

INSTRUCTIONAL/ACADEMIC PROGRAMS

General Information

As mentioned in previous chapters, the Philosophy, Mission and Core Values of the College are centered on the premise “the student is the center of all that is done at Illinois Central College.” This belief guides the development of programs and offering of courses that are intended to enable students to reach their educational potential. Information from the faculty questionnaire indicates that 98% of the faculty members are in general agreement with these ideals. Within the academic structure, the College comprises three divisions: East Peoria, Peoria, and Student Services. A dean who reports to the Vice President of Academic and Student Services heads each division. The departments and programs under each dean are listed on the organizational chart included in the Governance and Organizational chapter.

As noted on the organizational chart, both the Student Services Dean and the East Peoria Dean have seven departments while the Peoria Dean has eight. The majority of academic departments are under the Deans of the Peoria and East Peoria Sites. The College offers students seventy certificate programs which are listed on page 134 of the *2001-2003 College Catalog* and 56 associate degree programs which are detailed on pages 24 and 72 in the catalog.

General Education

All associate degrees and most certificate programs have general education courses as an essential component. According to the *Illinois General Education Core Curriculum Handbook of Accreditation*, the purpose of the General Education curriculum is “to impart common knowledge, intellectual concepts, and attitudes that every educated person should possess.”

The College has identified the following goals for General Education:

1. The student is able to read and think critically.
2. The student is able to communicate clearly and effectively.
3. The student has the ability to use mathematical skills.
4. The student has an awareness of his/her own values as well as an understanding of tolerance for others' values.
5. The student has an awareness of and appreciation for his/her own culture as well as other cultures and viewpoints.
6. The student can work collaboratively.
7. The student has the attitudes and skills required to function in a technological society.
8. The student has the intellectual skills needed for continued learning.
9. The student has learned knowledge-building skills.
10. The student has an awareness of world knowledge and the tools necessary to gain information needed to function as a responsible, productive, and ethical member of society.

Several indicators demonstrate that the College systematically updates its General Education goals. The “Purpose of General Education Statement” was updated in 1993 and 1997. Every two years, the College outlines a new *Strategic Action Plan*, which provides a framework for achieving goals at all levels. General

Education figures largely in the actions named in each of the five plans since 1990. In 1995, an across-the-discipline committee was established, the General Education Committee, to define and to refine General Education goals and assess outcomes of a General Education. A College assessment committee encourages faculty members to develop projects both department-wide and in-class to determine whether General Education goals have been taught or reinforced in assignments or other curriculum projects. In Spring Semester 2000, the assessment committee also administered the *Student Academic Profile*. The pilot project yielded data comparing students' degrees of progress through General Education requirements. The data demonstrated a steady increase in the mean score the longer a student continued at the College.

On the Self-Study student questionnaire, students' perceptions of their own abilities in General Education, their satisfaction with the General Education components of their programs, and the influence the College has on those abilities was assessed. The survey produced favorable results from respondents to the question: "The General Education courses at Illinois Central College improved my competency in the following areas: writing, speaking, reading, math skills; understanding science and technology, art, music, literature; creative and critical thinking; understanding my and others' values and other cultures; working cooperatively; and skills needed for continued learning." Students' responses lay within the 70%-87% range in all categories.

On the annual Occupational Program Graduate Follow-up, students, for the past four years, have shown overall satisfaction with the General Education component courses required within their program.

When full-time faculty members were asked to rate the level of effectiveness of General Education courses in attaining the established goals, the average rating was a 3.47 on a 5-point scale with 5 being very effective. Part-time faculty members were more positive with an average rating of 3.72 on a 5-point scale.

Offerings Available

CREDIT OFFERINGS

The courses available to students are described in the catalog. The course identification system is described in the current catalog under the Course Description section. Of the students responding to the statement, "Overall, the course numbering system makes sense to me," 84% "agree" or "strongly agree." It is evident, however, that at times the course numbering system is confusing.

