are common and expected. The senior director and staff consult relevant administrative procedures and legislation to make sure they are providing appropriate, accessible, and adequate accommodations.</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>Tutoring services are available to all enrolled students at the college, including dual-credit students. The Tutoring Center provides direct support to a specific subset of courses based on enrollment levels, demand for tutoring services, and availability of qualified tutors. These offerings are reviewed each semester to determine if there are other programs that need tutoring support. Math Lab addresses all courses from the mathematics department with a specific focus on the developmental level. The Write Place provides assistance to all students with various related writing assignments, both for their courses as well as additional items such as scholarship essays. Overall enrollment at the college has declined over the review period, though differences are noted at the course-level, impacting need for the program in a more nuanced manner. It is hoped that usage will increase back to pre-COVID levels for the service areas that have not yet bounced back.</p> <p>Need will also be driven by how the services are marketed within the college, which happens in a variety of ways. During new student orientation, tutoring is always included</p>

on campus tours and materials are distributed in student folders. Signs, posters, and bookmarks are distributed around campus in classrooms, offices, hallways, and TV monitors. Tutoring features prominently on the college's website, and the Marketing team highlights the services regularly in their social media posts. Each semester, faculty members are encouraged to include information about Tutoring services in their syllabi and on their D2L course pages; they are also encouraged to bring their classes to the Tutoring Center for a visit or have the Senior Director come to their class to introduce the services and the benefits.

Several committees and workgroups on campus are dedicated to improving outcomes for minoritized students and students enrolled in developmental courses. Targeted interventions for these students that encourage them to use tutoring services, if successful, could help the program's numbers return to pre-COVID levels and potentially improve upon them.

Student visits for the Tutoring Center and the Write Place are tracked using SARS. SARS pulls student data directly from Colleague. The Math Lab is still currently using paper-based sign-in sheets for student visits. Those are then added to an Excel workbook which is checked against Colleague for student data. The Math Lab will also begin using SARS for student tracking later in 2023.

The review of tutoring services is an ongoing process. Several pieces of information are reviewed prior to each semester in order to create the tutoring schedule:

- the number of course sections for each subject being offered,
- whether those sections are on campus or online,
- the rates students use tutoring for each subject, and
- whether there are additional courses/programs in need of tutoring support.

All of those factors influence how many tutors are scheduled for each subject and whether tutors are scheduled on campus, online, or both.

One recently identified need came from the instructional deans, that students need help with basic technology questions to be successful in their courses, particularly those requiring a large amount of computer-based or online work.

A new position was drafted to help students on a drop-in basis

	<p>and create workshops and programs to fill gaps in students' knowledge of computer-related technology.</p>																		
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Usage patterns varied widely for each service area before, during and after COVID.</p> <table border="1" data-bbox="837 436 1276 825"> <thead> <tr> <th>YEAR</th> <th>WRITE PLACE</th> <th>MATH LAB</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>2,383</td> <td>6,763</td> </tr> <tr> <td>2019</td> <td>2,865</td> <td>5,526</td> </tr> <tr> <td>2020</td> <td>1,433</td> <td>1,680</td> </tr> <tr> <td>2021</td> <td>1,733</td> <td>330</td> </tr> <tr> <td>2022</td> <td>2,484</td> <td>2,434</td> </tr> </tbody> </table> <p>For The Write Place, 2019 was the highest total since 2015. Participation predictably dipped down in 2020. The 2021 rebound was mostly online sessions, 2022 was nearly back to pre-COVID levels with visits both in-person and online. One takeaway from these numbers is that students found the online format writing assistance to be effective and useful.</p> <p>Math Lab usage was on a downward trend from its 2017 peak of 8,762 visits. The Math Lab discontinued services in March 2020 and did not resume until August of 2021, so the 2020 and 2021 numbers were understandably low. In 2022, the usage rebounded slightly, though that total is still less than half of 2019. Enrollment data for the college shows that the FY22 seat count for math is down 27% from the start of the review period in FY18, which accounts for some of the downward trend in Math Lab usage. One additional factor in 2022 was the inability to offer consistent service hours; there was a shortage of interested math faculty in working as facilitators in the Math Lab. The main cited reason was the low pay (\$18.99/hr, a rate that had not changed for ten years). Tutor pay was raised in January of 2023 to \$22/hr, and the Math Lab has been staffed consistently this semester as a result.</p> <p>Subject-area visits in the Tutoring Center saw huge dips in total student visits when work shifted online, and students and tutors both cited the difficulties of working online as reasons for fewer students using that option. The Tutoring Center</p>	YEAR	WRITE PLACE	MATH LAB	2018	2,383	6,763	2019	2,865	5,526	2020	1,433	1,680	2021	1,733	330	2022	2,484	2,434
YEAR	WRITE PLACE	MATH LAB																	
2018	2,383	6,763																	
2019	2,865	5,526																	
2020	1,433	1,680																	
2021	1,733	330																	
2022	2,484	2,434																	

supports well over 100 courses, and the usage varies semester to semester for a variety of reasons. Students visit most often for Math, Biology, and Chemistry, to be discussed further below, related to a proportion of enrollment.

YEAR	devMath		MTH	
	# visitors	% of dept enrollment	# visitors	% of dept enrollment
2018	331	13%	751	19%
2019	327	13%	731	20%
2020	263	11%	400	10%
2021	92	6%	242	7%
2022	100	7%	270	8%

Those headcounts and rates of usage remained fairly steady in FY19, but started dropping in FY20. With remote teaching and learning, enrollment fell, but so did the relative percentage of students coming for tutoring. The switch to remote teaching and learning may have led to fewer students taking advantage of services that otherwise would have in a face-to-face environment. It is hoped that these usage rates increase again as the program finds a balance of in-person and online tutoring that meets the needs of the student population.

Biology and Chemistry are the next highest-volume of visits to the Tutoring Center.

YEAR	Biology		Chemistry	
	# visitors	% of dept enrollment	# visitors	% of dept enrollment
2018	719	21%	238	23%
2019	576	17%	235	22%

	<table border="1" data-bbox="732 197 1398 422"> <tr> <td><b>2020</b></td> <td>519</td> <td>16%</td> <td>204</td> <td>19%</td> </tr> <tr> <td><b>2021</b></td> <td>54</td> <td>2%</td> <td>62</td> <td>7%</td> </tr> <tr> <td><b>2022</b></td> <td>97</td> <td>3%</td> <td>102</td> <td>12%</td> </tr> </table> <p data-bbox="701 464 1422 877">Aside from COVID, the reasons for the huge drop in Biology usage are unclear; however, it is known that one professor that previously gave students substantial extra credit opportunities for using tutoring services no longer does so. It is also speculated that during the shift to online teaching, a number of online resources were made available to students that made physically coming to campus and using the anatomical models in the Tutoring Center unnecessary. As with Math tutoring, it is also likely the online tutoring environment was not what students desired for studying Biology.</p> <p data-bbox="701 898 1422 1079">For Chemistry, there was a similar large drop into FY21, with a stronger rebound in FY22. As the center’s on-campus hours get closer to the totals that were offered before COVID, the overall visits and the usage rate for Chemistry tutoring are expected to return close to the levels seen in FY18 and FY19.</p>	<b>2020</b>	519	16%	204	19%	<b>2021</b>	54	2%	62	7%	<b>2022</b>	97	3%	102	12%
<b>2020</b>	519	16%	204	19%												
<b>2021</b>	54	2%	62	7%												
<b>2022</b>	97	3%	102	12%												
<p data-bbox="188 1436 597 1556">1.4 How does the student usage compare to assessed need of the program/service?</p>	<p data-bbox="701 1104 1422 1209">Prior to COVID, multiple tutoring services were nearly to the point of being overwhelmed. Recovery patterns since then vary by subject.</p> <p data-bbox="701 1230 1422 1411">The Math Lab expanded service hours and added a second faculty facilitator during peak hours to meet student demand. Since returning from COVID, there has not been a need to add a second facilitator to the schedule, though this continues to be monitored.</p> <p data-bbox="701 1432 1422 1738">The Write Place experienced consistent student usage before COVID. Because of the ease students had working with writing projects online, the number of Write Place visits did not decrease nearly as much as other subject areas. The Write Place now is consistently busy both in-person and online, and operates very close to the limits of its budget. If student demand increases, a budget line increase may be requested for additional tutor capacity.</p> <p data-bbox="701 1759 1422 1896">Math tutoring has a trend of decreasing overall visits and usage rates, as discussed above. On-campus tutoring continues to be offered six days a week and limited live online tutoring seven days a week as math students are still</p>															

	<p>the largest population. Still, working with stakeholders in the math department to identify ways to encourage more students to use tutoring services is a priority moving forward.</p> <p>The Biology tutoring area was often so busy prior to COVID, that the tutor would borrow chairs from nearby study rooms to accommodate the number of students coming in for help. Preliminary conversations about taking over an adjoining study room were started to explore possible solutions. However, as detailed above, the usage rates for Biology tutoring have decreased substantially during and after COVID. While the numbers are expected to improve as more services are consistently available on campus, conversations about expanding the physical space likely do not need to resume.</p> <p>While Chemistry tutoring saw a high percentage of enrolled students attend before COVID, there were enough tutors and hours available in a large physical space that the service never seemed overwhelmed. Currently, fewer in-person hours are being offered than before COVID due to lower enrollment and limited tutor availability, but it is hoped that these service hours can be expanded in the near future.</p> <p>These usage rates can also be used to continue discussions in the Gateway Course Completion Strategy Team. Looking at how many students who are enrolled in gateway courses (like developmental math) and who are not using resources available to them provides the college with opportunities to strategically intervene and encourage those students to use tutoring services.</p>
<p><b>Indicator: Cost</b></p>	
<p>2.1 What are the current expenditures of the department?</p>	<p>The primary cost incurred by tutoring services is wages and benefits for tutors, student workers, support staff, and administrative staff. Tutor pay was updated in 2022 for the first time in a decade. The starting rate for tutor pay moved from \$18.99 an hour to \$22 an hour. As a result, the budget line for tutors was also increased for FY24 to reflect that change. Further updates to tutor pay, including separate rates for tutors with Bachelor’s degrees and those with Master’s degrees, have been proposed as well.</p> <p>The elimination of fees for tutoring has meant a decrease in revenue, but the amount of money raised by charging students was negligible. Beyond those changes, the budget lines for</p>



	<p>the tutoring areas have remained relatively stable.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>The majority of the budget is paid for through the Education Fund.</p> <p>In 2019, \$12,000 of Perkins Grant money was used to purchase computers for students to use as sign-in kiosks in the tutoring areas. The stated purpose of the grant funding was to specifically track CTE students, their usage of tutoring areas on campus, their success in their programs, and to identify any gaps with special populations to help improve the support that is offered to CTE students.</p> <p>In 2022, money from a college/bridge transition grant was set aside to create two part-time Student Technology Support Coordinator positions. Those proposed positions were to serve as a one-stop resource for students with basic technology-related questions. After six months of the positions being open with no viable applicants, they were closed and the grant was allocated to other needs on campus.</p> <p>Each semester, usage rates for the Tutoring Center are reviewed along with course sections offered for each subject area. That data allows tutors to be scheduled when and where they are needed to best utilize the budget. The departments also routinely review the services they offer to make sure they are not being duplicated by other offices on campus. For example, the 2018 program review led the Tutoring Center to stop offering English tutoring as it was a duplication of the services offered by the Write Place.</p>
<p>2.3 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>There are currently no student costs associated with tutoring services. Student fees were removed as a result of the 2018 program review process and missed session fees were removed in 2020 as the tutoring model changed.</p> <p>When all tutoring services were offered online, the printing budget was practically unused for about a year. Once services started to be offered on campus again, printing costs increased slightly, but much of the advertising is now done online through the college’s website. It is likely that the printing needs will never again be as high as they were before 2020.</p> <p>Also as a result of COVID-19, the Math Lab stopped offering most services from spring 2020 until fall 2021. Online final exam review workshops were the only Math Lab service</p>

