

## ICCB Program Review Instructions

### Program Review General Overview

#### Purpose

Waubonsee Community College participates in an annual update / program review process which is designed to be a collaborative process to support the mission of the College and to provide opportunities for divisions and programs to assess, share and improve its impact. The review is an opportunity to evaluate programs. The process supports quality improvements in our programs.

#### Principles

Program Review/Annual Update:

- Provides faculty an opportunity to reflect on teaching and learning practices.
- Is aligned with assessment and provides an overview of strengths and opportunities for program improvement.
- Is participatory and the completion should include all full-time members of program or division. Adjunct participation is encouraged.
- Facilitates assessment planning, curriculum development and resource allocation.

#### ICCB and HLC

Program review is required by both The Illinois Community College Board (ICCB) and our regional accreditor, the Higher Learning Commission (HLC). Although we are required to comply, we follow this important practice to promote program health and continuous improvement.

#### How to Access ICCB Program Review

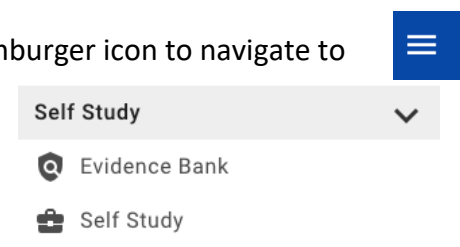
1. Visit <http://wcc.aefis.net/> or use the AEFIS link that can be found in mywcc, Faculty Tab, under Quick Links.
2. Login using Waubonsee Credentials
3. Once logged in, your ICCB Program Review is located in the Self-Study solution.

#### There are two ways to access the Self-Study Solution.

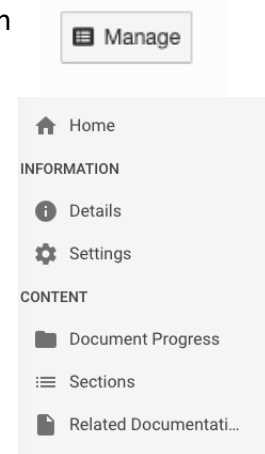
4. In the Action Items sidebar, your self study will appear. Click on the blue edit button to open the form.

#### OR

5. To navigate to the Self-Study solution, click on the hamburger icon to navigate to the AEFIS menu.
6. In this menu, scroll down to the Self Study Heading, and click on the Self Study Icon.



7. Click on the manage button next to the Self-Study you are interested in editing.
8. On the self-study homepage, click on "Sections" in the menu on the left side of the screen.
9. Once the Self-Study sections load, click on the pencil icon next to the section you wish to edit.
10. The self-study will then load. This document contains the same functionality as a word document, allowing you to edit the content inside each of the indicated boxes.
11. Answer each question in full sentences. If you need assistance in completing the questions, please reach out to the Office of Learning Outcomes, Curriculum and Program Development. Guidelines are provided for questions that may need additional clarification or information to answer.
12. The form has functionalities similar to a Google Document, so your work is automatically saved, and you are able to exit and return to the document as necessary.



## Career and Technical Education ICCB Program Review

Below is additional information that may be needed to assist with the completion of ICCB program review:

### **Indicator 1: Need**

#### **6. What is the labor market demand for this program? Include district and regional need.**

To answer this question, review the EMSI Occupational Overview report located in your APR academic year folder in the enclosed 1. Program Data folder. Please be sure to locate the program data in the current academic year folder.



The report outlines an occupational summary including how many programs there are in our region and how many completions (graduates) and job openings. In addition, information regarding job growth from five years prior and a five-year prediction is included.

EMSI suggested that to determine program strength, we could look at the following criteria as a gage: Strong programs would have all three of the following indicators: 1. At least a 5% job growth predicted. 2. At least a minimum of 100 job openings. 3. An hourly rate that is higher than the living wage of our area (\$12.53 for one person). The EMSI report will be used to answer questions in the NEED category of your program review.