In terms of the amount of coursework per credit hour, 75% of students either "agree" or "strongly agree" that all of their occupational courses require the same amount of coursework per credit hour. When asked the same question about their transfer courses, that number fell to a little over 65%. Thus, for transfer courses, nearly one-third (32.5%) of students believe considerable variability exists in the amount of coursework required per credit hour.

One of the reasons for separating the two categories of transfer and occupational courses was to respond to the long-held notion that transfer courses are "more difficult" than occupational courses. To the statement, "Overall transfer courses require more work per credit hour than do occupational courses," 47% of the student respondents "agree" and 53% "disagree". Almost one-half of the student respondents perceive that transfer courses require more work per credit hour than occupational courses.

When courses require specialized equipment, 85.6% of the students "agree" or "strongly agree" that such items are adequately provided, available, up-to-date, and in good working order. When queried about special resources, 84.3% of the students agree that they are also adequately provided. Most faculty members, 79.6% of full-time and 52% of part-time, agree with the statement that the science and technology labs have adequate, up-to-date equipment. Ninety-one percent of full-time faculty members and 92% of part-time faculty members feel that computer labs have adequate, up-to-date equipment.

The primary source of information regarding the goals and objectives for the various programs is the catalog. Of students surveyed, 87.9% feel that the catalog accurately describes their program. Nearly 97% of students surveyed feel they understood the goals and objectives of their programs, and 96.7% feel those goals and objectives are being met.

SYLLABI

For most students the course syllabus is the primary source of information regarding course goals. All syllabi surveyed listed the course objectives on the first page with operative verbs in statements such as “demonstrate, solve, determine, acquire, gain, operate, review, familiarize, develop, show, identify, practice, build, study, understand, learn.” Less commonly used are verbs such as “interpret, hypothesize, correlate, integrate, analyze, and predict.”

The statement of goals and objectives provides a basic framework reflecting the essence of the course, its intrinsic value, and the goals by which each student will be measured. Over 95% of students surveyed agree with the statement, “Overall, in the courses I take at ICC, the goals and objectives are met.”

Since most students use the course syllabus as a primary source of information, a random sample of course syllabi were analyzed to determine whether the system for reviewing and updating syllabi is effective.

Each course selected had a syllabus that followed the approved structural design for content as approved by the College Curriculum Committee. Of the 25 syllabi analyzed, however, nine fail to meet the generally accepted guideline of having been reviewed or revised within the past five years. Since 96.4% of faculty members distribute a copy of the syllabus to students within the first week of class, closer scrutiny of syllabi review is needed.

NONCREDIT OFFERINGS

The noncredit offerings available through Illinois Central College encompass Community Education and the Professional Development Institute (PDI). Community Education offers a variety of classes and workshops that are generally targeted to those individuals choosing personal enrichment courses. The available courses can be found in the 2001-2003 *College Catalog* on pages 358-361. Courses offered each semester can easily be found in the semester schedules that are mailed to each household in the District. The types of courses and workshops are varied and range from crafts and recreational opportunities to special courses in refresher skills, financial strategies, College for Kids, and the single-parent family. Questions on the community questionnaire regarding the availability of information pertaining to the offerings for Community Education and the PDI are as follows:

Do you receive information concerning ICC on the following topics?			
	Yes%	No%	DK%
1. Noncredit enrichment activities	54.6	25.9	23.9
2. Professional Development Workshops	44.0	32.2	23.9

The PDI workshops are published in a separate schedule and are distributed through targeted mailings to individuals who have taken prior courses, companies, and leads supplied to the PDI. According to responses on the questionnaire, over 60% agree that the College offers a good variety of programs regarding hobbies and leisure as well as recreational activities.

Two constraints placed on noncredit offerings are physical and human resources. It is often difficult to find a facility in a local neighborhood that allows the offering of a class that requires special equipment or space

such as for computer or upholstery classes. The second constraint is that instructors are difficult to hire and retain because the salary offered is minimal and other companies or agencies pay substantially more. Further discussion on this issue can be found in the Community Outreach chapter.