	<p>offered, meaning much of the budget for paying tutors went unused during that time frame. While the online delivery of services changed scheduling practices for the Tutoring Center and the Write Place, those budgets largely remained unchanged.</p> <p>The biggest challenge in managing the budgets for the tutoring areas is balancing the schedules of 50+ employees each semester to meet the needs of the students while remaining within the allotted budget. As will be discussed below, there may be a need to financially support additional professional development opportunities for tutors and the center directors.</p>
<p><b>Indicator: Quality</b></p>	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>There are no standard benchmarks for measuring the success or quality of tutoring centers. However, in reviewing the services offered by similar community colleges in the area, the college compares favorably to peer institutions in the breadth of tutoring services it offers to students. It was this type of scan during the 2018 review that revealed Elgin Community College was the only one to have a policy of charging students based on their number of sessions. No other college had a pay model for its tutoring. The recent pay rate adjustment for tutors was also made with external benchmarks.</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>In order to be hired at Elgin Community College, tutors must have a bachelor’s degree in the area that they want to tutor. Once hired, tutors go through a mandatory orientation that familiarizes them with the department, explains the department’s philosophy on working with students, and provides useful training scenarios that offer tutors the opportunity to think through potential difficult situations. Routine meetings are scheduled to discuss timely topics.</p> <p>It would be useful for tutors to have more opportunities for professional development within their area of discipline. That would mean a greater coordination between the Tutoring Center and individual departments to determine what opportunities are available to instructors and whether those same opportunities could be extended to tutors as well. Historically, the Math Lab Director and Write Place Director have not had budget lines to attend professional conferences. In the future, it would be beneficial for those positions to</p>

	<p>have the opportunity to network and learn from peers at other institutions.</p> <p>The Senior Director subscribes to multiple professional listservs and attends conferences in order to stay up-to-date on discussions in the tutoring field. He belongs to the International Writing Centers Association (IWCA) and the Midwest Writing Centers Association (MWCA). He previously served on the board for the MWCA for a three-year term, including one year as the board chair, and a fourth year as the chair emeritus. Being a part of these organizations helps the program understand trends in tutoring related to pay, professional development, equity, pedagogy, and a number of related other issues. The Director of the Write Place and the Director of the Math Lab similarly subscribe to professional networks related to tutoring in their specific content areas.</p> <p>The Senior Director typically travels to one conference a year when the budget allows. He has attended conferences for Supplemental Instruction, as well as international and regional conferences for tutoring centers. He presented on professional development for part-time tutors at the 2019 Elgin Community College Assessment Diaries.</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>Innovation in tutoring typically relates either to how services are delivered to students or how students are brought into the service areas. In 2020, the Tutoring Center had to rapidly develop an online tutoring program from scratch. Prior to 2020, the only online tutoring we offered was asynchronous through D2L, and it was rarely used. To adjust to a completely online learning environment, tutors were trained on using Google Meet. Interactive schedules were built using Google Sheets where students could sign up for sessions and be sent a link directly from their tutor when it was time to meet. Links to the online calendars were sent to staff, faculty, and students and embedded on the website and in D2L course pages for students to access. Though constructed quickly, this homemade online tutoring system allowed the program to successfully conduct thousands of one-on-one tutoring sessions from 2020 through the summer of 2022, at which point the platform was switched over to SARS.</p> <p>As instruction and other operations returned to campus, live online tutoring will be a service the program continues to offer. Students are appreciative of the flexibility the format provides; not all students are able to come to campus for</p>

	<p>tutoring services, especially on evenings and weekends, which are the times a large number of students are working on their homework and seeking support.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>All of college’s tutoring services are staffed by professional tutors—individuals who have at least a bachelor’s degree in the area that they tutor, which sets the college apart from many peer institutions. Several of the tutors are also adjuncts at the college, so they are a fantastic resource for students because not only do they know the content, they know the college and the department as well.</p> <p>As discussed above, the availability of live online tutoring seven days a week with the college’s own tutors is a strength of the program. Students know that whenever they have a question, they can turn to the Tutoring Center and someone from the college will respond; they won’t be handed off to a third-party tutoring service. The in-person, and synchronous and asynchronous online formats helps ensure that students can find support whenever they need it.</p> <p>The senior director is willing and able to strengthen relationships with committees, departments and program faculty across the college. Within the review period, relationships with the Adult Education program as well as the History and Political Science faculty have led to many more students in these disciplines being aware of and taking advantage of tutoring services on campus.</p> <p>Accolades earned include:</p> <ul style="list-style-type: none"> <li>● Outstanding Program Review award, Elgin Community College Assessment Diaries, 2018</li> <li>● William Foulkes Support Staff Service Honoree, 2022</li> </ul>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>The program recognizes that many things have changed due to COVID, including the ways tutoring is offered, the ways students seek support, and the ways staff and faculty recommend resources to students. The ongoing challenge will be to position the support centers in the best way possible to continue to be a resource that is of value to students seeking assistance for their classes whether in-person or online.</p> <p>Prior to the recent pay-increase, low wages for professional tutors was a barrier to sufficient staffing levels. The new rate for 2023 will hopefully improve recruitment as well as retention of tutors.</p> <p>In 2022, the search for two part-time Student Technology Support Specialists was canceled when no viable applicants</p>

	<p>emerged after six months and the grant-funding for the positions was allocated elsewhere. There is still a significant need for technology support for students, and there is currently no specific office on campus that addresses those needs.</p> <p>As mentioned in multiple sections of this review, the department will seek to get more meaningful feedback from students regarding their experiences with its services by developing and administering surveys particularly as related to learning outcomes.</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>SARS can provide usage data; Institutional Research can help match to student demographics and course success. Enrollment data is used to forecast need.</p> <p>Student comment cards have been used as a measure of the services; however, they are very seldom used. Staff are currently designing electronic student feedback surveys better measure the effectiveness of the centers.</p> <p>Tutors also complete annual self-evaluations that include the opportunity to make suggestions. Several changes to the program’s services have come directly from tutor comments. For example:</p> <ul style="list-style-type: none"> <li>● Portable charging batteries were purchased for students to use in the Tutoring Center so they can charge their computers without leaving their tutoring tables.</li> <li>● Many of the anatomical models and specific chemistry equipment in the labs are because tutors suggested they would be useful for students.</li> <li>● Tutors also suggested the department post the tutors’ schedule online which has become a great tool for students to use when deciding when (and with whom) to schedule appointments.</li> </ul>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>As previously discussed, enrollment data and usage statistics are examined to determine how the program can adapt to most effectively meet student needs. Findings show that all tutoring areas saw a drop-in usage as a result of COVID; however, the recovery from that drop was not even across different disciplines.</p> <p>Tutor pay and a tight labor market impacted our ability to recruit and staff our tutoring areas at the same levels prior to COVID. The wide availability of online resources meant some instructors stopped referring students to tutoring to make use of the program’s physical materials. More online</p>

	<p>classes meant fewer students were coming to campus and were therefore less likely to use the drop-in services. Being aware of these factors helps predict what usage will look like in the future and build the schedules and recruitment efforts accordingly.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Usage statistics are the primary metrics we use to measure the effectiveness of services. Recently, the capability to more easily disaggregate this data became available. Information can be viewed by subject matter and type of service delivery, in addition to student background characteristics.</p> <p>When completed by IR, the department will review the analysis of success rates in courses where students have sought tutoring support as compared to the success rates of their classmates who did not use tutoring. This will include relevant disaggregation to examine any equity gaps; for example, by course type, modality of tutoring, and student demographics.</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>The breakdowns for most demographic categories are similar between Elgin Community College enrollment and usage across the tutoring service areas - Tutoring Center, Math Lab, Write Place. The one major difference is that while women made up 57% of enrolled students for FY22, they made up well over 60% of students who used tutoring services during the same time frame. However, this difference seems less likely related to equity and more of opportunity, due to the pattern of men being less likely to seek assistance.</p> <p>While Black/African-American students made up 4% of enrollment, they made up roughly 8% of visitors to any of the tutoring services, which seems a positive that services are being sought out.</p> <p>Hispanic or Latino students made up 43% of the college's enrollment, but did not always attend tutoring at the same rates (30% for Math tutoring in 2021FA, 33% for Math Lab in 2021FA, 37% for Write Place 2021FA). These discrepancies can be due in part to sample size and data loss from handwritten student tracking information; however, trends will continue to be monitored.</p> <p>Student enrollment status was also viewed and found to be nearly 50/50 across all service areas suggesting full-time students are more likely to attend tutoring services, as they represent less than half of the student body.</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>Tutoring services are open to all students and there are no limits as to how often students can use them. Reasons for any equity gaps are likely related to outreach and established patterns of help-seeking behavior. The expansion of modalities and the wide availability of resources hopefully have lessened such gaps for different populations, such as students who work.</p> <p>Additionally, the Senior Director participates in a number of college committees in order to be aware of and contribute to conversations related to equity and service for students. He has served on the Strategic Planning Committee in 2017 and 2022, the Anti-Racism sub-committee in 2022, and also currently serves on the Accessibility Committee and the Administrative Procedures Committee. Membership on the Gateway Course Completion Committee ensures frequent contact is maintained with the Executive Director of Equity, Diversity, and Inclusion as well as the Director of ADA, Student Access &amp; Disability Services to ensure tutoring services and programs are meeting the diverse needs of all students.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>As discussed within this report, tutoring is a service that is designed to help individuals meet their learning objectives. Tutors are able to provide individualized support, in-person or online, for a few minutes at a time or for multiple hours. The program has the ability to adapt to the needs of a student in ways that many instructional programs simply cannot do within the confines of class time or office hours.</p> <p>In particular, the tutoring centers help dual-credit students make the transition to college-level expectations for learning. All dual-credit students are eligible to receive tutoring in their college courses. The Senior Director has spoken at multiple dual-credit orientations to advertise the services to this student population. Tutors are encouraged when working with these students to discuss things like time management and</p>



	<p>self-advocacy in the classroom, as they might not have much practice with those skills yet, especially in a college environment much different than their high schools.</p>
<p><b>Review Results</b></p>	
<p><b>Rationale</b> R.1 Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>One aspect of this review that stood out was examining how the decline in student usage of tutoring services was not uniform across disciplines. By looking at those patterns more in-depth, the program was able to think about why those disparities exist, allowing the centers to better serve students moving forward. For example,</p> <ul style="list-style-type: none"> <li>● knowing that students taking developmental math are less likely to come to tutoring than students in college-level math means advertising can be tailored directly to developmental math students and their instructors, encouraging them to use the services.</li> <li>● Knowing that students taking anatomy classes have a wide range of online resources to aid their learning may mean the center can cut back on the number of hours scheduled for in-person biology tutoring since students are not as likely to attend as they were before COVID.</li> </ul> <p>The transition to online record-keeping has been ongoing and should be complete across all service areas by Fall 2023. This will drastically expand the capability to study usage data at finer levels.</p> <p>Relationships with the Adult Basic Education and ESL programs were established and new tutoring services were offered as a result. Unique opportunities for tutor professional development were explored and received positive feedback from staff. Live online tutoring was launched in 2020 and will remain a part of the standard services moving forward.</p> <p>The review also showed clear areas where efforts can be taken to improve the work being done by the department moving forward, outlined further below.</p>