Example answer for questions in the NEED category: Trends regionally according to economic data indicate a decrease in jobs by 1.7% between 2018 and 2023. Although the percentage of job growth is not trending as strong, the number of openings in the county, regionally and in

the state are strong. In addition, the median hourly earnings are \$24.72 per hour, which is well above the living wage for the county of \$12.53 per hour.

**7. How has demand changed in the past five years and what is the outlook for the next five years?**

In your Program Data folder, there are two EMSI Occupational Data Reports, one representing data from the previous 5 years, and one containing projected data for the next five years. Using these two reports, provides an overview of the job trends have looked like over the past five years, and what projections EMSI provides.

**8. What labor market information sources are utilized?**

We are using EMSI and economic modeling system that pulls data from multiple sources including the Board of Labor statistics and The Illinois Department of Employment Security

**9. Does your enrollment have the capacity to meet the readiness of business and industry?**

Use your program enrollment data and graduation data found on your Waubonsee Comparison reports. Compare this to the number of job openings in our district. Are we producing enough graduates to meet these job openings?

**10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (E.g. how/where are students recruited for this Program?)**

This question asks you to look at how your students are recruited for your program. In addition to open houses and high school visits, what other activities are in place to ensure sufficient enrollment? Is there anything else your program does to recruit students?

**12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain.**

Review your responses from questions 6-11. Discuss any changes that may be implemented based on the data. If you plan to take any actions or make any modifications, please articulate and explain your reason.

***Indicator 2: Cost Effectiveness***

To answer these questions, please locate the Cost Report in your APR folder on our X drive. This report is located in the current Academic Year Folder, and then the 1.Program Data.

**17. Did the review of program cost result in any consideration of future actions or modifications? Please explain.**

Review your responses from the Cost Effectiveness section. Discuss any changes that may be implemented based on the data. If you plan to take any actions or make any modifications, please articulate and explain your reasons.

### **Indicator 3: Quality**

This section asks for you to respond to questions regarding assessment, curriculum, accreditation, industry credentials, articulation agreements, partnerships, and student and employer satisfaction. To answer these questions the following reports may be helpful:

- Most recent Plan/Report for Learning Improvement
- Advisory Council meeting minutes located in the APR\_Tools folder

#### **22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning?**

Please share assessment results in this question, include what you have discovered through the assessment of student learning outcomes and curricular changes you have made as a result. Results should correspond directly to course outcomes.

Past responses to this question suggest students met a certain overall level or grade on an exam or in the course. This does not provide the detail needed to know if students are meeting course outcomes. Please see the [Introduction to Assessment](#) page on the Faculty Development and Engagement (FDE) website. This provides an overview that details the difference between assessment and grading and why it is important to understand performance on course outcomes.

#### **24. Is this program part of a Perkins Program of Study as defined by Perkins V and approved by the ICCB?**

If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.

#### **25. Does this program meet the definition of a [career pathway program](#)?**

If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.

#### **26. What innovations that contribute to quality or academic success have been implemented within this program that other colleges would want to learn about?**

Waubonsee would like to share innovations with our community. The response to this question will be shared with our marketing department. We may want to highlight programs based on responses to this question. Marketing will reach out for additional information should your program be selected.

#### **43. Did the review of program quality result in any consideration of future actions or modifications? Please explain.**

Review your responses from questions from the Quality section. Discuss any changes that may be implemented based on this data. If you plan to take any actions or make any modifications, please articulate and explain your reasons. The purpose of this review is program improvement. Please consider what you learned about your program in the responses above and list anything you will be doing differently as a result of this review.

### ***Performance and Equity***

The number of students enrolled and the number of completes (graduates) of each program or certificate is provided. Review according to your program enrollment and completion goals which you will be identifying in the question below.

#### **45. Outline goals for program enrollment, completion, persistence and success. How the data does provided support student success goals outlined above?**

To answer this question, review the data included above and the APR Comparison and APR Course reports located in your APR academic year folder in the enclosed 1. Program Data folder. Items to look for: Course completion rates, program graduation rates, DWF rates, persistence rates etc. Do your enrollments, completion, persistence and success goals meet your expectations?

