ICCB Program Review Report

WAUBONSEE
COMMUNITY COLLEGE

August 2017

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Career & Technical Education – Mass Communication

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	2017

PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Mass Communication	**AAS Cert**	**60 16**	**10.0202**	**Mass Communication**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	**AAS** 1. Identify issues or theoretical perspectives represented in Mass Communication studies. 2. Evaluate mass-mediated messages. 3. Demonstrate television technical skills in multi camera studio, single camera electronic film production, or post-production editing. 4. Identify issues of diversity that influence the mass communication process of constructing messages for a variety of audiences or assessing messages from a variety of sources. 5. Assemble a portfolio of production samples illustrating basic competencies in an area of mass communication. **Certificate** 1. Identify issues or theoretical perspectives represented in Mass Communication studies. 2. Evaluate mass-mediated messages. 3. Demonstrate television technical skills in multi camera studio, single camera electronic film production, or post-production editing.
To what extent are these objectives being achieved?	These outcomes are being achieved through textbook readings, classroom lecture, classroom demonstration, group discussions, research projects, written homework assignments, hands-on homework assignments and clinical/practicum experiences. In 2016, Waubonsee (WCC) enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.

Past Program Review Action What action was reported last time the program was reviewed?	Continued with minor improvements

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

List all pre-requisites for this program (courses, placement scores, etc.).	**Course**	**Pre-requisite**
	MCM 205 Basic Broadcast Announcing	Pre-requisite: MCM 130
	MCM 211 Introduction to Radio Production	Pre-requisite: MCM 130
	MCM 215 Basic News Writing	Pre-requisite: ENG 101 or ENG 152 or concurrent
	MCM 245 Mass Media Ethics and Laws	Recommended Pre-requisite: MCM 130 or concurrent enrollment
	MCM 280 Mass Communication Capstone	Pre-requisite: Consent of instructor

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).

Mass Communication AAS

General Education (18 SH):
COM 100 Fundamentals of Speech Communication (3)
ENG 101 First-Year Composition I or ENG 152 Business Communication (3)
ENG 102 First-Year Composition II or ENG 153 Technical Writing (3)
PSY 100 Introduction to Psychology (3)
Humanities/Fine Arts Elective (3)
MTH Elective (3)

Major Requirements (27 SH)
MCM 130 Intro to Mass Communication (3)
MCM 140 Television & Media Production I (3)
MCM 201 Broadcast Writing (3)
MCM 205 Basic Broadcast Announcing (3)
MCM 211 Intro to Radio Production
MCM 215 Basic News Writing (3)
MCM 245 Mass Media Ethics and Law (3)
MCM 280 Mass Communication Capstone (3)
ITS 297 Internship (3)

Electives (15 SH)
COM 110 Voice and Diction, COM 115 Online Communication, COM 121 Communication in the Workplace, COM 135 Intro to Integrated Marketing, COM 150 Intercultural Communication, COM 200 Advanced Speech Communication, MCM 221 Basic News Editing, MCM 240 Television and Media Production II, MCM 243 Film Production, MCM 296 Special topics, MUS 110 Music Careers, MUS 211 Intro to Recording Studio, MUS 213 Advanced Studio Recording, THE 110 The Art of Oral Interpretation.

Mass Communication Certificate

Course Requirements (16)
MCM 130 Intro to Mass Communication (3)
MCM 140 Television & Media Production I (3)
MCM 201 Broadcast Writing (3)
MCM 205 Basic Broadcast Announcing (3)
MCM 240 Television and Media Production II (3)
OR
MCM 243 Film Production (3)

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This program does not require content/credit beyond 30 hours for a certificate or 60 hours for a degree.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	According to Economic Modeling Specialist International (EMSI) labor market data, the Chicago Metropolitan Area had 2,344 positions in target occupations this area in 2016 which is 20 percent below the national average. There were 36 regional program completions in the related CIP code with only 38 regional job openings in 2015. Regional openings in 2016 were 37.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2011 and 2016, job growth in this program increased by 3.6 percent. Projections for the next five years anticipate an overall decrease of 0.9 percent by 2021.
1.3 What is the district and/or regional need?	Currently, there are 356 jobs in the district with seven positions expected to be added between 2016 and 2021 in the WCC district, which represents a projected increase of two percent. This is slightly below the average expected growth of all occupations in our district which is three percent growth.
1.4 How are students recruited for this program?	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that WCC collaborates with which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.
1.5 Where are students recruited from?	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs. Opportunities are available for those interested to tour the facilities and learn more about the program.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of the Mass Communications program did not result in actions or modifications.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development

2.2 How do costs compare to other programs on campus?	The costs associated with this program is $3,926.29 per load hour which is 94 percent more than the institutional average of $1,899.79 per load hour. The program costs for the Mass Communication program are higher than average due to the equipment and space requirements required for instruction in this discipline. The television studio equipment and field production equipment have been upgraded to high definition formats, which is the standard for broadcast television and digital film production.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program and its costs through tuition and fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of cost for the Mass Communication program did not result in any actions or modifications.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The Mass Communications program has many strengths. The equipment, including the advance to high definition cameras, and the addition of a new Control Room and Media Lab, are strengths for both the certificate and AAS degree program. Students learn on industry-standard equipment which is essential to their success after graduation.
3.2 What are the identified or potential weaknesses of the program?	An identified weakness of the program is that the primary television studio needs to be updated. Even with the addition of a new Media Lab and High Definition cameras, the studio needs the up-to-date control systems to pull all of the technology and production procedures together. New control systems are required to provide upgraded power, operator communication, and camera process engineering. For future growth of the program and increased utilization of the studio, the studio needs LED lighting instruments and air conditioning systems to maintain comfortable conditions for students/staff and to maintain safe temperature levels for equipment efficiency and longevity.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery methods provided for students in the Mass Communication program includes face-to-face and online.
3.4 How does this program fit into a career pathway?	The career pathway is Radio and Television Broadcasting Technology/Technician.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Mass Communication program includes a number of television production courses with the curriculum. Although the majority of class time is designated within the WCC Television Studio, some additional learning activities have been developed. In our MCM 240 Television and Media Production II course, several class sessions are conducted at the Field House where students perform production duties televising the men's and women's basketball games. Along with the roles of camera operator, cable grip, and technical director, the students also perform the pre-and-post production requirements of camera/system setup and teardown. This applied teaching experience has been an important learning component for students by utilizing technical and creative skills, and gaining first-hand knowledge of the physical rigors of live television work. Within the same course, students also produce episodes of *On Track*, a college produced musical variety show. Each student is given the responsibility to produce/direct an entire 30 minute episode.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Dual credit is offered from MCM 130, Introduction to Mass Communications, at West Aurora High school.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Work-based learning opportunities are integrated into the curriculum through the Mass Communication Production Internship where students intern at WCC's TV studio or in the community. Although the internship is not required, participation is encouraged.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not available for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The Mass Communication program has 2+2 articulation agreement in place with Western Illinois University for students to complete their Bachelor's degree in Mass Communications.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The Mass Communication program has actively sought out connections and input from area businesses. Designated professionals serve as members of the Mass Communication Advisory Panel. During panel meetings, members review courses, curriculum, and the college resources available to students. The advisory board includes faculty, VALEES representatives, and professionals from Nexvision Productions, Global Satellite Services and the Northern Illinois TV center.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for courses in this program is 16:1. The class enrollment range is between eight and 25.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.
3.16 What is the status of the current technology and equipment used for this program?	Efforts have been made by the college to transition older equipment and technology. Some recent advances include: our television production cameras have been replaced with high definition, a Media Lab with fifteen computer work stations to serve the requirements for all radio/television and film courses was established and a secondary television production control room in the Field House designed for use in producing live/recorded/streamed programming focused on college sports and special events was added. However, even with these advances, the growth of enrollment and utilization of the equipment has outpaced the current inventory of technology for student use. It should also be pointed out that the current college television studio does not have the required control systems to provide state-of-the-art calibration, power, and intercom functions to effectively meet production and instructional needs of faculty and staff.
3.17 What assessment methods are used to ensure student success?	The program uses various assessments including exams, assignments, and projects to ensure student success.

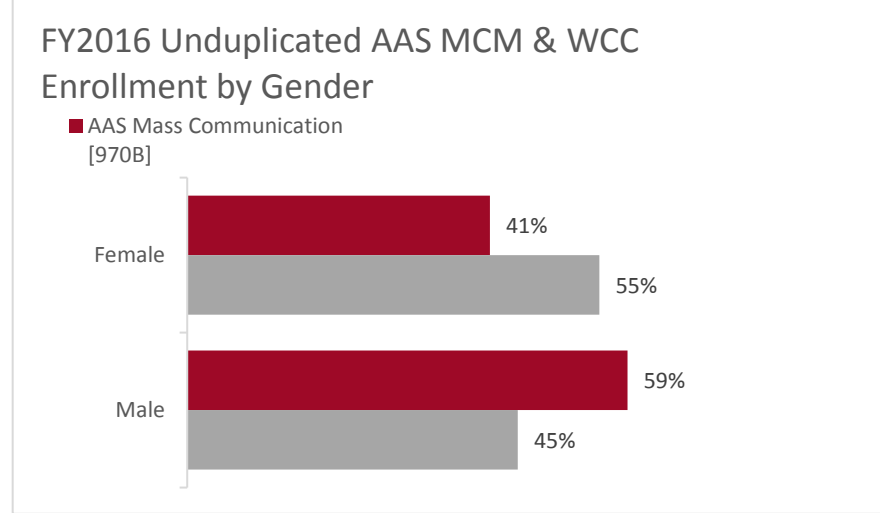|	
3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The Mass Communications program has developed an active Advisory Council of area professionals. The members of this council are provided with copies of course requirement, program outcomes, and designated committee time to tour and review the technology resources necessary for the effective student learning.
3.21 How often does the program advisory committee meet?	Beginning 2018, the Mass Communication Advisory Committee will meet at least once annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Based on informal conversations with employers on our advisory board we believe our graduates are prepared and employers are satisfied. However, we do not have documented evidence to support this claim. One goal for us this year is to address the need for an employer survey and the addition of including an assessment at internship sites.
3.23 How is employer satisfaction information collected?	The Mass Communications program benefits from the input of district employers through Advisory Committee meetings and internship placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Discussions have taken place regarding the type of equipment that students need access to in order to learn the essential skills needed.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	Mass Communications				
CIP CODE	10.0202				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	AAS 26 Cert 21	AAS 22 Cert 23	AAS 22 Cert 14	AAS 20 Cert 18	AAS 27 Cert 21
NUMBER OF COMPLETERS	AAS 00 Cert 00	AAS 03 Cert 03	AAS 01 Cert 00	AAS 00 Cert 02	AAS 01 Cert 02

How does the data support the program goals? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.
What disaggregated data was reviewed?	Data reviewed was retrieved from the Banner student system. Students who selected the Mass Communication AAS or Certificate as a major were included in this report.
Were there gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may have been students not included in the analysis because they did not select Mass Communications as their program of study.
What is the college doing to overcome any identifiable gaps?	WCC is reviewing practices to increase the accuracy of major definitions without impeding access.
Are the students served in this program representative of the total student population? Please explain.	**AAS Mass Communications** **Demographics:** The AAS degree aligns with WCC's population with the largest representation from White students followed by Hispanic or Latino students. The Mass Communications program has 26 percent enrollment from our Black or African American students, which is much higher than the overall college. FY2016 Unduplicated AAS MCM & WCC Enrollment by Race ■ AAS Mass Communication [970B] ■ WCC Credit Students White — 44% / 58% Hispanic or Latino — 26% / 27% Black or African American — 26% / 8% Asian — 0% / 4% Prefer Not to Answer — 4% / 1% Other/Not listed/Not… — 0% / 1% American Indian/Alaskan… — 0% / 0% Native Hawaiian/Pacific… — 0% / 0% Two or More Races — 0% / 0%

Gender: The AAS program has a higher percentage of male students compared to the overall population.

FY2016 Unduplicated AAS MCM & WCC Enrollment by Gender

■ AAS Mass Communication [970B]

Female 41%
55%

Male 59%
45%

AAS Mass Communications
Age: The AAS program has similar representation with the college population in enrollment by age. The two largest populations for the associate's degree are students between 18-20 and 21-24.

FY2016 Unduplicated AAS MCM & WCC Enrollment by Age

■ AAS Mass Communication [970B]

00-17 0%
3%

18-20 59%
53%

21-24 22%
30%

25-34 7%
20%

35-44 7%
9%

45-54 4%
5%

55-64 0%
2%

65+ 0%
1%

Certificate Mass Communications
Demographics: The certificate program aligns with WCC's population with the largest representation from White students and the second largest population from Hispanic or Latino students.

FY2016 Unduplicated MCM Certificate & WCC Enrollment by Race

- Mass Communication [972B]
- WCC Credit Students

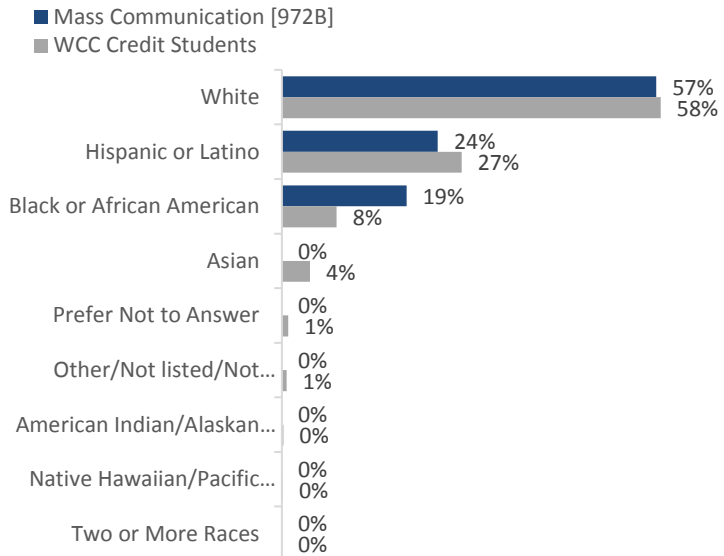| Race	Mass Communication [972B]	WCC Credit Students
White	57%	58%
Hispanic or Latino	24%	27%
Black or African American	19%	8%
Asian	0%	4%
Prefer Not to Answer	0%	1%
Other/Not listed/Not…	0%	1%
American Indian/Alaskan…	0%	0%
Native Hawaiian/Pacific…	0%	0%
Two or More Races	0%	0%

Certificate Mass Communications
Gender: The certificate program has a higher percentage of male students compared to the overall population at WCC.

FY2016 Unduplicated MCM Certificate & WCC Enrollment by Gender

- Mass Communication [972B]
- WCC Credit Students

Gender	Mass Communication [972B]	WCC Credit Students
Female	43%	55%
Male	57%	45%
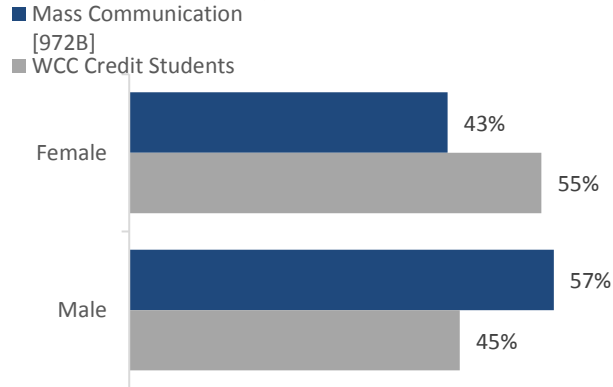
Certificate Mass Communications
Age: The certificate program has similar representation compared to the college population. The two largest populations for the certificate are students between 18-20 and 21-24.

FY2016 Unduplicated MCM Certificate & WCC Enrollment by Age

- Mass Communication [972B]
- WCC Credit Students

Age	Mass Communication	WCC Credit Students
00-17	0%	3%
18-20	38%	53%
21-24	43%	30%
25-34	29%	20%
35-44	0%	9%
45-54	5%	5%
55-64	0%	2%
65+	0%	1%

AAS Mass Communications
Demographics: The AAS degree aligns with WCC's district population with the largest representation from White students and the second largest population from Hispanic or Latino students.

FY2016 Unduplicated AAS MCM Program Enrollment & District Population by Race
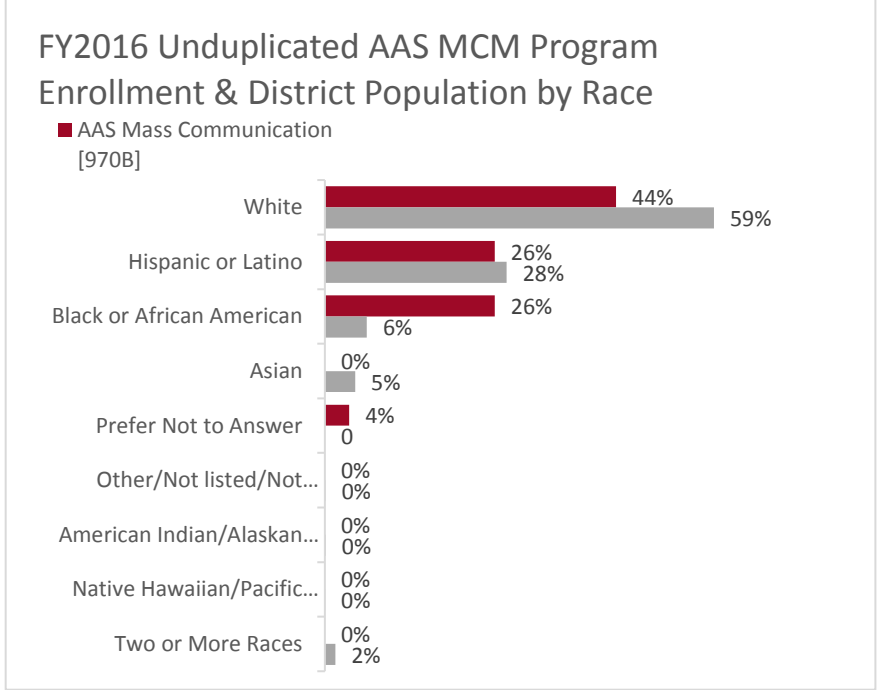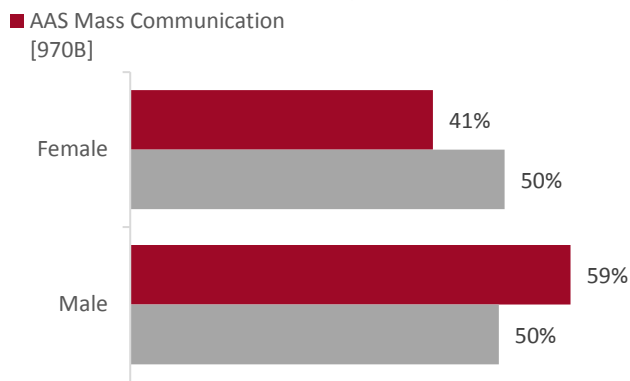
- AAS Mass Communication [970B]

Race	AAS Mass Communication	District Population
White	44%	59%
Hispanic or Latino	26%	28%
Black or African American	26%	6%
Asian	0%	5%
Prefer Not to Answer	4%	0
Other/Not listed/Not...	0%	0%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	2%
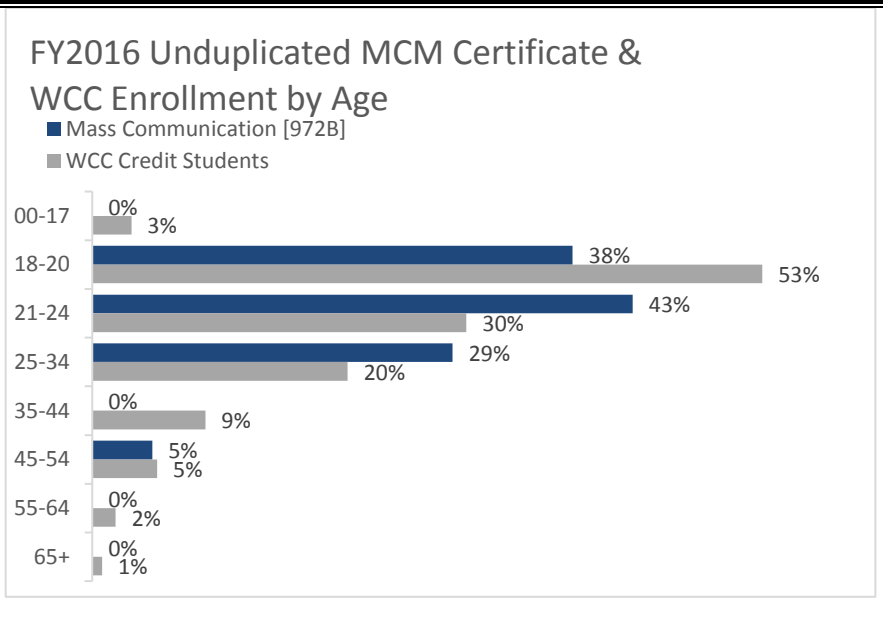
Are the students served in this program representative of the district population? Please explain.

AAS Mass Communications
Gender: The AAS degree has a higher percentage of male students compared to the overall district population.

FY2016 Unduplicated AAS MCM Program
Enrollment & District Population by Gender

■ AAS Mass Communication
[970B]

Female — 41% / 50%

Male — 59% / 50%

AAS Mass Communications
Age: The AAS program representation differs from the district
population by age. The two largest populations for the associate's degree
are students between 18-20 and 21-24. The largest district populations are
between the ages of 0-17 and 35-44.

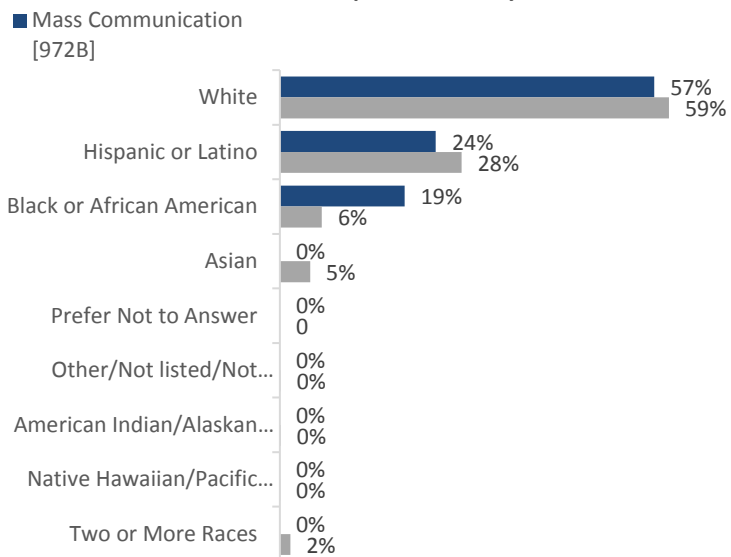FY2016 Unduplicated AAS MCM Program
Enrollment & District Population by Age

■ AAS Mass Communication
[970B]

Age	AAS	District
00-17	0%	28%
18-20	59%	4%
21-24	22%	5%
25-34	7%	12%
35-44	7%	15%
45-54	4%	14%
55-64	0%	11%
65+	0%	10%
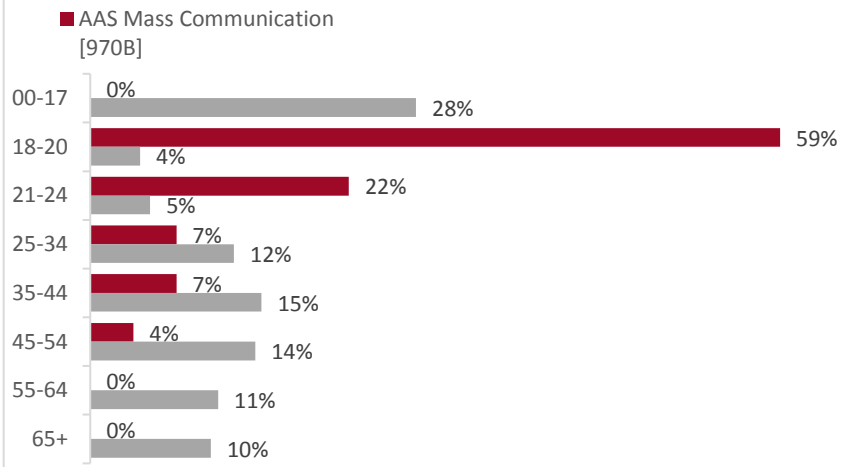
Certificate Mass Communications
Demographics: The Mass Communications certificate enrollment aligns
with WCC's district population with the largest representation from
White students and the second largest population from Hispanic or Latino
students.