<p><b>Intended Action Steps</b> 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><b>Finish implementing SARS tracking software for Tutoring Center, Write Place, and Math Lab</b> <u>Timeframe:</u> August 2023 <u>Person(s) Responsible:</u> Joshua Worsham, Scott Vaszily, Vicki Walker, Katherine Fletcher</p> <p><b>Increase percentage of students enrolled in math courses using tutoring services</b> <u>Timeframe:</u> December 2023 <u>Person(s) Responsible:</u> Joshua Worsham, Math Faculty</p> <p><b>Determine what physical and online resources can be made available to Biology and Anatomy &amp; Physiology students to increase student usage of tutoring</b> <u>Timeframe:</u> December 2023 <u>Person(s) Responsible:</u> Joshua Worsham, Biology Faculty</p> <p><b>Implement a new student satisfaction survey by January 2024.</b> <u>Timeframe:</u> January 2024 <u>Person(s) Responsible:</u> Joshua Worsham, in collaboration with IR</p> <p><b>Standardize hiring and training procedures across the Tutoring Center, Write Place, and Math Lab</b> <u>Timeframe:</u> January 2024 <u>Person(s) Responsible:</u> Joshua Worsham, Scott Vaszily, Vicki Walker, Katherine Fletcher</p> <p><b>Assess current online tutoring methods and demand for services. Acquire laptops and other equipment as needed</b> <u>Timeframe:</u> FY25 <u>Person(s) Responsible:</u> Joshua Worsham, in collaboration with IT</p> <p><b>Re-examine need for student technology services positions. Rewrite and relaunch search if needed</b> <u>Timeframe:</u> FY25 <u>Person(s) Responsible:</u> Joshua Worsham, Tim Moore</p> <p><b>Examine demographic trends of students using tutoring; design targeted interventions to address any gaps</b> <u>Timeframe:</u> Ongoing</p>
---	---

	<p><u>Person(s) Responsible:</u> Joshua Worsham, in collaboration with IR</p> <p><b>Seek additional professional development opportunities for tutors and Math Lab/Write Place directors</b></p> <p><u>Timeframe:</u> Ongoing</p> <p><u>Person(s) Responsible:</u> Joshua Worsham, Scott Vaszily, Katherine Fletcher, in collaboration with faculty</p> <p><b>Create Assistant Director position for the Tutoring Center to help with the hiring, training, and ongoing supervision of the college’s professional tutors.</b></p> <p><u>Timeframe:</u> FY26 or beyond</p> <p><u>Person(s) Responsible:</u> Joshua Worsham</p>
<p>R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The demographics of students that use tutoring services are being monitored by the department to identify any potential gaps in who uses the different types of tutoring and why. The Gateway Course Completion Committee is also “developing recommendations to increase enrollment and completion in college-level English and math [for students] in their first year, while seeking to close existing institutional equity gaps in attainment of this metric.”</p>
<p><b>R.3 Resources Needed</b></p>	<p>In the 2018 program review, there was concern about running out of physical space, especially for biology tutoring. This is no longer relevant given the rise in online tutoring options and the decrease in demand for biology tutoring services.</p> <p>In the future, department laptops and other tools may be acquired to improve online tutoring capabilities. Currently, tutors use their own computers for any online sessions.</p> <p>The student technology services positions that went unfilled will be something to revisit in the future. One way to draw quality candidates for the position would be to change it from part-time to full-time, which would require institutional support.</p> <p>Also mentioned in the 2018 program review is the desire for a second full-time administrative employee with tutoring experience and a degree in education or a related field to serve as an assistant director. This would help the department in the hiring, training, and supervision of a staff of 50+ professional tutors</p> <p>Most listed goals will only require time and collaboration in order to pursue them effectively. The goals related to adding</p>

	<p>positions, purchasing equipment, and adding new professional development opportunities would also require additional budget once the goals are at the implementation stage.</p> <p>The largest takeaway from this review of program was seeing how the use of tutoring services compared to overall enrollment trends. Knowing that the percentage of students using tutoring services dropped significantly helped us see the issue in a new light. Not only did lower enrollment mean fewer total visits, but the drastic change in how services were offered directly led to fewer students using those services at all. It is now a priority to identify ways to make services as apparent and easy to use as possible to reach a larger percentage of students moving forward. The program will rely on assistance from Institutional Research to create systems to analyze key usage and outcomes data in a timely fashion.</p>
<p><b>Responsibility</b> R.4 Who is responsible for completing or implementing the modifications?</p>	<p>See specific assignments above.</p> <ul style="list-style-type: none"> <li>● Joshua Worsham, Senior Director of Academic Support Services</li> <li>● Tim Moore, Dean of Academic Resources &amp; Instructional Technology</li> <li>● Vicki Walker, Math faculty, Tutor, Math Lab director</li> <li>● Scott Vaszily, English faculty, The Write Place director</li> <li>● Katherine Fletcher, Math faculty, Tutor, Math Lab facilitator</li> </ul>

<b>Student and Academic Support Services</b>	
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.	
<b>College Name:</b>	Elgin Community College
<b>Academic Years Reviewed:</b>	2018-2022
<b>Review Area:</b>	Veterans' Services
<b>Review Team</b> 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.	John Long, Dean of Students, primary author  Anitra King, Veteran Specialist, contributions and review
<b>Service Objectives</b> I.2 Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	<p>Across key college offices, there is an established veterans support team dedicated to students, including a support specialist, academic advisor, and financial aid/Veteran School Certifying Official. The program also maintains a physical space on campus, the Veterans Resource Center.</p> <p>The Veteran Services Department supports military-connected students throughout their academic journey, providing information regarding veteran benefits as well as educational and career guidance. The department champions the unique experiences and perspectives of veterans, and recognizes their value in the Elgin Community College community and beyond. Through various events and programming the department fosters a sense of inclusion, camaraderie, and community among military connected students on campus, increases military cultural competency among Elgin Community College employees and connects military-connected students to the larger veteran community.</p> <p>Student Learning Outcomes were initially established by the Department in 2017:</p> <ul style="list-style-type: none"> <li>● Incoming student veterans who attend an In-Processing appointment with the Veteran Specialist will report an increased level of understanding of college expectations and resources available to help them be successful.</li> <li>● Members of the college's student veteran organizations will develop and practice civic engagement by participating in community events in alignment with other veteran</li> </ul>

	<p>organizations and community resources.</p> <p>The above outcomes reflect the priorities of the department at that time. Recent conversation around these outcomes has resulted in plans to update them based on a student veteran survey administered in spring 2023; by understanding what current student veterans' value and need from the department, a revision of the Student Learning Outcomes (SLO) will take place.</p>
<p><b>Mission</b></p> <p>I.3 How does the program/service contribute to the mission of the college?</p> <p>To improve people's lives through learning. Through our decisions and actions we empower:</p> <ul style="list-style-type: none"> <li>● STUDENTS to reach their goals in an equitable and welcoming environment</li> <li>● EMPLOYEES to thrive and fully use their collective talents; and</li> <li>● Our COMMUNITY to transform and enrich the world.</li> </ul>	<p>The program's main focus is to support student veterans and their educational goals. As a department interested in student development, staff are always providing support with the goal of helping students better advocate for themselves and their needs directly, by supporting and coaching them.</p> <p>Veteran Services provides wraparound student support from the time of new student orientation through graduation, assisting students with deciding on an academic program, facilitating connection to financial aid and academic advising, building community on campus, study skills, and resume writing and job interview support. This highly individualized support helps students reach their academic, transfer and career goals.</p> <p>The Veteran Services Department at Elgin Community College is a highly public-facing department, heavily involved in numerous community organizations. Staff actively work with these groups to increase access and build relationships for student veterans, which benefit all involved.</p> <p>In 2019, four Elgin Community College student veterans participated in the Veteran Voices program for Veteran's Day, in partnership with the Gail Borden Library. Partnerships with the college's faculty to promote and host a Veteran's Day Essay Contest saw limited participation but were successful, resulting in prizes and recognition for Essay Contest winners. Veteran Services also partnered with the Land of Lincoln community organization to offer Quilts of Honor to student veterans and community members during the college's Veterans Day celebration or Military Appreciation Month in May.</p> <p>While the program does not serve employees directly, the messaging coming out of the department about the value of the student veteran experience and perspective in the class and on campus is received by veteran employees as well.</p>
<p><b>Advancement of Equity</b></p>	<p>By understanding and responding to the unique needs of</p>

<p>I.4 How does the program/service help advance equity?</p>	<p>military-connected students, the department helps to support veterans and their families in ways that are highly relevant to them.</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>Assessment of the programs and events of the Veteran Services Department has been difficult, due to the small veteran student population at the college. The Department administered a student survey in spring 2023 to evaluate the Student Learning Outcomes of the department as well as other areas of interest. Results are currently under review.</p> <p>Veteran event participation has seen modest increase in staff and community participation, but Military Branches United (MBU) continues to attract student involvement and participation. We will continue to monitor use of the Veteran Resource Center in building F, as well as engagement in events.</p> <p>The college has been designated as a “Military Friendly School” by GI JOBS Magazine several times during this review period.</p>
<p><b>Past Program Review Action</b> 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>This is the first time the department is undergoing Program Review. Previous goals of note with progress over the past five years include:</p> <p><b>Furnishings for Veterans Center</b></p> <p>Furnish Veterans Center to enhance student use, comfort, feeling of safety, and excellent study area.</p> <p><u>Status:</u> Complete</p> <p><u>Progress Reported:</u> Funding initially a main challenge for this. The VRC is fully furnished with a variety of seating options to meet different student needs and preferences, including study tables, computer kiosks, and lounge furniture. A small refrigerator and microwave help to create a singular space for student veterans to study, relax and connect with other student veterans.</p> <p><b>Increase engagement of student veterans on campus</b></p> <p>Due to their myriad responsibilities and largely non-traditional student statuses, campus engagement of student veterans is an ongoing challenge. By exploring innovative outreach methods, including the possibility of student-worker assistance, the department will increase engagement levels in</p>



Military Branches United (MBU) and other veteran programming events.

Status: In Progress

Progress Reported: SALUTE honor society, Military Branches United, Boots-to-Books student support workshops, Veteran Meet and Greets, and other community events with food and beverages in the Veteran Resource Center continue to be offered and promoted across campus. Engaging students in this non-traditional, adult population continues to be a challenge.

**Raise awareness of and engagement with mental health services on campus and in the community**

Develop a campaign to raise awareness of mental health issues in the veteran community and resources available to student veterans on campus and in the community. Research, build, and communicate resources, information, programming to increase awareness of veteran mental health issues, reduce stigma for veterans seeking treatment for mental health issues, and partner with relevant departments (i.e. Wellness Services) to connect student veterans with college and community support.

Status: New

Progress Reported: Engagement levels with student veterans has been challenging, and overcoming the stigma of seeking mental health help will be a real challenge here. Anitra King (Veteran Specialist) is currently in conversation with the Road Home Program through Rush University to determine what resources can be made available to Elgin Community College students.

Veteran Services partnered with the college’s Wellness Services on workshops related to veteran student mental health. In fall 2022 the department engaged in conversations with community resources for veterans to bring Veteran Affairs mental health providers to campus to provide highly relevant veteran mental health support to current student veterans and community members who are veterans. Due to campus space limitations, this has not yet come to fruition, but we hope to build this partnership over the next year as more space opens up on campus following large renovation projects.