Adequacy of Offerings

Each year a number of universities report the GPA attained by Illinois Central College graduates at their institution. Illinois Central College graduates consistently perform at or, in many instances, above the level of native students and well above transfers from other community colleges. It is evident that the College's courses are meeting the needs of its transfer students and they are more than adequately being prepared for upper-division classes at universities.

Table 9-A

Mean Semester GPAs Report for Fall 2000

Institution	ICC Transfers	All CC Students	Native Students
Eastern Illinois U	3.18	2.73	2.85
Illinois State U	2.93	2.81	2.85
Northern Illinois U	2.92	2.84 (all college transfers)	2.88
U of I Chicago	4.07	(Not reported)	(Not reported)
U of I Springfield	3.37	3.18	3.20
U of I Urbana U	3.15	2.79	3.12 (juniors)

In a 1997 survey of transfer graduates, 91% reported that they were "satisfied" or "very satisfied" with the preparation they received at the College for further education. In a 1999 follow-up survey of occupational graduates (available in the Resource Room), 77% of the graduates were employed full time, and 13% were employed part time. Of those graduates employed, 80% reported that they were employed in jobs related to their course of study. The satisfaction rating for content of courses taken by occupational graduates, as indicated on the Occupational Graduate Follow-up, was 3.4 (4.0). The high employment rate and strong satisfaction of these students indicates that the employability needs of the occupational students are more than adequately being met.

Articulation Status

Illinois Central College participates in the Statewide Illinois Articulation Initiative (IAI), and in 1997 it completely revised the Arts and Science curriculum to bring it into compliance with the IAI models. This involved an increase of three hours in mathematics and an additional three hours in the humanities/fine arts. Under the provisions of IAI, students who complete the Associate of Arts and Science degree and fulfill the general education component of that degree have also fulfilled the lower-division general requirements at more than 100 participating universities and colleges in Illinois, including both private and public institutions. Similar provisions under IAI are designed to ensure the transfer of "majors" in elementary, secondary, and special education; accounting; agriculture; the visual arts; biology; business; chemistry; clinical laboratory science; computer science; criminal justice; engineering; English; history; nursing; physics; manufacturing technology; mass communications; mathematics; music; political science; psychology; sociology; speech; and theater arts.

In addition to the Statewide articulation process through IAI on a degree and program basis, individual courses from the College are articulated with institutions both within and outside the State. In addition to the College's two main transfer schools, Illinois State University and Bradley University, an additional 34 institutions provide annual articulation guides for the transfer of individual courses. The College also has a number of "capstone" agreements whereby universities accept students with Applied Science degrees.

In addition to these matches in the curricula, the College has developed "joint admissions" agreements with Eureka College, Western Illinois University, and University of Illinois at Springfield. Designed to smooth the transition between the community college and the four-year institution, these agreements enable students to be "jointly admitted" to Illinois Central College and the transfer institution beginning with their freshman year. Under the provisions of the joint agreement, they may participate in social and cultural activities at the four-year institution and receive advisement from an advisor at the four-year institution prior to their actual transfer.

The College also articulates courses with 23 of the feeder high schools within the District as part of its cooperative Tech Prep program. Under these articulation agreements, students who have successfully completed designated high school courses receive credit for the equivalent college courses and are excused from taking those courses as part of their vocational programs. Such agreements are on file in the individual department offices. High school courses in English, mathematics (geometry and algebra), and biology are also articulated for credit toward the general education requirement in the Applied Science degree. A total of 20 different kinds of high school courses fall under the articulation agreements as listed in the Resource Room.

Certificate Offerings

Illinois Central College offers a broad range of occupational certificates totaling 63. This constitutes a significant increase (14) over 1990-1991 after additions and deletions are accounted for. The College has historically been very responsive to the needs and requests of the community, as evidenced by the numerous advisory committee minutes attached to new/changed/deleted curricular requests presented to the Curriculum Committee. Certificate curriculum changes that have occurred in the past ten years can be found in the listing beginning on the next page.

Certificate programs provide an educational alternative and often meet more immediate needs of students and the community. These certificate programs further enhance the Mission and Philosophy of the College.

