CARL SANDBURG COLLEGE

**Carl Sandburg College
District #518
2400 Tom L. Wilson Blvd.
Galesburg, Illinois 61401**

Program Review 2016

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CAREER AND TECHNICAL EDUCATION PROGRAMS

Carl Sandburg College District 518

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Carl Sandburg College
District Number: 518

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP	
51.2602	
Career Cluster	
Health Sciences	
Career Pathway	
Therapeutic Services	
Program of Study	
Home Health Aide	
Community College Program Title	**Degree Type**
Home Health Aide Certificate	30 Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (*ONE* Action per template)
X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

This is a new program to the College. To date, there have not been any graduates of the certificate program. An awareness campaign for the significance of this program is occurring so that counselors and advisors understand the impact of this certificate for students who are interested in a healthcare profession but possibly not able to complete a nursing program. Revisions to the program are being discussed to include a psychology course and a biology course, respectively, that are applicable to both the practical and registered nursing programs, respectively. As this program is directly related to an employable career, it meets the minimum criteria of a Program of Study according to Perkins IV. Efforts will continue to promote this program to students entering the College as well as currently licensed certified nursing assistants who are interested in taking additional coursework for professional advancement.

Carl Sandburg College – Assessment of Occupational Program: Home Health Aide

PHILOSOPHY FOR GENERAL EDUCATION: Carl Sandburg College believes that the goal of a general education is to develop individuals with sensitivity to and a comprehensive understanding of the world in which they live. The College holds to the belief that a general education helps students develop moral values, habits of critical thinking and introspection, intellectual sophistication, and an orientation to learning and investigation that will become life-long. It is the College's belief that through general education individuals should become conversant with scientific inquiry, appreciate the insights into human character and culture provided by literature and the arts, understand human behavior and social institutions, become aware of history, respect human diversity, and act both ethically and responsibly as members of society. It is the expectation of the College that its students will become proficient in their chosen area of study and that they will have developed an understanding of subjects outside their major area of concentration.

Carl Sandburg College believes that the general education curriculum should include that part of an undergraduate education which develops breadth of knowledge and the expressive skills essential to more complex and in-depth learning throughout life. To develop a breadth of knowledge, general education courses should acquaint students with the methods of inquiry of the various academic disciplines and the different ways these disciplines view the world. The academic disciplines comprising the general education curriculum are the physical and life sciences, the humanities and fine arts, the social and behavioral sciences, and interdisciplinary combinations of these, as well as communications and mathematics. To develop expressive skills, the general education component should require courses that enhance quantitative reasoning and written, oral, and electronic communication.

In addition, Carl Sandburg College believes that the goal of an occupational program is to develop individuals who enter the job market with highly marketable skills and backgrounds. Carl Sandburg College is dedicated to providing business, technical, and professional education that offers associate degrees and certificates designed for career, entry-level employment, retraining, and/or upgrading of skills to meet current and emerging employment needs and trends

OCCUPATIONAL PROGRAM GOALS	INTENDED OUTCOMES	MEANS OF ASSESSMENT/ CRITERIA FOR SUCCESS	SUMMARY OF COLLECTED DATA	USE OF RESULTS
To provide students with knowledge for employment as a home health aide.	100% of students will indicate employment in the field within 6 months of graduation or continue with education in related field.	Graduate survey	N/A – No students have completed this certificate program yet.	The intended use of results will be to ensure the content of the courses is appropriate for the needed services provided by a home health aide. Modification of curriculum content and / or courses may be needed if alumni indicate under-preparedness. The State of Illinois does not require a home health aide to be certified or licensed so the responsibility is on the College to assess survey results and industry needs to assure proper content.

CTE Program Review Report Template

College Name: Carl Sandburg College
District Number: 518

Summary Report of Review Results

Career & Tech Ed Programs Reviewed in Academic Year 2015
Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP	
51.2602	
Career Cluster	
Health Science	
Career Pathway	
Therapeutic Services	
Program of Study	
Personal and Home Care Aide	
Community College Program Title	**Degree Type**
Personal and Home Health Care Aide Certificate	30 Cert

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (_ONE_ _Action per template_)
X   Continued with minor improvements
    Significantly modified
    Discontinued/Eliminated
    Placed on inactive status
    Scheduled for further review
    Other, please specify:

Improvements & Rationale for Action

This is a new program to the College. To date there have been 9 graduates of the certificate program. At this time, there is no need for modifications of the curriculum. As this program is directly related to an employable career, it meets the minimum criteria of a Program of Study according to Perkins IV. Efforts will continue to promote this program to students entering the College as well as currently licensed certified nursing assistants who are interested in taking additional coursework for professional advancement.

Carl Sandburg College – Assessment of Occupational Program: Personal and Home Care Aide

PHILOSOPHY FOR GENERAL EDUCATION: Carl Sandburg College believes that the goal of a general education is to develop individuals with sensitivity to and a comprehensive understanding of the world in which they live. The College holds to the belief that a general education helps students develop moral values, habits of critical thinking and introspection, intellectual sophistication, and an orientation to learning and investigation that will become life-long. It is the College's belief that through general education individuals should become conversant with scientific inquiry, appreciate the insights into human character and culture provided by literature and the arts, understand human behavior and social institutions, become aware of history, respect human diversity, and act both ethically and responsibly as members of society. It is the expectation of the College that its students will become proficient in their chosen area of study and that they will have developed an understanding of subjects outside their major area of concentration.