FY2016 Unduplicated MCM Certificate Enrollment & District Population by Race

■ Mass Communication [972B]

Race	Mass Communication	District
White	57%	59%
Hispanic or Latino	24%	28%
Black or African American	19%	6%
Asian	0%	5%
Prefer Not to Answer	0%	0
Other/Not listed/Not...	0%	0%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	2%

Certificate Mass Communications

Gender: The Mass Communications certificate has a higher percentage of male students compared to the overall district population. The enrollment in the MCM Certificate program is 57 percent male and 43 percent female.

FY2016 Unduplicated MCM Certificate Program Enrollment & District Population by Gender

■ Mass Communication [972B]
■ District

Gender	Mass Communication	District
Female	43%	50%
Male	57%	50%
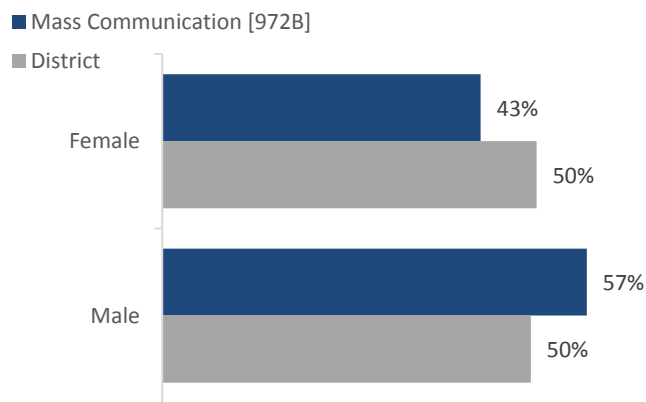
Certificate Mass Communications

Age: The certificate program representation differs from the district population by age. The two largest populations for the associate's degree are students between 18-20 and 21-24.

FY2016 Unduplicated MCM Certificate Enrollment & District Population by Age

■ Mass Communication [972B]

Age	Mass Communication	District Population
00-17	0%	28%
18-20	38%	4%
21-24	43%	5%
25-34	29%	12%
35-44	0%	15%
45-54	5%	14%
55-64	0%	11%
65+	0%	10%

REVIEW RESULTS

Action **(Select your recommendation)**	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Mass Communication program provides unique learning opportunities for district students and the community. This program gives students hand-on learning opportunities in partnership with the college's educational television channel. In addition, students are able to transfer to Western Illinois University through an articulation agreement.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Intended action steps include: • Review results of facilities plan to identify upgrades needed to the studio or equipment. Timeline: Spring 2018 • Convene an Advisory Committee to meet once per year. Timeline: Fall 2017 • Establish completion goals.

Career & Technical Education – Audio Production Technology

COLLEGE NAME:	Waubonsee Community College			
FISCAL YEAR IN REVIEW:	2017			

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
Audio Production Technology	**Cert**	**17**	**10.0203**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. Create music utilizing computer hardware, software or other technology equipment used in the audio production field. 2. Demonstrate the proficient application of mixing and mastering techniques. 3. Create professional quality portfolios. 4. Demonstrate the ability to test, troubleshoot or repair equipment used in the audio production field.
To what extent are these objectives being achieved?	The Audio Production Technology program outcomes are being achieved at the course level through projects, tests and portfolios. In 2016, WCC enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.
Past Program Review Action What action was reported last time the program was reviewed?	Continued with minor improvements

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	**Course**	**Pre-requisite**
	MUS 213 Advanced Studio Recording	Pre-requisite: MUS 211
	MUS 121 Theory of Music I	Recommended Pre-requisite: MUS 120

INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
2.2 How do costs compare to other programs on campus?	The costs associated with this program are 50 percent more than the institutional average of $1,899.79 per load hour.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program and its costs through tuition and fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported at this time by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of cost for the Audio program did not result in any actions or modifications.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The Audio Production Technology program's strengths are housed with the computer software and hardware that is industry standard according to production studios. We have the capability to record a full band in the advanced recording studio. The strength in the program's equipment includes allowing students to work on sampling, MIDI hardware, audio synthesis, video/audio production, and other techniques that are needed in the audio production industry.
3.2 What are the identified or potential weaknesses of the program?	The weakness of the program is that we need PC computers that meet the needs of the studio. This topic has been discussed with our Information Technology department and they are reviewing this request for next year.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The Audio Production Technology program courses are delivered face-to-face.
3.4 How does this program fit into a career pathway?	The Career Pathway is Recording Arts Technology/Technician.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	A recent innovation implemented was the addition of the Introduction to Entrepreneurship course into our curriculum.

3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	The Audio Certificate program provides students at West Aurora High school the opportunity to earn dual credit for the MCM 130 Introduction to Mass Communications course.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Although work-based learning opportunities are not integrated into the certificate curriculum, students have the opportunity to apply for internships with local studios. We have collaborated with Gremlen Studios in Aurora, Illinois, and approximately five students do internships at this studio. This is an excellent way for students to gain real world experience in audio production.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation or cooperative agreements in place for this program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	We have partnered with Gremlen Studios in Aurora, Illinois, for our internship program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for the Audio Production Technology program is 17:1. The minimum average course size is 11 students with a maximum average course size of 25.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.
3.16 What is the status of the current technology and equipment used for this program?	According to our annual review, the Audio Production Technology Certificate program technology and equipment meet current industry standards.

3.17 What assessment methods are used to ensure student success?	The program uses various assessments including exams, assignments, papers and final portfolios to ensure student success.
3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Committee meetings are held with business leaders from Gremelen Studio, Backthird Audio and the Paramount Theater. Representatives participate in the meeting and share advice on current trends in the industry, our curriculum, and the skills and knowledge our students should have when they complete the certificate.
3.21 How often does the program advisory committee meet?	Beginning 2018, the Mass Communication Advisory Committee will meet at least once annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	WCC does not have a standard process of collecting employer satisfaction information is currently in the process of developing an employer survey.
3.23 How is employer satisfaction information collected?	Employer satisfaction information is collected through Business Advisory meetings and internship feedback.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of this program did not result in any actions or modifications.

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE PROGRAM	Audio Production Technology				
CIP CODE	10.0203				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	11	25	22	25	30
NUMBER OF COMPLETERS	2	5	2	6	2

How does the data support the program goals? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.
What disaggregated data was reviewed?	Data reviewed was retrieve from our Banner student system. Students who selected the Audio Production Technology Certificate as a major were included in this report.
Were there gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may have been Audio Production Technology students not included in the analysis because they did not select the certificate as their program of study.
What is the college doing to overcome any identifiable gaps?	WCC is reviewing practices to increase the accuracy of major definitions without impeding access.
Are the students served in this program representative of the total student population? Please explain.	**Demographics:** The Audio Production Technology certificate enrollment has a stronger representation from Black or African American students than the overall college population. **Gender:** The Audio Production Technology program has a higher percentage of male students compared to the overall population. The enrollment in the program is 87 percent male.

FY2016 Unduplicated Audio Certificate
Program & WCC Enrollment by Gender
■ Audio Production Technology [986A]
■ WCC Credit Students

Female — 13%
Female — 55%
Male — 87%
Male — 45%

Age: The Audio Production Technology program has similar representation with the total population in enrollment by age.

FY2016 Unduplicated Audio Certificate
Program & WCC Enrollment by Age
■ Audio Production Technology [986A]
■ WCC Credit Students
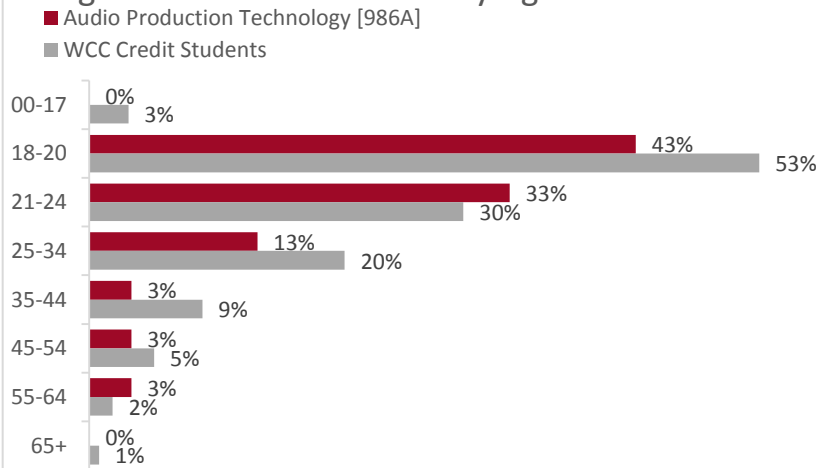
00-17: 0% / 3%
18-20: 43% / 53%
21-24: 33% / 30%
25-34: 13% / 20%
35-44: 3% / 9%
45-54: 3% / 5%
55-64: 3% / 2%
65+: 0% / 1%

Are the students served in this program representative of the district population? Please explain.	**Demographics:** The certificate program aligns with WCC's district population with the largest representation from White students and the second largest population from Hispanic or Latino students and the third largest population from Black or African American students.

FY2016 Unduplicated Audio Certificate Program
Enrollment & District Population by Race

■ Audio Production Technology [986A]
■ District

Race	Audio Production Technology [986A]	District
White	43%	59%
Hispanic or Latino	30%	28%
Black or African American	20%	6%
Asian	3%	5%
Prefer Not to Answer	0%	0
Other/Not listed/Not...	0%	0%
American Indian/Alaskan...	3%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	2%
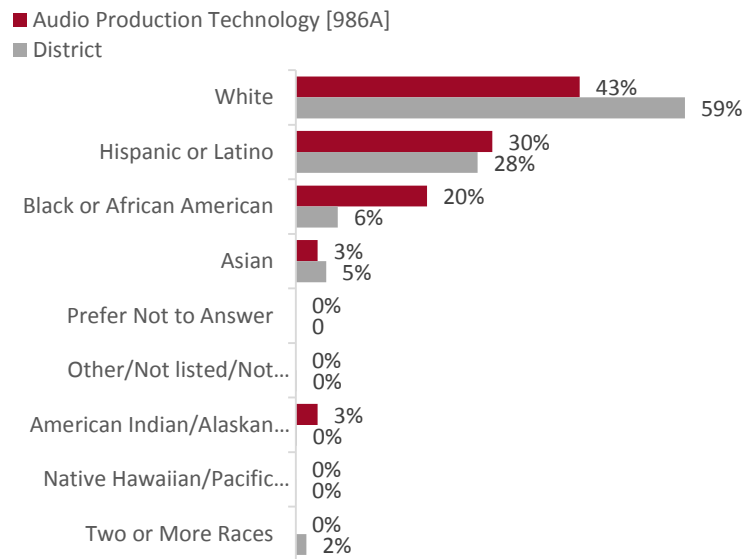
Gender: The Audio Production Technology program has a higher percentage of male students compared to the demographic population. The Audio Production Technology program's overall population is 87 percent male and 13 percent female.

FY2016 Unduplicated Audio Certificate Program
Enrollment & District Population by Gender

■ Audio Production Technology [986A]
■ District

Gender	Audio Production Technology [986A]	District
Female	13%	50%
Male	87%	50%
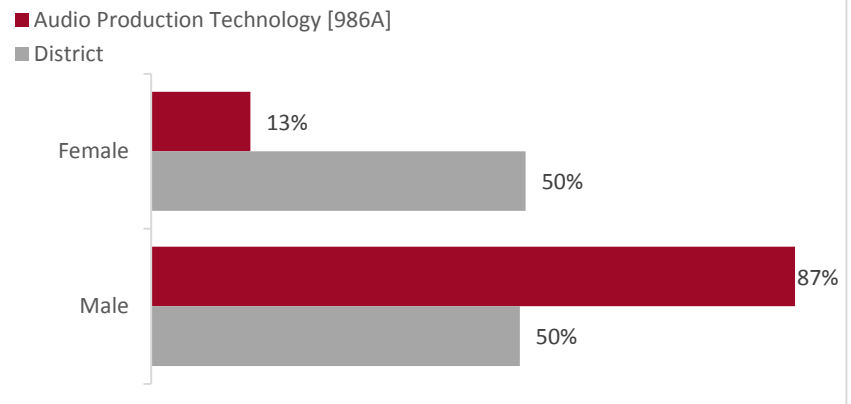
Age: The Audio Production Technology program enrollment by age differs from the district. The two largest populations for the certificate are students

between 18-20 at 43 percent and 21-24 at 33 percent.

FY2016 Unduplicated Program Enrollment & District Population by Age

■ Audio Production Technology [986A]
■ District

Age	Audio Production Technology	District
00-17	0%	28%
18-20	43%	4%
21-24	33%	5%
25-34	13%	12%
35-44	3%	15%
45-54	3%	14%
55-64	3%	11%
65+	0%	10%

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This year a facilities program and space utilization study will take place. The recording studios will be part of the study in order to accurately plan what is needed for space.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Intended action steps include: • Review results of facilities plan to identify upgrades needed to the studio or equipment. Timeline: Spring 2018 • Convene an Advisory Committee to meet once per year. Timeline: Fall 2017

Career & Technical Education – Computer Software Development

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	2017

PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Computer Software Development	**AAS Cert**	**60 15**	**11.0201**	**Computer Software Development Certificate**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	**AAS:** 1. Apply MS Office for software documentation. 2. Describe the various types of network topologies. 3. Construct web pages using HTML and CSS. 4. Construct or test object oriented software solutions to address a problem specification. 5. Formulate a project management plan to address an IT organization problem. 6. Utilize data structures to solve a programming problem **Certificate:** 1. Apply MS Office for software documentation. 2. Construct or test object oriented software solution to address a problem specification. 3. Utilize data structures to solve a programming problem
To what extent are these objectives being achieved?	These outcomes are being achieved through classroom lecture, classroom demonstration, group discussions, written homework assignments and hands-on homework assignments. In 2016, Waubonsee (WCC) enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.
Past Program Review Action What action was reported last time the program was reviewed?	Continue with minor improvements.

<table>
<tr><td colspan="3"><p align="center">*CTE P<small>ROGRAM</small> R<small>EVIEW</small> A<small>NALYSIS</small>*</p>
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</td></tr>
</table>

List all pre-requisites for this program (courses, placement scores, etc.).	**Course**	**Pre-requisite**
	CIS 115 Introduction to Programming	Recommended MTH 070 or 072 Recommended Co-requisite: CIS 116
	CIS 116 Structured Program Design	Recommended Co-requisite: CIS 115
	CIS 150 Java Programming	Recommended Co-requisite: CIS 115; WEB 110
	CIS 120 VB.NET Programming	Recommended: CIS 115
	CIS 220 Advanced VB.NET, ASP.NET	Recommended: CIS 114; CIS 120
	CIS 130 C++ Programming	Recommended: CIS 115
	CIS 230 Advanced C++	Recommended: CIS 130
	CIS 250 Advanced Java	Recommended: CIS 150
	CIS 252 Mobile Device Application	Recommended: CIS 150
	CIS 142 JavaScript Programming	Recommended: WEB 110; CIS 115
	CIS 261 PHP Web Server	Recommended: WEB 110; CIS 115

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**AAS (60)** **General Education (15)** COM 121 or COM 100 Communication (3) ENG 101 or ENG 152 (3) ENG 102 or ENG 153 (3) Economics elective (3) Mathematics Elective (3) **CIS Core Program Requirements (15)** CIS 110 Business Information Systems (3) CIS 115 Introduction to Programming (3) CIS 170 Networking Essentials (3) CIS 205 Information Technology Project Management (3) WEB 110 Web Development with HTML (3) **Computer Software Development Major Requirements (27)** BUS 100 Introduction to Business (3) CIS 116 Structured Program Design (3) CIS 150 Java Programming (3) CIS 180 Linux/UNIX Operating System (3) CIS 202 Data Management (3) **Two Language Requirement (12)** CIS 120 VB.NET programing (3) CIS 220 Advanced VB.NET, ASP.NET (3) CIS 130 C++ Programming (3) CIS 230 Advanced C++ (3) CIS 250 Advanced Java (3) CIS 252 Mobile Device Application Programming (3) CIS 142 JavaScript Programming (3) CIS 261 PHP Web Server Programming (3) **Elective (3)** Select electives from: Computer Information Systems (CIS), Geographic Information Systems courses – GEO 130, GEO 131, Internship, and World Wide Web (WEB). **Certificate (15)** **Course Requirements** CIS 110 Business Information Systems (3) CIS 115 Introduction to Programming (3) CIS 116 Structured Program Design (3) **One Language Requirement** CIS 120 VB.NET programing (3) CIS 220 Advanced VB.NET, ASP.NET (3) CIS 130 C++ Programming (3) CIS 230 Advanced C++ (3)

	CIS 150 Java Programming (3) CIS 250 Advanced Java (3) CIS 252 Mobile Device Application Programming (3) CIS 142 JavaScript Programming (3) CIS 261 PHP Web Server Programming (3)
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This program does not require credit beyond 30 hours for a certificate or 60 for a degree.

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	According to Economic Modeling Specialist International (EMSI) labor market data, the regional need is strong with 18,662 positions in target occupations for this program in the Chicago Metropolitan Area which is 27 percent above the national average. There were 581 positions open in 2016.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Although the demand remains strong, it is decreasing in comparison to the past five years. Between 2011 and 2016, job growth in this program increased by 13 percent. Projections for the next five years are flat. Job openings between 2016 and 2021 anticipate zero percent growth.
1.3 What is the district and/or regional need?	District need during the same time frame decreased one percent. This is below the average expected growth of all occupations in our district which is three percent.
1.4 How are students recruited for this program?	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that WCC collaborates with which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.
1.5 Where are students recruited from?	Students are recruited at local high schools and affiliated vocational centers through individual college visits, college fairs. In addition, WCC also reaches out to community organizations and local businesses to share information about certificate and degree programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of program need resulted in a plan to explore options for new course development, identify additional recruitment strategies and use data to make informed decisions.

INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
2.2 How do costs compare to other programs on campus?	The costs associated with this program are six percent more than the institutional average of $1,899.79 per load hour. The costs are similar in relationship to comparable programs in CIS. Program costs can fluctuate based upon required technological needs annually.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Program costs are supported by institutional funds.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of cost for the Computer Software Development program and certificate did not result in any actions or modifications.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	Strengths of the program include the opportunity to select several programming languages (in the AAS and Certificate program) and core coursework provides a firm foundation for all students and cover a breadth of knowledge needed for entry-level employment.
3.2 What are the identified or potential weaknesses of the program?	There are several courses and in particular 200-level courses that do not run due to low enrollment. This is a weakness of the program and further data analysis will identify where students fall out of the program. Overall enrollment is not at the preferred level and completions occur at a lower percentage. These identified weaknesses make it difficult to consider new programs and courses in potentially high growth areas.
3.3 What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)?	Courses within the program are delivered in a traditional format and online.
3.4 How does this program fit into a career pathway?	The AAS and certificate in Computer Software Development follow the Computer Programming/Programmer, General pathway. The program provides the competencies and skills necessary for entry-level employment in software development. The required programming languages and core courses are directly related to knowledge needed in the industry.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The program implemented simulation software (i.e. My IT Lab, SimLab) to allow students hands-on work with the software and access to the needed software in off-campus settings. In addition to the simulation capabilities of the software, the supplemental resources also provided ways for students to complete coursework and reinforce concepts in order to meet the objectives and outcomes of the course. Additionally, faculty exploration of new technologies is encouraged and supported.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	The Computer Software Development program provides students at East Aurora High School the opportunity to earn dual credit for the CIS 110, Business Information Systems.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students have the option and are encouraged to choose an internship as an elective. However, work-based learning opportunities are not currently integrated into the curriculum.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	Industry-recognized credentials are not offered for this program. Students have the opportunity to select elective courses to complete the Microsoft Office Software Specialist.
3.10 Is this an apprenticeship program? If so, please elaborate.	The Computer Software Development program is not an apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	A licensure examination is not applicable in this program.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Waubonsee Community College has an articulation agreement for all AAS degrees with Governors State University for their Interdisciplinary Studies degree program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No partnerships were formed since the last review that would increase the quality of the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for the AAS program in Computer Software Development is 14:1. The minimum average course size is four students with a maximum average course size of 24. The faculty to student ratio for the certificate program is 13:1. The minimum average course size is four students with the maximum average course size of 20.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.
3.16 What is the status of the current technology and equipment used for this program?	During annual budget meetings, the technological needs of the program are assessed to ensure that the program receives an adequate budget to secure software and equipment to support the teaching and learning.
3.17 What assessment methods are used to ensure student success?	Faculty have worked to create program and course outcomes. Once data is collected, it will inform the program. Additionally, each instructor develops periodic and end of course assessments (exams, projects, etc.) to measure success at points in time and at the end of each courses.
3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	At this time, employer engagement is limited to students completing internships, however, this review and best practices in program growth and development requires that a robust advisory group be a priority going forward.
3.21 How often does the program advisory committee meet?	We currently do not have an active advisory group in place. Building a robust advisory group is a priority for this program for FY2018 and will allow for employer feedback on an annual basis to inform the efficacy, and needs of the program.
3.22 How satisfied are employers in the preparation of the program's graduates?	CTE programs benefit from the input of district employers through a variety of means, including Advisory Groups, Internship placement/evaluation, etc. Building a robust advisory group is a priority for this program and will allow for employer feedback on a consistent basis to inform the efficacy, and needs of the program.

3.23 How is employer satisfaction information collected?	Although a formal process of collecting employer information is currently being developed, CTE programs benefit from the informal input of district employers and information is collected through a variety of means, including Advisory Groups, and Internship placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality resulted in two actions. We realize that we need to build a robust advisory group and we need to create an employer survey to have a better understanding of employer satisfaction. Both of these items are goals for our next academic year.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	**Computer Software Development**				
CIP CODE	*11.0201*				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	AAS 19 CERT 12	AAS 38 CERT 12	AAS 44 CERT 17	AAS 45 CERT 14	AAS 49 CERT 19
NUMBER OF COMPLETERS	AAS 2 CERT 2	AAS 1 CERT 3	AAS 2 CERT 4	AAS 2 CERT 5	AAS 1 CERT 1
How does the data support the program goals? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.				
What disaggregated data was reviewed?	Data reviewed was retrieved from the Banner student system. Students who selected the CIS as a major were included in this report.				
Were there gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may have been Computer Software Development students not included in the analysis who did not select CIS as a major.				
What is the college doing to overcome any identifiable gaps?	WCC is reviewing practices to increase the accuracy of major definitions without impeding access.				
Are the students served in this program representative of the total student population? Please explain.	**AAS Computer Software Development** **Demographics:** The AAS program aligns with WCC's population with the largest representation from White students and the second largest				

population from Hispanic or Latino students.