The *Curriculum Committee Procedural Guide* is the source for the policies regarding certificates. The guide clearly outlines the procedure for developing, changing, or deleting certificate programs and courses.

Course Program Changes

The Curriculum Committee meets each month to review and approve or deny proposals for new courses, programs, and course changes. The committee also considers deletion of programs as proposed by departments. These procedures are detailed in *Curriculum Committee Procedural Guide*.

A review of the programs listed in the 1990-1991 catalog as compared to those listed in the 1999-2001 catalog, was undertaken. A side-by-side listing, included in the appendix, of the Associate in Arts and Sciences and Associate in Applied Science and Certificates was completed in order to identify the changes. Following is a summary of the changes detailing offerings that were added, changed, or dropped from the offerings.

CURRICULUM CHANGES

ASSOCIATE IN ARTS AND SCIENCE

- Added: Dance (split from Theatre in 1992)
 Environmental Science (1998)
 Social Work (1996)
- Changed: Computer Information Systems (became two emphasis areas in 1998)
 Criminal Justice (from Corrections in 1998)
 Interior Design (from Applied Science to Arts and Science 1999)
 Family and Consumer Science (changed from Home Economics in 1994)
 Geography "Planning" was dropped 1993
 Mass Communication (from Radio and Television in 1998)
 Speech Communication ("Communication" was added to title 1998)

ADDITIONAL DEGREES

- Added: Associate in Engineering Science (created as separate degree in 1994)

ASSOCIATE IN APPLIED SCIENCE

- Added: Caterpillar Dealer Service Technology (1998)
 Culinary Arts Management (2000) - Pending State Approval
 Data Base Administration (2000) - Pending State Approval
 Drug and Alcohol Counselor Training (1996)
 Finance (1991)
 Interpreter Preparation (1993)
 Machine Tool Technology (1998)
 Maintenance Mechanic Technology (1998)
 Microcomputer Network Specialist (1999)
 Microcomputer Specialist (1997)
 Networking Specialist (dropped in 1999 to form new degree)
 Programming Specialist
 Software Specialist
 Refrigeration, Heating, and Air Conditioning Technology (1997)
 Social Work (1996)
 UNIX System Specialist (2000)
 Web Technology (2000) - Pending State Approval
- Changed: Agricultural Business Management (divided into four options 1997)
 Diesel Powered Equipment Technology
 (changed from Agricultural, Industrial and Outdoor Power Technology in 1994)
 Industrial Electrical Technology (from Robotic/Automated Manufacturing Technology in 1996)
 Management (from Business Management to three options in 1996)
 Manufacturing Technology (three options added in 1995)
 Marketing/Sales and Retail Management (Sales and Retail Management added in 1996)
 Office Professional (from Office Specialist in 1996)
- Dropped: Clerical Office Occupations - Internship (1992)
 Court and Free Lance Reporting (2000)
 Diesel Mechanics (1994)

Industrial Supervision (1991)
 Interior Design (changed to Arts and Science degree in 1999)
 Medical Record Technician (changed to Health Information Management Technician
 Completion Program in 1994 - then dropped in 1999)
 Microcomputer Specialist -
 Networking Specialist (dropped as an option and new degree formed 1999)
 Numerical Control Technology (1994)
 Robotic/Automated Manufacturing Technology (1994)
 Secretarial (1996)
 Secretarial Office Occupations Internship (1991)
 Teaching Assistant (1991)
 Surgical Technologist (withdrawn 1990)
 Utility Management (1991)

CERTIFICATES

Added: Child Development Basic Certificate (2000)
 Child Development Advanced Certificate (2000)
 CISCO Certified Network Associate (1999)
 Data Base Administration (2000)
 Desktop Publishing (1998)
 Drug and Alcohol Counselor Training (1996)
 Interpreter Preparation (1993)
 Microcomputer Networking (1998)
 Microcomputer Programming (1998)
 Microcomputer Software Support (1998)
 Paralegal (1995)
 Pharmacy Technician (1998)
 Phlebotomy (1992)
 Practical Nursing (1990)
 Tractor/Trailer Driver (1998)
 Travel and Tourism (2000)
 Web Administrator (2000)
 Web Designer (2000)
 Web Developer (2000)
 Word Processing Specialist (changed from Information Processing in 1996)