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OCCUPATIONAL PROGRAM GOALS	INTENDED OUTCOMES	MEANS OF ASSESSMENT/ CRITERIA FOR SUCCESS	SUMMARY OF COLLECTED DATA	USE OF RESULTS
To provide students with knowledge for employment as a personal and home care aide.	100% of students will indicate employment in the field within 6 months of graduation or continue with education in related field.	Graduate survey	N/A – No data has been collected for students who have completed this certificate program.	The intended use of results will be to ensure the content of the courses is appropriate for the needed services provided by a personal and home care aide. Modification of curriculum content and/or courses may be needed if alumni indicate under-preparedness. The State of Illinois does not require a personal and home care aide to be certified or licensed so the responsibility is on the College to assess survey results and industry needs to assure proper content.

Carl Sandburg College District 518

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Carl Sandburg College
District Number: 518

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP	
51.3801	
Career Cluster	
Health Science	
Career Pathway	
Therapeutic Services	
Program of Study	
Nursing	
Community College Program Title	**Degree Type**
Associate Degree in Nursing-ADN	03AAS

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action (*ONE Action per template*)
       Continued with minor improvements
X   Significantly modified
       Discontinued/Eliminated
       Placed on inactive status
       Scheduled for further review
       Other, please specify:

Improvements & Rationale for Action
The ADN program has standards and criteria with set performance measurements to meet each year according to the Illinois Department of Financial & Professional Regulations (IDFPR) and the Accreditation Commission for Education in Nursing (ACEN), as well as the national Council Licensing Examination (NCLEX) test plan and licensure pass rate. The ADN program has significantly modified improvements in the following areas: admission criteria, retention, remediation, standardized assessments, evaluations, and curriculum. The rationale for these actions are supported by the yearly analysis of our program outcome's assessment data and the recommendations received from our accreditation site visit in 2004 with ACEN and the 2013 NCLEX-RN test plan changes.

Carl Sandburg College – Assessment of Associate Degree Nursing

PHILOSOPHY FOR GENERAL EDUCATION: Carl Sandburg College believes that the goal of a general education is to develop individuals with sensitivity to and a comprehensive understanding of the world in which they live. The College holds to the belief that a general education helps students develop moral values, habits of critical thinking and introspection, intellectual sophistication, and an orientation to learning and investigation that will become life-long. It is the College's belief that through general education individuals should become conversant with scientific inquiry, appreciate the insights into human character and culture provided by literature and the arts, understand human behavior and social institutions, become aware of history, respect human diversity, and act both ethically and responsibly as members of society. It is the expectation of the College that its students will become proficient in their chosen area of study and that they will have developed an understanding of subjects outside their major area of concentration.

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EDUCATIONAL GOALS/OBJECTIVES	INTENDED OUTCOMES	MEANS OF ASSESSMENT/ CRITERIA FOR SUCCESS	SUMMARY OF COLLECTED DATA	USE OF RESULTS
To prepare graduates to pass the NCLEX-RN licensing examination in nursing by providing thorough instruction in each content area identified in the NCLEX-RN test plan; To require admission criteria standards and provide students with a success plan and remediation plan to achieve program outcomes and to graduate from the nursing program within 150% of the stated program length according to IDFPR and ACEN guidelines. To require admission criteria standards and provide students with a success plan and remediation plan to achieve program outcomes and to graduate from the nursing program within 150% of the stated program length according to IDFPR and ACEN guidelines.	The program's three year mean for the licensure exam pass rate will be at or above the national mean for the same 3-year period. At least 70% of the students enrolled in the ADN program will complete the program within three years from admission to the program. At least 80% of graduating students surveyed at completion of the ADN program will express program satisfaction. At least 80% of graduated (alumni) students surveyed 6 - 12 months after completion of the ADN program will express the program prepared them adequately to be a nurse at entry level.	Review NCLEX-RN and IDFPR reports for licensure status of graduates on first attempt. Review enrollment data, withdrawals, readmits and graduate numbers annually to determine attrition and program completion rates. Review admission criteria and NCLEX-RN pass rates. Review graduate surveys, alumni surveys, and employer surveys annually. Review Nurse Advisory Committee input annually.	National Council State Boards of Nursing (NCSBN) - our Associate Degree in Nursing pass rates for 2014 were 83% which remains above 75% requirement of IDFPR. The Illinois State average 84% and National average 82%. Program completion rates for 2014 were 60% and 2013 were 64%. Attrition rates averaging at 40%. Admission criteria has been correlated to low TEAS V admission scores and not passing NCLEX-RN on first attempt and to failure in nursing courses. New admission criteria implemented Fall 2014.	Three Year Mean (82%) 2012 – 100% 2013 – 63% 2014 – 83% National Average Three Year Mean (84.66%) 2012 – 90% 2013 – 82% 2014 – 82% Outcome – not met Continue to evaluate NCLEX-RN exam results to improve and strengthen curriculum. New curriculum begins Fall 2015. Will continue to evaluate and modify curriculum as needed to meet outcome. Outcome – not met. Continue to evaluate each semester and annually. Implemented new admission criteria Fall 2014. Also, implemented Fall 2014 Student Success Plan and ATI Remediation Plan to assist students to better prepare and be successful in nursing school.