FY2016 Unduplicated Program & WCC Enrollment
by Race

■ AAS Comp Software Development [220D]
■ WCC Credit Students

Race	AAS	WCC
White	53%	58%
Hispanic or Latino	32%	27%
Black or African American	9%	8%
Asian	4%	4%
Prefer Not to Answer	3%	1%
Other/Not listed/Not...	0%	1%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	0%
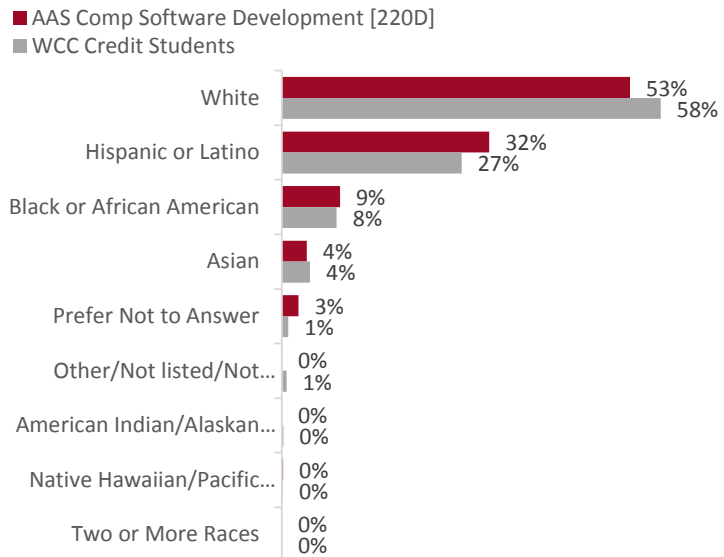
AAS Computer Software Development
Gender: The AAS program has a higher percentage of male students compared to the overall population at WCC. The enrollment in the AAS degree in Computer Software Development is 85 percent male and 15 percent female.

FY2016 Unduplicated Program & WCC Enrollment
by Gender

■ AAS Comp Software Development [220D]
■ WCC Credit Students

Gender	AAS	WCC
Female	15%	55%
Male	85%	45%

AAS Computer Software Development
Age: The AAS program has similar representation with the total population in enrollment by age. The two largest populations for the associate's degree are students between 18-20 and 21-24.

FY2016 Unduplicated Program & WCC Enrollment
by Age

■ AAS Comp Software Development
[220D]
■ WCC Credit Students

Age	AAS	WCC
00-17	1%	3%
18-20	33%	53%
21-24	33%	30%
25-34	19%	20%
35-44	11%	9%
45-54	5%	5%
55-64	1%	2%
65+	0%	1%

Certificate Computer Software Development
Demographics: The certificate aligns with the college's population with the largest representation from White students and the second largest population from Hispanic or Latino students. The third largest population for the certificate program is Asian which does not align with the college's enrollment pattern.

FY2016 Unduplicated Program & WCC Enrollment by
Race
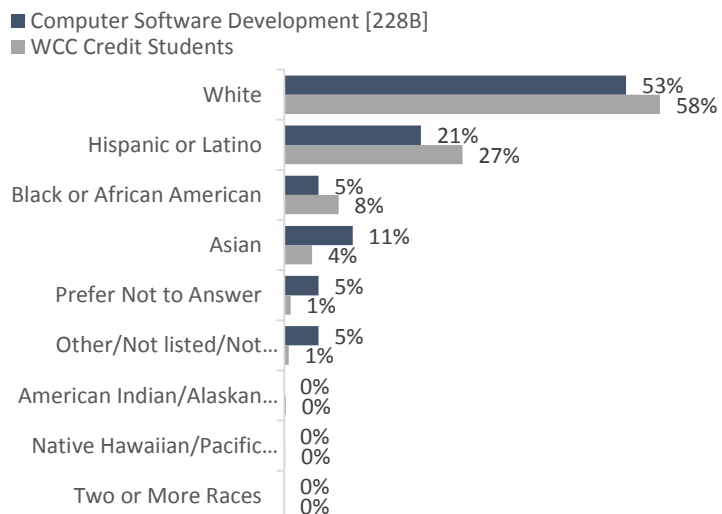
■ Computer Software Development [228B]
■ WCC Credit Students

Race	Program	WCC
White	53%	58%
Hispanic or Latino	21%	27%
Black or African American	5%	8%
Asian	11%	4%
Prefer Not to Answer	5%	1%
Other/Not listed/Not…	5%	1%
American Indian/Alaskan…	0%	0%
Native Hawaiian/Pacific…	0%	0%
Two or More Races	0%	0%

Certificate Computer Software Development
Gender: The certificate program has a higher percentage of male students compared to the overall population. Enrollment in the certificate in Computer Software Development is 79 percent male and 21 percent female.

FY2016 Unduplicated Program & WCC Enrollment by Gender

- Computer Software Development [228B]
- WCC Credit Students

Gender	Computer Software Development [228B]	WCC Credit Students
Female	21%	55%
Male	79%	45%
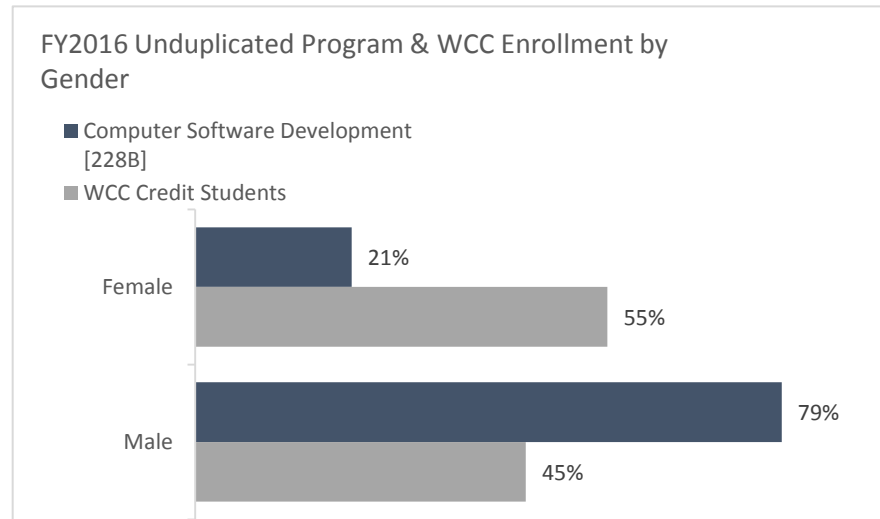
Certificate Computer Software Development
Age: The certificate program's enrollment by age group varies from the college. The two largest populations for the certificate are students between 21-24 and 25-34. WCC's two largest populations are in the 18-20 and 21-24 categories.
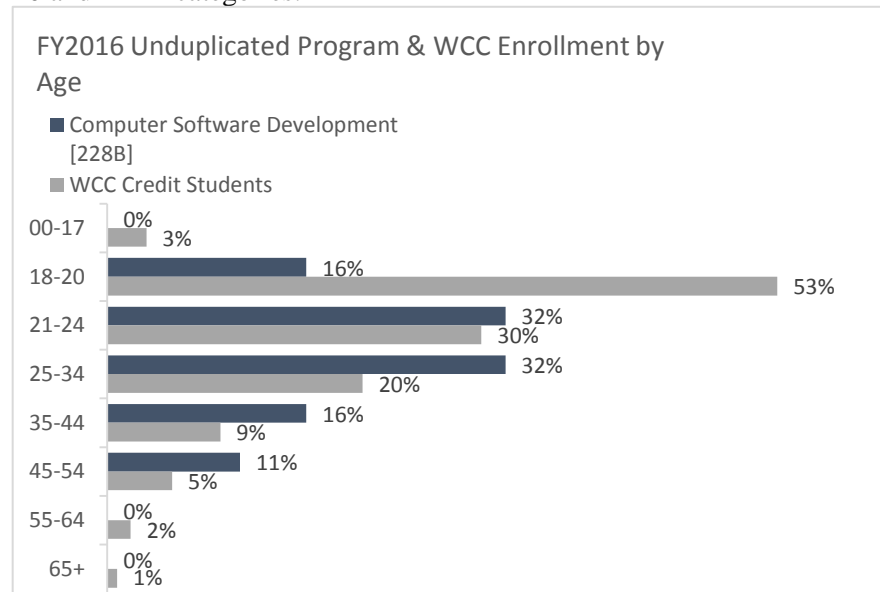
FY2016 Unduplicated Program & WCC Enrollment by Age

- Computer Software Development [228B]
- WCC Credit Students

Age	Computer Software Development [228B]	WCC Credit Students
00-17	0%	3%
18-20	16%	53%
21-24	32%	30%
25-34	32%	20%
35-44	16%	9%
45-54	11%	5%
55-64	0%	2%
65+	0%	1%

Are the students served in this program representative of the district population? Please explain.

AAS Computer Software Development
Demographics: The AAS aligns with the district population with the largest representation from White students and the second largest population from Hispanic or Latino students.

FY2016 Unduplicated Program Enrollment & District Population by Race

■ AAS Comp Software Development [220D]
■ District

Race	Value
White	53% / 59%
Hispanic or Latino	32% / 28%
Black or African American	9% / 6%
Asian	4% / 5%
Prefer Not to Answer	3% / 0
Other/Not listed/Not...	0% / 0%
American Indian/Alaskan...	0% / 0%
Native Hawaiian/Pacific...	0% / 0%
Two or More Races	0% / 2%
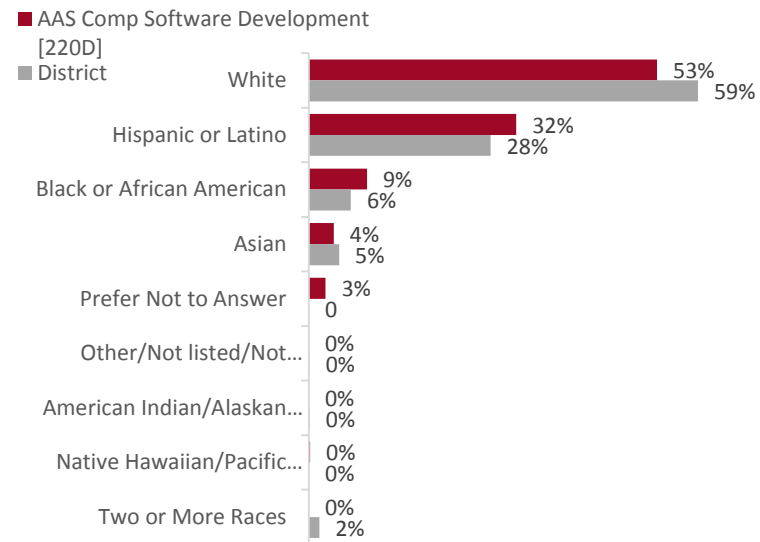
AAS Computer Software Development
Gender: The AAS degree has a higher percentage of male students compared to the district population. The certificate population is 85 percent male and 15 percent female.

FY2016 Unduplicated Program Enrollment & District Population by Gender

■ AAS Comp Software Development [220D]

■ District

Gender	AAS Comp Software Development	District
Female	15%	50%
Male	85%	50%

AAS Computer Software Development
Age: The AAS program representation is different from the district population. The two largest populations for the associate's degree are students between 18-20 and 21-24.

FY2016 Unduplicated Program Enrollment & District Population by Age

■ AAS Comp Software Development [220D]
■ District

Age	AAS Comp Software Development	District
00-17	1%	28%
18-20	33%	4%
21-24	33%	5%
25-34	19%	12%
35-44	11%	15%
45-54	5%	14%
55-64	1%	11%
65+	0%	10%

Certificate Computer Software Development
Demographics: The certificate aligns with the college district population with the largest representation from White students and the second largest population from Hispanic or Latino students. The certificate program has a much higher enrollment from Asian students than the rest of the college.

FY2016 Unduplicated Program Enrollment & District Population by Race

- Computer Software Development [228B]
- District

Race	Value 1	Value 2
White	53%	59%
Hispanic or Latino	21%	28%
Black or African American	5%	6%
Asian	11%	5%
Prefer Not to Answer	5%	0
Other/Not listed/Not...	5%	0%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	2%
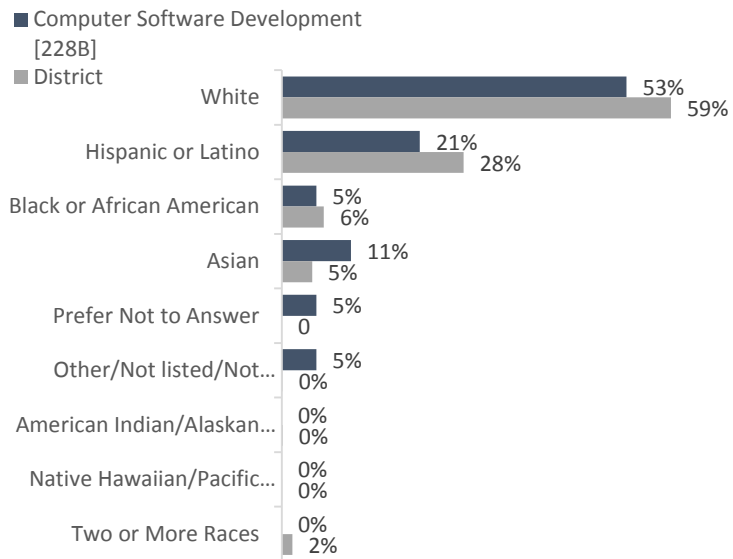
Certificate Computer Software Development
Gender: The certificate program has a higher percentage of male students compared to the overall district population. The certificates overall population is 79 percent male and 21 percent female.

FY2016 Unduplicated Program Enrollment & District Population by Gender

- Computer Software Development [228B]
- District

Gender	Value 1	Value 2
Female	21%	50%
Male	79%	50%
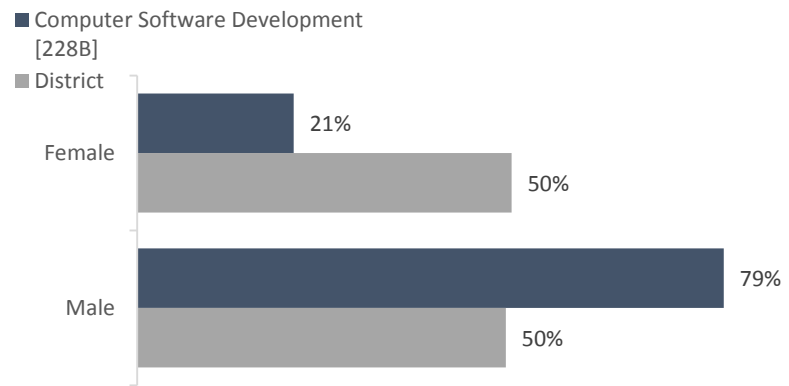
Certificate Computer Software Development
Age: The certificate representation is different from the district population. The two largest populations for the certificate are students between 21-24 and 25-34.

FY2016 Unduplicated Program Enrollment & District Population by Age

■ Computer Software Development [228B]
■ District

Age		
00-17	0%	28%
18-20	16%	4%
21-24	32%	5%
25-34	32%	12%
35-44	16%	15%
45-54	11%	14%
55-64	0%	11%
65+	0%	10%

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Although employment projections within the district indicate little growth, the region remains strong and many of our graduates find employment in the greater Chicago metropolitan area. Therefore, the program will be continued with minor modifications aimed at to strengthening recruitment, retention and completion.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Faculty and staff will explore ways to capture enrollments to ensure that students matriculate through the program. A case management approach is needed to ensure that this minor modification in the program will provide increased enrollments and completions. Additionally, a robust advisory group will be developed to improve curriculum and provide necessary feedback for program growth. A recruitment and retention strategy (course to course) will be implemented and alignment between division and program goals will be achieved and supported by data. The following action steps have been identified: Fall orientation (division and program goal alignment) – Fall 2017 Curriculum strategy meeting – Fall 2017 CIS enrollment and retention strategy meeting – Fall 2017 Identification of industry partners – Fall 2018 Advisory Group meeting – Spring 2018/Fall 2018

Career & Technical Education – Office Software Specialist

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	2017

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
Office Software Specialist Certificate	**Cert**	**12**	**11.0601**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. Use Microsoft Office for specific tasks 2. Utilize appropriate software to meet specific business needs 3. Demonstrate advanced proficiency in business presentation software 4. Demonstrate advanced proficiency in word processing 5. Demonstrate advanced proficiency in spreadsheets 6. Demonstrate advanced proficiency in database software
To what extent are these objectives being achieved?	These outcomes are being achieved through lecture, classroom demonstration, group discussions, written homework assignments, and hands-on homework assignments. In 2016, Waubonsee (WCC) enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.
Past Program Review Action What action was reported last time the program was reviewed?	Continue with minor improvements.

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	**Course**	**Pre-requisite**
	CIS 108 Comprehensive Word Processing	Recommended Pre-requisite: CIS 105
	CIS 112 Comprehensive Excel Spreadsheet	Recommended Co-requisite: CIS 105
	CIS 114 Comprehensive Access Database	Recommended Co-requisite: CIS 105

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Course Requirements** CIS 108 Comprehensive Word Processing (3) CIS 106 PowerPoint and Publisher for Business (3) CIS 112 Comprehensive Excel Spreadsheet (3) CIS 114 Comprehensive Access Database (3)
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This program does not require credit beyond 30 hours for a certificate or 60 for a degree.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	According to Economic Modeling Specialist International (EMSI) labor market data, the Chicago Metropolitan Area had 8,377 jobs for office software specialists which is 25 percent above the national average. There were 47 regional program completions with 124 regional job openings in 2015. The demand for this type of program appears to be strong in the region.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2011 and 2016, job growth in this program decreased by 7.1 percent. Projections for the next five years anticipate an overall 0.3 percent decrease in openings for target occupations by 2021.
1.3 What is the district and/or regional need?	Currently there are 1,933 jobs in the district. Sixty-three additional positions are expected between 2016 and 2021, which represents a projected increase of 3.3 percent. This is above the average expected growth of all occupations in our district which is three percent.
1.4 How are students recruited for this program?	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that WCC collaborates with which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.
1.5 Where are students recruited from?	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of this program did not result in actions or modifications.

INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
2.2 How do costs compare to other programs on campus?	The costs associated with this program are 15 percent less than the institutional average of $1,899.79 per load hour.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program and its costs through tuition and fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported at this time by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of cost for this program did not result in any actions or modifications.

INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The strength of this program is its curriculum where all materials used in the program are mapped to the Microsoft Office Specialist Certification.
3.2 What are the identified or potential weaknesses of the program?	Identified weaknesses of the program include the delivery method and class size. The program is currently offered only in face-to-face and online modalities. Students would benefit from a hybrid model. In addition, our Computing Center classrooms only include 24 workstations per course. Enrollment is capped at 23 and larger classrooms are needed.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery methods include face-to-face and online offerings.
3.4 How does this program fit into a career pathway?	The certificate in Office Software Specialist follows the Data Entry/Microcomputer Applications, General pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	This program is designed to prepare students for the Microsoft Office Specialist certification.

3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	The Office Software Specialist Certificate program provides students at East Aurora High School the opportunity to earn dual credit for CIS 110, Business Information Systems.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students have the option and are encouraged to choose an internship as an elective. However, work-based learning opportunities are not currently integrated into the curriculum.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	Students are encouraged to, but not required to take the necessary exams for Microsoft Office Specialist Certification.
3.10 Is this an apprenticeship program? If so, please elaborate.	The Office Software Specialist program is not an apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	A licensure examination is not applicable in this program.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The Office Software Specialist program does not have any current articulation or cooperative agreements in place.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Partnerships have not been formed since the last review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for the office Software Specialist Certificate is 17:1. The minimum average course size is 12 students with a maximum average course size of 20.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.
3.16 What is the status of the current technology and equipment used for this program?	According to our annual review, technology and equipment meet current industry standards.

3.17 What assessment methods are used to ensure student success?	The program uses various assessments including exams, assignments, and projects to ensure student success.
3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	At this time, employer engagement is limited to students completing internships, however, this review and best practices in program growth and development requires that a robust advisory group be a priority going forward.
3.21 How often does the program advisory committee meet?	We currently do not have an active advisory group in place. Building a robust advisory group is a priority for this program for FY2018 and will allow for employer feedback on an annual basis to inform the efficacy, and needs of the program.
3.22 How satisfied are employers in the preparation of the program's graduates?	WCC does not have a standard process of collecting employer information and is currently in the process of developing an employer survey.
3.23 How is employer satisfaction information collected?	Although a formal process of collecting employer information is currently being developed, CTE programs benefit from the informal input of district employers and information is collected through a variety of means, including Internship placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality did not result in any actions or modifications.

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE PROGRAM	*OFFICE SOFTWARE CERTIFICATE*				
CIP CODE	*11.0601*				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*

NUMBER OF STUDENTS ENROLLED	0	0	0	2	11
NUMBER OF COMPLETERS	0	0	0	3	37

How does the data support the program goals? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.
What disaggregated data was reviewed?	Data reviewed was retrieved from the Banner student system. Students who selected CIS as a major were included in this report.
Were there gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. Many of the Office Software Specialist graduates did not select this program until applying for graduation. This explains why a program with an enrollment of 11 had 37 graduates.
What is the college doing to overcome any identifiable gaps?	WCC is reviewing practices to increase the accuracy of major definitions without impeding access.
Are the students served in this program representative of the total student population? Please explain.	**Demographics:** This certificate program's largest enrollment is Hispanic or Latino students (55 percent) followed by White students (36 percent) and Black or African American students (9 percent). **Gender:** This certificate has a higher percentage of female students compared to the overall population. The enrollment in the Office Software Specialist Certificate is 82 percent female.

FY2016 Unduplicated Program & WCC Enrollment by Race

Office Software Specialist…
WCC Credit Students

White — 36% / 58%
Hispanic or Latino — 55% / 27%
Black or African American — 9% / 8%
Asian — 0% / 4%
Prefer Not to Answer — 0% / 1%
Other/Not listed/Not… — 0% / 1%
American Indian/Alaskan… — 0% / 0%
Native Hawaiian/Pacific… — 0% / 0%
Two or More Races — 0% / 0%

FY2016 Unduplicated Program & WCC Enrollment by Gender

■ Office Software Specialist [048B]
■ WCC Credit Students

Female
- 82%
- 55%

Male
- 18%
- 45%

Age: The certificate program has an older student population. The largest age group for this certificate program is the 25-34 category, followed by the 35-44 category. The certificate does not have any current enrollment in the 18-20 age category which is 53 percent of the total WCC population.

FY2016 Unduplicated Program & WCC Enrollment by Age

■ Office Software Specialist [048B]
■ WCC Credit Students

Age	Program	WCC
00-17	0%	3%
18-20	0%	53%
21-24	9%	30%
25-34	36%	20%
35-44	27%	9%
45-54	18%	5%
55-64	18%	2%
65+	0%	1%
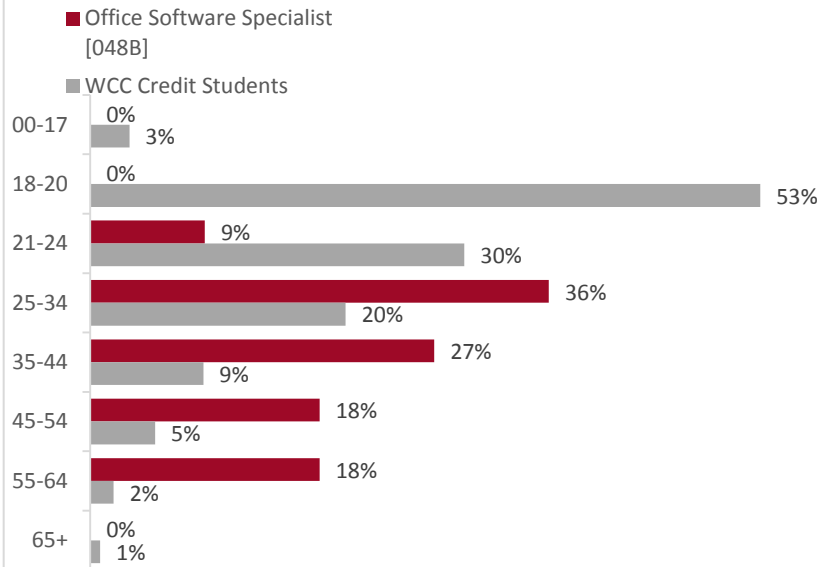
Are the students served in this program representative

Demographics: The district demographic population includes the largest representation from White residents (59 percent) followed by Hispanic or Latino residents (28 percent) and then Black or African American

of the district population? Please explain.	students (6 percent). This certificate program's largest enrollment is Hispanic or Latino students (55 percent) followed by White students (36 percent) and Black or African American students (9 percent).