Changed: Culinary Arts (Commercial Cooking was added in 1996 then changed to Culinary Arts in 1998)
 Dietary Manager (changed from Dietetic Assistant 1996)

Dropped: Fire Service (1992)
 Numerical Control Machinist (1992)
 Legal Assistant (1993)
 Savings and Loan (1995)
 Respiratory Therapy Technician (1998)
 Microcomputer Applications (1998)
 Machine Shorthand Speed Development (2000)

Delivery Methods

To serve the varied needs of students, the College offers classes in a number of different delivery mechanisms. The material discussed below covers delivery systems outside the traditional classroom activities such as lecture and lab. Minimester classes are excluded from this analysis since they occur in the traditional manner within a shortened time frame. However, they are an alternative.

EVALUATION OF CURRENT DELIVERY METHODS

Illinois Central College has used various delivery methods for many years, including distance learning, television, videotape, and correspondence courses. The College also has been offering Internet-based classes for several years with the number of these classes steadily increasing.

Surveys were conducted with students, faculty members, staff, and the community at large to determine the adequacy of the College's current delivery systems. Forty-nine percent of full-time and 71% of part-time faculty members rate the adequacy of equipment and rooms for distance learning as "good." Over 80% of the students who have taken courses via these delivery systems are "very satisfied" or "satisfied."

Telecourses are delivered via cable companies or via videotapes checked out at area libraries or purchased. Instructors set meeting times, test times, and correspond with students as necessary, often via e-mail. Instruction is delivered primarily by taped lessons and textbook readings.

Distance learning classes are two-way, interactive audio and video. Students and instructors are separated by distance, but interact in real time. Classes meet on a regular schedule with lecture/demonstration/participation methods of teaching used in a typical classroom. Materials are shuttled between sites, mailed, or faxed. The College also receives such classes from other institutions, including Illinois Valley Community College, Illinois State University, and University of Illinois Springfield.

The College operates distance learning classes on three cable systems: AT&T, Media One, and Heartland Wireless Cable. Bradley University cooperates to make its ITFS broadcast facilities available. Distance learning classes originating from the College reach 30 miles south to Delavan and 45 miles north to Bradford. The table below lists the classes offered.

TABLE 9-B

Classes Offered

Semester	Distance Learning	Internet
Fall 2000	19	17
Spring 2001	17	33
Summer 2001	2	20
Fall 2001	20	36

Internet courses are scheduled by individual departments as are Correspondence courses. *The Fall Semester 2000 Class Schedule* listed 16 sections of correspondence classes; *Spring Semester 2001 Class Schedule* listed 21 sections, and the *Fall Semester 2001 Class Schedule* listed 18 sections.

The *Fall Semester 2000 Class Schedule* listed 17 sections and the *Spring Semester 2001 Class Schedule* one listed 33 sections. The *Summer Semester 2001 Class Schedule* listed 20 sections of Internet classes while the *Fall Semester 2001 Class Schedule* listed 36 sections.

Faculty members support nontraditional delivery methods. Of 110 full-time faculty survey respondents, 23.6% are currently teaching correspondence classes; 11.8% have taught telecourses, and 10.9% have developed Internet classes.

Assessment of distance learning facilities and courses is detailed in the table below. The scale was determined to be: 3 = Good, 2 = Fair, 1 = Poor or 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree.