<b>Indicator: Need</b>	
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>A “veteran certifying official” is statutorily required, but this position is focused on assisting students with veteran educational benefits, and is therefore housed in the Financial Aid dept.</p> <p>In 2009, then-Governor Pat Quinn mandated that all schools in higher education provide a point of contact person for incoming military veterans to talk about their concerns in seeking a degree or certificate at their college or university.</p>
1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i> ?	<p>Military-connected students can self-identify on the college’s application. We also identify enrolled veterans or their dependents through their use of veteran benefits in Financial Aid. The Veteran Coordinator is provided a list of all new military-connected students on a regular basis, and conducts outreach to them shortly after application. Additionally, all enrolled veterans are identified at the start of each new semester and are contacted by the Veteran Services department in the first few weeks of the term.</p>
1.3 If applicable, what is the student usage for this program/service?	<p>There are approximately 140 student veterans enrolled at the college in a typical fall or spring term. Given the non-traditional nature of this population (they tend to be over 22 years old, often with families and full-time jobs) on-campus engagement is the primary challenge for the department. But many of these students participate in on-campus events periodically, and utilize the Veteran Resource Center space on campus at some point in the semester.</p>
1.4 How does the student usage compare to assessed need of the program/service?	<p>Given the unique challenges and opportunities for student veterans on the college campus, it’s important to maintain a central resource for assistance and community, as offered by the Veteran Services department. Current resources from the program are able to meet student need and usage.</p>
<b>Indicator: Cost</b>	
2.1 What are the current expenditures of the department?	<p>The department is staffed by one full-time employee, and that person’s salary and benefits are the primary expense of the program. Beyond human resource costs, the following items are the costs associated with the program each year (based on FY23):</p> <ul style="list-style-type: none"> <li>• \$500 - Student supplies for the Veteran Resource</li> </ul>

	<p>Center and other student-facing events</p> <ul style="list-style-type: none"> <li>• \$300 - General office supplies for the year</li> <li>• \$600 - Printing costs (for department and for student newsletter and other student fliers)</li> <li>• Avg. \$1000 for conference or travel costs for Veteran Specialist (little to no travel has occurred in past three years)</li> </ul> <p>Department spending has remained relatively consistent over the past five years, with decreases in student-related events during and following the COVID-19 pandemic accounting for much of the decreased cost of running the department in the recent past. The department has not made any significant increases to its spending or purchased any large items in the past five years.</p> <p>Student veterans and veteran-dependents (collectively known as military-connected students) incur no cost to utilize the services of the Veteran Services Coordinator (Anitra King), to interface with the events provided by the department, or utilize the Veteran Resource Center (F201). Many military-connected students utilize veteran benefits (i.e. GI Bill, Post-911, etc.) to pay for tuition and books, in addition to living expenses for some students.</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>The majority of the cost of maintaining this department comes from the Educational Fund. The Veteran Services department operates on an incredibly thin budget, with between \$1500 and \$2000 provided annually to maintain the Veteran Resource Center and provide items for student events hosted by the department.</p> <p>In the past, Elgin Community College Foundation Mini-grants (\$2500/year) and similarly small community veteran organization funding has been used to supplement veteran student benefits and help pay for student books/supplies, but these funds have not been a part of the department’s operating budget.</p> <p>The Veteran Services department is incredibly efficient and provides important service to an important student group for very little cost to the institution. There is currently no need for additional resources.</p>
<p>2.3 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>The Veteran Services department was unable to host many on-campus students’ veteran events during the COVID-19 pandemic, nor travel for in person meetings/conferences. This resulted in lower operating costs for the department</p>

	<p>throughout the pandemic.</p> <p>The variability of the printing expense for the department highlights some of the challenges with budgeting for that particular item, which includes signage and the Veteran Newsletter. The department is looking for opportunities to better manage this expense by predicting the volume and identifying means to minimize it.</p>
<p><b>Indicator: Quality</b></p>	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>The program is connected to the Veterans arm of the National Association of Student Personnel Administrators (NASPA), the leading authority on veteran support services. When travel is funded and possible, the specialist attends the annual NASPA Veterans conference to ensure the college is abreast of the student veteran support required of Military Friendly Institutions.</p> <p>For example, several important initiatives were developed based on ideas gathered at the 2018/19 NASPA conference, including the importance of community-building events on campus for student veterans. Student meet-and-greet events throughout the year were given greater visibility as a result, and hosted in the Veteran Resource Center as a way to promote the space and build community among student veterans on campus.</p> <p>Elgin Community College began working with the Council for Adult and Experiential Learning (CAEL), a non-profit organization developed by several higher education groups that allow members to join as a support group for veterans to be successful and graduate with college degrees. The Veterans Higher Education Affinity Group (VHEAG), which includes many colleges and universities within the state of Illinois, meets monthly to compare best practices and hear the latest of what changes are taking place for student veterans' academic success, not only in Illinois but what other states are doing to enhance the success of their student veterans. ECC has been working with CAEL and has been a VHEAG member since 2012.</p> <p>Elgin Community College is a Chapter Member of S.A.L.U.T.E. Veterans National Honor Society, and as of May 2023- the college is excited to have 33 S.A.L.U.T.E. inductees.</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>Anitra King, Career &amp; Veteran Specialist V, holds a masters degree as well as a certificate in Veterans Counseling. She maintains relationships with relevant community resources as well as vital college resources, to ensure student veterans are connected to all the necessary internal and external support and services available to them. This also helps Ms. King maintain an understanding of veteran student needs. These connections include:</p> <ul style="list-style-type: none"> <li>• Executive member, Veterans Voices committee at Gail Borden Library in Elgin</li> <li>• Member, Veterans Assistance Commission in Geneva, which promotes job fairs and mental health awareness, as an executive member to plan events.</li> <li>• In September 2019, Ms. King gave a presentation on Resume writing and Interviewing skills for veterans at the Veteran Employer Seminar hosted by the Veterans Assistance Commission of Kane County.</li> <li>• Member, Veterans Higher Education Affinity Group (VHEAG) sponsored by CAEL; attends quarterly meetings. This group consists of other community colleges and 4-year universities that meet and share best practices and hear from others experts on different topics that enhance the educational experience of student veterans.</li> <li>• Member, AMVETS Post 202, St. Charles American Legion, &amp; VFW Post 1307, attending meetings and assisting with upcoming projects, promoting Elgin Community College student veterans and their family to attend.</li> <li>• Presenter, 2022 TeachECC conference, Supporting Student Veterans</li> </ul> <p>The college is also committed to making sure that any faculty or staff member a student veteran might encounter is able to provide the care and service to support this unique student population. Military Ally training is facilitated by the college’s Veterans Services Department, and designed to help veterans’ transition to student life by building a welcoming and helpful community that understands them. In the 2021-2022 academic year alone, 135 the college’s employees completed the “Veterans On Campus” training hosted by the Veteran Services Department.</p>
<p>3.3 What, if any, innovations have been implemented within this</p>	<p>Student veterans are asked to navigate both educational and Veteran Affairs systems to obtain the information and support</p>

<p>program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>needed to be a successful student. These systems have distinct cultures, and require students to balance large amounts of paperwork and deadlines. The “In-Processing” student veteran orientation and the “Boots-to-Books” workshop for new veteran students are designed to support students critical thinking and self-advocacy skills, especially in their transitions between these two cultures that they often inhabit throughout their time as a student.</p> <p>Dual-credit students who are dependents of military veterans are provided access to all the same services, rights and privileges of student veterans. This population is unique, and has been small, but as dual-credit continues to expand we anticipate more DC veteran dependents.</p> <p>In 2022, as a result of conversations with students as well as internal discussion, the Veteran Services Department launched a Live Chat feature on the college’s website that is open and accessible to students each weekday. The feature provides instant access for student veterans to the Veteran Specialist, Anitra King, for several hours each day of the week. Students have been using the chat to get quick answers to simple questions or get a referral to appropriate resources on campus.</p> <p>As discussed within this report, reaching out to student veterans in cooperation with Wellness Services is a goal. There is much work to be done in society to destigmatize seeking mental health support, but even more so in military cultures. This partnership with the college’s wellness professionals has created workshops targeted toward student veterans, as well as increased communication to enrolled student veterans with customized and personalized language relevant to student veterans. As a result, the department has seen an increase in student veterans seeking Wellness Professional services. These conversations continue, because there is still work to be done in this space. As published in the June 2023 Elgin Community College Veterans Newsletter:</p> <p>The college recognizes PTSD Awareness month - the D is silent to remove any negativity. Post-Traumatic Stress (PTS) develops after experiencing or witnessing a traumatic or terrifying event.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>Compared to other community colleges with similar veteran student enrollment as the college, the resources available to student veterans through the Veterans Services department (a</p>

	<p>department of 1 FT employee) are fairly robust. The dedicated Veteran Resource Center (VRC) space is especially unique, and provides a practical resource for student veterans, while also sending an important message to the community that Elgin Community College values the student veterans who enroll here.</p> <p>The ability to bring a personalized touch is a key strength. The department continually seeks opportunities to connect individually with student veterans, considering they are a relatively small population on campus, but due to their non-traditional status, often need customized support to accomplish their goals. The college’s Veteran Services Coordinator, Anitra King, was honored with the Outstanding Club Advisor award from Student Life for her work with the Military Branches United (MBU) student veteran club in a recent year. She also is highly involved in community veteran organizations (i.e. AMVETS, VFWs, American Legion, the Veterans of Higher Education Affinity Group [VHEAG]), and participates in and leads conversations about what student veterans need to be successful in today’s community college.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>One opportunity for improvement which is not unique to the Veteran Services department is that there is no “one stop shop” for everything a student needs at the college. A student veteran works with a designated veteran student academic advisor who operates out of the Academic Advising Department, then works with the Veteran Certifying Official in Financial Aid to get their veteran tuition benefits processes and applied, and then works with the Veteran Services Coordinator on all other coordination of support and direct assistance. An ideal structure, from the perspective of the student, would be to co-locate all of these important services in one shared space, eliminating the need for the student to seek out disparate services. However, the college’s student veteran population is not large enough to justify co-locating these three services, as the Academic Advisor and Veteran Certifying Official both serve non-veteran students as well.</p> <p>As mentioned throughout this report, it is a challenge to engage more veteran students as they continue to have extensive responsibilities off campus. COVID further exacerbated the challenges, and the program continues the work to engage more students.</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>Direct student feedback provided to the Veteran Specialist, Veteran Certifying Official, and Veteran Academic Advisor over the past eight years, as well as student surveys.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>A student survey was administered in spring 2023 to better understand student veteran needs from the college. The results of this survey are currently under review and will be used to implement departmental improvements in the coming year.</p>
<p><b>Indicator: Equity</b></p>	
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Veteran students tend to be older, non-traditional students. The Veteran Services department has continued to evolve to better serve adult learners, students with families, and students with careers.</p> <p>As the college moves to providing more data and analysis tools for the purpose of gap analysis, the student veteran population will get more visibility. For example, Tableau dashboards which summarize student course success can filter for student veteran status.</p> <p>Data from 2018-2022 show a student veteran population which has shifted slightly across various demographic characteristics, becoming slightly more representative of the college's larger student body:</p> <p>The student veteran population at the college in FY 2022 was 51% white and 24% Hispanic or Latino, compared to the general population of 38% and 43%, respectively. 7% of student veterans identify as Black or African-American, compared to just 4% of the larger student population. And while 80% of student veterans are male, only 43% of the college's student population identify as male.</p> <p>A majority (36%) of student veterans are between ages 23 and 29, while only 20% of the college's general population is in that age group.</p> <p>And while many student veterans are pursuing associate degrees designed to enable them to transfer to a university to complete a bachelor's degree, significantly more earn credentials in career-tech fields designed to primarily to prepare them for direct employment in a high-demand field.</p>