The perceptions of the graduates and employers as to the adequacy and effectiveness of the ADN program in preparing the ADN nurse for entry level.	At least 80% of the employers surveyed 6 -12 months after the graduate completed the ADN program will express that the graduates' overall preparation to practice nursing as satisfactory.		Graduate satisfaction has been trending below 80% for the past two years. Alumni data in 2013 was 85%. Data for 2014 pending. Employer survey return rate is poor. Employer satisfaction has been trending below 70% for the past two years. Data for 2014 pending.	Will continue to evaluate program completion rates, attrition, admission criteria and NCLEX-RN pass rates and modify as needed to meet outcomes. Outcome – not met for graduate satisfaction or employer satisfaction for the past two years (2012, 2013). Alumni surveys have not been consistently performed until 2013. ACEN recommended we revise our survey tools to measure the data we need to analyze and collect data consistently. All survey tools – Graduate Survey, Alumni Survey and Employer Survey were revised and being deployed in Spring 2015. We are deploying via Survey Monkey to alumni and employers. We will send email reminders at 7 and 15 days. We will hand deliver employer surveys if response rate is low. Graduate survey will be deployed to students upon completion of final exam prior to graduation.

Carl Sandburg College District 518

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Carl Sandburg College
District Number: 518

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP	
51.3902	
Career Cluster	
Health Science	
Career Pathway	
Therapeutic Services	
Program of Study	
Nursing Assistant	
Community College Program Title	**Degree Type** 30
Basic Nursing Assistant Training	This is a course only at Carl Sandburg College.

Action (<u>ONE</u> Action per template)

X   Continued with minor improvements
☐   Significantly modified
☐   Discontinued/Eliminated
☐   Placed on inactive status
☐   Scheduled for further review
☐   Other, please specify:

Improvements & Rationale for Action

The evaluation of nursing assistant pass rates on the state exam will continue to be evaluated to ensure quality of the Basic Nursing Assistant program. Implementation of standardized curriculum utilizing the state standards has provided structure to meeting state requirements of this course. There continues to be a demand for certified basic nurse assistants.

Carl Sandburg College – Assessment of Basic Nursing Assistant Program

PHILOSOPHY FOR GENERAL EDUCATION: Carl Sandburg College believes that the goal of a general education is to develop individuals with sensitivity to and a comprehensive understanding of the world in which they live. The College holds to the belief that a general education helps students develop moral values, habits of critical thinking and introspection, intellectual sophistication, and an orientation to learning and investigation that will become life-long. It is the College's belief that through general education individuals should become conversant with scientific inquiry, appreciate the insights into human character and culture provided by literature and the arts, understand human behavior and social institutions, become aware of history, respect human diversity, and act both ethically and responsibly as members of society. It is the expectation of the College that its students will become proficient in their chosen area of study and that they will have developed an understanding of subjects outside their major area of concentration. Carl Sandburg College believes that the general education curriculum should include that part of an undergraduate education which develops breadth of knowledge and the expressive skills essential to more complex and in-depth learning throughout life. To develop a breadth of knowledge, general education courses should acquaint students with the methods of inquiry of the various academic disciplines and the different ways these disciplines view the world. The academic disciplines comprising the general education curriculum are the physical and life sciences, the humanities and fine arts, the social and behavioral sciences, and interdisciplinary combinations of these, as well as communications and mathematics. To develop expressive skills, the general education component should require courses that enhance quantitative reasoning and written, oral, and electronic communication.

EDUCATIONAL GOALS/OBJECTIVES	INTENDED OUTCOMES	MEANS OF ASSESSMENT/ CRITERIA FOR SUCCESS	SUMMARY OF COLLECTED DATA	USE OF RESULTS
This program does not have program goals, outcomes, assessment and results as it is a stand-alone course at the College.				

Carl Sandburg College District 518

CTE Program Review Report Template

College Name: Carl Sandburg College
District Number: 518

Summary Report of Review Results

Career & Tech Ed Programs Reviewed in Academic Year 2015

Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP	
51.3901	
Career Cluster	
Health Science	
Career Pathway	
Therapeutic Services	
Program of Study	
Nursing	
Community College Program Title	**Degree Type**
Practical Nursing Certificate (45ch)	20

Action (_ONE_ Action per template)

☐ Continued with minor improvements
X   Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

The PN program has standards and criteria with set performance measurements to meet each year according to the Illinois Department of Financial & Professional Regulations (IDFPR) and the Accreditation Commission for Education in Nursing (ACEN). As well as, the National Council Licensing Examination (NCLEX) test plan and licensure pass rate. The PN program has significantly modified improvements in the following areas: admission criteria, retention, remediation, standardized assessments, evaluations, and curriculum.

The rationale for these actions are supported by the yearly analysis of our program outcome's assessment data and the recommendations received from our accreditation site visit in 2014 with ACEN and the 2014 NCLEX-PN test plan changes.

Carl Sandburg College – Assessment of Practical Nursing

PHILOSOPHY FOR GENERAL EDUCATION: Carl Sandburg College believes that the goal of a general education is to develop individuals with sensitivity to and a comprehensive understanding of the world in which they live. The College holds to the belief that a general education helps students develop moral values, habits of critical thinking and introspection, intellectual sophistication, and an orientation to learning and investigation that will become life-long. It is the College's belief that through general education individuals should become conversant with scientific inquiry, appreciate the insights into human character and culture provided by literature and the arts, understand human behavior and social institutions, become aware of history, respect human diversity, and act both ethically and responsibly as members of society. It is the expectation of the College that its students will become proficient in their chosen area of study and that they will have developed an understanding of subjects outside their major area of concentration. Carl Sandburg College believes that the general education curriculum should include that part of an undergraduate education which develops breadth of knowledge and the expressive skills essential to more complex and in-depth learning throughout life. To develop a breadth of knowledge, general education courses should acquaint students with the methods of inquiry of the various academic disciplines and the different ways these disciplines view the world. The academic disciplines comprising the general education curriculum are the physical and life sciences, the humanities and fine arts, the social and behavioral sciences, and interdisciplinary combinations of these, as well as communications and mathematics. To develop expressive skills, the general education component should require courses that enhance quantitative reasoning and written, oral, and electronic communication.

