

Prairie State College Career Program Review Summary

Health Indicators	Data Elements	Vulnerable	Sustaining	Thriving
<i>Teaching on the Cutting Edge</i>	<i>Teaching strategies that encourage active learning</i>	< Little or no evidence of teaching innovation	< Evidence of some teaching innovation	< Extensive evidence of exemplary teaching
	<i>Integrating new teaching strategies gleaned from professional development</i>	< Little attention to professional development	< Some integration of ideas from professional development	< Significant integration of new teaching strategies
	<i>Integrating appropriate technology, including Blackboard</i>	< Little or no integration of technology	< Some integration of technology	< Significant integration of technology
	<i>Involvement of adjunct faculty in pedagogy</i>	< Little or no involvement of adjunct faculty in pedagogy	< Involvement of some adjunct faculty in pedagogy	< Extensive involvement of adjunct faculty in pedagogy
<i>Designing High Quality Curriculum</i>	<i>Developing new courses/programs and teaching materials</i>	< No evidence of curriculum innovation	< Some evidence of curriculum innovation	< Extensive and continuing curriculum innovation
	<i>Updating curriculum</i>	< Outdated course outlines, program worksheets, brochures, web site	< Most course outlines are current	< All course outlines current
	<i>Integrating general education objectives (writing, speaking, numeracy, and information literacy across the curriculum)</i>	< Little or no integration of general education objectives	< Integration of some general education objectives	< Significant integration of general education objectives
	<i>Acting on input from Advisory Committees</i>	< Ineffective use of Advisory Committee	< Advisory Committee input	< Strong use of Advisory Committee
	<i>Assisting with library collection development</i>	< Little evidence of assistance with library collection development	< Some attention to library collection development	< Active collaboration with library to develop collection
	<i>Maintaining up-to-date lab facilities and equipment; meeting industry standards</i>	< Outdated lab facilities and equipment	< Adequate lab facilities and equipment	< State of the art lab facilities/equipment
	<i>Updating departmental proficiency policies</i>	< Departmental proficiency policies not updated	< Updated departmental proficiency policies	< Updated departmental proficiency policies
	<i>Program articulation with senior institutions</i>	< Little or no program articulation with senior institutions	< Current program articulation with senior institutions	< Current program articulation with senior institutions

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<i>Responding to Current Labor Data</i>	<i>Current labor data</i>	<ul style="list-style-type: none"> < Slower than average job growth < Decreasing course offerings 	<ul style="list-style-type: none"> < Average job growth < Maintaining level of course offerings 	<ul style="list-style-type: none"> < Faster than average job growth < Expanding course offerings
<i>Maintaining High Academic Standards</i>	<p><i>Upholding Faculty Senate statements on Academic Honesty and Academic Standards; Helping students understand and demonstrate academic integrity</i></p> <p><i>Performance on professional licensure and certification exams, including first-time pass rates</i></p> <p><i>Grade distribution</i></p> <p><i>Transfer data from senior institutions</i></p>	<ul style="list-style-type: none"> < Little or no communication of PSC academic honesty and academic standards policies. < Evidence of low performance on licensure and certification exams < Grade distribution suggests grade inflation (high percentage of A's) < Little evidence of student success from transfer data from senior institutions 	<ul style="list-style-type: none"> < Evidence of communication of PSC academic honesty and academic standards policies. < Average performance on licensure, certification exams < Transfer data reports average student success 	<ul style="list-style-type: none"> < Evidence of commitment to PSC academic honesty and academic standards policies. < High performance on licensure and certification exams < Transfer data verify student success
<i>Workplace Standards and Expectations</i>	<i>Written evidence of communication of workplace standards and expectations to students</i>	< Little or no evidence of written communication to students of workplace standards and expectations	< Written communication to students of workplace standards and expectations	< Written communication to students of workplace standards and expectations
<i>Assessing Student Learning</i>	See <i>Assessment of Student Learning</i>	Attach Assessment of Student Learning Outcomes Report	Attach Assessment of Student Learning Outcomes Report	Attach Assessment of Student Learning Outcomes Report
<i>Attracting Students</i>	<p><i>Course and program enrollments</i></p> <p><i>Marketing initiatives to attract high school seniors and returning adults</i></p>	<ul style="list-style-type: none"> < Declining enrollment < No evidence of marketing initiatives 	<ul style="list-style-type: none"> < Stable enrollment < Regular attention to marketing efforts 	<ul style="list-style-type: none"> < Increasing enrollment < Effective marketing plans to reach target groups.