<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>The ability to more easily disaggregate data is still new to the college. The Course Success dashboard referenced above suggests there may be some differences to note between male and female veterans. It is encouraging that the data suggests that Black/African-American and Latinx veteran students seem to perform slightly better than their non-veteran peers.</p> <p>Still, opportunities for improvement exist. Recruitment and support of Black or African-American and Hispanic or Latino students is needed to continue raising completion rates for those groups. Similarly, the significantly lower number of female veteran students may be leading to those individuals not feeling seen and supported by the College, and we will need to make concerted efforts in the coming semesters to highlight and champion the efforts of female veterans on our campus.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>The Veteran Services Department has moved deliberately to a highly personalized student support model over the last five years, in recognizing that student veterans are by definition non-traditional students, they often work full time jobs, and manage families. Because of these realities, many student veterans are reluctant to engage in on-campus activities, and are less interested in the support resources available on campus which are more focused on day-time delivery. To address this, the Veteran Specialist works most evenings until 7pm, to be more available to adult learners who are unable to make it to campus for services during “normal” business hours.</p> <p>The Military Branches United student club, S.A.L.U.T.E. national student veteran honor society, Student Veterans of America (SVA) group and all of the programming offered by the Veteran Services department is designed to create community among student veterans on campus, and celebrate the vast life experience that these students bring to the college’s classroom and campus. These students are not only enriched by their relationships with each other, but they bring global and multicultural perspectives to our campus that other students benefit from immensely.</p> <p>The Veteran Services Coordinator is in conversation each day with students utilizing the Veteran Resource Center (VRC, Building F, room F 201) for study space, project work, relaxation and community building. These students represent the diversity of student veterans on campus in any given term, and often share their needs, thoughts and ideas for resources</p>

	<p>and support at Elgin Community College. Many of the events coordinated by the department are the result of, or informed by, direct student veteran input. These include the “Boots-to-Books” workshop, Resume Writing and Mock Interview workshops, Military Branches United (MBU) student veteran club, the S.A.L.U.T.E. honor society, and the Student Veterans of America (SVA) group, as well as things as seemingly small as what resources and snacks are made available in the VRC.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>The department supports student veterans in their instructional programs by promoting early priority registration. Data during the summer/fall 2018 registration period indicated that although student veterans receive priority registration before all other students on campus, only a small number (approx 1/8th) utilized it. It became a goal to increase the number, as this is an important factor in those students getting the classes and schedules they need to be successful in their busy lives.</p> <p>To that end, the department increased communication of priority registration for student veterans significantly, and did see slight increases in early enrollment participation. Veteran students are inherently non-traditional students, however, often balancing full time employment obligations with family responsibilities. These students are often waiting on work schedules and family schedules to be determined before they select classes, so there is likely a reasonable limit for how many of these students are able to fully engage with the benefit during the first few days of the registration period.</p> <p>For summer/fall 2019 enrollment, 21% of eligible veteran students/dependents enrolled on the first day of priority registration, and 24% enrolled during the first week of early registration. This trend continued into the 2020 calendar year and has proven difficult to increase further, despite multiple communication campaigns to this student group.</p> <p>127 student veterans have been identified as eligible for priority registration for the spring 2023 term, and a multi-pronged marketing effort is being developed to encourage the use of this benefit amount student veterans on campus, including hand-signed letters sent to student veteran home addresses with priority registration information and encouraging early enrollment. The results were that 16% of student veterans enrolled in the first week of registration for spring 2023, and only 7.7% utilized the priority registration opportunity for summer/fall 2023 classes, further reflecting</p>

	<p>the challenge for student veterans to plan several months in advance given their dynamic work and family needs.</p>
<p><b>Review Results</b></p>	
<p><b>Rationale</b>  R.1 Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Elgin Community College supports all students' academic success but has taken additional steps to show that veterans returning to school is a top priority. Being a part of and witnessing veteran students' success is important and rewarding. The college is a partner in their journey to new and exciting careers. Along with being available and listening, showing respect for their next steps is also key to their success. College is a place for students to discover and pursue their passions, and having resources to assist eases the fear of failing.</p> <p>The Veteran Services program at the college operates with one full-time employee on a small budget, but provides highly specialized and necessary student support to a relatively small but important student population on campus. By providing general academic guidance, community, and connection to both on-campus and off-campus resources, the Veteran Services program serves those who have served, as well as and their dependents.</p> <p>While the program continues to look for ways to better serve this non-traditional student population with highly specific expectations and needs, they do not believe any substantive modifications or changes to the program are required.</p>
<p><b>Intended Action Steps</b>  R.2 Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.  <i>Consider short term (2023/2024 academic year) and longer (remainder of review period, 2024 - 2027)</i></p> <p>If you would like, fashion your goals within the SMART framework: Specific, Measurable, Attainable, Relevant, and Timebound, with targets/metrics as the college is doing in eTalent.</p>	<p><b>Continue to find ways to encourage student veterans to use the priority registration appointment that each student receives (allowing them first pick of classes/schedules each semester).</b>  <u>Timeline:</u> Ongoing</p> <p><b>Continue to engage community veteran organizations, creating partnerships which benefit existing Elgin Community College students, create prospective students, and foster a larger community of military-connected individuals who can support each other.</b>  <u>Timeline:</u> Ongoing</p> <p><b>The results of the spring 2023 veteran student survey are under review. The and the department will act on the findings of that survey, developing or improving any resources or services identified as needed by existing student</b></p>

	<p>veterans.  <u>Timeline:</u> FY24</p> <p><b>As part of the 2023-2024 annual goals, the department will work with the College’s Institutional Research office to examine and understand the intersecting identities of veteran students, including race, gender, and age (among others), in an effort to better understand our veteran student population and better serve them.</b>  <u>Timeline:</u> FY24</p> <p><b>Elgin Community College student veterans will report increased knowledge of campus and community resources, and will engage at higher levels with Wellness Services on the college’s campus.</b></p>
<p>R.2.1 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>As referenced above, staff will leverage the data disaggregation tools to identify equity gaps for the student veteran population. Where gaps are discovered, the program will lead efforts to explore and address them.</p>
<p><b>R.3 Resources Needed</b></p>	<p>Current resources are sufficient to accomplish these goals, and no further resources are requested at this time.</p>
<p><b>Responsibility</b>  R.4 Who is responsible for completing or implementing the modifications?</p>	<p>Anitra King serves as the primary point person for Veteran Services, and will work closely with John Long, Elgin Community College’s Dean of Students.</p>

<b><i>DEVELOPMENTAL MATH</i></b>	
COLLEGE NAME:	Elgin Community College
FISCAL YEAR IN REVIEW:	2018-2022
<b>REVIEW SUMMARY</b>	
<p><b>Program Objectives</b> What are the objectives or goals of the program/discipline?</p>	<p>The developmental math course offerings are designed for students with skill deficiencies to prepare for college-level coursework both in math as well as other courses with a mathematics basic skills prerequisite.</p> <p>They are not intended for transfer and cannot be used to fulfill the requirements of any associate degree. Courses currently in the catalog:</p> <ul style="list-style-type: none"> <li>• MTH 090 Pre-Algebra,</li> <li>• MTH 095 Preparatory Math for General Ed,</li> <li>• MTH 096 Basic Algebra,</li> <li>• MTH 097 Plane Geometry,</li> <li>• MTH 098 Intermediate Algebra, and</li> <li>• MTH 099 Combined Basic &amp; Intermediate Algebra</li> </ul>
<p>To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?</p>	<p>For some students, these goals are not particularly successful. Success is monitored via course retention, success and progression to college-level. Of course, it is expected that success rates are lower in these courses. The program gives students opportunities to succeed in college, where they might otherwise not have any. Developmental math is a scaffolding tool meant to prepare students with skills they are missing for college-level coursework.</p>
<p>How does this program contribute to other fields and the mission of the college? To improve people’s lives through learning. Through our decisions and actions we empower:</p> <ul style="list-style-type: none"> <li>• STUDENTS to reach their goals in an equitable and welcoming environment</li> <li>• EMPLOYEES to thrive and fully use their collective talents; and</li> </ul>	<p>From Elgin Community College’s Shared Values: <i>“We are an inclusive community that provides students, employees, and community members with full access to all resources needed to achieve their individual goals. We commit to creating an environment that is equitable and inclusive to all.”</i></p> <p>Offering developmental mathematics courses is based on this shared value. It would be easy to say that a college should only offer courses to students who mastered algebra in high school – it is equitable to instead say that anyone who is committed to learning should be able to learn, no matter where they start.</p>

<ul style="list-style-type: none"> <li>• Our COMMUNITY to transform and enrich the world.</li> </ul>	
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p><b>Goals from FY18 Review:</b></p> <p><b>Develop and evaluate a geometry placement instrument using ALEKS</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> This tool was researched and implemented early FY19. Students have been using it, but faculty have yet to evaluate it as a department.</p> <p><b>Determine effectiveness of PMGE (MTH-095) by analyzing student success in college-level general education math courses (MTH-102/104)</b>  <u>Status:</u> Complete  <u>Progress Reported:</u> This goal was met in FA18. Faculty analyzed the data which showed that students successful in MTH-095 were also very successful in MTH-104. As far as success in MTH-102, there was not much difference in success rates for students coming from MTH-095 and students coming from another course or placement mechanism. Data analysis and conclusions were presented in a math department meeting in FA18.</p> <p>The department wants to further increase enrollment in PMGE and has an active committee working on this goal. The new Developmental Math Coordinator, starting in Summer 2022, is also working hard on increasing enrollment in this particular pathway.</p> <p><b>Analyze ALEKS data to determine effectiveness of placement</b>  <u>Status:</u> In Progress  <u>Progress Reported:</u> This analysis was done in the FA18 semester and was presented at a Math Department meeting. Based on this analysis, there were not grounds to change any of the current placement cutoff scores.</p> <p>Results did produce more MTH-090 placers than with the previous placement tool. Strategy then focused on how to better market student remediation within ALEKS for students initially placing into the lowest level and significant efforts to assist these students are ongoing. The Developmental Math Coordinator (new position as of July 2022) worked to get remediation and re-testing for a significant number of students placed at this level. The department is committed to continued</p>



	<p>improvement of the placement methodology, and the college supports this effort by funding the Developmental Math Coordinator position.</p>
<p><b>REVIEW ANALYSIS</b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).</p>	<p>After the passage of Illinois’ HB2170, the Developmental Education Reform Act (DERA), the department went through a massive overhaul of the entire curriculum, particularly at the developmental level. This significant effort ended in a vastly improved experience for students with placement below college-level math. The department worked hard to satisfy the law’s mandate: to maximize the probability of each student completing a college-level math course in their first year.</p> <p>To this end, the department overhauled all placement policies, remade the course outcomes and topics for all algebra courses, removed a course that was causing serious problems for students (MTH-096), revamped the placement brochure, set up re-testing for students placed at the lowest level, and created a new position called the Developmental Math Coordinator to manage all the changes. This was a monumental curriculum and policy upgrade that involved almost everyone in the department pitching in across a half-dozen committees over multiple years. The department is extremely proud of its success.</p> <p>Extending beyond the department, ECC may consider offering special tutoring services for students in developmental classes.</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>
<p>2.1 What are the costs associated with this program?</p>	<p>The primary costs to the college associated with the Developmental Math program are: faculty salaries and benefits (including a dedicated Developmental Math Coordinator), office and instructional supplies, computer software, and printing. The math department has approximately 13 full-time faculty and 30 adjunct faculty who teach (or who are qualified to teach) developmental math classes. The math department is hiring one new faculty in FA23, however, there may be a need for more as the department continues to grow.</p> <p>There have been no significant increases or decreases in the math department budget over the last five years. Changes to</p>