FY2016 Unduplicated Program Enrollment & District Population by Race

- Office Software Specialist [048B]
- District

Race	Office Software Specialist	District
White	36%	59%
Hispanic or Latino	55%	28%
Black or African American	9%	6%
Asian	0%	5%
Prefer Not to Answer	0%	0
Other/Not listed/Not…	0%	0%
American Indian/Alaskan…	0%	0%
Native Hawaiian/Pacific…	0%	0%
Two or More Races	0%	2%
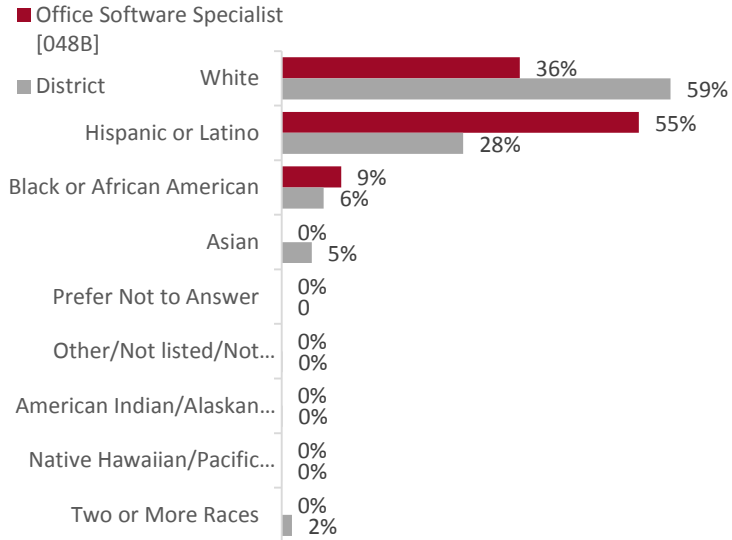
Gender: Students in this certification program tend to be female more than the district would suggest. The enrollment in Office Software Specialist Certificate is 82 percent female.

FY2016 Unduplicated Program Enrollment & District Population by Gender

- Office Software Specialist [048B]
- District

Gender	Office Software Specialist	District
Female	82%	50%
Male	18%	50%
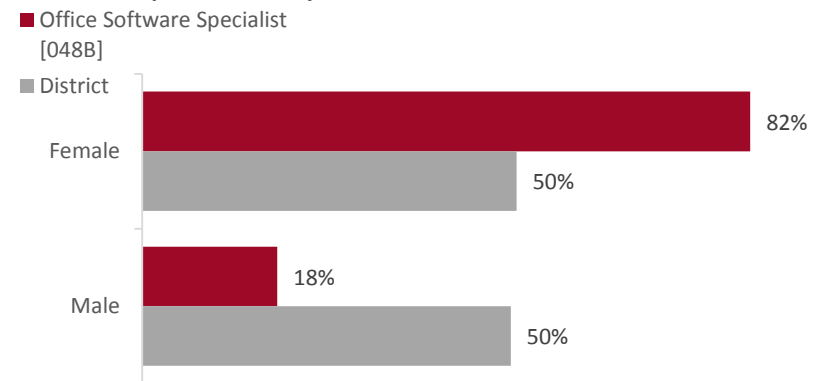
Age: The certificate program has an older population in enrollment by age. The largest population for this certificate program is in the 25-34 age category. The second largest enrollment is in the 35-44 age category.

FY2016 Unduplicated Program Enrollment & District Population by Age

■ Office Software Specialist [048B]

Age	Office Software Specialist	District Population
00-17	0%	28%
18-20	0%	4%
21-24	9%	5%
25-34	36%	12%
35-44	27%	15%
45-54	18%	14%
55-64	18%	11%
65+	0%	10%

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This is a very valuable program and minor modifications will aim to strengthen recruitment, retention and completion. In addition, there is a 3.3 percent expected increase in employment opportunities over the next five years. This is above average employment growth.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Faculty and staff will explore ways to capture enrollments to ensure that students matriculate through the program and strongly encourage them to earn the Microsoft Office Specialist Certification. A case management approach is needed to ensure that this minor modification in the program will provide increased enrollments and completions. An evaluation of the approach taken to transition students from the certificate to an AAS program where the four required courses can be used as electives is necessary. Additionally, a robust advisory group will be developed to improve curriculum and provide necessary feedback for program growth.

Career & Technical Education – Website Development				
COLLEGE NAME:			Waubonsee Community College	
FISCAL YEAR IN REVIEW:			2017	
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
Website Development	**AAS** **Cert** **Cert**	**60** **27** **21**	**11.0801**	**Web Authoring Certificate** **Computer Gaming Certificate**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				

Program Objectives What are the overarching objectives/goals of the program?	**AAS Web** 1. Build a website based on web standards. 2. Analyze the technology required to build web standard websites. 3. Design components that are used in the creation of a website. 4. Utilize and apply the technical and interpersonal skills needed to function in a cooperative environment. 5. Present design mockups and design specifications and/or concept alternatives. **Web Certificate** 1. Build a website based on web standards. 2. Design components that are used in the creation of a website. 3. Utilize and apply the technical and interpersonal skills needed to function in a cooperative environment. 4. Present design mockups and design specifications and/or concept alternatives. **Computer Gaming** 1. Create game development cycle documents. 2. Define game elements. 3. Write 2-D games. 4. Create graphics for games.
To what extent are these objectives being achieved?	These outcomes are being achieved through lecture, classroom demonstration, group discussions, projects, written homework assignments and hands-on homework assignments. In 2016, Waubonsee (WCC) enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the

	program level to have a better understanding of program outcome achievement.
Past Program Review Action What action was reported last time the program was reviewed?	Continue with minor improvements

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).		

Web Courses	Pre-requisite
CIS 115 Introduction to Programming	Recommended Pre-requisite: MTH 070 or 072 Recommended Co-requisite: CIS 116
CIS 142 JavaScript Programming	Recommended Pre-requisite: WEB 110; CIS 115
CIS 261 PHP Web Server Programming	Recommended Pre-requisite: WEB 110; CIS 115
GRD 280 2-D Animation and Multimedia	Recommended Co-requisite: GRD 160; GRD 170
WEB 230 Dreamweaver	Recommended Pre-requisite: WEB 110
WEB 250 Advanced Website Development	Recommended Pre-requisite: WEB 110 Pre-requisite: WEB 230

Computer Gaming Courses	Pre-requisite
CIS 115 Introduction to Programming	Recommended Pre-requisite: MTH 070 or 072 Recommended Co-requisite: CIS 116
GRD 280 2-D Animation and Multimedia	Recommended Co-requisite: GRD 160; GRD 170
GRD 285 3-D Animation and Multimedia	Recommended Co-requisite: GRD 280

| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.). | **Website Development AAS (60)**

General Education Requirements (15)
ENG 101 or ENG 152 English (3)
ENG 102 or ENG 153 English (3)
Communications (COM) elective (3)
Mathematics elective (3)
Social and Behavioral
Sciences elective (3)

CIS Core Program Requirements (15)
CIS 110 Business Information Systems (3)
CIS 115 Introduction to Programming (3)
CIS 170 Networking Essentials (3)
CIS 205 Information Technology Project Management (3)
WEB 110 Web Development With HTML (3)

Website Development Major Program Requirements (18)
CIS 142 JavaScript Programming (3)
CIS 202 Database Management (3)
CIS 261 PHP Web Server Programming (3)
GRD 170 Digital Image (3)
WEB 230 Dreamweaver (3)
WEB 250 Advanced Website Development (3)

Electives (12)
Select electives from: Computer Information Systems (CIS), Graphic Design (GRD), Internship (ITS), World Wide Web (WEB)

Web Authoring Certificate (27) Course Requirements
CIS 115 Introduction to Programming (3)
CIS 142 JavaScript Programming (3)
CIS 261 PHP Web Server Programming (3)
GRD 160 Computer Illustration (3)
GRD 170 Digital Image (3)
GRD 280 2-D Animation and Multimedia (3)
WEB 110 Web Development With HTML (3)
WEB 230 Dreamweaver (3)
WEB 250 Advanced Website Development (3)

Computer Gaming Certificate (21)
Course Requirements
CIS 115 Introduction to Programming (3)
CIS 185 Game Design (3)
CIS 186 Game Development (3)
GRD 170 Digital Image (3)
GRD 280 2-D Animation and Multimedia (3)
GRD 285 3-D Animation and Multimedia (3)
WEB 110 Web Development with HTML (3) |
| Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | These programs do not require credit beyond 30 hours for a certificate or 60 for a degree. |

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	According to Economic Modeling Specialist International (EMSI) labor market data, the Chicago Metropolitan Area had 57,204 jobs for this CIP code which is 2 percent above the national average. There were 306 regional program completions with 830 job openings in 2015. The demand for these types of programs appear to be strong.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2011 and 2016, job growth in this program increased by 11.1 percent. Projections for the next five years anticipate a 5.4 percent increase in openings for target occupations by 2021.
1.3 What is the district and/or regional need?	Currently there are 6,675 jobs in the district. An additional 389 positions are expected between 2016 and 2021 which represents a projected increase of 5.8 percent. This is above the average expected growth of all occupations in our district which is three percent.
1.4 How are students recruited for this program?	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that WCC collaborates with which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.
1.5 Where are students recruited from?	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of this program did not result in actions or modifications.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
2.2 How do costs compare to other programs on campus?	The costs associated with this program are five percent more than the institutional average of $1,899.79 per load hour.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program and its costs through tuition and fees.

2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of cost for these programs did not result in any actions or modifications.

INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The AAS and certificate in Website Development offers a strong background in current versions of HTML and CSS and includes service learning opportunities for students to gain work experience while supporting the community. The Computer Gaming Certificate offers students an introduction into game design and development.
3.2 What are the identified or potential weaknesses of the program?	The 200-level courses in the program do not run as often as the 100-level courses due to low enrollment. This is a weakness of the program and further data analysis is needed to identify reasons. In addition, overall enrollment is not at the preferred levels and completions occur at a lower percentage than desired. These identified weaknesses make it difficult to consider new programs and courses in potentially high growth areas.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery methods for students in this program are face-to-face and online.
3.4 How does this program fit into a career pathway?	These programs follow the Web Page, Digital/Multimedia an Information Resources Design pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Community service work based projects are completed in the capstone class, WEB 250: Advanced Website Development for the AAS Website Development and the Web Authoring Certificate.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	WCC provides students at East Aurora High School the opportunity to earn dual credit for CIS 110, Business Information Systems.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	WEB 250, Advanced Website Development, requires a non-profit website to be designed and published by students. In addition, AAS students have the option to choose an internship as an elective in the program. Work-based learning opportunities are not currently available in the computer gaming program.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	Industry-recognized credentials are not offered for this program.
3.10 Is this an apprenticeship program? If so, please elaborate.	The Website Development, Web Authoring Certificate and Computer Gaming Certificate program are not apprenticeship programs.
3.11 If applicable, please list the licensure examination pass rate.	A licensure examination is not applicable in these programs.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Waubonsee Community College has an articulation agreement for all AAS degrees with Governors State University for their Interdisciplinary Studies degree program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Partnerships have not been formed since the last review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for the AAS in Website Development is 17:1. The minimum average course size is six students with a maximum average course size of 24. The faculty to student ratio for the Web Authoring Certificate is 17:1. The minimum average course size is six students with a maximum average course size of 24. The faculty to student ratio for the Computer Gaming Certificate is 16:1. The minimum average course size is 13 students with a maximum average course size of 19.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.
3.16 What is the status of the current technology and equipment used for this program?	According to our annual review, technology and equipment meet current industry standards.

3.17 What assessment methods are used to ensure student success?	The program uses various assessments including exams, assignments, and projects to ensure student success.
3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	At this time, employer engagement is limited to students completing internships, however, this review and best practices in program growth and development requires that a robust advisory group be a priority going forward. Additionally, faculty and staff will leverage the relationships built with non-profit organizations that participate in service learning opportunities.
3.21 How often does the program advisory committee meet?	We currently do not have an active advisory group in place. Building a robust advisory group is a priority for this program for FY2018 and will allow for employer feedback on an annual basis to inform the efficacy, and needs of the program.
3.22 How satisfied are employers in the preparation of the program's graduates?	WCC does not have a standard process of collecting employer information and is currently in the process of developing an employer survey.
3.23 How is employer satisfaction information collected?	Although a formal process of collecting employer information is currently being developed, CTE programs benefit from the informal input of district employers and information is collected through a variety of means, including Advisory Groups, and Internship placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality resulted in a review of our CIP code for Computer Gaming. The program will be reclassified to 50.0411 Game and Interactive Media which is a better alignment with program outcomes and employment.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	Website Development				
CIP CODE	*11.0801*				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5

NUMBER OF STUDENTS ENROLLED	AAS 23 WEB CERT 9 GAME CERT 7	AAS 22 WEB CERT 7 GAME CERT 7	AAS 28 WEB CERT 10 GAME CERT 1	AAS 26 WEB CERT 6 GAME CERT 9	AAS 14 WEB CERT 4 GAME CERT 9
NUMBER OF COMPLETERS	AAS 2 WEB CERT 2 GAME CERT 0	AAS 2 WEB CERT 0 GAME CERT 0	AAS 1 WEB CERT 0 GAME CERT 0	AAS 2 WEB CERT 3 GAME CERT 0	AAS 4 WEB CERT 0 GAME CERT 0
How does the data support the program goals? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.				
What disaggregated data was reviewed?	Data reviewed was from the Banner student system. All students that self-selected the Website Development AAS, Web Authoring Certificate or Computer Gaming Certificate were included in this report.				
Were there gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may have been students not included in the above numbers that did not select the program.				
What is the college doing to overcome any identifiable gaps?	WCC is reviewing practices to increase the accuracy of major definitions without impeding access.				
Are the students served in this program representative of the total student population? Please explain.	**AAS Website Development - Demographics:** The AAS degree program enrollment aligns with WCC's total enrollment with the largest enrollment coming from White students and the second largest enrollment from Hispanic or Latino students. **Web Authoring Certificate - Demographics:** The demographics for the Web Authoring certificate program do not align with WCC's student				

FY2016 Unduplicated Program & WCC Enrollment by Race

■ AAS Website Development [331B]
■ WCC Credit Students

Race	AAS Website Development	WCC Credit Students
White	50%	58%
Hispanic or Latino	29%	27%
Black or African American	14%	8%
Asian	0%	4%
Prefer Not to Answer	7%	1%
Other/Not listed/Not...	0%	1%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	0%

population. The certificate program enrollment in FY2016 was 100 percent white.

FY2016 Unduplicated Program & WCC Enrollment by Race
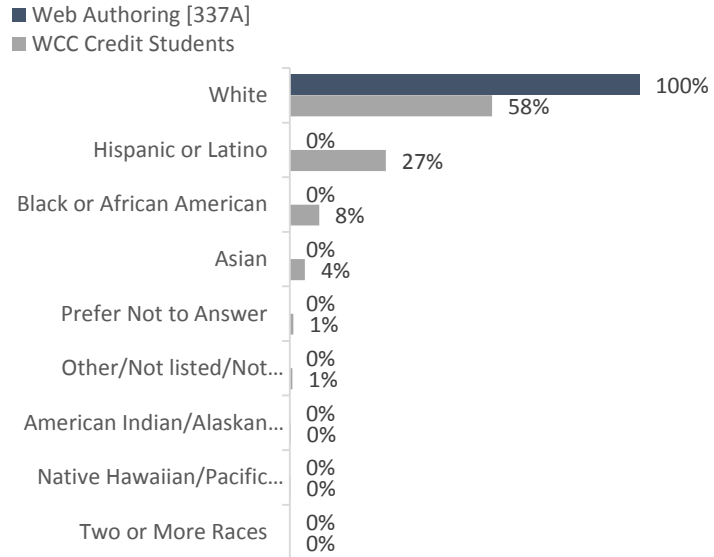
■ Web Authoring [337A]
■ WCC Credit Students

Race	Web Authoring	WCC Credit Students
White	100%	58%
Hispanic or Latino	0%	27%
Black or African American	0%	8%
Asian	0%	4%
Prefer Not to Answer	0%	1%
Other/Not listed/Not...	0%	1%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	0%

Computer Gaming Certificate - Demographics: The Computer Gaming Certificate enrollment aligns with the college's population with the largest representation from White students and the second largest population from Hispanic or Latino students.

FY2016 Unduplicated Program & WCC Enrollment by Race

■ Computer Gaming [239A]
■ WCC Credit Students

Race	Computer Gaming	WCC Credit Students
White	67%	58%
Hispanic or Latino	22%	27%
Black or African American	0%	8%
Asian	0%	4%
Prefer Not to Answer	11%	1%
Other/Not listed/Not...	0%	1%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	0%
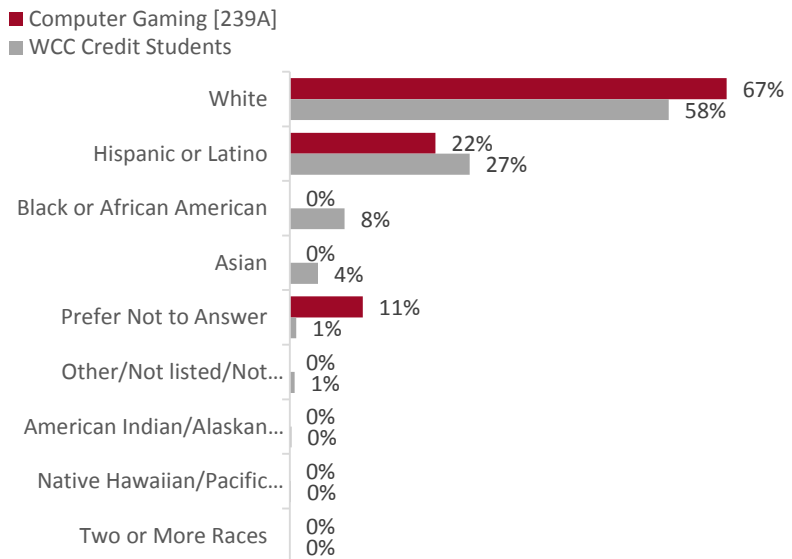
AAS Website Development - Gender: The Website Development AAS degree has a higher percentage of male students compared to the overall population. The enrollment in the AAS degree is 57 percent male and 43 percent female.

FY2016 Unduplicated Program & WCC Enrollment by Gender

- AAS Website Development [331B]
- WCC Credit Students

Gender	AAS Website Development [331B]	WCC Credit Students
Female	43%	55%
Male	57%	45%

Web Authoring Certificate - Gender: The Web Authoring certificate program has a higher percentage of male students compared to the overall population. The enrollment in the certificate is 75 percent male and 25 percent female.

FY2016 Unduplicated Program & WCC Enrollment by Gender

- Web Authoring [337A]
- WCC Credit Students

Gender	Web Authoring [337A]	WCC Credit Students
Female	25%	55%
Male	75%	45%
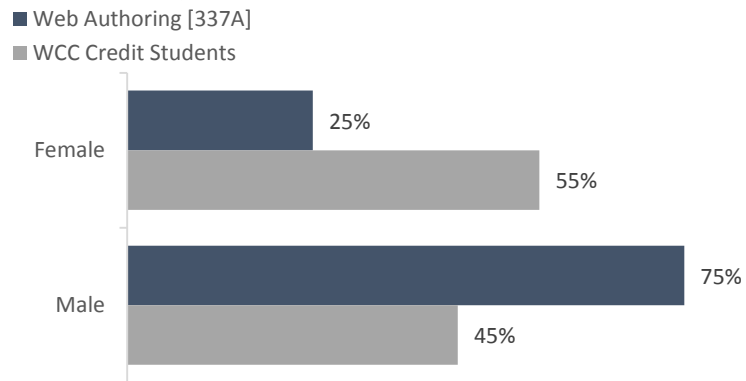
Computer Gaming Certificate - Gender: The enrollment for the certificate in FY2016 was 100 percent male.

FY2016 Unduplicated Program & WCC Enrollment by Gender

■ Computer Gaming [239A]
■ WCC Credit Students

Gender		
Female	Computer Gaming	0%
Female	WCC Credit Students	55%
Male	Computer Gaming	100%
Male	WCC Credit Students	45%
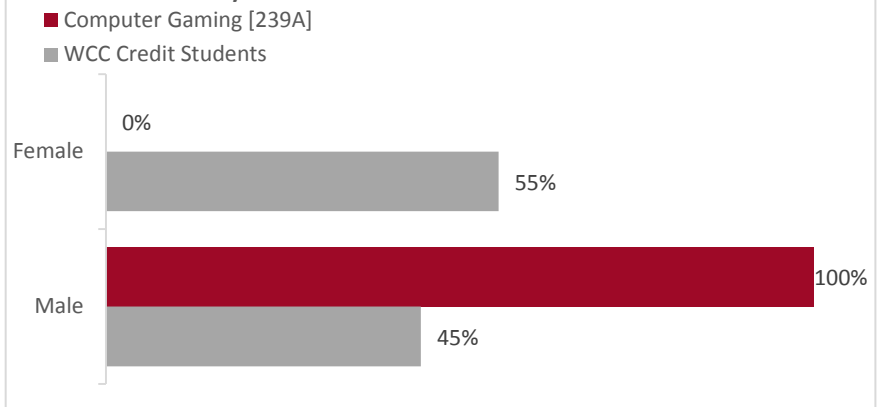
AAS Website Development - Age: The largest population of students in the AAS program are from the 21-24 age category. This differs from the total student population where the 18-20 age category is the largest.

FY2016 Unduplicated Program & WCC Enrollment by Age
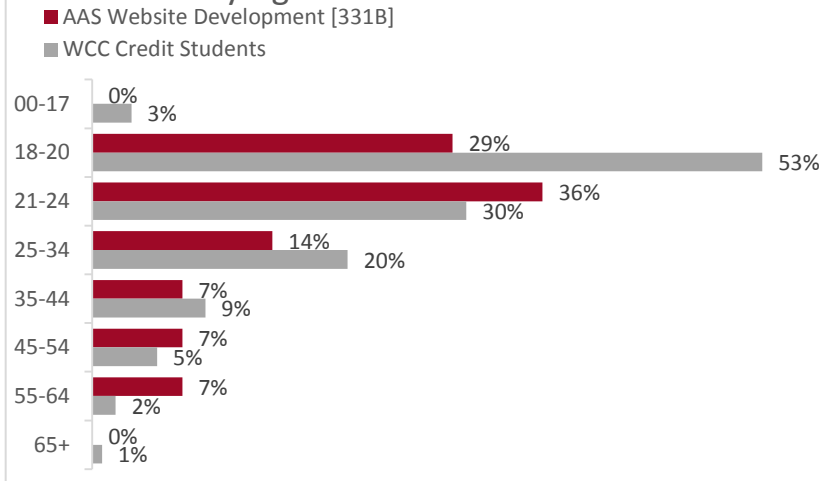
■ AAS Website Development [331B]
■ WCC Credit Students

Age	AAS Website Development	WCC Credit Students
00-17	0%	3%
18-20	29%	53%
21-24	36%	30%
25-34	14%	20%
35-44	7%	9%
45-54	7%	5%
55-64	7%	2%
65+	0%	1%

Web Authoring Certificate - Age: Fifty percent of the Web Authoring certificate program students are from the 35-44 age category. Twenty-five percent of the population is from the 25-34 age group and the remaining 25 percent is from the 45-54 age group. This does not align with WCC where the largest two populations are from the 18-20 and 21-24 age group. This program appears to attract an older audience.

FY2016 Unduplicated Program & WCC
Enrollment by Age
■ Web Authoring [337A]
■ WCC Credit Students

Age	Web Authoring	WCC
00-17	0%	3%
18-20	0%	53%
21-24	0%	30%
25-34	25%	20%
35-44	50%	9%
45-54	25%	5%
55-64	0%	2%
65+	0%	1%

Computer Gaming Certificate - Age: The Computer Gaming Certificate is in alignment with WCC's total enrollment where the largest age enrollment are from students between the ages of 18-20. Sixty-seven percent of Computer Gaming Certificate students are between the ages of 18-20.