EDUCATIONAL GOALS/OBJECTIVES	INTENDED OUTCOMES	MEANS OF ASSESSMENT/ CRITERIA FOR SUCCESS	SUMMARY OF COLLECTED DATA	USE OF RESULTS
To prepare graduates to pass the NCLEX-PN licensing examination in nursing by providing thorough instruction in each content area identified in the NCLEX-PN test plan; IDFPR and ACEN guidelines. To require admission criteria standards and provide students with a success plan and remediation plan to achieve program outcomes and to graduate from the nursing program within 150% of the stated program length according to IDFPR and ACEN guidelines	The program's three year mean for the licensure exam pass rate will be at or above the national mean for the same 3-year period. At least 70% of the students enrolled in the PN program will complete the program within two years from admission to the program. At least 80% of graduating students surveyed at completion of the PN program will express program satisfaction. At least 80% of Graduated (alumni) students surveyed 6 - 12 months after completion of the PN program will express the program adequately prepared them to be a practical nurse at entry level.	Review NCLEX-PN and IDFPR reports for licensure status of graduates on first attempt. Review enrollment data, withdrawals, readmits and graduate numbers annually to determine attrition and program completion rates. Review admission criteria and NCLEX-PN pass rates. Review graduate surveys, alumni surveys, and employer surveys annually. Review Nurse Advisory Committee input annually.	National Council State Boards of Nursing (NCSBN)- our Practical Nursing pass rates for 2014 were 69% which is below the 75% requirement of IDFPR. The Illinois State average 86% and National average 82%. Program completion rates for 2014 were 82.5% and 2013 were 83%. Attrition rates averaging at 17% for the past two years. Admission criteria has been correlated to low TEAS V admission scores and not passing NCLEX-PN on first attempt and to failure in nursing courses. New admission criteria implemented Fall 2014.	Three Year Mean (77%) 2012 – 84% 2013 – 79% 2014 – 69% National Average Three Year Mean (84%) 2012 – 85% 2013 – 85% 2014 – 82% Outcome – not met. Continue to evaluate NCLEX-PN exam results to improve and strengthen curriculum. Implementing new curriculum in Fall 2015. Will continue to evaluate and modify curriculum as needed to meet outcome. Outcome -met. Continue to evaluate each semester and annually.

The perceptions of the graduates and employers as to the adequacy and effectiveness of the PN program in preparing the PN nurse for entry level.	At least 80% of the employers surveyed 6 -12 months after the graduate completed the PN program will express that the graduates' overall preparation to practice nursing as satisfactory.		Graduate satisfaction has been above the 80% goal. The Alumni data has been inconsistently collected and measured. In 2013, Alumni data was collected appropriately and 75% of the PN alumni that had just graduated within 6-12 months were satisfied with the program. The PN program did not have a measurable goal, therefore, according to ACEN recommendations we revised new program outcomes for the PN program. The alumni satisfaction goal to achieve is 80% or higher. Data for 2014 pending. Employer survey return rate is poor. Employer satisfaction has been trending below 70% for the past two years. Data for 2014 pending.	Implemented new admission criteria Fall 2014. Also, implemented Fall 2014 Student Success Plan and ATI Remediation Plan to assist students to better prepare and be successful in nursing school. Will continue to evaluate program completion rates, attrition, admission criteria and NCLEX-PN pass rates and modify as needed to meet outcome. Outcome – met for graduate satisfaction above 80% for the past four years. Employer satisfaction for the past two years (2012, 2013) outcome has not been met. Alumni surveys have not been consistently performed until 2013. ACEN recommended we revise our survey tools to measure the data we need to analyze and collect data consistently. All survey tools – Graduate Survey, Alumni Survey and Employer Survey were revised and being deployed in Spring 2015. We are deploying via Survey Monkey to alumni and employers. We will send email reminders at 7 and 15 days. We will hand deliver employer surveys if response rate is low. Graduate survey will be deployed to students upon completion of final exam prior to graduation.

Carl Sandburg College District 518

CTE PROGRAM REVIEW REPORT TEMPLATE

College Name: Carl Sandburg College
District Number: 518

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Include all college programs on ICCB's program review schedule for the year.

Program Identification Information

6-digit CIP	
52.0201	
Career Cluster	
Business Management & Administration	
Career Pathway	
General Management	
Program of Study	
Business Administration	
Community College Program Title	Degree Type
Associate in Applied Science Business Administration	03AAS

NOTE: Add lines for multiple program titles included in the same review.
        Identify the specific Degree Type for each program title listed.

Action (ONE Action per template)
 X Continued with minor improvements
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☐ Other, please specify:

Improvements & Rationale for Action

Need: Occupational field for business managers is projected to grow 9.5% in the state and 4.8% in the district through 2020. This is a highly cost effective program, with a net revenue of $134.55 per credit hour in 2014. Graduates report 97.6% satisfaction with the skill courses of the major. 78% of the graduates are employed, 43% in the field. Graduate GPA average is 3.28. Inclusion of a transferable math option, replacement of Intro to Psychology with Intro to Sociology.