Table 9-C

Distance Learning Facilities Assessment

Survey	Category	Mean Response
Full-time Faculty	Distance Learning Classrooms - physical facilities (#188)	2.37 (out of 3)
	Distance Learning classrooms - up-to-date equipment (#251)	3.81 (out of 5)
Part-time Faculty	Distance Learning Classrooms - physical facilities (#188)	2.64 (out of 3)
	Distance Learning Classrooms - up-to-date equipment (#251)	3.88 (out of 5)
Students	Satisfaction with distance learning (#44)	21.3% very satisfied 59% satisfied
	Satisfaction with classes by correspondence (#45)	32.1% very satisfied 44% satisfied
	Satisfaction with classes by TV (#46)	19.1% very satisfied 68.1% satisfied
	Satisfaction with Internet classes (#62)	28.6% very satisfied 39.3% satisfied

(# survey question number)

A survey of the local community generated comments such as “offer more Internet classes.” A survey of students offered a number of requests to offer more Internet and correspondence classes.

During the last ten years, technology on campus has changed dramatically. Ten years ago, approximately 400 computers were available throughout the College, the majority of which were available for student use in labs and classrooms. Most of the school’s administrative computing was performed on a mainframe computer with terminals in staff and faculty offices. A portion of the mainframe was reserved and available for instructional use in programming curricula with the students using a “terminal lab.”

The current microcomputer count at the College exceeds 1,800. Over 1,100 of these computers are accessible to students in labs, classrooms, and libraries. More than 30 labs are equipped with computers. In 1998, the College initiated a “lifecycle” plan for computers that allows for replacement of every computer every three years. Funds are allocated each budget year, based on the number of computers in the inventory that have reached the three-year lifespan. As old computers are replaced, they are given to the local United Way operation, which redistributes them to local nonprofit organizations such as K-12 schools or sold to faculty members or students at a low cost.

In 1994, the Illinois Board of Higher Education (IBHE) awarded an initial grant to the Central Illinois Higher Education Consortium (CIHEC). This and subsequent grants to CIHEC in 1995, 1997, and 1998, totaling more than \$2.9 million, provided a telecommunications-based instructional delivery system using interactive video technology that reaches nine colleges and a number of high schools in central Illinois. The College regularly transmits and receives interactive instructional video, or distance learning, with other colleges and several high schools in the region. The College has five distance learning rooms, three at the East Peoria Site and two at the Peoria Site. These rooms are both origination and destination sites and can each operate independently.

In 1995, a Technology Committee was established to make recommendations to the administration on technology issues. The committee developed a complete Technology Plan, now referred to as “Tech Plan I,” which addressed the merge of technology services, training, network infrastructure, telephone upgrades, and expansion of technology for instruction. Tech Plan I was adopted in January 1996 and Tech Plan II adopted in 1998. Through these plans, the College was networked and added “smart” classrooms, network servers, two Web servers, a Unix server for classes, an IBM RS6000 Unix server, and an e-mail server.

One of the most significant pieces of Tech Plan II was the College’s involvement in CivicNET2, an educational network owned by a consortium of K-12 schools and the College. CivicNET was developed under a multiorganizational agreement with 17 K-12 districts at 38 geographical sites throughout Tazewell County. CivicNET also crosses the Illinois River into Peoria County, extending to the Peoria Site and to the Illinois Century Network hub at the Regional Technology Center. In 1999, the consortium took possession of a fiberoptic cable plant on a long-term lease. The schools pay maintenance costs for the fiber and a lease, which are minimal costs. The College received two pairs of fiberoptic cables dedicated to internal College use, plus access to the Illinois Century Network. All intrasite connections were made at ATM OC-3 rates of 155 Mbps, far faster than any community college or K-12 school site can expect in the Illinois Century Network plan. The two cables installed under the CivicNET agreement replaced the two fiber pairs previously leased from Ameritech and resulted in a significant cost savings to the College.

CivicNET also provided an opportunity to shift some previously switched and dedicated T-3 and T-1 lines for distance learning to the shared wide area network. The first four sites shifted were Deer Creek/Mackinaw, Tremont, Delavan, and Washington high schools. Morton High School was added in Fall 2000. All of these sites received funding support from the CIHEC. Also in Fall 2000, Manual High School was added to our distance learning network on a dedicated T-1 line funded in part by CIHEC.