FY2016 Unduplicated Program & WCC
Enrollment by Age
■ Computer Gaming [239A]
■ WCC Credit Students
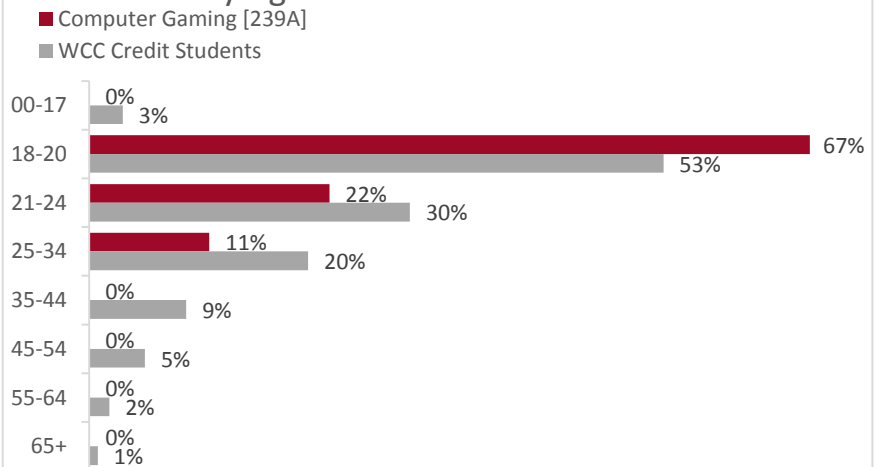
Age	Computer Gaming	WCC
00-17	0%	3%
18-20	67%	53%
21-24	22%	30%
25-34	11%	20%
35-44	0%	9%
45-54	0%	5%
55-64	0%	2%
65+	0%	1%

Are the students served in this program representative of the district population? Please explain.	**AAS Website Development - Demographics:** The AAS degree aligns with the population of the district where the largest representation is from White students and the second largest population is from Hispanic or Latino students.

FY2016 Unduplicated Program Enrollment & District Population by Race

■ AAS Website Development [331B]
■ District

Race	AAS Website Development [331B]	District
White	50%	59%
Hispanic or Latino	29%	28%
Black or African American	14%	6%
Asian	0%	5%
Prefer Not to Answer	7%	0
Other/Not listed/Not...	0%	0%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	2%
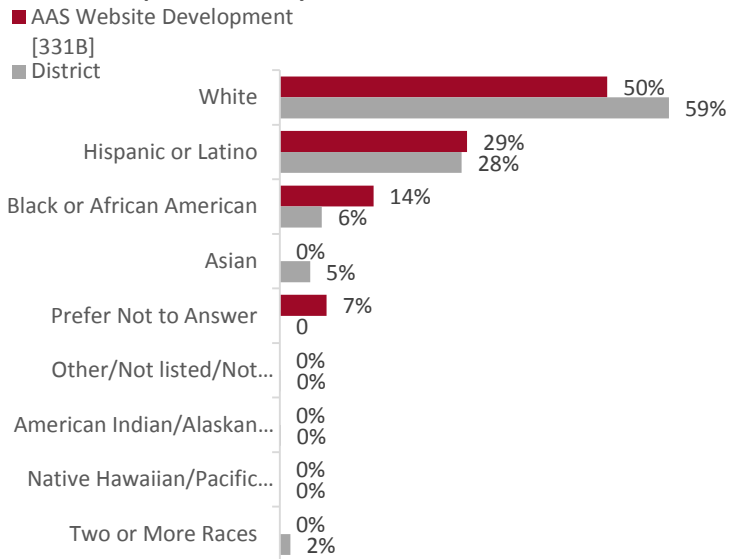
Web Authoring Certificate - Demographics: The demographics for the Web Authoring certificate do not align with WCC's district population. The certificate program enrollment is 100 percent white. Although White students are the largest population in the district, other races are represented.

FY2016 Unduplicated Program Enrollment & District Population by Race
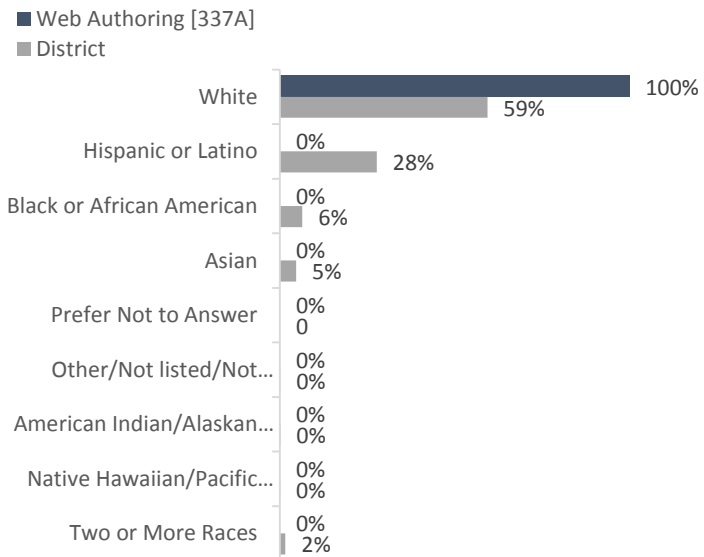
■ Web Authoring [337A]
■ District

Race	Web Authoring [337A]	District
White	100%	59%
Hispanic or Latino	0%	28%
Black or African American	0%	6%
Asian	0%	5%
Prefer Not to Answer	0%	0
Other/Not listed/Not...	0%	0%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	2%

Computer Gaming Certificate - Demographics: The Computer Gaming Certificate aligns with WCC's district population with the largest

representation from White residents and the second largest population from Hispanic or Latino residents.

FY2016 Unduplicated Program Enrollment & District Population by Race
- Computer Gaming [239A]
- District
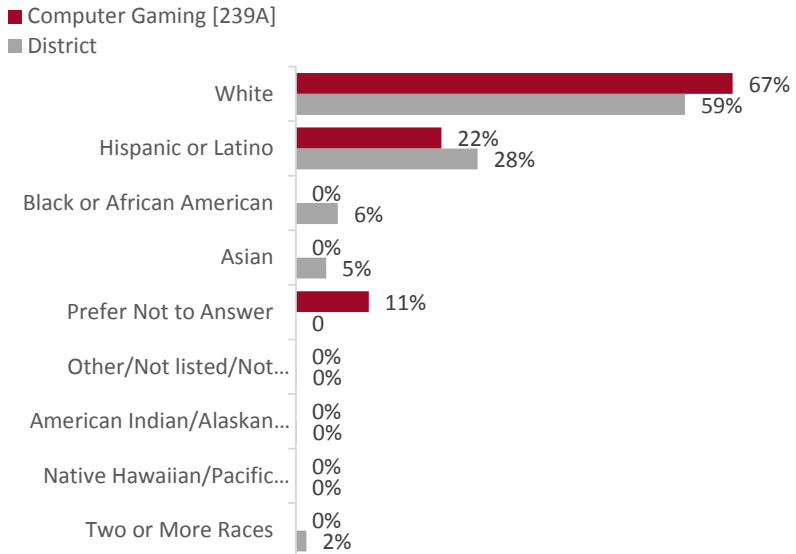
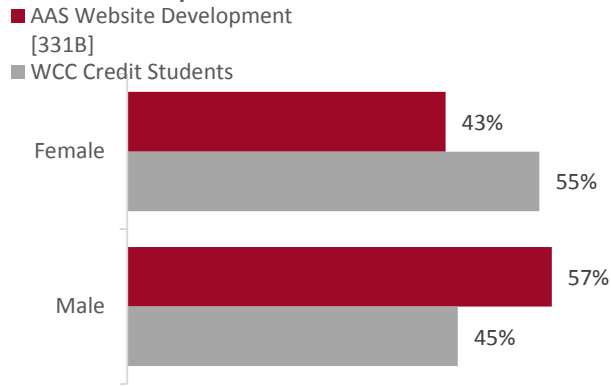| Race	Value
White	67% / 59%
Hispanic or Latino	22% / 28%
Black or African American	0% / 6%
Asian	0% / 5%
Prefer Not to Answer	11% / 0
Other/Not listed/Not...	0% / 0%
American Indian/Alaskan...	0% / 0%
Native Hawaiian/Pacific...	0% / 0%
Two or More Races	0% / 2%

AAS Website Development - Gender: The Website Development AAS degree has a higher percentage of male students compared to the overall population of the district.

FY2016 Unduplicated Program Enrollment & District Population by Gender
- AAS Website Development [331B]
- District

Gender	Value
Female	43% / 50%
Male	57% / 50%
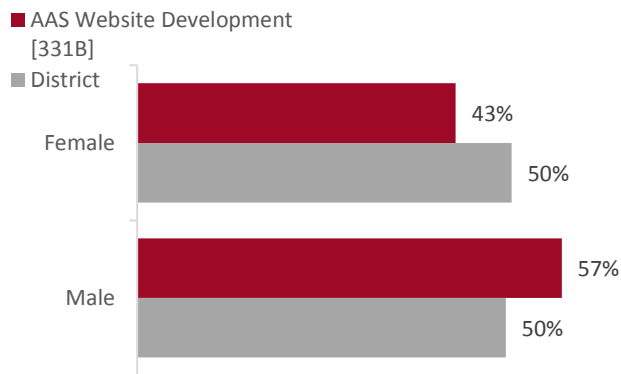
**Web Authoring Certificate - Gender:** The Web Authoring certificate students have a higher percentage of male students compared to the overall district population. The districts overall population is 50 percent male and 50 percent female. The enrollment in the certificate is 75 percent male and 25 percent female.

FY2016 Unduplicated Program Enrollment & District Population by Gender

- Web Authoring [337A]
- District

Female
- Web Authoring: 25%
- District: 50%

Male
- Web Authoring: 75%
- District: 50%
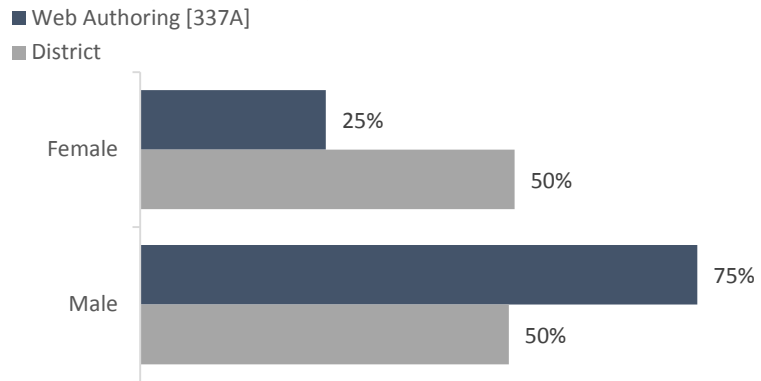
Computer Gaming Certificate - Gender: The Computer Gaming certificate students have a higher percentage of male students compared to the overall district population.

FY2016 Unduplicated Program Enrollment & District Population by Gender

- Computer Gaming [239A]
- District

Female
- Computer Gaming: 0%
- District: 50%

Male
- Computer Gaming: 100%
- District: 50%
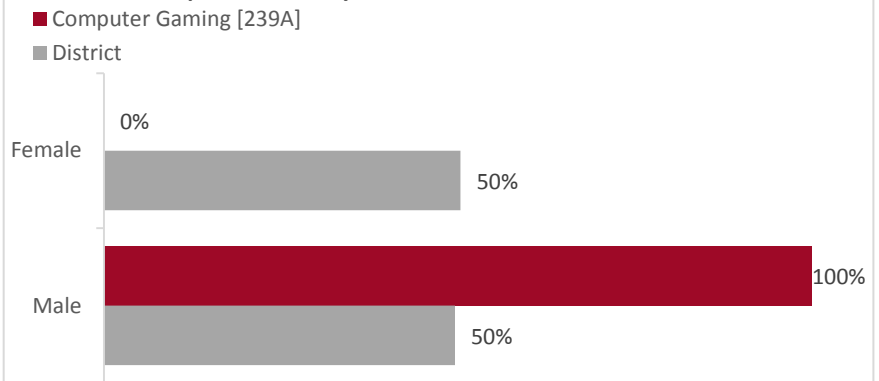
AAS Website Development - Age: The largest population of students in the AAS program are from the 22-25 age category.

FY2016 Unduplicated Program Enrollment &
District Population by Age

■ AAS Website Development [331B]
■ District

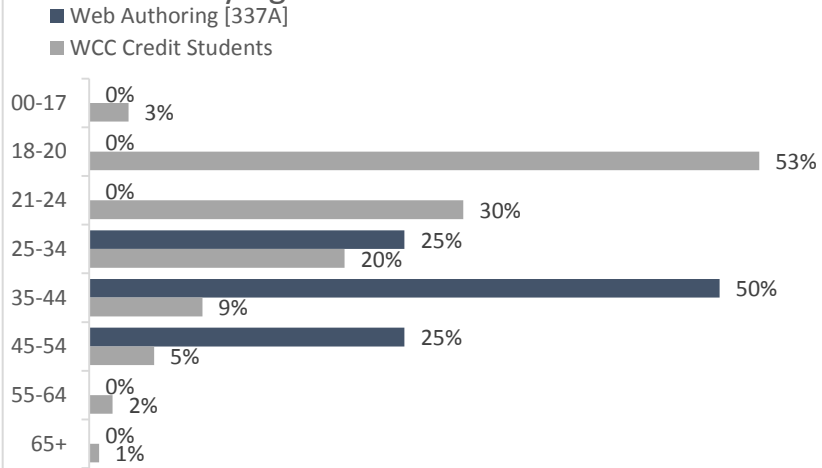| Age		
00-17	0%	28%
18-20	29%	4%
21-24	36%	5%
25-34	14%	12%
35-44	7%	15%
45-54	7%	14%
55-64	7%	11%
65+	0%	10%
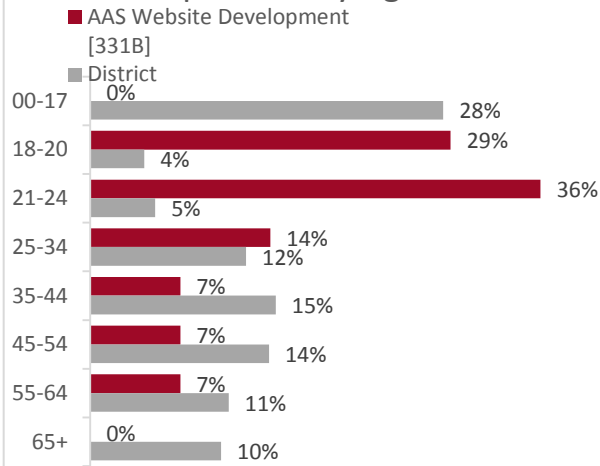
Web Authoring Certificate - Age: Fifty percent of the Web Authoring certificate program students are in the 35-44 age category. Twenty-five percent of the remaining population is from the 25-34 age group with the final 25 percent from the 45-54 age group.

FY2016 Unduplicated Program Enrollment &
District Population by Age

■ Web Authoring [337A]
■ District

Age		
00-17	0%	28%
18-20	0%	4%
21-24	0%	5%
25-34	25%	12%
35-44	50%	15%
45-54	25%	14%
55-64	0%	11%
65+	0%	10%
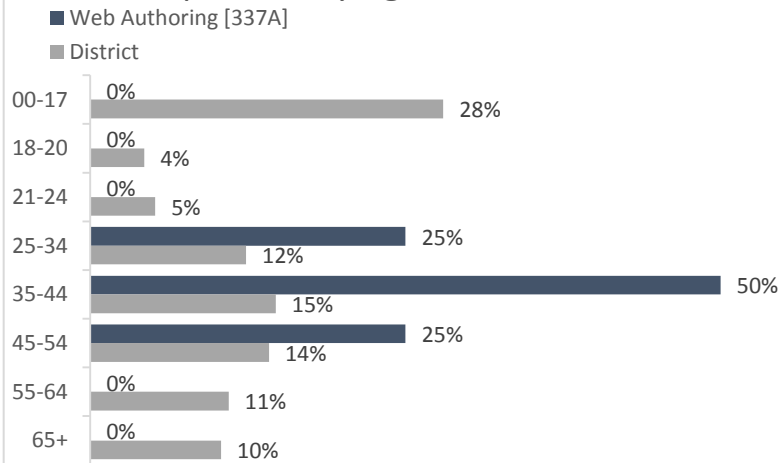
Computer Gaming Certificate - Age: Sixty-seven percent of the Computer Gaming certificate program students are from the 18-20 age group. The remaining students are from the 21-24 and 25-34 age group.

FY2016 Unduplicated Program Enrollment & District Population by Age

■ Computer Gaming [239A]
■ District

Age	Computer Gaming [239A]	District
00-17	0%	28%
18-20	67%	4%
21-24	22%	5%
25-34	11%	12%
35-44	0%	15%
45-54	0%	14%
55-64	0%	11%
65+	0%	10%

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Employment projections within the district for this program indicate a projected growth of 5.8 percent due to new job creation and replacement of workers exiting the industry. Therefore, the program will be continued with minor modifications aimed at to strengthening recruitment, retention and completion.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Faculty and staff will explore ways to capture enrollments to ensure that students matriculate through the program. A case management approach is needed to ensure that this minor modification in the program will provide increased enrollments and completions. Additionally, a robust advisory group will be developed to improve curriculum and provide necessary feedback for program growth. A recruitment and retention strategy (course to course) will be implemented and alignment between division and program goals will be achieved and supported by data. The following action steps have been identified: Fall orientation (division and program goal alignment) – Fall 2017 Curriculum strategy meeting – Fall 2017 CIS enrollment and retention strategy meeting – Fall 2017 Identification of industry partners – Fall 2018 Advisory Group meeting – Spring 2018/Fall 2018

Career & Technical Education – Criminal Justice

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	2017

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
Criminal Justice	**AAS**		**43.0107**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. Discuss problem solving techniques and consequences around social problems. 2. Apply the appropriate procedures to stop, detain, arrest, or search/seize. 3. Identify issues and potential solutions regarding challenging situations in the criminal justice profession. 4. Create criminal justice related documents using accurate facts. 5. Analyze challenges encountered by criminal justice professionals relating to multiculturalism.
To what extent are these objectives being achieved?	The Criminal Justice program outcomes are being achieved through assignments, classroom demonstrations, group exercises, role playing and exams. A variety of assessments are used in the classroom to ensure evidence of achievement. In 2016, Waubonsee (WCC) enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.
Past Program Review Action What action was reported last time the program was reviewed?	Continued with minor improvements

CTE PROGRAM REVIEW ANALYSIS

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

	Course	Pre-requisite
List all pre-requisites for this program (courses, placement scores, etc.).	CRJ 100 Intro to CRJ	Recommended Pre-requisite: CRJ 101
	CRJ 101 Intro to Corrections	Recommended Pre-requisite: CRJ 100
	CRJ 103 CJ Report Writing	Pre-requisite: ENG 101 or concurrent
	CRJ 107 Juvenile Justice	Pre-requisite: CRJ 100
	CRJ 220 Criminal Law	Pre-requisite: CRJ 100
	CRJ 230 Criminology	Pre-requisite: CRJ 100
	CRJ 235 Multicultural Law Enforcement	Recommended Pre-requisite: CRJ 100

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**General Education (18 SH):** COM 100 Fundamentals of Speech Communication (3) ENG 101 First-Year Composition I (3) ENG 102 First-Year Composition II (3) PHL 100 Introduction to Philosophy (3) PSY100 Introduction to Psychology (3) Or SOC 100 Introduction to Sociology (3) MTH Elective (3) **Major Requirements (33 SH):** CRJ 100 Intro to Criminal Justice (3) CRJ 101 Intro to Corrections (3) CRJ 103 Criminal Justice Report Writing (3) CRJ 105 Patrol Operations (3) CRJ 107 Juvenile Justice (3) CRJ 120 The American Court System (3) CRJ 200 Criminal Investigation (3) CRJ 220 Criminal Law (3) CRJ 230 Criminology (3) CRJ 235 Multicultural Law Enforcement (3) CRJ 250 Ethics in Criminal Justice (3) **Additional Program Requirement (5 SH):** CIS 110 Business Information Systems (3) PED 136 or PED 140 Physical Fitness (2) **Electives (5 SH):** CRJ 102 Criminal Justice Career Exploration, CRJ 115 Accident Investigation, CRJ 201 Crime Scene Investigation lab, CRJ 202 Drug Enforcement Investigation, CRJ 226 Criminal Evidence, CRJ 260 Leadership in Criminal Justice, CRJ 296 Topics in Criminal Justice, DIS 101 Disability in Society, HSV 210 Psychopharmacology and the Addictive Process, ITS 297 Internship, PED 118 Personal Defense, PED 141 Jogging, PED 142 Weight Training, PED 148 Conditioning, PSY 226 Adolescent Psychology.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	According to Economic Modeling Specialist International (EMSI) labor market data, the regional need is strong with 28,948 positions in target occupations for this program in the Chicago Metropolitan Area. This is 27 percent above the national average of positions. Regional job openings in 2016 were reported at 1,004 positions.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	From 2011-2016, there was 1.2 percent growth for occupations in this program. Projections for the next five years remain flat. Job openings between 2016 and 2021 anticipate 0.7 percent regional growth.
1.3 What is the district and/or regional need?	From 2016-2017, the need in the Chicago Metropolitan Area need remained the same, with an increase of 0.1 percent job openings. District need during the same time frame is increased by 0.4 percent.
1.4 How are students recruited for this program?	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that WCC collaborates with which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.
1.5 Where are students recruited from?	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of the Criminal Justice program did not result in actions or modifications.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
2.2 How do costs compare to other programs on campus?	The costs associated with this program are 12 percent less than the institutional average of $1,899.79 per load hour.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program and its costs through tuition and fees.

2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost for the Criminal Justice program did not result in any actions or modifications.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	One of the strengths of the Criminal Justice program is the strong relationship between criminal justice professionals in the community with WCC faculty. Many local police officers are graduates of WCC's program and remain connected to the faculty. Another strength is the experience and quality of our faculty.
3.2 What are the identified or potential weaknesses of the program?	The AAS in Criminal Justice is not a transferable program, which could negatively impact graduates. Police officer candidates with four-year degrees tend to be hired over graduates with two-year degrees.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery methods provided for students in the Criminal Justice program include face-to-face, online and internships.
3.4 How does this program fit into a career pathway?	The career pathway is Criminal Justice/Police Science.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	WCC offers career-based classes and partnerships with the Waubonsee Community College Police Department's cadet program. In addition, our Force Simulator provides our students an opportunity for experiential learning by providing students with virtual police training scenarios.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	The Criminal Justice program provides students at Oswego High School and Oswego East High School the opportunity to earn dual credit for CRJ 100, Introduction to Criminal Justice.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Work-based learning opportunities are available and integrated into the curriculum for students in CRJ 115, Accident Investigation and CRJ 201, Crime Scene Investigation. Additionally, students can participate in internship opportunities (varying from one to three credits) to provide real world experience.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	Industry-recognized credentials are not offered for this program.

3.10 Is this an apprenticeship program? If so, please elaborate.	The Criminal Justice program is not an apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	A licensure examination is not applicable to this program.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Waubonsee Community College has an articulation agreement for all AAS degrees with Governors State University for their Interdisciplinary Studies degree program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The Criminal Justice program has numerous partnerships with local police departments, State's Attorney offices, Judges and service agencies within the college's district.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for the Criminal Justice program is 17:1. The minimum average course size is 12 students with a maximum average course size of 24.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.
3.16 What is the status of the current technology and equipment used for this program?	According to our annual review, the Criminal Justice program's technology and equipment meet current industry standards.
3.17 What assessment methods are used to ensure student success?	The program uses various assessments including tests, research papers, presentations, group exercises, assignments, outside reading critiques, out-of-class assignments such as ride-alongs, and demonstrations to ensure student success.
3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).