Quality: Program offers dual credit, and program leads to an AAS degree, meeting Perkins IV requirements. Program utilizes input from an advisory board to keep it relevant to student and community needs.

Carl Sandburg College – Assessment of Occupational Program: Business Administration

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OCCUPATIONAL PROGRAM GOALS	INTENDED OUTCOMES	MEANS OF ASSESSMENT/ CRITERIA FOR SUCCESS	SUMMARY OF COLLECTED DATA	USE OF RESULTS
Insure that all recipients of Business Administration Degree will be able to: Achieve the skills and knowledge necessary to gain entry-level employment in careers in the business field with either a marketing/sales or management focus. Achieve the skill and knowledge necessary for advancement on the career ladder; and Achieve a general education background in business and oral/written communications.	Students will be able to: Achieve a cumulative grade point average of 2.0+, which will allow them to graduate from Sandburg in the Business Administration program; and Gain employment in a position that will use the skills and knowledge achieved in the program.	Evaluation methods in the courses could include, but are not limited to, exams, special projects, business case studies, simulations, and homework assignments. Criteria for success in these areas will vary, but students will demonstrate success in all of the disciplines by achieving an overall GPA of at least 2.0. Success will ultimately be confirmed by the students' ability to gain employment in the business field.	Both state and district statistics reflect that there will be a demand for these employees through 2020. The number of graduates in the Sandburg program leveled in the past five years. Graduates have reported that they are satisfied with the education and preparation they have received in coursed directly related to their major and in the general education area. Program graduates earned an average GPA of 3.28 during the review period. 78% of program graduates over the review period are employed, with 43% employed in their field. The content of the program courses are continually updated to provide the marketable skill for entry-level employment and career advancement.	The results of this program review show that Sandburg needs to continue to offer the Business Administration AAS Degree for developing the marketable skills and background knowledge needed to gain entry level employment, retraining, and/or upgrading to meet current and emerging employment trends. Program planners (faculty and administration) and the advisory committee members must continue to review and improve the program relative to significant changes occurring in the economy of our College district. The goal of this on-going review will be to determine what changes in the curriculum content may be needed to ensure that the program remains a viable and competitive degree in the future.

ACADEMIC DISCIPLINE REVIEW

Carl Sandburg College District 518

ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

College Name:	**Carl Sandburg College**
District Number:	**518**

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Humanities, Fine & Performing Arts

Improvements & Rationale for Action

The academic discipline review involved assessing courses to evaluate their alignment with the College's third General Education Outcome, cultural diversity; their academic need among first-year college students; and their level of quality. After completion in the assessed courses (i.e., Spanish, International Studies, British Literature, Music Appreciation, and Art Appreciation), 100% of students could correctly name artists from another culture; 91% of students could correctly name a work of art from another culture; 100% of students could correctly name a custom from another culture.

CROSS-DISCIPLINARY CURRICULA

CROSS-DISCIPLINARY REVIEW REPORT TEMPLATE

College Name: Carl Sandburg College
District Number: 518

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

General Education, Adult Education, Remedial/Developmental Education, Vocational Skills, Transfer Programs and Functions

Cross-Disciplinary Curricula	Vocational Skills

Improvements or Rationale for Action

Carl Sandburg College has a significant number of career and technical education (vocational skills) programs for a college this size. Programs ranging from healthcare to manufacturing are supported through strong connections with industry partners in the District. Through the acquisition of a TAACCCT grant, the College is in the process of adding manufacturing-related programs to support the bioprocess industry. These new programs will build on current base curriculum that introduces students to manufacturing. The TAACCCT grant will provide a much needed expansion to the welding lab with the increase in welding bays by ten (10). Further, the TAACCCT grant funds are being used to increase the capabilities of the electrical lab so student learning will occur on currently used programmable logic controllers (PLCs) in industry.

Prior to the addition of any CTE program, the college utilizes input from the respective advisory committees on curriculum content, laboratory equipment, internship / practicum opportunities, and employment opportunities. During the 2014-15 academic year, an advanced certificate program in automotive technology was processed through the committee structure based on input from the respective advisory committee. This new certificate will focus on electrical needs in automobiles and will benefit from some of the changes in the electric lab already discussed. Advisory committee members reviewed individual course briefs providing guidance in objectives, topics and learning activities based on industry standards.

One of the most difficult assessments involving CTE programs is the decision to offer programs. Oftentimes, enrollment is at a number lower than preferred thus putting a potential financial strain on the college when looking at the cost / revenue for the respective program. During the 2014-15 academic year, it was decided that the medical assisting program would not be offered in January 2015 due to low enrollment. Discussions with student services personnel allowed for open dialogue on the feasibility of offering CTE programs based on student enrollment and industry demand for graduates. It appears there may be enough enrollment for the medical assisting program to be offered with an August 2015 start date.

Evaluation of cost / revenue is critical to the sustainability of any CTE program due to the high costs of the program. The College continues to provide an honest look at individual programs and makes hard decisions about the future of each. In some cases, the programs are staffed with adjunct faculty due to the fluidity of the offerings in the program. College administration is conscious of the impact of a low-enrollment program to a tenure-track faculty.

Projecting CTE programs out for a five-year plan allows the college the opportunity to see the needs of the program from various perspectives including staffing, funding, equipment needs, and employment for the graduate. As new programs are considered to be added to the cadre of offerings, others are evaluated for applicability with the economic needs of the District. It is with these evaluations that Sandburg has been able to keep an appropriate number of program offerings available for students and west-central Illinois to assist with providing an educated workforce.