#### **46. What disaggregated data was reviewed?**

A response to this question is below:

Data was retrieved from the Advance Data Warehouse and sourced from Banner.

The following data was reviewed for course:

- Credit hours generated
- Total students enrolled
- Success rates excluding withdrawals
- Withdrawal rates
- Grade distributions
- Modalities offered

Equity data for all above was provided for courses with enrollment of 10 or more students.

#### **47. Were there gaps in the data? Please explain.**

What does the data tell you? What do you see regarding equity and diversity? Are there areas that tell a story you were not aware of? Explain.

#### **49. Are the students served in this program representative of the total student population? Please explain.**

To answer this question, please review the Program-Waubonsee Comparison Reports found in 1. Program data folder.

### ***Goal Planning***

**53. Program Goals: List three measurable goals to work on the next five years that address needs identified in this review. Make sure that each aligns with the Educational Affairs plan.**

Goals should align with discoveries or improvements needed based on this review. These should also align with the Educational Affairs Plan. If you already articulated your goals last year, please describe progress on each goal. If you completed a goal, create another.

**54. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development)**

The due date of December 1<sup>st</sup> was selected to align with budget. Responses to this question will inform the dean on budget considerations for the upcoming academic year.

## **Review Results**

**55. Action**

Please select which action you are planning on taking in response to your program.

ICCB asks use to select one of the following actions:

- ☐ Continued with Minor Improvements
- ☐ Significantly Modified
- ☐ Placed on Inactive Status
- ☐ Discontinued/Eliminated
- ☐ Other (please specify)

**56. Summary Rationale: Please provide a brief rationale for the chosen action above.**

If you selected continue with minor improvements, explain why this was selected and describe your minor improvements.

If you selected significantly Modified, explain why the program is needed and the future modifications.

If you select to discontinue the program, explain the reasoning behind this decision.

This answer needs to align with discoveries or improvements identified in this review.

**Intended Action Steps: What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.**

Review the actions or modifications articulated in each section and goals. Include a detailed timeline and anticipated completion dates. These are improvement action plans.

## **Congratulations!** You've completed your ICCB Program Review!

Once you have completed all sections of the form, follow these steps to submit it.

Click the red exit button at the top right of the form. This will take you back to the Self Study Menu page. Once back at the menu page, hover over the three blue dots next to the pencil on the Self Study form.

Once the dots expand, click on the checkbox icon which will allow you to submit the content.



## **Academic Discipline ICCB Program Review**

### ***Review Summary***

**1. Prior Review Update: Describe any quality improvements or modifications made since the last review period.**

Please describe any improvements to your program in the last five years.

**2. How does this discipline contribute to other fields and mission of the college?**

### ***Indicator 1: Need***

**1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? Waubonsee's process is listed below. You can copy/paste this response. Please add your disciplines process to this response.**

Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations, meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets seven times each semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make

recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.

## **2. How are students informed about or recruited for this program/discipline?**

A general response is listed below. Please include any additional division specific recruitment activities to this response. Does your discipline attend events outside of the events below?

Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.

## **3. How many total courses are offered by the college in this discipline? What courses see the largest enrollment an indication of need?**

Enrollment data can be found in the APR folders:

(X:) DeptShare (\\sg-tech3h2)     APR\_ACC     2019-2020     1. Program Data

Please indicate how many courses are offered in your discipline and identify the courses with the highest enrollment.

### ***Indicator 2: Cost Effectiveness***

To answer these questions, please locate the Cost Report in your APR folder on our X drive. This report is located in the current Academic Year Folder, and then the 1.Program Data.

### ***Indicator 3: Quality***

This section includes responses to questions regarding assessment, curriculum, accreditation, industry credentials, articulation agreements, partnerships, and student and employer satisfaction. Plan/Reports for Learning Improvement will be helpful in answering these questions.