3.20 How are employers engaged in this program (e.g. curriculum design, review, placement, work-based learning opportunities)?	Employers are engaged in this program by providing up-to-date topics and advice at the annual advisory committee meeting. Criminal Justice faculty also network with colleagues in the community and employers attend the Career Fairs hosted by the college.
3.21 How often does the program advisory committee meet?	The advisory committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	WCC does not have a standard process of collecting information on employer satisfaction and is in the process of developing an employer survey for the Criminal Justice degree program. At the most recent Criminal Justice Business Advisory Committee Meeting on March 3, 2017, community police departments and agencies stated that WCC graduates are well prepared, knowledgeable, professional and trustworthy. In addition, a number of adjunct faculty members are actively working in the law enforcement field, in addition to teaching, and verify that are graduates are well-equipped and do a great job.
3.23 How is employer satisfaction information collected?	Although a formal process of collecting employer information is currently being developed, CTE programs benefit from the informal input of district employers and information is collected through a variety of means, including Advisory Groups, and internship placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of this program did not result in any actions or modifications.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	CRIMINAL JUSTICE				
CIP CODE	43.0107				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	275	229	199	188	164
NUMBER OF COMPLETERS	17	18	15	16	10
How does the data support the program goals? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.				
What disaggregated data was reviewed?	Data reviewed was retrieved from the Banner student system. Students who selected the Criminal Justice AAS as a major were included in this report.				
Were there gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may				

FY2016 Unduplicated Criminal Justice & WCC Enrollment by Gender

- AAS Criminal Justice [550B]
- WCC Credit Students

Female: 39% (AAS), 55% (WCC)
Male: 61% (AAS), 45% (WCC)

Age: The Criminal Justice program has similar representation with the total college population in enrollment by age. The two largest populations for the AAS degree are students between the ages of 18-20 at 53 percent and 21-24 year olds at 30 percent. This aligns with the total WCC population. The Criminal Justice program's largest population is also between 18-20 years old with 53 percent. In addition, the second largest enrollment is in the 21-24 age group at 30 percent.

FY2016 Unduplicated Criminal Justice & WCC Enrollment by Age
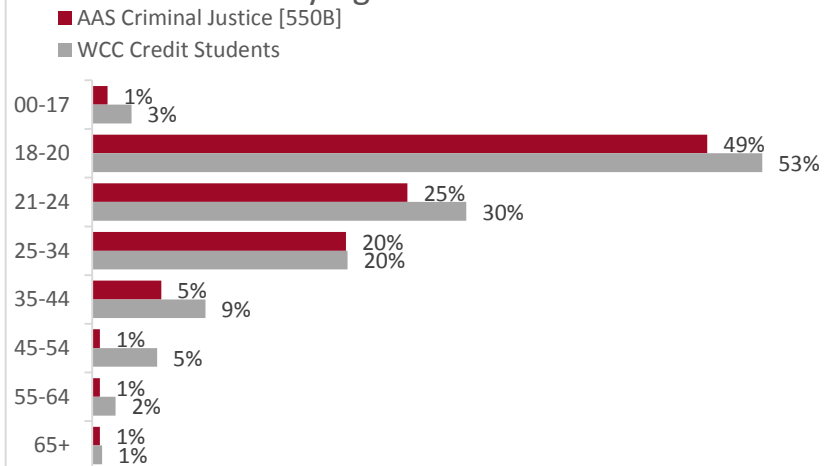
- AAS Criminal Justice [550B]
- WCC Credit Students

Age	AAS	WCC
00-17	1%	3%
18-20	49%	53%
21-24	25%	30%
25-34	20%	20%
35-44	5%	9%
45-54	1%	5%
55-64	1%	2%
65+	1%	1%

Are the students served in this program representative of the district population? Please explain.

Demographics: The program aligns with the district's demographic population with the largest percentage being White students followed by Hispanic or Latino students.

FY2016 Unduplicated Criminal Justice Enrollment & District Population by Race

- AAS Criminal Justice [550B]
- District

Race	AAS Criminal Justice [550B]	District
White	39%	59%
Hispanic or Latino	48%	28%
Black or African American	10%	6%
Asian	1%	5%
Prefer Not to Answer	1%	0
Other/Not listed/Not…	2%	0%
American Indian/Alaskan…	0%	0%
Native Hawaiian/Pacific…	0%	0%
Two or More Races	0%	2%
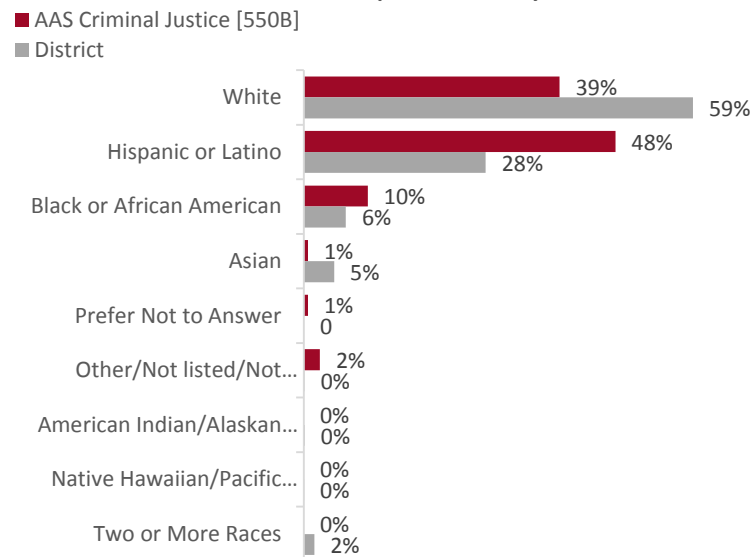
Gender: Criminal Justice students have a higher percentage of male students compared to the overall district. The district's overall population is 50 percent male and 50 percent female. Enrollment in the Criminal Justice AAS is 61 percent male and 39 percent female.

FY2016 Unduplicated Criminal Justice Enrollment & District Population by Gender

- AAS Criminal Justice [550B]
- District

Gender	AAS Criminal Justice [550B]	District
Female	39%	50%
Male	61%	50%
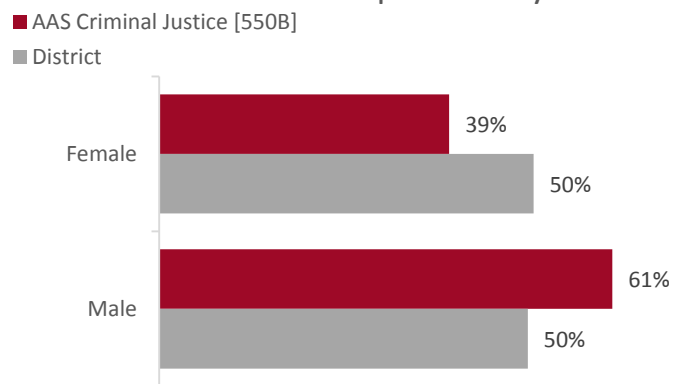
Age: The largest age group for the program is the 18-20 year old category at 49 percent with the second largest group between the ages of 21 and 24.

FY2016 Unduplicated Criminal Justice Enrollment & District Population by Age

■ AAS Criminal Justice [550B]
■ District

Age	AAS Criminal Justice	District
00-17	1%	28%
18-20	49%	4%
21-24	25%	5%
25-34	20%	12%
35-44	5%	15%
45-54	1%	14%
55-64	1%	11%
65+	1%	10%

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Employment projections within the district for this program indicate a projected growth of 0.1 percent due to replacement of workers exiting the industry. Therefore, the program will be continued with minor modifications aimed at strengthening recruitment, retention and completion.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The results from this review will provide data that can offer useful insight into departmental and program effectiveness when carefully analyzed and interpreted in the context in which it was collected – for overall program improvement. WCC will continue to report and analyze performance measures after this review. Reporting and analyzing performance measures will lead to identification of areas for improvement in curriculum, and these improvement plans will continue throughout the 2017-2018 academic year. The following is a list of our action steps: 1. Review current class scheduling times to ensure that they are meeting student needs (May 2018). 2. Review competitive programs in the area on their course delivery methods and schedules (February 2018). 3. Discuss alternative course delivery options with Advisory Committee (March 2018).

Career & Technical Education – Health Information Technology

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	2017

PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Health Information Technology	**AAS Cert**	**63 40**	**51.0707 51.0713**	**Health Care Coding**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	**AAS** 1. Explain reimbursement and payment methodologies applicable to various healthcare providers. 2. Demonstrate professional communication skills required in a healthcare. 3. Analyze health information data in compliance with industry standards. 4. Apply legal and ethical standards of patient confidentiality as defined by federal, state and local regulations. 5. Identify diagnostic and procedure codes based on health record documentation. **Certificate** 1. Apply legal and ethical standards of patient confidentiality as defined by federal, state and local regulations. 2. Explain reimbursement and payment methodologies applicable to various healthcare providers. 3. Identify diagnostic and procedure codes based on health record documentation.
To what extent are these objectives being achieved?	These outcomes are being achieved through textbook readings, classroom lecture, classroom demonstration, group discussions, research projects, written homework assignments, hands-on homework assignments, and clinical/practicum experiences. In 2016, WCC enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.
Past Program Review Action What action was reported last time the program was reviewed?	Continued with minor improvements

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	Course	Pre-requisite
	HIT 110 Medical Terminology	Recommended Pre-requisite: HIT 100 or concurrent enrollment
	HIT 135 Health Care Delivery Systems	Recommended Pre-requisite: HIT 100 or concurrent enrollment
	HIT 140 Legal/Ethical Issues in Health Care	Recommended Pre-requisite: HIT100 or concurrent enrollment

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Health Information Technology AAS** **General Education Requirements (16)** BIO 270 Anatomy and Physiology I (4) COM 100 or COM 121 Communications (3) ENG 101 or ENG 152 English (3) ENG 102 or ENG 153 English (3) Social Science Elective (3) **Core Program Requirements (13)** CIS 110 Business Information Systems (3) HIT 100 Intro to Health Information Technology (3) HIT 110 Medical Terminology (3) HIT 135 Health Care Delivery Systems (2) HIT 140 Legal/Ethical Issues in Health Care (2) **Major Program Requirements (31)** BIO 272 Anatomy and Physiology II (4) HIT 210 ICD Coding (3) HIT 212 Inpatient Medical Coding (3) HIT 215 CPT coding (3) HIT 216 Advanced Clinical Classification systems (2) HIT 218 Reimbursement systems (3) HIT 220 Pathophysiology & Pharmacology (3) HIT 230 Data Applications & Health Care Quality (3) HIT 240 Health Information Processes (3) HIT 245 Health Information Data Analysis (2) HIT 248 Organization Resources (2) HIT 299 Professional Practice Experience (3) **Program Total (63)** **Healthcare Coding Certificate** **Course Requirements (40)** BIO 270 Anatomy and Physiology I (4) BIO 272 Anatomy and Physiology II (4) CIS 110 Business Information Systems (3) HIT 100 Intro to Health Information Technology (3) HIT 110 Medical Terminology (3) HIT 135 Health Care Delivery Systems (2) HIT 140 Legal/Ethical Issues in Health Care (2) HIT 210 ICD Coding (3) HIT 212 Inpatient Medical Coding (3) HIT 215 CPT coding (3) HIT 216 Advanced Clinical Classification systems (2) HIT 218 Reimbursement systems (3) HIT 220 Pathophysiology & Pharmacology (3) HIT 290 Professional Practicum Experience (2)
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Health Information Technology AAS and Health Care Coding Certificate of Achievement are both accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). Course and subsequent credit hours for both programs have been approved by CAHIIM to meet the required program learning domains.

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	According to Economic Modeling Specialist International (EMSI) labor market data, there are 5,647 positions in target occupations for this program in the Chicago Metropolitan region which is 8 percent below the national average. There were 239 regional job openings in 2016. The occupational demand appears to be moderate with only four percent of positions open in 2016.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for graduates of this program increased by 8.4 percent in the Chicago Metropolitan area over the past five years. Projections for the next five years anticipate a 7.6 percent growth.
1.3 What is the district and/or regional need?	Between 2016 and 2021, the Chicago Metropolitan Area is projected to have a 7.6 percent growth rate. The district need during the same time frame projects an increase of 10.4 percent.
1.4 How are students recruited for this program?	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES) a program that WCC participates in which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.
1.5 Where are students recruited from?	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of the HIT program did not result in actions or modifications.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
2.2 How do costs compare to other programs on campus?	The costs associated with this program are nine percent less than the institutional average of $1,899.79 per load hour.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program and its costs through tuition and fees.

2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost for the Health Information Technology program and certificate did not result in any actions or modifications.

INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	A strength of the Health Information Technology program is the strong relationship between the local health care providers and WCC faculty. These connections benefit students with opportunities for placement in hands-on practicum experiences and future employment opportunities.
3.2 What are the identified or potential weaknesses of the program?	A few identified potential weaknesses are in the area of staffing and course size. There are very few credentialed adjunct faculty to teach in this area and course offerings are often limited, particularly for evening classes. Courses have been cancelled for low enrollment, which can effect timely completion of the degree. WCC could also improve the marketing of the program, with a specific focus on the CAHIIM accreditation status.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery methods provided for students in the HIT program include face-to-face, online and practicum courses.
3.4 How does this program fit into a career pathway?	The AAS in Heath Information Technology follows the Health Information/Medical Records Technology/Technician pathway. The certificate in coding follows the Medical Insurance Coding Specialist/Coder pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	WCC partners with the American Health Information Management Association (AHIMA) for the use of VLab. VLab allows students to simulate real world situations using current health care software.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Dual credit for HIT 110 (Medical Terminology) is offered at both East and West Aurora High Schools.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	During the last semester of the program, students are required to complete 160 hours of Professional Practicum Experience. During this time, students work closely with current HIT professionals and apply the skills they have acquired throughout the program.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	WCC's HIT program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) on recommendation of the American Health Information Management Association (AHIMA).

3.9 Are industry-recognized credentials offered? If so, please list.	Upon completion of the AAS program, students are eligible to sit for both the Registered Health Information Technologist (RHIT) and the Certified Coding Specialist (CCS) exams. Students completing the certificate program can sit for the CCS. Both exams are offered by AHIMA and only eligible to students who have completed coursework in a CAHIIM-accredited program.
3.10 Is this an apprenticeship program? If so, please elaborate.	The HIT program is not an apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	From January 1 through December 31, 2016, WCC's pass rate on the Registered Health Information Technician (RHIT) Examination was 88 percent.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Waubonsee Community College has an articulation agreement for all AAS degrees with Governors State University for their Interdisciplinary Studies degree program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The HIT program has developed relationships with health care providers in the community including Northwestern Memorial Hospital, Edwards-Elmhurst Health, Boncura Health Solutions, Rush-Copley Medical Center, and Advocate Health. Each year an advisory board comprised of community members from these providers offer insights and feedback on the program curriculum and employment opportunities for our students.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for the HIT AAS is 16:1. The minimum average course size is six students with a maximum average course size of 25. The faculty to student ratio for the Health Care Coding Certificate is 17:1. The minimum average course size is 10 students with a maximum average course size of 16.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Full-time and part-time faculty are required to earn Continuing Education Units (CEUs) in the field to maintain Health Information Management (HIM) credentials. Faculty utilize webinars, seminars and attend conferences conducted by the American Health information Management Association (AHIMA) to satisfy these requirements. In addition, WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.

3.16 What is the status of the current technology and equipment used for this program?	According to our annual review, the Health Information Technology program's technology and equipment meet current industry standards. The AHIMA Virtual Lab is utilized to help expose students to the current technology in the industry.
3.17 What assessment methods are used to ensure student success?	The program uses various assessments including exams, assignments, and projects to ensure student success.
3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged in this program through our Advisory Committee meetings, practicums, interviews, and Career Fairs.
3.21 How often does the program advisory committee meet?	The advisory committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	WCC does not have a standard process for collecting information on employer satisfaction and is in the process of developing an employer survey for the HIT program. At the most recent Health Information Technology Advisory Committee meeting on June 28, 2017, community employers stated that "Waubonsee graduates were well prepared while students/graduates from other programs struggle."
3.23 How is employer satisfaction information collected?	Although a formal process of collecting employer information is currently being developed, CTE programs benefit from the informal input of district employers and information is collected through a variety of means, including Advisory Groups, and internship placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of this program did not result in any actions or modifications.

DATA ANALYSIS FOR CTE PROGRAM REVIEW					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE PROGRAM	*AAS HEALTH INFORMATION TECHNOLOGY*				
CIP CODE	*51.0707*				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	AAS 0 CERT 0	AAS 36 CERT 25	AAS 94 CERT 30	AAS 133 CERT 27	AAS 125 CERT 33
NUMBER OF COMPLETERS	AAS 0 CERT 0	AAS 6 CERT 6	AAS 4 CERT 8	AAS 12 CERT 9	AAS 16 CERT 12
How does the data support the program goals? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.				
What disaggregated data was reviewed?	Data reviewed was retrieved from the Banner student system. Students who selected the Health Information Technology AAS or Health Care Coding Certificate as a major were included in this report.				
Were there gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may have been HIT students not included in the analysis because they did not select HIT as their program of study.				
What is the college doing to overcome any identifiable gaps?	WCC is reviewing practices to increase the accuracy of major definitions without impeding access.				
Are the students served in this program representative of the total student population? Please explain.	**AAS Health Information Technology** **Demographics:** The students in the HIT degree program are reflective of WCC's overall population, with slightly more Hispanic or Latino students in the program.				

FY2016 Unduplicated AAS HIT & WCC Enrollment by Race

- AAS Health Information Tech [110B]
- WCC Credit Students

Race	AAS HIT	WCC
White	59%	58%
Hispanic or Latino	25%	27%
Black or African American	11%	8%
Asian	5%	4%
Prefer Not to Answer	0%	1%
Other/Not listed/Not...	0%	1%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific Island	0%	0%
Two or More Races	0%	0%
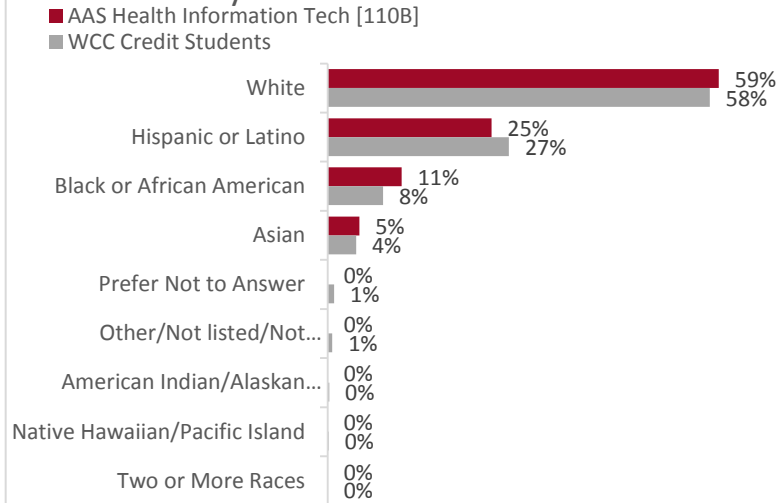
AAS Health Information Technology
Gender: HIT AAS students have a higher percentage of female students compared to the overall population at WCC.

FY2016 Unduplicated AAS HIT & WCC Enrollment by Gender

- AAS Health Information Tech [110B]
- WCC Credit Students

Gender	AAS HIT	WCC
Female	89%	55%
Male	11%	45%
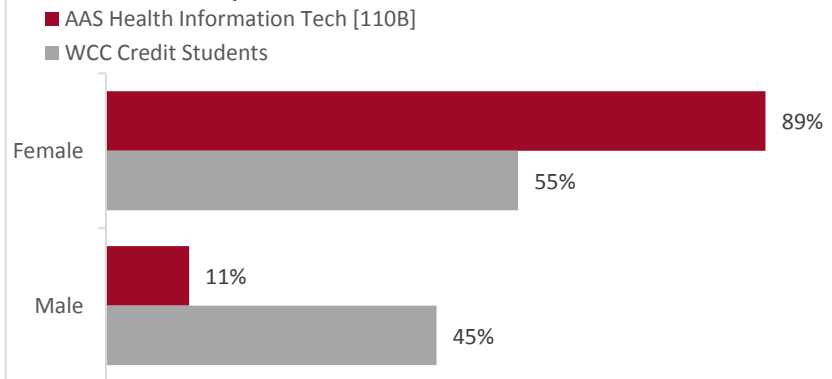
AAS Health Information Technology
Age: Fifty-three percent of students enrolled at WCC are in the 18 to 20 age category. The second largest population at WCC is the 21-24 year old category. The HIT AAS has a slightly older population with 26 percent of students enrolled who are in the 25-34 and 45-54 age categories. The second largest group for the AAS degree is 35-44 year olds at 20 percent.

FY2016 Unduplicated AAS HIT & WCC Enrollment by Age

■ AAS Health Information Tech [110B]
■ WCC Credit Students

Age	AAS Health Information Tech	WCC Credit Students
00-17	0%	3%
18-20	10%	53%
21-24	14%	30%
25-34	26%	20%
35-44	20%	9%
45-54	26%	5%
55-64	6%	2%
65+	0%	1%
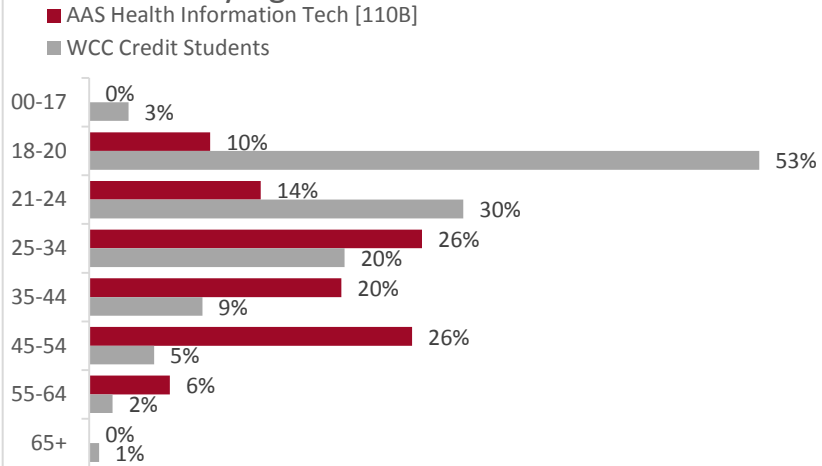
Health Care Coding Certificate
Demographics: The certificate program's demographics are reflective of WCC's overall population, with slightly more Hispanic or Latino students in the program.

FY2016 Unduplicated Health Care Coding & WCC Enrollment by Race

■ Health Care Coding [118B]
■ WCC Credit Students

Race	Health Care Coding	WCC Credit Students
White	58%	58%
Hispanic or Latino	21%	27%
Black or African American	12%	8%
Asian	6%	4%
Prefer Not to Answer	0%	1%
Other/Not listed/Not...	3%	1%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	0%
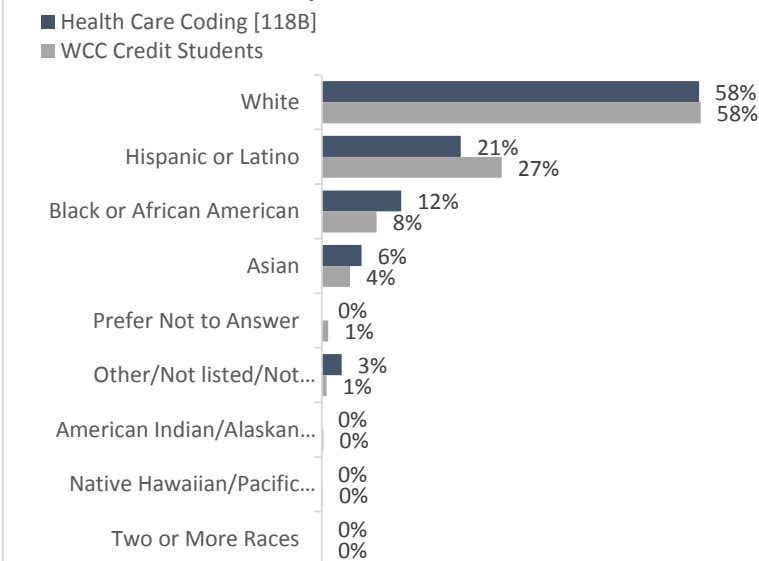
Health Care Coding Certificate
Gender: Health Care Coding students have a higher percentage of female students compared to the overall WCC population. The enrollment in the certificate program is 88 percent female and 12 percent male.