STUDENT AND ACADEMIC SUPPORT SERVICES

Carl Sandburg College District 518

College Name: Carl Sandburg College
District Number: 518

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Admissions/Recruiting, Registration/Records, Learning & Tutoring Centers, Career Centers/Job Placement, Financial Aid, Disability Services, Counseling/Advising, Library, Business Services, Athletics, and Student Activities.

Student & Academic Support Services Area	Disability Services

Major Findings and Improvements/Modifications to the Area

Provide a brief description of the function of the program, strengths and weaknesses, and any quality improvements or modifications made since the last review period.

Description of the program: Disability Services, housed alongside tutoring programs and equipment loans in Academic Support Services, provides in-class academic accommodations and supports for students with disabilities. Qualifying students work with the Coordinator of Academic Support to determine what in-class supports will best mitigate the barriers imposed by their disability. The Coordinator notifies instructors of each student's requests for accommodations, and helps to implement the accommodations when it is not feasible for the instructor to do so (e.g., proctoring tests in altered circumstances, providing test readers or scribes). Academic Support Services also provides alternate-format course materials (e.g., accessible textbooks and audiovisual media), arranges for accessible services (e.g., provision of sign language interpreters), and makes equipment loans (e.g., iPads, voice recorders, laptops equipped with accessibility software, tactile aids for blind or low vision students).

Strengths and weaknesses: One of Disability Service's greatest strengths is its mode of operation: serving

between 60 and 80 students per semester, the Coordinator of Academic Support is able to meet with each student and provide individualized support and attention to their unique needs. Disability Services also has access to a variety of software and equipment that students may use on loan both on campus and at home, freeing them from being tied to a disability resource center. Additionally, Disability Services benefits from close proximity, in location and institutional structure, to the Tutoring Center. Struggling students may be quickly referred to a tutor, and tutors will often serve as proctors, readers, and scribes for students requiring testing accommodations.

This relationship with the Tutoring Center also presents as a weakness. Often, students are reliant on the availability of tutors to provide accommodations. That reliance on tutor support also presents challenges in training tutoring staff in disability support strategies, since tutors enlisted in such efforts are essentially performing dual roles. There is still much to do to better define the role of a tutor in disability support matters, to better train tutors in disability support strategies, and to develop a model for supporting students with disabilities with the human resources we have.

Improvements: Improvements since the last program review center primarily around the education of faculty and students on disability support policies, procedures, and objectives. Intake for new students with disabilities now emphasizes student and institution rights in providing accommodations, as do notices to faculty of student requests for accommodation. Letters of accommodation are now distributed with more descriptive detail about whose responsibility it is to implement a certain accommodation, strategies and tips for faculty and students to implement the accommodation successfully, and contact information for relevant support staff.

Primary Disability:	Fall 2013	Spring 2014	Fall 2014
Total Students Served	81	81	71
Hearing Impaired	3	4	2
Vision Impaired	4	4	3
Impaired mobility	2	2	2
Learning Disability	69	68	62
Behavioral Disability	3	3	2

Carl Sandburg College District 518

STUDENT & ACADEMIC SUPPORT SERVICES REPORT TEMPLATE

College Name: Carl Sandburg College
District Number: 518

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Admissions/Recruiting, Registration/Records, Learning & Tutoring Centers, Career Centers/Job Placement, Financial Aid, Disability Services, Counseling/Advising, Library, Business Services, Athletics, and Student Activities.

Student & Academic Support Services Area	Counseling/Advising

Major Findings and Improvements/Modifications to the Area

Provide a brief description of the function of the program, strengths and weaknesses, and any quality improvements or modifications made since the last review period.

Description of the program: Academic advising is an interactive process involving the student and his/her assigned academic advisor. The academic advisor serves as a valuable information resource to the student in the areas of program requirements, college graduation requirements and transfer coursework. Our counselors provide individual counseling for students, crisis intervention, consultation with faculty and staff, and when appropriate, referral to community agencies.

Strengths and weaknesses: The strength of the academic advising and counseling program at Sandburg includes a highly qualified staff that are well trained in program curriculum requirements, financial aid regulations, transfer school opportunities and career counseling to name a few. Each student is assigned an academic advisor who specializes in the student's chosen program of study and makes a personal connection with the student by communicating with them on their academic progress throughout the semester. Another strength of our advising program includes mandatory 1 hour appointments with new students as well as all students must speak with an advisor for ongoing registration and withdraws from courses. Our counselors are available in emergency situations to intervene with a student in crisis and are well trained in the community resources available.

The weakness of our advising program would include the large advisor to student ratio which limits the amount of time spent with each student especially during busy registration times. We also lack a diverse

advising team and currently do not have any minority representation. The weakness of our counseling program would also include the large counselor to student ratio which makes it difficult to meet all the student needs. We also have struggled with finding enough professional development opportunities for our counselors so they are able to keep up on the emerging mental health issues that tend to plague a fair amount of our student body. These issues have become more extreme in nature in the past 5 years and our counseling staff have struggled to appropriately address these involved and complicated mental health matters.

Improvements: Improvements since the last program review would include adopting a more intrusive advising approach by assigning advisors who specialize in program areas, mandatory advising appointments for all registration and withdraws, personal connections with students and more retention-minded follow up with students throughout the semester. We are also continue to work towards a "advising is a service and not a location" philosophy by having our advising staff conduct/attend program orientations, meeting with the limited enrollment programs in the classroom and participate in student life activities. Some of the advising staff have also taught our First Year Seminar course and participate in our Charge Up orientation program at the beginning of each semester.