	<p>developmental math courses as a result of DERA regulations have included the addition of a Developmental Math Coordinator position as well as an extra contact hour added to several math courses to help with student completion rates.</p> <p>The typical student, having to complete one developmental math course, will incur the following approximate costs: Tuition (\$600), Textbook with software (\$100), Calculator (\$100), Other Classroom Supplies (\$50). Expenses, of course, rise if they do not successfully complete the course on the first attempt, so the financial stakes are high.</p>
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Education Fund
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	Not Applicable
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	<p>There are no significant challenges associated with budgeting for the math department. The math department office coordinator and instructional coordinators monitor the budget very closely. Money for new initiatives (e.g., Math Professional Day, Student Math League) is requested and approved during the annual college budgeting process.</p> <p>To help students, the math department has classroom sets of calculators and other classroom supplies that can be lent out in the case where a student cannot afford them. The math department is also implementing the use of free online software for homework, so that students do not have to purchase this through textbook publishers. Additionally, some faculty develop their own content or use free open-source textbooks, so students do not have to purchase textbooks. Furthermore, the math department regularly negotiates with publishers in order to get the lowest price on textbooks and software.</p> <p>Due to DERA, the college now requires that students take no more than one developmental math class prior to being enrolled in a transfer-level course. While this may not actually be good for our students' long-term success, it will certainly keep costs down.</p>
2.5 Are there needs for additional resources? If so, what are they?	<p>The math department would like to develop "in-house" notes and online homework for many of the developmental courses. However, this takes a lot of time and resources. In order to achieve this, the math department needs funding so faculty can</p>

	<p>be paid to develop and maintain this content.</p> <p>Due to the expanding reach of technology in education, the math department has needed more computer lab space. This has become more pressing over the last two semesters and will only increase as more technology is incorporated into the curriculum.</p> <p>If the data show that DERA is ineffective in improving success for developmental students and a new law is passed, the math department may have to restructure developmental pathways again. This will require faculty time and may result in additional costs to the college.</p>
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
<p>3.1 How is the college working with high schools to reduce developmental needs?</p>	<p>The ECC math department has worked with high schools in the district to implement various fourth-year transition math courses, so that students are more likely to place into transfer-level courses, rather than developmental courses upon matriculation. Specifically, the department maintains a liaison to the high schools to ensure these courses maintain relevant content and policies. Additionally, the liaison analyzes success data and communicates needs to the high schools based on this analysis.</p>
<p>3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?</p>	<p>The math department has restructured its developmental pathways so that no student starting at a developmental level has to take more than one year of developmental math coursework. This included eliminating MTH-096: Basic Algebra, and reorganizing the curriculum of several other developmental courses. Additionally, the math department has worked closely with advising to make sure students who place into developmental classes are taking the most efficient pathway to transfer-level math possible, while being conscious of student needs.</p>
<p>3.3 Provide a description of the developmental sequence. Colleges may attach a graphic representation.</p>	<p>Placement into math courses has been at the forefront of most recent conversations about curriculum. A recently-passed state law requires the college to maximize the probability that each incoming student completes a college-level math course in their first year. This has allowed faculty to work hard on placement to ensure the developmental courses prepare students more quickly for an appropriate college course. Faculty have also worked to clarify the pathways students can take to reach various college-level math courses. The most recent discussion caused the creation of a department committee that is looking into how students place into the college algebra pathway, which</p>

will in-turn affect developmental courses.

Before this placement discussion, the focus of the curriculum discussion was on the concept of co-requisite classes. The idea here is to replace the highest-level developmental class with a college-level course with just-in-time remediation attached to it. These initiatives have been very successful; the two general education courses now have this model built into all sections of the course for all non-STEM students.

A flow-chart of the course sequence in mathematics has been created. It is printed in large-format and hung prominently near the classrooms. Refer to Appendix 1 of this chapter. The department strives to communicate to students that their developmental courses should be based on their field of study using graphics like the one included here.

While IAI standardizes much of the college-level curriculum, developmental math is not part of IAI. As a result, the standardization seen across the state is largely caused by the Illinois Mathematics & Computer Science Articulation Guide prepared by a joint task force of Illinois Mathematics Association of Community Colleges (IMACC) and Illinois Section of Mathematical Association of America (ISMAA), the two largest state professional organizations ECC faculty are members of. The developmental courses, while not fully standardized, are still kept close to the offerings at other schools thanks to the discussions and work of this task force. This also serves an equity goal in that students with similar skills are not faced with vastly different requirements depending on their home community college.

Students can start at MTH-090: Arithmetic, if needed. After that, they can enter either an algebra pathway (to pursue STEM fields) or a pathway to general education. Most students enter the algebra pathway, but most students *should* enter the pathway to general education.

The algebra course MTH-096 was phased out. Formerly a student with no algebra knowledge would take a two-semester sequence of developmental algebra: MTH-096 and then MTH-098. This was a total of eight credit hours and made it impossible for the student to reach a college-level math course in their first year. Students at that level now must either take the intensive six-credit MTH-099 course or take the better, no-algebra path through MTH-095 that leads to general education math courses.

	<p>The pathway to general education is MTH-095, Preparatory Math for General Education, which leads immediately to the college-level mathematics courses that unlock an associates' degree.</p> <p>The algebra pathway is from MTH-099: Combined Basic and Intermediate Algebra, into MTH-112: College Algebra, which is a gateway into other college mathematics courses. Some supporting courses also exist, like a geometry course and an Intermediate Algebra course, depending on specific placement concerns. This is a more difficult sequence and should only be undertaken if the student is aiming at a specific major.</p> <p>The course descriptions for MTH-095 and 099, the two developmental courses that are students' last developmental course, were updated to clarify that students should only take the more difficult intensive algebra class if they know they want to major in business, science, or engineering.</p>
<p>3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p>	<p>Scheduling is one means the department can demonstrate inclusion. In addition to varying time of day and semesters offered, several math courses were offered in an asynchronous methodology in addition to the standard face-to-face format prior to the pandemic. For the 2020/2021 academic year, face-to-face was replaced by synchronous-online in addition to the typical asynchronous online.</p> <p>The department offers one section of each developmental course that starts a few weeks later in the semester. Seats are saved in each until after the semester starts. This allows students who are placed incorrectly to discover their misplacement, satisfy any requirements, and switch classes without losing a semester of progress in the wrong course.</p> <p>Now that the need for extensive remote teaching/learning has ended, most faculty in the department believe that face-to-face learning is the best option for students in mathematics, and the section offerings reflect this. The philosophy is in part because of the notable increase in academic integrity problems which arose with no proctored assessments in the math courses. However, it is understood that the increased access offered by online courses has value to many students, so there is a small dedicated group of faculty that would love to put in significant effort to keep online sections of these courses running.</p> <p>Discussions about the number of online and hybrid offerings of all math courses will continue over the next five years; the issue is far from settled.</p>

<p>3.5 What innovation has been implemented or brought to this program?</p>	<p>The math department is constantly striving to innovate within the teaching of developmental math. Many faculty have pioneered and incorporated sophisticated assessment tools, such as ALEKS, in their teaching of developmental math. The use of ALEKS to assess student understanding in an actionable and prescriptive way is a recent innovation.</p>
<p>3.6 To what extent is the program integrated with other instructional programs and services?</p>	<p>Most students will need to complete a college-level mathematics course to satisfy a degree requirement or a prerequisite to another college course. For example, MTH-098 and MTH-095 (just approved by Curriculum Committee Fall 2022), serve as the math prerequisite for BIO-110 which is the gateway lab course to most Health Professions programs. Many departments such as accounting or economics have basic skills prerequisites in math. If students cannot demonstrate minimum competency, they must first complete the appropriate developmental math course to enroll. As discussed within this report, this coursework is now differentiated based on the student's intended path - STEM, Business, or General Education.</p> <p>The college may consider offering special tutoring services for students in developmental classes.</p>
<p>3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>The department recently formalized a partnership with the college's new Executive Director of Equity, Diversity, and Inclusion, Anthony Ramos, to investigate the performance gaps between different demographics in various math courses. EDI topics were prevalent in the most recent Math Professional Day, such as equity and inclusion in the classroom, why disaggregating data matters, college algebra updates through an equity lens, assessment practices with a focus on disability services, how to make a syllabus that works for everyone, neurodiversity in the classroom, and talking about mental health with students.</p> <p>Over the review period the program has added three new positions: Developmental Math Coordinator (Karen Spears), Dual Credit Liaison (split among faculty), and the Transitional Math Liaison (Tracy Meyer), which strengthen relationships with developmental students and high schools.</p>
<p>3.8 How well are completers of developmental courses doing in related college-level courses?</p>	<p>The department regularly reviews success rates of students in developmental math courses as well as for those who then advance into college-level math courses. The department then acts based on these reviews in the form of curriculum</p>

	<p>redevelopment, textbook changes, and professional development opportunities.</p> <p>Success rates in college-level math courses of students who have taken at least one developmental course remained around 72% from 2018 to 2022. This is significantly lower than the success rates in college-level math courses of students who have never taken a developmental course, which was around 81% from 2018 to 2022. So, there is work to be done to close this gap.</p>				
<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>	<p>The math department has a tradition of hosting an annual professional development day - a day-long conference by and for the department faculty, which among other things, has workshops and discussions on how to best help developmental students succeed. The math department would benefit from any professional development specifically focused on students in developmental mathematics. This could be for short-term goals, such as implementing classroom best practices, or long-term goals such as increasing the success rates in transfer-level classes for students who started in developmental math. Many faculty attend discipline-specific conferences for these types of opportunities, but specific topical support from the college would be beneficial. Many faculty take advantage of CETAL courses, but they are generalized across disciplines.</p>				
<p><b><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i></b></p>					
<p>Often, students in developmental math face a variety of life challenges that non-developmental students do not have to deal with. This includes, but is not limited to, financial insecurity and transportation issues. Many students in developmental math courses struggle with the accelerated pace of the new curriculum. A benefit faculty gained working through the COVID pandemic is a better understanding of how life is complicated for students and how they can be supported going through difficult times.</p> <p>Additionally, some students are now advised to take a developmental algebra pathway rather than other developmental math pathways, because it is faster and gives the student more transfer-level options; however, it may reduce their chances of success. The faculty believe MTH-095 is the best opportunity for long-term success and needs the ECC advisors to better convey this option and path to students placing into the developmental sequence.</p> <p>In FY21, it first appeared that a shift to more online learning may help with equity, but unfortunately an increase in academic integrity issues made data in this area difficult to analyze.</p>					
<p align="center"><b>Performance and Equity</b></p>					
<p align="center">All Developmental Coursework</p>					
	<p align="center">FY18</p>	<p align="center">FY19</p>	<p align="center">FY20</p>	<p align="center">FY21</p>	<p align="center">FY22</p>