FY2016 Unduplicated Health Care Coding & WCC Enrollment by Gender

■ Health Care Coding [118B]
■ WCC Credit Students

Gender	Health Care Coding [118B]	WCC Credit Students
Female	88%	55%
Male	12%	45%
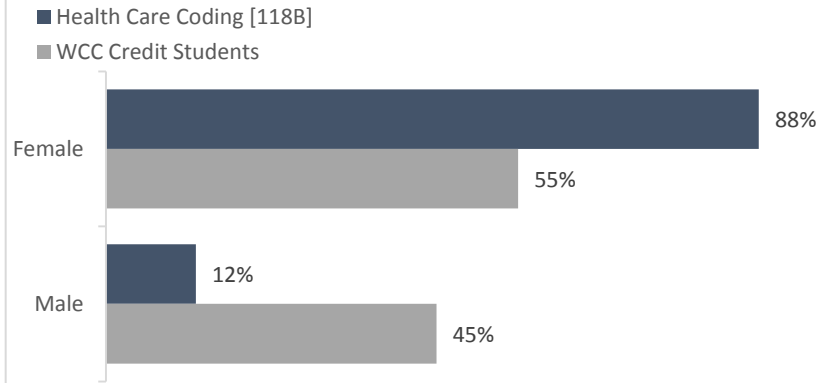
Health Care Coding Certificate
Age: The largest category for the certificate program is in the 25-34 age group, which represents 33 percent of students enrolled. This is followed by the 35-44 year olds, which represents 27 percent. This differs from the overall WCC population where 53 percent of the population is from the 18-20 year old age group.

FY2016 Unduplicated Health Care Coding & WCC Enrollment by Age
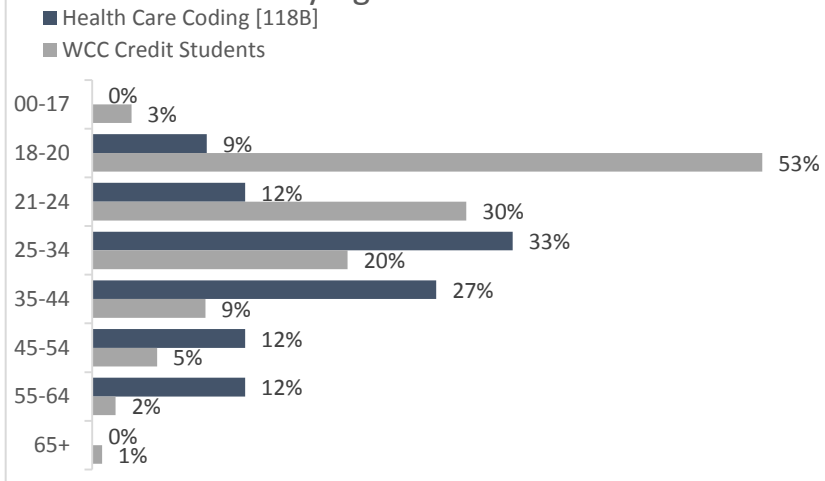
■ Health Care Coding [118B]
■ WCC Credit Students

Age	Health Care Coding [118B]	WCC Credit Students
00-17	0%	3%
18-20	9%	53%
21-24	12%	30%
25-34	33%	20%
35-44	27%	9%
45-54	12%	5%
55-64	12%	2%
65+	0%	1%

Are the students served in this program representative of the district population? Please explain.	**AAS Health Information Technology** **Demographics:** The HIT AAS degree aligns with the district demographic population with the largest representation from White students followed by Hispanic or Latino students.

FY2016 Unduplicated AAS HIT Enrollment &
District Population by Race

- AAS Health Information Tech [110B]
- District

Race	Value
White (AAS)	59%
White (District)	59%
Hispanic or Latino (AAS)	25%
Hispanic or Latino (District)	28%
Black or African American (AAS)	11%
Black or African American (District)	6%
Asian (AAS)	5%
Asian (District)	5%
Prefer Not to Answer (AAS)	0%
Prefer Not to Answer (District)	0
Other/Not listed/Not… (AAS)	0%
Other/Not listed/Not… (District)	0%
American Indian/Alaskan… (AAS)	0%
American Indian/Alaskan… (District)	0%
Native Hawaiian/Pacific… (AAS)	0%
Native Hawaiian/Pacific… (District)	0%
Two or More Races (AAS)	0%
Two or More Races (District)	2%
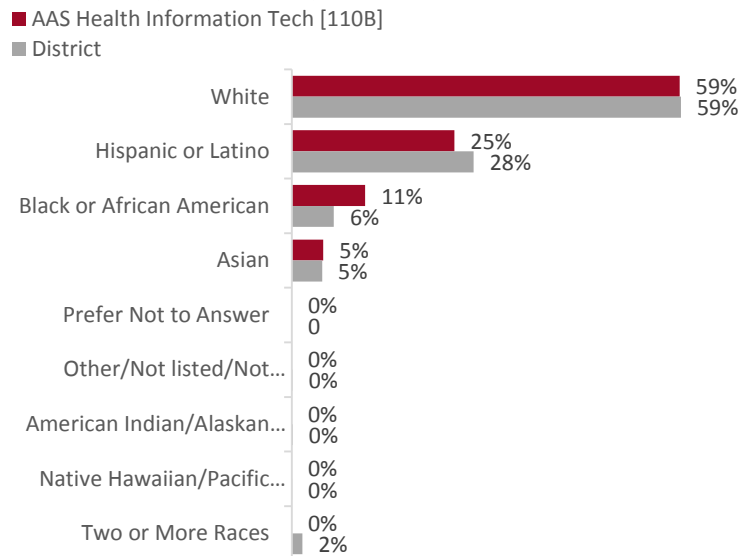
AAS Health Information Technology
Gender: The AAS degree program has a higher percentage of female students compared to the overall district population. The enrollment in the HIT AAS degree is 89 percent female and 11 percent male.

FY2016 Unduplicated AAS HIT Enrollment &
District Population by Gender

- AAS Health Information Tech [110B]
- District

Gender	Value
Female (AAS)	89%
Female (District)	50%
Male (AAS)	11%
Male (District)	50%
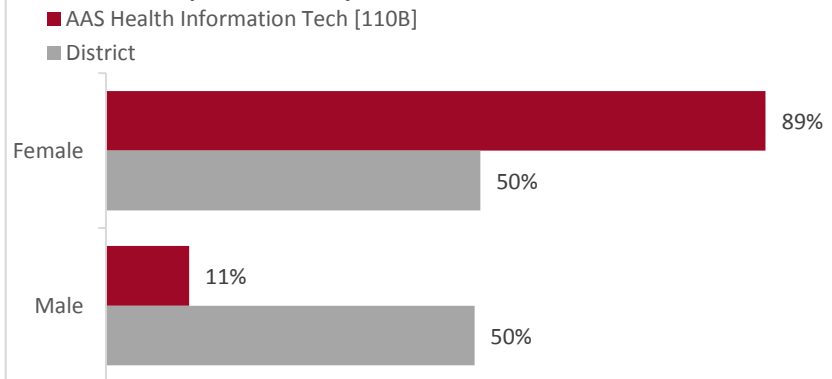
AAS Health Information Technology
Age: The HIT AAS program differs from the district population in age distribution. The largest two categories for the AAS degree are in the 25-34 and 45-54 age category, with the next group being the 35-44 year olds.

FY2016 Unduplicated Program Enrollment & District Population by Age

■ AAS Health Information Tech [110B]
■ District

Age	AAS Health Information Tech	District
00-17	0%	28%
18-20	10%	4%
21-24	14%	5%
25-34	26%	12%
35-44	20%	15%
45-54	26%	14%
55-64	6%	11%
65+	0%	10%
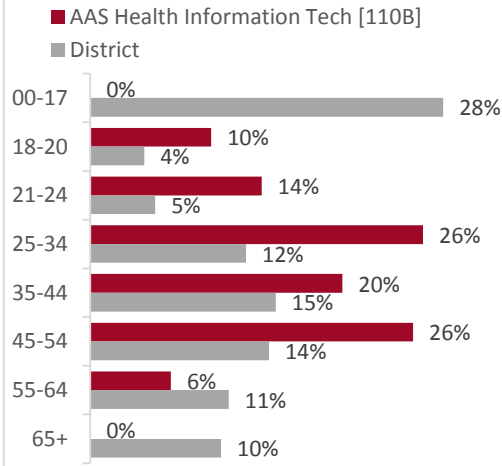
Health Care Coding Certificate

Demographics: The certificate demographics align with Wabaunsee's demographic population with the largest representation in both populations from White students followed by Hispanic or Latino students.

FY2016 Unduplicated Health Care Coding Enrollment & District Population by Race

■ Health Care Coding [118B]
■ District

Race	Health Care Coding	District
White	58%	59%
Hispanic or Latino	21%	28%
Black or African American	12%	6%
Asian	6%	5%
Prefer Not to Answer	0%	0
Other/Not listed/Not...	3%	0%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	2%
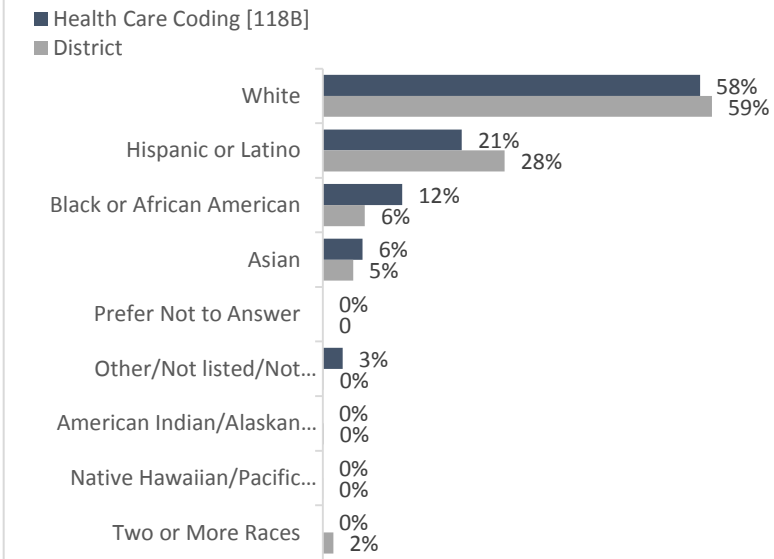
Health Care Coding Certificate

Gender: WCC's Health Care Coding program has a higher percentage of female students than the overall district. The district's overall population

is 50 percent male and 50 percent female while the certificate program enrollment is 88 percent female and 12 percent male.
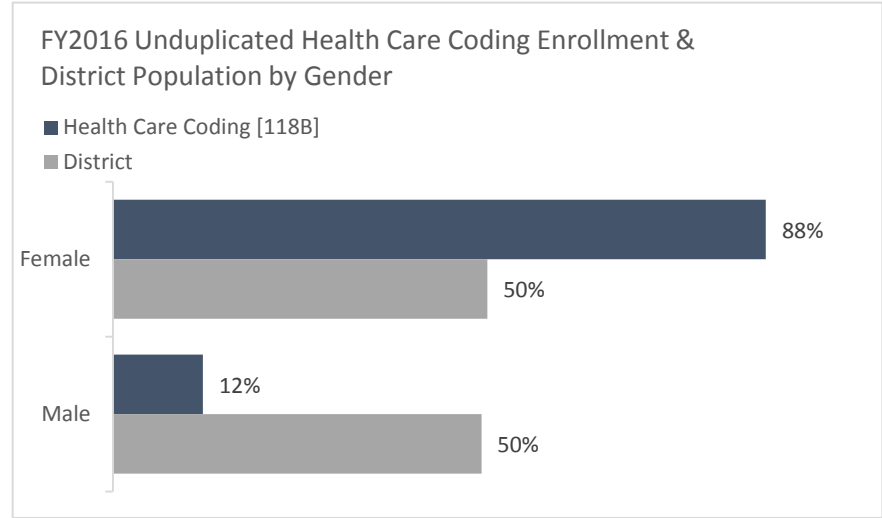
FY2016 Unduplicated Health Care Coding Enrollment & District Population by Gender

■ Health Care Coding [118B]
■ District

Female	Health Care Coding: 88%
	District: 50%
Male	Health Care Coding: 12%
	District: 50%

Health Care Coding Certificate
Age: The largest category for the certificate program is in the 25-34 age group, which represents 33 percent of students enrolled. The second largest group for the certificate is 35-44 year olds which represents 27 percent. That group is the second largest for the district with 15 percent of the population.

FY2016 Unduplicated Health Care Coding Enrollment & District Population by Age

■ Health Care Coding [118B]
■ District

Age	Health Care Coding [118B]	District
00-17	0%	28%
18-20	9%	4%
21-24	12%	5%
25-34	33%	12%
35-44	27%	15%
45-54	12%	14%
55-64	12%	11%
65+	0%	10%

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Employment projections within the district for this program indicate a projected growth of 10.4 percent due to replacement of workers exiting the industry and the creation of new jobs. Therefore, the program will be continued with minor modifications aimed at strengthening recruitment, retention and completion.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	WCC will continue to report and analyze performance measures after this review. Reporting and analyzing performance measures will lead to identification of areas for improvement in curriculum, and these improvement plans will continue throughout the 2017-2018 academic year. The following is a list of our action steps: 1. Collaborate with faculty and Marketing & Communications to update brochures and website, and identify other marketing opportunities (May 2018). 2. Actively participate in high school career events on campus and at the high schools (May 2018). 3. Create and utilize student surveys in each class to gather information on class content and instruction that may impact completion rates (December 2018).

Career & Technical Education – Medical Office				
COLLEGE NAME:	Waubonsee Community College			
FISCAL YEAR IN REVIEW:	2017			
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
Medical Office Certificate	**Cert**	**20**	**51.0716**	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	1. Apply legal or ethical standards of patient confidentiality as defined by federal, state or local regulations. 2. Demonstrate professional communication skills required in a healthcare. 3. Apply industry standards to Medical Office Certificate procedures.			
To what extent are these objectives being achieved?	The Medical Office outcomes are being achieved through textbook readings, classroom lecture, classroom demonstration, group discussions, research projects and written homework assignments. In 2016, Waubonsee (WCC) enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.			
Past Program Review Action What action was reported last time the program was reviewed?	Continued with minor improvements			

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	HIT 100 Introduction to Health Information Technology	Recommended Pre-requisite: Placement in college-level English coursework
	HIT 110 Medical Terminology	Recommended Pre-requisite: HIT 100 or concurrent enrollment
	HIT 120 Medical Office Procedures	Recommended Pre-requisite: HIT 105 or HIT 110
	HIT 130 Medical Insurance and Reimbursement	Recommended Pre-requisite: HIT 105 or HIT 110; HIT 120 or MLA 150
	HIT 140 Legal/Ethical Issues in Health Care	Recommended Pre-requisite: HIT 100 or concurrent enrollment

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Course Requirements** CIS 110 Business Information Systems (3) BUS 130 Customer Service (3) HIT 100 Introduction to Health Information Technology (3 HIT 110 Medical Terminology (3) HIT 120 Medical Office Procedures (3) HIT 130 Medical Insurance and Reimbursement (3) HIT 140 Legal/Ethical Issues in Health Care (2)
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This program does not require credit beyond 30 hours for a certificate or 60 for a degree.

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	According to Economic Modeling Specialist International (EMSI) labor market data, there were 8,791 positions in 2016 for the Chicago Metropolitan Area, which is 9 percent below the national average. There were 202 regional job openings in 2016.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2011 and 2016, job growth in this program increased by 3.9 percent. Projections for the next five years anticipate an overall 4.9 percent increase in openings with stronger growth for Medical Assistants and Secretaries at 10.79 percent growth and 11.89 percent growth respectively.
1.3 What is the district and/or regional need?	From 2016-2021, the WCC district need is projected to increase by 6.5 percent.
1.4 How are students recruited for this program?	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that WCC collaborates with which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.

1.5 Where are students recruited from?	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of the Medical Office Certificate program did not result in actions or modifications.
INDICATOR 2: **COST EFFECTIVENESS**	**RESPONSE**
2.1 What are the costs associated with this program?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
2.2 How do costs compare to other programs on campus?	The costs associated with this program are 18 percent less than the institutional average of $1,899.79 per load hour.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program and its costs through tuition and fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost for the Medical Office Certificate program did not result in any actions or modifications.
INDICATOR 3: QUALITY	**RESPONSE**
3.1 What are the program's strengths?	One of the strengths of the Medical Office program is that the faculty have industry experience which brings real world value to the classroom and provides connections with employers in the community. In addition, students have exposure to current software and technology in the field.
3.2 What are the identified or potential weaknesses of the program?	A potential weakness of the Medical Office Certificate program is the lack of full-time faculty. Part-time faculty teach the majority of the courses and although they are dedicated to students, often have other commitments and cannot always provide timely feedback. In addition, courses are frequently cancelled which is detrimental to students completion of the program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery methods for this program are face-to-face and online.
3.4 How does this program fit into a career pathway?	The Career Pathway is Medical Insurance Coding Specialist/Coder.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Medical Office Certificate program provides students with real world experiences utilizing Medical Office software to replicate tasks and responsibilities in the field.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	WCC provides students at East and West Aurora High Schools the opportunity to earn dual credit for HIT 110, Medical Terminology.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students have the option and are encouraged to choose an internship as an elective. However, work-based learning opportunities are not currently integrated into the curriculum.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	The National Health Care Association offers an exam to become a Certified Medical Administrative Assistant (CMAA) and WCC is investigating options for offering this credential to our students.
3.10 Is this an apprenticeship program? If so, please elaborate.	The Medical Office Certificate program is not an apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	This program does require a licensure examination.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation or cooperative agreements in place for this program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Partnerships have not been formed since the last review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for the Medical Office Certificate program is 18:1. The minimum average course size is six students with a maximum average course size of 29.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.

3.16 What is the status of the current technology and equipment used for this program?	The students are provided the opportunity to have hands-on experience working with administrative office software such as office management, billing and appointment scheduling. Students are trained using office software such as Word, Excel, PowerPoint and Access.
3.17 What assessment methods are used to ensure student success?	The program uses various assessments including exams assignments, projects and hands-on software applications to ensure student success.
3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged in this program through Advisory Committee meetings, interviews, and career fairs.
3.21 How often does the program advisory committee meet?	The advisory committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	WCC does not have a standard process of collecting employer information and is currently in the process of developing a survey for the Health Information Technology program, including the Medical Office Certificate. At the most recent Health Information Technology Advisory Committee Meeting on June 28, 2017, community employers stated that "Waubonsee graduates were well prepared while students/graduates from other programs struggle."
3.23 How is employer satisfaction information collected?	Although a formal process of collecting employer information is currently being developed, CTE programs benefit from the informal input of district employers and information is collected through a variety of means, including Advisory Groups, and internship placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of this program did not result in any actions or modifications.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	*MEDICAL CODING CERTIFICATE*

CIP CODE	51.0716				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	18	29	34	29	31
NUMBER OF COMPLETERS	16	10	17	12	04

How does the data support the program goals? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.
What disaggregated data was reviewed?	Data reviewed was retrieved from the Banner student system. Students who selected the Medical Office Certificate as a major were included in this report.
Were there gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may have been students not included in the analysis because they did not select Medical Office as their program of study.
What is the college doing to overcome any identifiable gaps?	WCC is reviewing practices to increase the accuracy of major definitions without impeding access.
Are the students served in this program representative of the total student population? Please explain.	**Demographics:** The certificate aligns with WCC's demographic population with the largest representation from White students and the second largest population from Hispanic or Latino students.

FY2016 Unduplicated Medical Office Certificate & WCC Enrollment by Race

- Medical Office [115A]
- WCC Credit Students

Race	Medical Office [115A]	WCC Credit Students
White	45%	58%
Hispanic or Latino	35%	27%
Black or African American	16%	8%
Asian	3%	4%
Prefer Not to Answer	0%	1%
Other/Not listed/Not Provided	0%	1%
American Indian/Alaskan…	0%	0%
Native Hawaiian/Pacific Island	0%	0%
Two or More Races	0%	0%

Gender: The certificate program has a higher percentage of female students compared to the overall college population. The enrollment in the Medical Office Certificate is 94 percent female and six percent male.
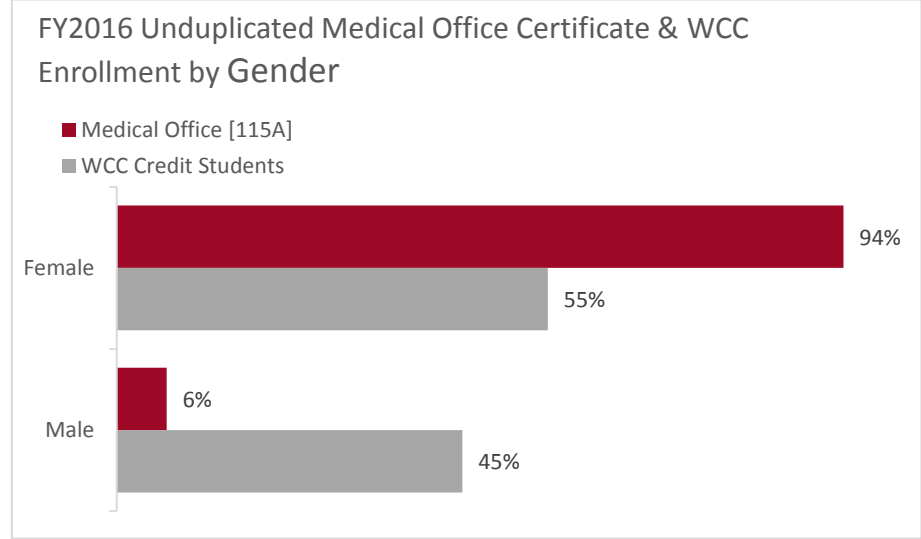
FY2016 Unduplicated Medical Office Certificate & WCC Enrollment by **Gender**

- Medical Office [115A]
- WCC Credit Students

Female	94% (Medical Office), 55% (WCC)
Male	6% (Medical Office), 45% (WCC)

Age: Fifty-three percent of students enrolled at WCC are in the 18 to 20 age category. The second largest is the 21-24 year old category. The Medical Office Certificate enrolls an older total population. The largest category for the certificate is in the 25-34 age category making up 32 percent of program enrollment. The second largest age group for this program is the 35-44 year old age group with 19 percent enrollment.
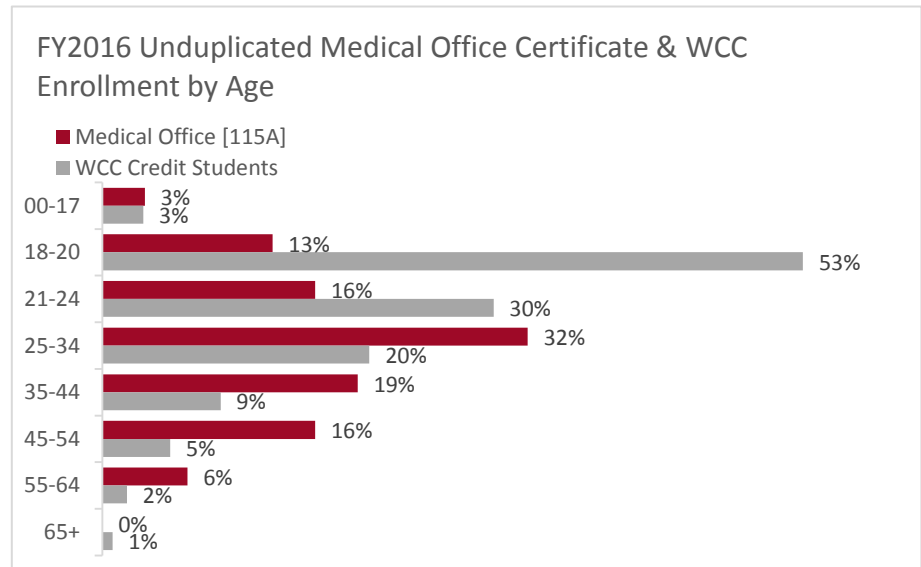
FY2016 Unduplicated Medical Office Certificate & WCC Enrollment by Age

- Medical Office [115A]
- WCC Credit Students

Age	Medical Office [115A]	WCC Credit Students
00-17	3%	3%
18-20	13%	53%
21-24	16%	30%
25-34	32%	20%
35-44	19%	9%
45-54	16%	5%
55-64	6%	2%
65+	0%	1%

Are the students served in this program representative of the district population? Please explain.	**Demographics:** The certificate aligns with the district demographic population with the largest representation from White students and the second largest population from Hispanic or Latino students.