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<i>Retaining Students</i>	<i>Course success data</i>	< Low student success rates	< Moderate student success rates	< High student success rates
	<i>Program persistence</i>	< Low persistence	< Moderate persistence	< Strong persistence
	<i>End-day data</i>	< Low retention	< Reasonable retention	< Strong retention
<i>Meeting Student Demand Effectively</i>	<i>Optimizing course and program enrollments</i>	< Inefficient offerings	< Efficient offerings	< Efficient course offerings based on master schedule
	<i>Providing two-year master schedule (2-year course sequencing)</i>	< No master schedule	< Inadequate master schedule	< Effective master schedule
	<i>Day/night scheduling; MTWTh scheduling; Friday College; weekend scheduling</i>	< Little or no attempt to vary days or times of offerings	< Some attempt to vary offerings across days, evenings, and weekends	< Successful scheduling: days, evenings, weekends; late-start, 8-week and other options
	<i>Schedule reflects attention to required low-enrollment courses</i>	< Required low-enrollment courses not thoughtfully scheduled	< Required low-enrollment courses scheduled to increase student access	< Required low-enrollment courses scheduled to increase student access
<i>Balancing Resources Effectively</i>	<i>Cost analysis</i>	< Program costs significantly exceed revenues	< Reasonable cost/revenue balance	< Reasonable cost/revenue balance
	<i>Cost comparison with cohort institutions</i>	< Program costs significantly higher than at cohort institutions	< Program costs similar to costs at cohort institutions	< Program costs similar to costs at cohort institutions
	<i>Average class size for program</i>	< Average class size is decreasing	< Average class size maintained across semesters	< Average class size close to capacity
	<i>Percentage of classes taught by full-time and adjunct faculty</i>	< Fewer than 50% of courses taught by full-time faculty	< 50%--60% of classes taught by full-time faculty	< More than 60% of classes taught by full-time faculty
<i>Serving Diverse Students</i>	<i>Students by race and ethnicity Non-traditional students [for Perkins-defined programs]</i>	< Program enrollment does not reflect the community served	< Enrollment trends reflect the community served	< Enrollment reflects the community served

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<i>Building Community Partnerships</i>	<i>Internships; relationships with business and industry; health care facilities, local government agencies</i>	< Little or no evidence of relationships with business, community, government, or other entities	< Evidence of some relationships with business, community, government, or other entities	< Evidence of well-established and increasing community partnerships
	<i>Public and private schools (K-12)</i>	< Little or no evidence of relationships with high schools or 4-year institutions	< Some evidence of relationships with high schools and/or 4-year institutions	< Evidence of relationships with high schools and/or 4-year institutions
	<i>Dual credit courses with high schools ; CPN/Tech Prep activities</i>	< No dual credit courses or participation in CPN/Tech Prep	< Some dual credit courses and/or participation in CPN/Tech Prep	< Participation in special events
	<i>Service learning</i>	< No service learning projects	< Some service learning projects	< Significant service learning projects
	<i>Program articulation agreements and relationships with 4-year colleges and universities</i>	< Little or no evidence of agreements and collaboration with 4-year institutions	< Some evidence of agreements and collaboration with 4-year institutions.	< Extensive evidence of continuing agreements and collaboration with 4-year institutions
	<i>Participation in special events, e.g. Career Fairs and Open Houses</i>	< No participation in special events	< Occasional participation in special events	< Significant participation in special events
<i>Graduating Students from Programs</i>	<i>Certificate completion</i>	< Declining enrollment	< Stable enrollment	< Increasing enrollment
	<i>Degree completion</i>	< Few completers	< Stable program completion rates	< Increasing program completion rates
<i>Ensuring Program Satisfaction and Effectiveness</i>	<i>Job placement rates</i>	< Low placement rates	< Stable placement rates	< Increasing placement rates
	<i>Employer feedback</i>	< Negative employer feedback or no effort to elicit employer feedback	< Satisfactory employer feedback	< Highly satisfactory employer feedback
	<i>Input from Advisory Committee</i>	< Little or no evidence of Advisory Committee input (e.g. minutes)	< Some evidence of Advisory Committee input	< Significant evidence of Advisory Committee input