Number of Students Enrolled <i>(*XVGS UnDuplicated Headcount)</i>	2,113	2,128	1,962	1,418	1,290
Credit Hours Produced	10,080	9,814	9,391	6,078	6,046
Success Rate (% C or better) by Modality <i>at the end of the course, Excluding Withdrawals and Audit students</i>					
Face-to-Face	66%	68%	72%	N/A	67%
Hybrid	52%	59%	67%	N/A	54%
Online-ASYNC	N/A			69%	74%
Online-Synchronous	65%	64%	75%	80%	70%
<b>PE.1 Overall Comments Regarding Enrollment &amp; Success Rates within the Program</b>	<p>One-third of students enrolled in the math department are in developmental coursework. The goal moving forward is to reduce the number of students placing at this level and for those that do, reducing the credits and time it takes to prepare for college-level work. Overall credit hours in developmental math coursework have reduced drastically over the review period, much steeper than the general decline at the college-level. This is the desired trend. The largest decreases by course were noticed in MTH-098 and MTH-096, as they were identified through the legislation-driven research as key barriers to college completion. The curriculum and placement changes are now steering students into fewer developmental courses by placing them higher and into more efficient pathways.</p> <p>Success rates in face-to-face were highest prior to the pandemic. However, during the pandemic, when there was no face-to-face option, online-asynchronous was more successful than online-synchronous. Unfortunately, this is very likely due to the fact that academic dishonesty was rampant in this modality, making it easier for students to attain higher grades than in synchronous classes. Note that as teachers learned how to better teach in online environments, online-synchronous success went up from 2021 to 2022, while online asynchronous success went down from 2021 to 2022.</p> <p>Math faculty continue to progress toward more understanding and flexibility in helping students achieve their goals, while making sure to uphold the standards that make a degree from Elgin Community College a meaningful accomplishment. Attendance policies and due date policies in the department have advanced to help students through difficult times without sacrificing integrity and rigor.</p>				

<p style="text-align: center;"><b>PE.2 Overall Comments Regarding Equity within the Program</b></p>	<p>Developmental math is almost evenly populated with men and women (50% each). Proportions are even closer to the college average for race/ethnicity, with 44% Latino and 36% white compared to the overall campus average of 43% and 38% respectively. Enrollment matches proportionately for the smaller groups of Asian and Black/African American students.</p> <p>Equity gaps in course success are similar to patterns found at the college. Almost every course has similar equity gaps when looking at race, gender, and Pell status: Black/ African-American students have the least success in developmental math courses while Asian students are served best. Female students succeed more in the courses than male students, and Pell eligible students are slightly less likely to succeed in most of the courses. The consistency of these patterns across almost all math courses is notable.</p> <p>Continued funding for diversity, equity, and inclusion initiatives in the department and college-wide are the main support needed. Since the equity gaps are largely consistent across the department’s courses and largely consistent with the equity gaps seen elsewhere in the college, continued support for conversations within the department and across the college are the best way to proceed with the larger structural problems that cause Math equity gaps. The college has been very good at this in recent years and the department hopes it continues.</p>
---	--

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

<b>Course Title</b>		<b>MTH-090 Pre-Algebra</b>				
<b>Course Description</b>		This course is designed as a review of the basic operations of arithmetic and an introduction to algebra. The emphasis is on operations with fractions, decimals, percents, and signed numbers. It is intended for the student who needs a review of arithmetic and pre-algebra skills. This course precedes technical math or beginning algebra.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	437	437	486	0	75
	Online/ ASYNC	N/A			74	159
	SYNC	N/A			256	44
	Hybrid	N/A				50
<b>Total Credit Hours</b>		1,311	1,311	1,458	990	984

<b>Success Rate</b>	Face to Face	74%	72%	69%	N/A	46%
	Online	N/A			75%	49%
	SYNC	N/A			67%	72%
	Hybrid	N/A				37%
How does the data support the course goals? Elaborate.		<p>The Pre-Algebra course continues to be an important entry point for students which supports the idea of open enrollment for all students. The department continues its efforts to find ways to place students into higher-level math courses to increase their overall completion rates. Enrollment here is declining faster than the college overall, but this is a good thing.</p> <p>MTH-090 success rates for most modalities have declined from pre-pandemic to post-pandemic semesters, with the exception of synchronous. This is likely due to the struggle of learning and retaining knowledge that both students and teachers faced during the pandemic. It is possible that synchronous success rates improved as a result of teachers and students learning how to be better in online environments.</p>				
What disaggregated data was reviewed?		Five-year success rates are disaggregated by Race/Ethnicity, Gender and Pell Status. Changes to instructional modality in MTH-090 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 65% success rate while Black/African-American students had a 49% success rate. Hispanic students were at 61% and white students were at 68%. This is consistent with the significant equity gaps when disaggregating data by race across all developmental Math courses. There are relatively smaller but consistent gaps in success rates by gender (65% vs 57%) and Pell eligibility (63% vs 61%).				
<b>Course Title</b>		<b>MTH-095 Preparatory Math for General Ed</b>				
<b>Course Description</b>		<p>This course is for students who are Arts, Communications, English, History, Social Work, or other fields with limited math requirements beyond general education level. It is designed for students whose math requirement is MTH 102 or MTH 104. Calculators and computers are used throughout the entirety of this course. Understanding and using numbers, algebraic reasoning, and modeling are used in problem solving and mathematical analysis. Concepts and procedures are set in real-world contexts. Verbal, numerical, symbolic, and graphical representations are connected to strengthen mathematical literacy. Topics include organizing and analyzing data; dimensional analysis and basic geometry; properties of and operations on polynomials; evaluating, graphing, and modeling with linear, quadratic, inverse variation, and exponential functions;</p>				

		solving equations, inequalities, and systems of equations; and use of normal distributions.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	125	150	144	0	26
	Online/ ASYNC	N/A			45	0
	SYNC	N/A			48	46
	Hybrid	N/A				30
<b>Total Credit Hours</b>		125	150	144	93	102
<b>Success Rate</b>	Face to Face	65%	66%	68%	N/A	65%
	Online/ ASYNC	N/A			55%	N/A
	SYNC	N/A			74%	65%
	Hybrid	N/A				73%
How does the data support the course goals? Elaborate.		<p>Enrollment in this course is much lower than the department would like. Most students should be on a pathway to General Education Courses, so this course should be in very high demand. The department is working with advising to try to increase enrollment in this course. Enrollment in this course is a continued focus of our department and is the subject of a department committee.</p> <p>This course was largely designed to be taught in the face-to-face modality, and in this modality, success rates have remained steady at around 65%. The highest rates of success were in synchronous 2021 and hybrid 2022.</p>				
What disaggregated data was reviewed?		Five-year success rates are disaggregated by Race/Ethnicity, Gender and Pell Status. Changes to instructional modality in MTH-095 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 67% success rate while Black/African-American students had a 35% success rate. Hispanic students were at 57% and white students were at 62%. This is consistent with the significant equity gaps when disaggregating data by race across all developmental math courses. There are relatively smaller but consistent gaps in success rates by gender (63% for female vs 52% for male). Interestingly, Pell eligible students had a slightly higher success rate than non-Pell eligible students (59% vs 57%).				
<b>Course Title</b>		<b>MTH-096 Basic Algebra</b>				
<b>Course Description</b>		This course is designed to be a first course in algebra. Although emphasis is placed on techniques and manipulations, problem-solving and logical reasoning are main threads throughout the course. Topics				

		include: operations and properties of real numbers; linear equations and inequalities in one and two variables; systems of linear equations in two variables; operations with polynomials including factoring; polynomial equations; and applications. Additionally, the course includes study skills strategies. Course is repeatable three times.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	635	675	677	0	95
	Online/ASYNC	N/A			71	197
	SYNC	N/A			314	60
	Hybrid	N/A				64
<b>Total Credit Hours</b>		2,540	2,700	2,708	1,540	1,664
<b>Success Rate</b>	Face to Face	61%	57%	68%	n/a	70%
	Online/ASYNC	N/A			86%	64%
	SYNC	N/A			64%	78%
	Hybrid	N/A				51%
How does the data support the course goals? Elaborate.		<p>The need for this course is on the downswing and will have almost zero enrollment going forward. This is because of our efforts to comply with the Developmental Education Reform Act, which directs the college to maximize the probability of a student reaching a college-level math course within their first year of college. A student enrolled in Math-096 cannot achieve that goal as their second semester would be spent in the next course in the sequence, MTH-098. Instead, students will be directed towards MTH-095 or MTH-099 instead.</p> <p>For the review period, Success rates for MTH 096 seem to be all over the place. Spotting a trend or a reasoning for this seems to be difficult. However, this course is no longer offered by the department.</p>				
What disaggregated data was reviewed?		Five-year success rates are disaggregated by Race/Ethnicity, Gender and Pell Status. Changes to instructional modality for MTH-096 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 60% success rate while Black/African-American students had a 43% success rate. Hispanic students were at 55% and white students were at 58%. This is consistent with the significant equity gaps when disaggregating data by race across all developmental math courses. There are relatively smaller but consistent gaps in success rates by gender (59% for female vs 51% for male). Interestingly, Pell eligible students had a higher success rate than non-Pell eligible students (59%				

		vs 57%).				
<b>Course Title</b>		<b>MTH-097 Plane Geometry</b>				
<b>Course Description</b>		Plane Geometry is a one-semester course which covers the fundamental concepts of geometry for students who lack credit in one year of high school geometry or need a review of the subject matter. This course is designed to prepare students for further work in mathematics and many math-related fields. The subject is developed in the context of a logical system with constructions, numerical problems, symbolic and graphical representations, deductive reasoning, algebraic concepts, geometric theorems, integrating problem-solving and applications throughout the course. Course is repeatable three times.				
		FY18	FY19	FY20	FY21	FY22
<b>Enrollment</b>	Face to Face	121	109	105	0	27
	Online/ASYNC	N/A			26	18
	SYNC	N/A			70	33
<b>Total Credit Hours</b>		363	327	315	288	234
<b>Success Rate</b>	Face to Face	65%	73%	69%	N/A	81%
	Online /ASYNC	N/A			71%	94%
	SYNC	N/A			94%	97%
How does the data support the course goals? Elaborate.		<p>This course serves a niche audience that could not pass out of Geometry based on high school transcripts or other placement measures. For now, the department expects continued enrollment on par with the rest of the college's trends, though with the placement philosophy of multiple-measures, more students should be able to satisfy the requirement.</p> <p>Overall, success rates have increased from 2018 to 2022. It is not clear why this is. For many students, this is the only developmental math course they need, and are otherwise prepared for college-level math. This fact contributes to their high success in it.</p> <p>The most recent course assessment did not find any needs to update the course.</p>				
What disaggregated data was reviewed?		Five-year success rates are disaggregated by Race/Ethnicity, Gender and Pell Status. Changes to instructional modality for MTH-097 were made only for remote teaching and learning.				
Were there identifiable gaps in the data? Please explain.		Asian students had a 84% success rate while Black/African-American students had a 67% success rate. Hispanic students were at 66% and white students were at 73%. This is consistent with the significant equity gaps when disaggregating data by race across all developmental Math				

		courses. There are relatively smaller but consistent gaps in success rates by gender (74% for female vs 67% for male) and Pell eligibility (72% vs 70%).				
<b>Course Title</b>		<b>MTH-098 Intermediate Algebra</b>				
<b>Course Description</b>		This course is intended for students pursuing careers in STEM, business, education, or related fields. Students should consult with an advisor before enrolling to determine if either MTH-102 or MTH-104 is a more appropriate course. Although emphasis is placed on techniques and manipulations, problem-solving and logical reasoning are main threads throughout the course. Topics include: factoring polynomials; absolute value equations and inequalities; rational and radical expressions and equations; complex numbers; quadratic and polynomial equations; properties of functions and their graphs, including polynomial and exponential functions; and applications.				
		<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>
<b>Enrollment</b>	Face to Face	819	792	650	0	79
	Online/ASYNC	61	64	66	278	204
	SYNC	N/A			276	136
	Hybrid	129	96	114	0	78
<b>Total Credit Hours</b>		4,036	3,808	3,320	2,216	1,988
<b>Success Rate</b>	Face to Face	65%	72%	79%	N/A	73%
	Online/ASYNC	65%	64%	75%	85%	77%
	SYNC	N/A			72%	79%
	Hybrid	52%	59%	67%	N/A	58%
<b>How does the data support the course goals? Elaborate.</b>		<p>This course has seen a massive decrease in enrollment, which is a purposeful choice by the mathematics department. The continued attempts to find a way to place students into higher-level courses should continue to decrease enrollment in developmental algebra. Many students used to get stuck in developmental algebra classes, and it is now hoped they can take the pathway through MTH-095 and MTH-099 to reach college-level courses faster and more successfully.</p> <p>Overall success rates have increased from 2018 to 2022. This is likely because the department has worked diligently to improve proper placement of developmental math students.</p>				