Data: Sandburg uses a software program that collects data on our advising and counseling services.

	Fall 2013	Spring 2014	Fall 2014
Academic Planning	1420	947	1135
Registration	1864	1386	1664
Personal counseling	99	65	111
Career counseling	125	80	136
Other services	300	344	455

STUDENT & ACADEMIC SUPPORT SERVICES REPORT TEMPLATE

College Name: Carl Sandburg College
District Number: 518

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

Admissions/Recruiting, Registration/Records, Learning & Tutoring Centers, Career Centers/Job Placement, Financial Aid, Disability Services, Counseling/Advising, Library, Business Services, Athletics, and Student Activities.

Student & Academic Support Services Area	Library

Major Findings and Improvements/Modifications to the Area

The Library's function is to provide accessible, quality learning resources in a caring environment by keeping the learner's needs at the center of decision making and by working in partnership with other libraries in the state of Illinois and the world. Our Library's greatest strength is the strong partnerships we have developed with Sandburg faculty, departments across campus, and local libraries. We regularly work with faculty to offer library instruction, and faculty input is integral to our collection development procedures. We collaborate with the Faculty Teaching and Learning Center (FTLC) and the Tutoring Center on campus initiatives including copyright and ADA compliance, and we work with the Galesburg Public Library to offer programs like the Big Read on campus.

Since our last program review in 2009, the Library has made several quality improvements. We added three study rooms in Spring 2013 and a classroom and a computer lab with 40 computers in Fall 2013. The Library collaborated with the FTLC and Tutoring Center in Fall 2014 to add a designated handicapped accessible workstation to further assist patrons with special needs. In Summer 2014 we implemented EBSCO Discovery Service (EDS) to streamline the research process and promote underutilized databases. So far, most of our databases' usage has increased astronomically. We also placed added emphasis on print resource instruction during Library instruction sessions in order to alleviate students' Library anxiety and promote print resources. Circulation increased 6.83% in 2014.

The primary weakness we are facing is the loss of institutional knowledge due to position restructuring, retirement, and staff turnover. However, we see this weakness as an opportunity for Library staff to work together to reassess who we are, what we do, and why we do it as we move forward as a 21st century Library.

RESULTS FROM PRIOR REVIEWS

Results from Prior Program Reviews Report Template

Supplemental Report – Actions Taken in Fiscal Year 2015 Based on Prior Reviews or Other Planning or Quality Improvement Initiatives

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives. ***This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.***

Program Identification Information

6-digit CIP
52.0208

Career Cluster
Business Management and Administration

Career Pathway
General Management

Program of Study
Business

Community College Program Title	Degree Type
E-Business	03AAS

NOTE: Add lines for multiple program titles included in the same review.
Identify the specific Degree Type for each program title listed.

Action

___ Continued with minor improvements
___ Significantly modified
___ Discontinued/Eliminated
_X_ Placed on inactive status
___ Scheduled for further review
___ Other, please specify:

Improvements & Rationale for Action

No enrollment in the program.

Carl Sandburg College District 518

SUPPLEMENTAL REPORT – ACTIONS TAKEN IN FISCAL YEAR 2015 BASED ON PRIOR REVIEWS OR OTHER PLANNING OR QUALITY IMPROVEMENT INITIATIVES

Include programs reviewed in prior years for which action was taken in the current year and/or changes resulting from planning and quality improvement initiatives. ***This report is only for programs that are not already scheduled for review and for which results are not already being reported under another template.***

Program Identification Information

6-digit CIP
11.0101

Career Cluster
Information Technology

Career Pathway
Network Systems or Information Support & Services

Program of Study
Information and Communication Technology

Community College Program Title	Degree Type
Computer Support Associate	30Cert
Network Security Associate	20Cert
Database Associate	30Cert
IT LAN & Security Specialist	03AAS

NOTE: Add lines for multiple program titles included in the same review.

Identify the specific Degree Type for each program title listed.

Action

☐ Continued with minor improvements

X Significantly modified

☐ Discontinued/Eliminated

☐ Placed on inactive status

☐ Scheduled for further review

☐ Other, please specify:

Improvements & Rationale for Action

Need: Occupational field for Computer Occupations is projected to grow 1.72% in the state and 6.69% broken across 4 areas (Computer Support Specialists, Network & Computer Systems Administration, Database Administration and IT Security Analysts and Web Developers). Went from two AAS degrees to one AAS with four stackable certificates. Quality: Program offers dual credit and leads to an AAS, meeting Perkins IV requirements. Program utilizes input from an advisory board to keep it relevant to student and community needs.

2016 PROGRAM REVIEW SCHEDULE

Carl Sandburg College District 518

Carl Sandburg College Plans to Evaluate the Following Programs During FY 2015

Prefix	Number	Program/Curriculum Title	PCS	CIP	Deg.Type	Min.Cr.Hr
C	450B	Home Health Aide	1.2	512602	30	28.5
C	450C	Personal and Home Care Aide	1.2	512602	30	16.50
C	251A	Nursing	1.2	513801	03	77.5
C	451A	Nursing Assistant	1.2	513902	30	5.5
C	351C	Practical Nursing	1.2	513901	20	45.5
C	208B	Business Administration	1.2	520201	03	64.0

Carl Sandburg College plans to follow the five-year ICCB Program Evaluation Schedule.