## **8. Measurable Learning Outcomes: What are the expected outcomes of the Discipline?**

Discipline outcomes have been created through in the previous ICCB Program Review and Waubonsee Annual Update process. If Discipline outcomes have not been created, please use the guidelines below.

Students in transfer disciplines intend to graduate with an Associates of Arts or an Associates of Science in order to transfer to a four-year institution to complete a degree in a specific major. Associates of Arts or an Associates of Science in order to transfer to a four-year institution to complete a degree in a specific major. Please review your discipline holistically and create outcomes that apply to all of your courses to prepare students to transfer into a four-year program. Here are examples from Waubonsee faculty created as a part of their program review:

Mathematics:



1. Use logical reasoning and mathematical principles to solve problems.
2. Interpret information and reasoning expressed mathematically. (Symbols, tables, graphs, formulas, etc.)
3. Communicate mathematical information effectively.

Communications:

1. Employ communication theories, perspectives, principles, and concepts.
2. Create competent messages appropriate to the audience, purpose, and context.
3. Critically analyze messages and meanings.

**12. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning?**

Please share assessment results in this question, include what you have discovered through the assessment of student learning outcomes and curricular changes you have made as a result. Results should correspond directly to course outcomes.

Past responses to this question suggest students met a certain overall level or grade on an exam or in the course. This does not provide the detail needed to know if students are meeting course outcomes. Please see the [Introduction to Assessment](#) page on the faculty development website. This provides an overview that details the difference between assessment and grading and why it is important to understand performance on course outcomes.

**22. Did the review of Discipline quality result in any consideration of future actions or modifications?**

Review your responses from the Quality section. Discuss any changes that may be implemented based on your responses. If you plan to take any actions or make any modifications, please articulate and explain your reasons. The purpose of this review is discipline improvement. Please consider what you learned about your discipline in the Quality section responses and list anything you will be doing differently as a result of this review.

***Performance and Equity***

The number of students enrolled, credit hours produced and success rates for each of your courses are provided for you to review.

**18. Create goals for course enrollment, course completion, persistence and success. How the data does provided support student success goals you created?**

To answer this question, review the data included above and the APR Comparison and APR Course reports located in your APR academic year folder in the enclosed 1. Program Data folder. Items to look for: Course completion rates, DWF rates, persistence rates etc. Do your enrollments, persistence and success goals meet your expectations?

### **19. What disaggregated data was reviewed?**

A response to this question is below:

Data was retrieved from the Advance Data Warehouse and sourced from Banner.

The following data was reviewed for course:

- Credit hours generated
- Total students enrolled
- Success rates excluding withdrawals
- Withdrawal rates
- Grade distributions
- Modalities offered

Equity data for all above was provided for courses with enrollment of 10 or more students.

**20. Were there any identifiable gaps in the data? Please explain.** What does the data tell you? Are there areas that tell a story you were not aware of? (Example: equity, success or enrollment gaps) Explain.

### **Goal Planning**

The focus of this section is to consider the entire review and respond appropriately with the goal of continuous improvement.

### **25. Discipline Goals:**

**List three measurable discipline goals to work on for the next 5 years that address needs identified in this review and that align with the Educational Affairs Plan.**

Goals should align with discoveries or improvements needed based on this review. These should also align with the Educational Affairs Plan. If you already articulated your goals last year, please describe progress on each goal. If you completed a goal, create another.

**26. Resources and Support: List and describe resources and support needed to implement the discipline goals listed above and other needs to sustain improvements to your program. (Example: tutoring, software, professional development).**

The due date of December 1<sup>st</sup> was selected to align with budget. Responses to this question will inform the dean on budget considerations for the upcoming academic year.

### **Review Results**

**Rationale: Provide a brief summary of the review findings and a rationale for any future modifications.**

After looking at this review as a whole, provide a brief summary of the findings.

**Intended Action Steps: What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.**

Review each section of this report. Intended action steps should align with discoveries and information articulated in the entire review. Include a detailed timeline and anticipated completion dates for all steps.

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