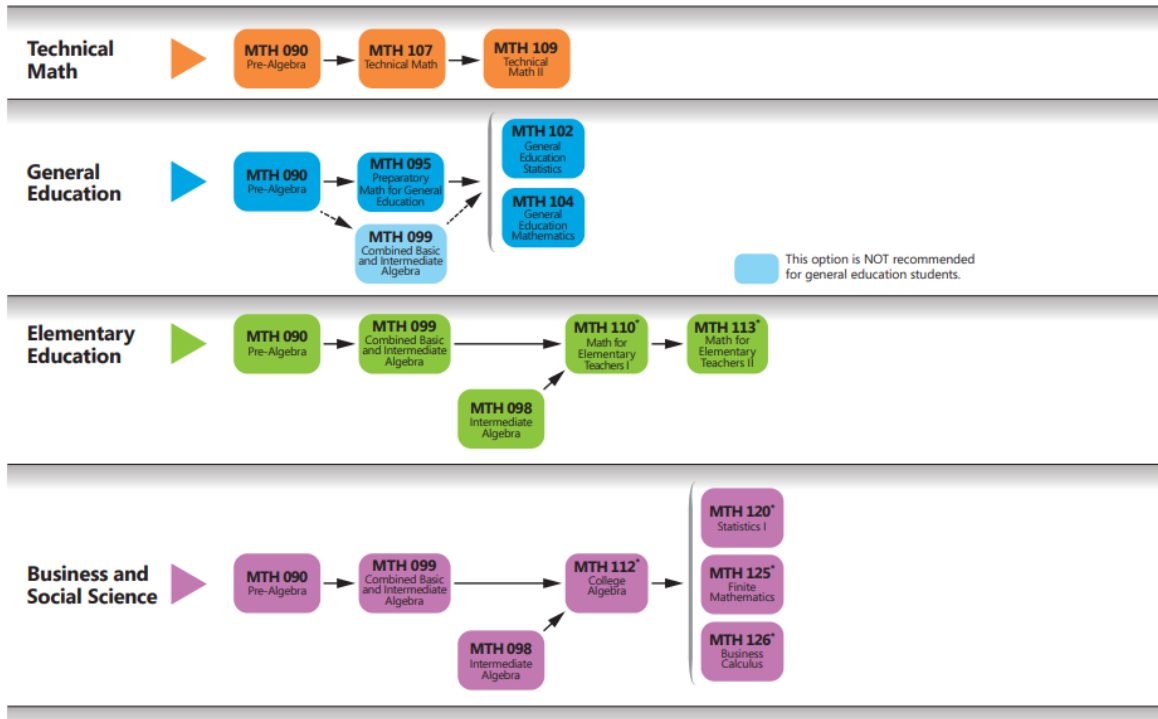
<p>What disaggregated data was reviewed?</p>	<p>The college’s program review process asks for disaggregated analysis on the highest enrolled course at a minimum. Five-year success rates for this course was reviewed based on race/ethnicity, gender, Pell status and modality.</p>					
<p>Were there identifiable gaps in the data? Please explain.</p>	<p>Asian students had a 62% success rate while Black/African-American students had a 52% success rate. Hispanic students were at 57% and white students were at 62%. This is consistent with the significant equity gaps when disaggregating data by race across all our courses. There are relatively smaller but consistent gaps in success rates by gender (62% for female vs 55% for male) and Pell eligibility (60% vs 58%).</p>					
	<p><b>MTH-099 Combined Basic &amp; Intermediate Algebra</b></p>					
<p><b>Course Description</b></p>	<p>This course is intended for students pursuing careers in STEM, business, education, or related fields. Students should consult with an advisor before enrolling to determine if MTH-095 is a more appropriate course. Although emphasis is placed on techniques and manipulations, problem-solving and logical reasoning are main threads throughout the course. Topics include: operations and properties of real numbers; linear equations and inequalities in one and two variables; systems of linear equations in two variables; operations of polynomials including factoring; absolute value equations and inequalities; rational and radical expressions and equations; complex numbers; quadratic and polynomial equations; properties of functions and their graphs, especially quadratics; and applications.</p>					
	<p>FY18</p>	<p>FY19</p>	<p>FY20</p>	<p>FY21</p>	<p>FY22</p>	
<p><b>Enrollment</b></p>	<p>Face to Face</p>	<p>180</p>	<p>128</p>	<p>121</p>	<p>0</p>	<p>25</p>
	<p>Online/ASYNC</p>	<p>N/A</p>			<p>43</p>	<p>20</p>
	<p>SYNC</p>	<p>N/A</p>			<p>38</p>	<p>49</p>
<p><b>Total Credit Hours</b></p>	<p>1,080</p>	<p>768</p>	<p>726</p>	<p>486</p>	<p>564</p>	
<p><b>Success Rate</b></p>	<p>Face to Face</p>	<p>68%</p>	<p>77%</p>	<p>75%</p>	<p>N/A</p>	<p>79%</p>
	<p>Online/ASYNC</p>	<p>N/A</p>			<p>79%</p>	<p>90%</p>
	<p>SYNC</p>	<p>N/A</p>			<p>58%</p>	<p>55%</p>
<p>How does the data support the course goals? Elaborate.</p>	<p>This course has decreased enrollment over the five-year period listed, but its enrollment will be increasing soon to coincide with the decline in MTH-096. However, faculty still hope that many more students should be enrolling in MTH-095 instead of this course. Enrollment in this course is a continued focus of the department and is the subject of a department committee.</p>					

	Overall success rates have increased from 2018 to 2022. This is likely because the department has worked diligently to improve proper placement of developmental math students.
What disaggregated data was reviewed?	Five-year success rates are disaggregated by Race/Ethnicity, Gender and Pell Status. Changes to instructional modality were made only for remote teaching and learning.
Were there identifiable gaps in the data? Please explain.	Asian students had a 63% success rate while Black/African-American students had a 50% success rate. Hispanic students were at 63% and white students were at 72%. This is consistent with the significant equity gaps when disaggregating data by race across all our courses. There are relatively smaller gaps in success rates Pell eligibility (67% vs 65%). This course has a very large equity gap in gender, with 72% of female students succeeding while only 58% of male students succeeded.
<b>REVIEW RESULTS</b>	
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The developmental mathematics program provides a core, critical service to the college that allows students of all backgrounds to work toward their educational goals. Faculty are committed to continued reform and improvement to help students succeed in their programs and at the college. This includes reform imposed by external forces such as ICCB policy or state law, as well as improvements studied and implemented by the faculty.</p> <p>The curriculum updates and changes made relating to placement and pathways are under constant watch by multiple department committees looking at student success in the related courses. The department anticipates having some difficult negotiations and conversations ahead relating to placement and advising that can greatly benefit students.</p>
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>The department is committed to continued improvement; the normal cycle of assessment and department meetings should continue to help the college's students achieve the program's objectives.</p> <p><b>Complete an audit of all CurricUNET outlines for all math courses</b> <u>Timeline:</u> Fall 2023 through Spring 2025 <u>Person(s) Responsible:</u> Department coordinators</p> <p><b>Assess and improve placement and pathways for incoming developmental students with a view toward the Developmental Education Reform Act</b> <u>Timeline:</u> Ongoing <u>Person(s) Responsible:</u> Department coordinators</p>
<p><b>Program Objectives</b> If program objectives are not being met, what action steps will be taken to</p>	<p>The program's unique Developmental Math Coordinator position is a point person who works with the placement policies to help make sure no one falls through the cracks in developmental math courses.</p>

achieve program objectives?	
<b>Performance and Equity</b> To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Currently, the developmental course with the most equity and assessment focus is MTH-099: Combined Basic & Intermediate Algebra. It is a key gateway to STEM and Business majors for students who place into developmental math. The course has been selected to participate in the Advancing Equity through the Assessment of Student Learning quality initiative, a 4-semester deep-dive into student achievement and data disaggregation. Faculty in the cohort receive intensive professional development and will lead departmental efforts to design strategies to strengthen learning and reduce equity gaps.
<b>Resources Needed</b>	Student support coaches and advising are always welcome and helpful. The college may consider offering special tutoring services for students in developmental classes. Additionally, specialized training and professional development for math instructors who focus on teaching developmental math is needed.
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	Math department co-instructional coordinators lead efforts with assistance from other faculty where relevant. Support is provided from division administration.

## Appendix 1 Developmental Math Course Sequence

# MATH PATH

 by field of study 


# 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.

**Trauma-Informed Teaching Series CETL Workshops:** CETAL's Trauma-Informed Teaching series is intended to support faculty with skills and resources for educating students who've experienced or are in the middle of experiencing traumatic life events brought on by factors such as physical health, financial struggles, food and housing insecurity, mental health challenges, and immigration status, among other significant pressures our students face.

**Opening Day TLSD Meetings:** 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.
- Fall 2022: Invited speaker, Dr. J.Q. Adams gave a presentation "Reconnecting Again: Owning Our Humanity in 2022."
- Spring 2023: Invited speaker, Dr. David Carrillo, gave a presentation "Supporting Students and Each Other: A Dialogue."

**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
- Summer Reading Group: Inclusive Teaching: Strategies for Promoting Equity in the College Classroom by Kelly A. Hogan and Viji Sathy.

## 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:

<b>CONTENT TITLE</b>
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

# 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					X	
	ESL	English Lang. Acquisition		X				
CABS	Anthropology/Human Geog.	Academic	Social/Beh. Sciences					X
	Communication Studies	Academic	Communications	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	Csreer-Tech	Clinical Science		X			
	Surgical Technology	Career-Tech	Clinical Science		X			
	Biology	Academic	Physical/Life Science			X		
	Chemistry	Academic	Physical/Life Science			X		

**KEY:** Updated on ICCB schedule

Optional for ICCB

Updated: 9/27/21

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			
	International/Study Abroad	Student/Aca. Support						X
	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	
SBCT	Accounting	Career-Tech	Business, General			X		
	Automotive	Career-Tech	Vehicle Repair					X
	Business	Career-Tech	Business		X			
	CIM/IMT	Career-Tech	Engineering Tech	X				
	Computer-Aided Design	Career-Tech	Engineering Tech		X			
	Criminal Justice/Digital Forensics	Career-Tech	Criminal Justice	X				
	Culinary, Hospitality, Pastry	Career-Tech	Culinary		X			
	Computer Informational Systems-CIS	Career-Tech	Admin Support	X				
	Economics	Academic	Social/Beh. Sciences					X
	EMT-P	Career-Tech	Clinican Science		X			
	Energy Management	Career-Tech	(Environ. Control)			X		
Fire Science & Safety & EMT-B	Career-Tech	Fire Protection		X				

**KEY:** Updated on ICCB schedule

Optional for ICCB

Updated: 9/27/21

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