II.   *Academic Discipline Review*

FY 13 – Mathematics

FY 14 – Physical & Life Sciences

FY 15 – Humanities & Fine Arts

FY16 – Social & Behavioral Sciences

III.   *Cross-Disciplinary Curricula*

FY13 – Adult Education and ESL

FY14 – Remedial/Developmental

FY15 – Vocational Skills

FY16 – Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs

IV. *Student & Academic Support Services*

FY13 - Learning & Tutoring Centers; Career Centers/Job Placement

FY14 – Financial Aid

FY15 – Disability Services, Counseling/Advising; Library

FY 16 – Business Services; Athletics; Student Activities

*Please Note: The Review Report Template Assessment forms are required. The Review Report Template should be no more than two (2) pages. The Assessment form information should only be on the one (1) page. If you have questions, please contact Academic Services.

TABLE 2: ICCB 5-YEAR PROGRAM REVIEW SCHEDULE (CTE PROGRAMS)

	CIP Area	FY2012	FY2013	FY2014	FY 20	FY2016
01	Agriculture, Agriculture Operations, and Related Sciences				Ag General-0100 Ag Business-0101 Ag Production-0103 Ag Services-0105 Horticulture-0106 Animal Science-0109	Ag Mech-0102
03	Natural Resources and Conservation				Nat. Res. - 0301 Nat. Res. Mgt-0302 Forestry - 0305 Wildlife-0306	
09	Communication, Journalism, and Related Programs	Comm Studies-0901 Journalism-0904 Radio & TV – 0907 Pub. Relations/Advt-0909				
10	Communications Technologies and Support Services	Audio Vis Tech-1002 Graphic Comm-1003				
11	Computer and Information Sciences and Support Services	General-1101 Comp. Prog-1102 Data Proc-1103 Info Sci-1104 Comp Sys Analys-1105 Microcomp Aps-1106 Software/Media Aps-1108 Networking-1109 IT Admin-1110				
12	Personal and Culinary Services		Cosmetology-1204 Culinary-1205	Mortuary Sci-1203		
13	Education	Inst. Media-1305				Teacher Ed-1312 TEFL-1314 Teacher's Asst-1315
15	Engineering Technologies and Related Fields	Electrical Eng-1503 Electromech/Maint Tech-1504 Computer Eng-1512	Arch Eng-1501 Civil Eng-1502 Construction Tech-1510 CAD/CADD-1513	Quality Control-1507 Mech Eng-1508 Misc Eng-1511	Envirmnt Control-1505 Nanotechnology-1516	Indust Prod-1506 Mining/Petroleum-1509
16	Foreign languages, Literatures, and Linguistics		Sign Language-1616			
19	Family and Consumer Sciences/Human	Textiles-1909	Food / Nutrition-1905	Housing/Human Studies-1906	Gen Fam-1901 Family Studies-1904	Child Development-1907

Carl Sandburg College District 518

Table 2: ICCB 5-Year Program Review Schedule (CTE Programs)

	CIP Area	FY2012	FY2013	FY2014	FY2015	F Y
22.	Legal Professions and Studies	Legal Support-2203				
23	English Language and Literature/Letters		Rhet/Comp-2313 Eng Lang-2301			
25	Library Science			Lib Sci-2501 Lib Asst-2503		
31	Parks, Recreation, Leisure, and Fitness Studies			Parks/Rec/ Leisure -3101 Parks Mgt-3103 Hlth/PE/Fit-3105		
36	Leisure and Recreational Activities	Leisure Activities-3601				
41	Science Technologies					BioTech-4101 Nuclear-4102 Phy Sci-4103
43	Homeland Security, Law Enforcement, Firefighting and Protective Services	Criminal Just-4301	Fire Protect-4302 Homeland Sec-4303			
44	Public Administration and Social Service Professions					Public Admin-4404 Soc Serv-4407
46	Construction Trades	Electric & Pwr-4603	Const Mgt-4604	Plumbing-4605	Const Trades-4600 Integ Const Trades-4610	Mason, Tpsr-4601 Carpentry-4602
47	Mechanic and Repair Technologies/Technicians	Electy/Electric-4701	Prec Maint- 4704	HVACR-4702		Ind Equip-4703 Veh Repair-4706 Repair Tech-4799
48	Precision Production	Woodwork-4807		Prec Metal-4805		
49	Transportation and Materials Moving					Air Trans-4901 Ground Trans-4902 Marine Trans-4903 Railroad Tech-4904
50	Visual and Performing Arts		Fine Arts-5007 Music-5009	Design Tech-5004	Drama/Stagecrft-5005 Film/Video/Photog -5006	
51	Health Professions and Related Clinical Sciences	Heath Med Serv-5107 Massage Therapy-5135	Dental-5106 Diagnostic-5109 Dietitian-5131	Med Lab-5110 Opthal-5118	Nursing-513X Health Aides-5126 Alt Therapies-513X	Comm Disord-5102 Hlth Asst-5108 Mental Health-5115
52	Business, Management, Marketing, and Related Support Services	MIS-5212	Adm & Mgt-5202 Adm Support-5204 Const Mgt-5220	Bus, Gen-5201 Acctng-5203 Fin Mgt-5208	Hosp Mgt-5209 Insurance-5217 Spec Mktg/Merch-5219 Retail-5218	Entrep Mgt-5207 Hum Res Mgt-5210 Intl Bus-5211 Mktg Mgt-5214 Real Est-5215

Carl Sandburg College District 518