Blackboard[®] a course authoring system available via Web browser, became available to instructors in 1999. It is used to place materials and announcements online for student access and it supports chat rooms, student e-mail accounts, and testing. By the end of 1999, 25 faculty members were using it. By Fall 2000, over 120 courses were using the system, taught by approximately 45 faculty members. The numbers continue to increase.

Illinois Central College has established a large number of “smart” classrooms for instruction. These rooms utilize computers, VCRs, DVDs, and projection systems to enhance the instruction. Each of these rooms is designated for use by a department. Faculty members from within the department participated in the design of the room to insure that the room, equipment, and layout met departmental needs.

The Title III Grant program has supported the purchase of two additional servers and two additional networked labs. One server is utilized for Web design courses and the second one for Oracle database courses. One of the two newly networked labs is noteworthy because of its use of laptops. The lab is designed for use with or without computers. Cabinet space for storing the computers allows the option of using the lab as a traditional classroom without distractions. The laptops can easily be distributed to the tabletops, where power and network wiring ports are instantly accessible.

With these additions and upgrades, the instructional computer requirements of students and faculty members are adequately met. “Smart” classrooms are getting extensive use, and the need for more of these dedicated rooms is urgent and needs to be addressed.

FUTURE TEACHING/DELIVERY TECHNOLOGIES

At this time, most attention is focused on Internet courses. The College appears to be well suited to handle increased use of this medium. The College is part of CivicNET and has an OC-3 connection to the Internet; this allows for additional course-offering approaches such as enhanced multimedia without significant reduction in response times for students. Most students may not have the technological capabilities, outside of class or on-campus computer labs, to download many of the more feature-rich presentations since many of the enhanced technologies require at least cable modem or DSL speeds. Although it appears an increasing number of students have access to higher bandwidth, it will be a significant length of time before a critical mass of students is ready to push existing delivery systems' technology beyond its current limitations.

Strengths

- Over 95% of students say goals and objectives of course syllabi are met.
- As perceived by a majority of students, the per credit hour course load per individual class is equal for transfer and occupational courses.
- The majority of courses meet the objectives as stated on the syllabus.
- The catalog accurately and clearly describes the goals and objectives of the various programs and for most students meets those goals.
- Credit and noncredit curricula are clearly defined, coherent, subject to organized review, and appropriate to the Philosophy, Mission and Core Values of the College.
- Computer technology is sufficient and state of the art, providing students the experience they will need to be successful in the workplace.
- Articulation with senior institutions is strong, and the College's participation in the IAI makes transfer of its students to universities relatively easy.
- The performance of graduates at universities indicates that students are prepared well for further studies in upper-division level classes at the transfer institution; occupational graduates are prepared well for employment in technical careers or jobs within their specializations.
- Multiple delivery systems meet the diverse needs of the community.

Opportunities for Improvement

- According to student perceptions, an apparent disparity exists between transfer and occupational courses in terms of the amount of work required per credit hour in some instances.
- A disparity is evident between the opinions of full-time and part-time faculty members concerning the adequacy of equipment in science and technology labs and computer labs, with part-time faculty members being more pessimistic.
- The objectives in course syllabi do not always reflect measurable goals, and some syllabi are not updated on a regular basis.
- Salary for workshop instructors is low and contributes to difficulty in filling positions.
- Many students may not have the technological capabilities outside of class or have access to on-campus computer labs to download many of the more feature-rich presentations offered in classroom and online presentations.

Recommendations

- Increase the salaries for the instructors of noncredit courses and implement an incentive program based upon performance and length of service.
- Reconsider the distribution of the offerings schedule for the PDI. The survey demonstrated that 56% of those surveyed did not receive or did not know about the PDI courses.
- Seek Foundation funding and area business donations to provide adequate financial resources to keep the College up-to-date in high technology laboratories.
- Expand Internet offerings and provide sufficient monetary incentive for faculty members to develop Internet courses.
- Keep articulation agreements current and continue to expand them with high schools in District #514.
- Establish more “smart” classrooms in response to the high demand by faculty members for these rooms. Consider making all classrooms “smart” within the next five years.