FY2016 Unduplicated Medical Office Certificate
Enrollment & District Population by Race

■ Medical Office [115A]
■ District

Race	Medical Office [115A]	District
White	45%	59%
Hispanic or Latino	35%	28%
Black or African American	16%	6%
Asian	3%	5%
Prefer Not to Answer	0%	0
Other/Not listed/Not Provided	0%	0%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific Island	0%	0%
Two or More Races	0%	2%

Gender: The certificate program has a higher percentage of female students compared to the overall district population. The program's overall population is six percent male and 94 percent female.

FY2016 Unduplicated Medical Office Certificate
Enrollment & District Population by Gender

■ Medical Office [115A]
■ District

Gender	Medical Office [115A]	District
Female	94%	50%
Male	6%	50%
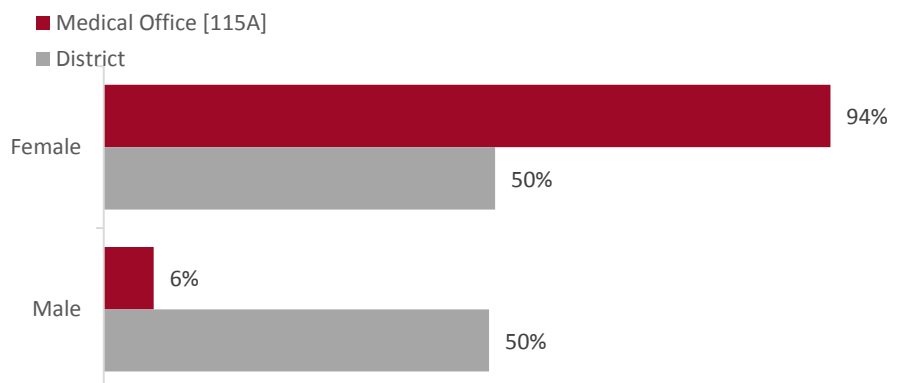
Age: Thirty-two percent of students enrolled in the Medical Office Certificate are between the ages of 25 and 34. The second largest enrollment for this program is in the 35-44 year old category.

FY2016 Unduplicated Medical Office Certificate
Enrollment & District Population by Age

■ Medical Office [115A]
■ District

Age		
00-17	Medical Office: 3%	District: 28%
18-20	Medical Office: 13%	District: 4%
21-24	Medical Office: 16%	District: 5%
25-34	Medical Office: 32%	District: 12%
35-44	Medical Office: 19%	District: 15%
45-54	Medical Office: 16%	District: 14%
55-64	Medical Office: 6%	District: 11%
65+	Medical Office: 0%	District: 10%

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Employment projections within the district for this program indicate a projected growth of 6.5 percent due to replacement of workers exiting the industry and the creation of new jobs. Therefore, the program will be continued with minor modifications aimed at strengthening recruitment, retention and completion.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	WCC will continue to report and analyze performance measures after this review. Reporting and analyzing performance measures will lead to identification of areas for improvement in curriculum, and these improvement plans will continue throughout the 2017-2018 academic year. The following is a list of our action steps: 1. Review curriculum for new technologies and determine when and where to incorporate (May 2018). 2. Schedule meeting(s) with counselors and faculty to discuss strategies for early intervention for students with academic and personal issues (December 2018). 3. Review current class scheduling times to ensure that they are meeting student needs (May 2018)

Career & Technical Education – Therapeutic Massage

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	2017

PROGRAM IDENTIFICATION INFORMATION

PROGRAM TITLE	DEGREE OR CERT	TOTAL CREDIT HOURS	6-DIGIT CIP CODE	LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE
Therapeutic Massage	**Cert**	**31**	**51.3501**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	1. Organize an effective body work session 2. Demonstrate the ability to perform a massage using client care techniques 3. Develop a self-care strategy for a client 4. Discuss ethical principles regarding therapeutic message for client care 5. Develop a strategy for successful practice, business or employment 6. Identify strategies for professional development
To what extent are these objectives being achieved?	The Therapeutic Massage program outcomes are being achieved through textbook readings, classroom lecture, classroom demonstration, group discussions, research projects, written homework assignments, hands-on homework assignments, and clinical laboratory experiences working with the general public. In 2016, Waubonsee (WCC) enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.
Past Program Review Action What action was reported last time the program was reviewed?	Continued with minor improvements

CTE PROGRAM REVIEW ANALYSIS

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

List all pre-requisites for this program (courses, placement scores, etc.).	TMS 110 Professional Foundations of Therapeutic Massage	Pre-requisite: Program admission; BIO 260; HIT 105; TMS 100 Co-requisite: TMS 120
	TMS 120 Massage Techniques I (First 8 weeks)	Pre-requisite: Program admission; BIO 260; HIT 105; TMS 100 Co-requisite: TMS 110
	TMS 125 Massage Techniques II (Second 8 weeks)	Pre-requisite: Program admission; TMS 110; TMS 120 Co-requisite: TMS 140
	TMS 140 Massage Clinical I (Second 8 weeks)	Pre-requisite: Program admission; TMS 110; TMS 120 Co-requisite: TMS 125
	TMS 162 Neuromuscular for Massage Therapy	Pre-requisite: BIO 260 or BIO 270 and concurrent enrollment in BIO 272
	TMS 130 Massage Techniques III	Pre-requisite: Program admission; TMS 125; TMS 140 Co-requisite: TMS 146; TMS 164
	TMS 146 Massage Clinical II	Pre-requisite: Program admission; TMS 125; TMS 140 Co-requisite: TMS 130; TMS 164
	TMS 150 Business Practices for Massage Therapists	Pre-requisite: Program admission; TMS 110
	TMS 164 Pathology for the Massage Therapist	Pre-requisite: BIO 260, or BIO 270 and BIO 272
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Program Prerequisite Courses (6)** BIO 260 Human Structure and Function (4) HIT 105 Medical Terms for Health Occupations (1) TMS 100 Introduction to Therapeutic Massage (1) **Program Courses (25)** TMS 110 Professional Foundations of Therapeutic Massage (2) TMS 120 Massage Techniques I (3) TMS 125 Massage Techniques II (3) TMS 140 Massage Clinical I (2) TMS 162 Neuromuscular for Massage Therapy (3) TMS 130 Massage Techniques III (4) TMS 146 Massage Clinical II (2) TMS 150 Business Practices for Massage Therapists (3) TMS 164 Pathology for the Massage Therapist (3)	
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate program does not exceed 30 hours.	

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	According to Economic Modeling Specialist International (EMSI) labor market data, the Chicago Metropolitan Area had 4,341 positions in massage therapy which is 13 percent below the national average. There were 568 regional program completions with only 78 job openings. Faculty report that local employers have expressed a need for massage therapists and are looking to recruit graduates, so more investigation is warranted in this area.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2011 and 2016, job growth in this program declined by 0.9 percent. Projections for the next five years anticipate an overall 8.27 percent increase in openings for target occupations by 2021.
1.3 What is the district and/or regional need?	Currently there are 851 jobs reported in the district. Eighty-two positions are expected to be added between 2016 and 2021 in the WCC district which represents a projected increase of 9.6 percent.
1.4 How are students recruited for this program?	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that WCC collaborates with which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.
1.5 Where are students recruited from?	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of the Therapeutic Massage program did not result in actions or modifications.
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this program?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
2.2 How do costs compare to other programs on campus?	The costs associated with this program are 15 percent less than the institutional average of $1,899.79 per load hour.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program and its costs through tuition and fees.

2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of program cost for the Therapeutic Massage program did not result in any actions or modifications.

INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The Therapeutic Massage program has several strengths in course offerings and instruction. Students have multiple opportunities for one-on-one instruction provided from a diverse faculty with professional experience in the industry. The program provides a strong foundation in the sciences, massage theory, professional ethics and business which is evident in our average pass rate of 89 percent on the State of Illinois licensing examination. WCC funds the licensing examination through student fees to ensure students are able to complete the exam.
3.2 What are the identified or potential weaknesses of the program?	There is an identified potential weakness in the area of staffing. Currently there is only one full-time faculty member overseeing the program and with the heavy focus on classroom instruction, which delays the implementation of programmatic changes.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery methods include face-to-face and online.
3.4 How does this program fit into a career pathway?	The Career Pathway is Massage Therapy/Therapeutic Massage.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Many students are fearful of taking the licensing examination and put off applying to take the exam. By including the costs of the state licensing examination in the student fees, WCC registers the student for the exam which forces the student to take the examination within three months of graduation, which increased the student pass rate. Also, including the online examination preparation resources in the student fees ensures that students have the resources to prepare for the examination. Both of these innovations contribute increased student success on the licensing exam.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Currently, dual credit opportunities are not available.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The college integrates work-based learning through practicum courses where students apply massage skills in a clinical setting to the WCC community.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	Industry-recognized credentials are not offered for this program.
3.10 Is this an apprenticeship program? If so, please elaborate.	The Therapeutic Massage Program is not an apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	WCC's pass rate on the Massage & Bodywork Licensing Examination (MBLEx) for 'First-time' test takers from May 15, 2016 through June 30, 2016 was 89 percent. Pass Rate for 'Re-exam' test takers was 100 percent for the same time period.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation or cooperative agreements in place for this program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Partnerships have been formed with employers to increase the quality of the program and its courses. The full-time faculty member meets with Massage Envy, Elements and Lindstrom Chiropractic.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for the Medical Office program is 11:1. The minimum average course size is five students with a maximum average course size of 23.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.
3.16 What is the status of the current technology and equipment used for this program?	According to our annual review, the Therapeutic Massage program technology and equipment meet current industry standards.
3.17 What assessment methods are used to ensure student success?	There are a variety of assessments used in the program to ensure student success. Students perform homework assignments, skill checks, quizzes, written examinations, group projects, presentations, term papers, client plans and one-on-one hands-on evaluations (in which students perform massage on an instructor).

3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged in this program through Advisory Committee meetings, interviews and Career Fairs.
3.21 How often does the program advisory committee meet?	The Therapeutic Massage Program Advisory Committee meets annually. The members include, alumni, present students, employers, department dean, department faculty members, representatives from WCC Workforce Development and representatives from the National Certification Board in Therapeutic Massage and Bodywork.
3.22 How satisfied are employers in the preparation of the program's graduates?	WCC does not have a standard process of collecting employer satisfaction information and is currently in the process of developing an employer survey. At the most recent Therapeutic Massage Advisory Committee Meeting on October 26, 2016, community employers stated that Waubonsee graduates are very knowledgeable of the techniques used in a variety of massage types, have excellent business management skills, and have a strong sense of empathy while striving to use their massage techniques to help improve a client's well-being.
3.23 How is employer satisfaction information collected?	Although a formal process of collecting employer information is currently being developed, CTE programs benefit from the informal input of district employers and information is collected through a variety of means, including Advisory Groups, and internship placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of this program did not result in any actions or modifications.

DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	*THERAPEUTIC MASSAGE CERTIFICATE*				
CIP CODE	*51.3501*				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	38	50	37	22	17
NUMBER OF COMPLETERS	10	24	11	08	09

How does the data support the program goals? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.
What disaggregated data was reviewed?	Data reviewed was retrieved from the Banner student system. Students who selected the Therapeutic Massage program were included in this report.
Were there gaps in the data? Please explain.	Students a provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may have been students not included in the analysis because they did not select the program.
What is the college doing to overcome any identifiable gaps?	WCC is reviewing practices to increase the accuracy of major definitions without impeding access.
Are the students served in this program representative of the total student population? Please explain.	**Demographics:** The certificate aligns with WCC's demographic population with the largest representation from White students followed by Hispanic or Latino students. FY2016 Unduplicated Therapeutic Massage Certificate & WCC Enrollment by Race

Gender: The certificate program has a higher percentage of female students compared to the overall population at WCC. The enrollment in the Therapeutic Massage program is 82 percent female and 18 percent male.

FY2016 Unduplicated Therapeutic Massage Certificate & WCC Enrollment by Gender

■ Therapeutic Massage [472A]
■ WCC Credit Students

Female	82%
	55%
Male	18%
	45%

Age: Fifty-three percent of students enrolled at WCC are in the 18 to 20 age category. The second largest is the 21-24 year old category. The Therapeutic Massage program's largest enrollment is in the 21 to 24 year age category with 47 percent of students enrolled. The second largest age group is in the 18-20 year category with 18 percent of students enrolled.

FY2016 Unduplicated Therapeutic Massage Certificate & WCC Enrollment by Age

■ Therapeutic Massage [472A]
■ WCC Credit Students

Age	Therapeutic Massage	WCC Credit Students
00-17	0%	3%
18-20	18%	53%
21-24	47%	30%
25-34	35%	20%
35-44	0%	9%
45-54	0%	5%
55-64	12%	2%
65+	0%	1%

Are the students served in this program representative of the district population? Please explain.	**Demographics:** The certificate aligns with the district demographic population with the largest representation from White students followed by Hispanic or Latino students.

FY2016 Unduplicated Therapeutic Massage
Certificate Enrollment & District Population by Race

■ Therapeutic Massage [472A]
■ District

Race	
White	65% / 59%
Hispanic or Latino	35% / 28%
Black or African American	0% / 6%
Asian	0% / 5%
Prefer Not to Answer	0% / 0
Other/Not listed/Not…	0% / 0%
American Indian/Alaskan…	0% / 0%
Native Hawaiian/Pacific…	0% / 0%
Two or More Races	0% / 2%

Gender: The certificate program has a higher percentage of female students compared to the overall population of the district. The enrollment in the Therapeutic Massage program is 82 percent female and 18 percent male.

FY2016 Unduplicated Therapeutic Massage
Certificate Enrollment & District Population by Gender

■ Therapeutic Massage [472A]
■ District

Gender	
Female	82% / 50%
Male	18% / 50%
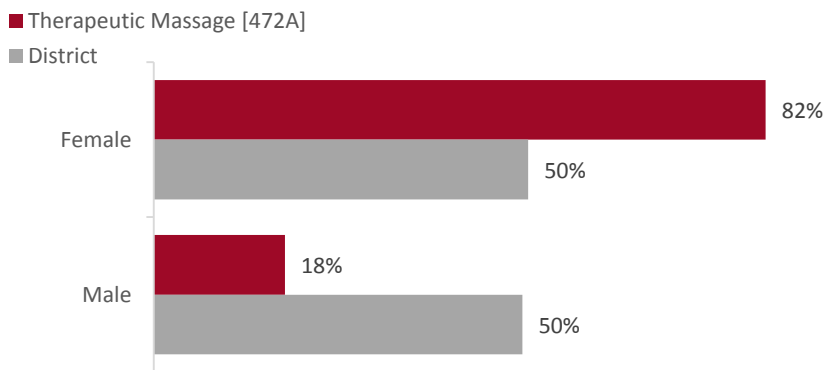
Age: The largest age group for the program is the 21-24 year old category followed by the 18-20 year old category with 18 percent of students enrolled.

FY2016 Unduplicated Therapeutic Massage
Certificate Enrollment & District Population by Age

■ Therapeutic Massage
[472A]
■ District

Age	Therapeutic Massage	District
00-17	0%	28%
18-20	18%	4%
21-24	47%	5%
25-34	35%	12%
35-44	0%	15%
45-54	0%	14%
55-64	12%	11%
65+	0%	10%

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Employment projections within the district for this program indicate a projected growth of 9.6 percent due to replacement of workers exiting the industry and the creation of new jobs. Therefore, the program will be continued with minor modifications aimed at strengthening recruitment, retention and completion.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	WCC will continue to report and analyze performance measures after this review. Reporting and analyzing performance measures will lead to identification of areas for improvement in curriculum, and these improvement plans will continue throughout the 2017-2018 academic year. The following is list of our action steps: 1. Review the admissions process for the program and adjust prerequisites if necessary (December 2018). 2. Examine tutoring opportunities for the 'hands-on' classes (May 2018). 3. Actively participate in high school career events on campus and at the high schools (May 2018).

Career & Technical Education – Computer Support				
COLLEGE NAME:	Waubonsee Community College			
FISCAL YEAR IN REVIEW:	2017			
PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
Computer Support	**AAS Cert**	**60 12**	**52.0407**	**Computer Support Certificate**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	**AAS:** 1. Examine Local Area Network (LAN) or Wide Area Network (WAN). 2. Recommend software to create an optimal user environment. 3. Design a plan for a project for an identified need. 4. Utilize appropriate software to meet specific business needs. **Certificate:** 1. Recommend software to create an optimal user environment. 2. Design a plan for a project for an identified need. 3. Utilize appropriate software to meet specific business needs.			
To what extent are these objectives being achieved?	These outcomes are being achieved through lecture, classroom demonstration, group discussions, projects, written homework assignments and hands-on homework assignments. In 2016, Waubonsee (WCC) enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.			
Past Program Review Action What action was reported last time the program was reviewed?	Continue with minor improvements			

CTE PROGRAM REVIEW ANALYSIS

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

	Course	Pre-requisite
List all pre-requisites for this program (courses, placement scores, etc.).	CIS 108 Comprehensive Word Processing	Recommended Pre-requisite: CIS 105
	CIS 112 Comprehensive Excel Spreadsheet	Recommended Pre-requisite: CIS 105
	CIS 114 Comprehensive Access Database	Recommended Pre-requisite: CIS 105
	CIS 115 Introduction to Programming	Recommended Pre-requisite: MTH 070 or 072 Recommended Co-requisite: CIS 116
	CIS 176 Windows Server Administration	Recommended Pre-requisite: CIS 170

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**AAS (60)** **General Education Requirements (15)** COM 121 or COM 100 Communications (3) ENG 101 or ENG 152 English (3) ENG 102 or ENG 153 English (3) Mathematics elective (3) Economics elective (3) CIS Core Program Requirements (15) CIS 110 Business Information Systems (3) CIS 115 Introduction to Programming (3) CIS 170 Networking Essentials (3) CIS 205 Information Technology Project Management (3) WEB 110 Web Development With HTML (3) **Major Program Requirements (24)** BUS 130 Customer Service (3) BUS 100 Introduction to Business (3) CIS 106 PowerPoint Presentations for Business (3) CIS 108 Comprehensive Word Processing (3) CIS 112 Comprehensive Excel Spreadsheet (3) CIS 114 Comprehensive Access Database (3) CIS 176 Windows Server Administration (3) CIS 180 Linux/UNIX Operating System (3) **Electives (6)** Select electives from: Computer Information Systems (CIS), World Wide Web (WEB) **Certificate (24)** **Course Requirements** CIS 106 PowerPoint Presentations for Business (3) CIS 108 Comprehensive Word Processing (3) BUS 130 Customer Service (3) CIS 110 Business Information Systems (3) CIS 112 Comprehensive Excel Spreadsheet (3) CIS 114 Comprehensive Access Database (3) CIS 170 Networking Essentials (3) WEB 110 Web Development With HTML (3)
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This program does not require credit beyond 30 hours for a certificate or 60 for a degree.
INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	According to Economic Modeling Specialist International (EMSI) labor market data, the Chicago Metropolitan Area had 8,377 jobs in target occupations related to this CIP code. This number is 25 percent above the national average. There were 92 regional program completions with 124 job openings in 2015. The demand for this type of program appears to be strong.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2011 and 2016, job growth in this program increased by of 7.1 percent. Projections for the next five years anticipate an overall 0.3 percent decrease in openings for target occupations.

1.3 What is the district and/or regional need?	Currently there are 1,980 jobs in the district with a 16 position reduction expected between 2016 and 2021, which represents a projected decrease of 0.8 percent. This is below the average expected growth of all occupations in our district which is three percent.
1.4 How are students recruited for this program?	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that WCC collaborates with which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.
1.5 Where are students recruited from?	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The review of this program did not result in actions or modifications.
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	The direct costs associated with the program include: - Faculty salary and benefits (full-time and part-time) - Instructional supplies - Technology, software and services - Publications and dues - Full-time faculty professional development
2.2 How do costs compare to other programs on campus?	The costs associated with this program are two percent less than the institutional average of $1,899.79 per load hour.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for this program and its costs through tuition and fees.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable as the program is supported by institutional funds.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The review of cost for this program did not result in any actions or modifications.

INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The biggest strength of both the AAS and certificate is that they provide a broad overview of many of our computer classes, giving students general knowledge of many important topics which is valuable to employability.
3.2 What are the identified or potential weaknesses of the program?	Our identified weakness for this program is our lack of an Advisory Board. Involvement of an advisory group and industry expertise will inform the curriculum and ensure alignment with industry needs.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Courses in this program are offered face-to-face and online.
3.4 How does this program fit into a career pathway?	The certificate follows the Business/Office Automation/Technology/Data Entry pathway.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The program implemented simulation software (i.e. My IT Lab, SimLab) to allow students hands-on work with the software and access to the needed software in off-campus settings. In addition to the simulation capabilities of the software, the supplemental resources also provided ways for students to complete coursework and reinforce concepts in order to meet the objectives and outcomes of the course. Additionally, faculty exploration of new technologies is encouraged and supported.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	WCC provides students at East Aurora High School the opportunity to earn dual credit for CIS 110, Business Information Systems.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students have the option and are encouraged to choose an internship as an elective. However, work-based learning opportunities are not currently integrated into the curriculum.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	Students are encouraged, but not required, to take the necessary exams for Microsoft Office Specialist Certification.
3.10 Is this an apprenticeship program? If so, please elaborate.	The Computer Support program is not an apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	A licensure examination is not applicable in this program.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	WCC has an articulation agreement for all AAS degrees with Governors State University for their Interdisciplinary Studies degree program.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Partnerships have not been formed since the last review.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The faculty to student ratio for the AAS and certificate in Computer Support is 18:1. The minimum average course size is 12 students with a maximum average course size of 29.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	WCC has an internal Center for Teaching, Learning and Technology (CTLT) that houses Technology Trainers and Instructional Designers who provide face-to-face training sessions, e-learnings, job aids and one-on-one appointments for all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies, professional development and WCC's Leadership Academy. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.
3.16 What is the status of the current technology and equipment used for this program?	According to our annual review, technology and equipment meet current industry standards.
3.17 What assessment methods are used to ensure student success?	The program uses various assessments including exams, assignments, and projects to ensure student success.
3.18 How satisfied are students with their preparation for employment?	CTE graduates' satisfaction with their preparation for employment was last measured by the ICCB mandated Career and Technical Education Follow-up Survey (ICCB FS submission) in 2016 for 2015 graduates. Since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
3.19 How is student satisfaction information collected?	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	At this time, employer engagement is limited to students completing internships, however, this review and best practices in program growth and development requires that a robust advisory group be a priority going forward.
3.21 How often does the program advisory committee meet?	We currently do not have an active advisory group in place. Building a robust advisory group is a priority for this program for FY2018 and will allow for employer feedback on an annual basis to inform the efficacy, and needs of the program.

3.22 How satisfied are employers in the preparation of the program's graduates?	WCC does not have a standard process of collecting employer information and is currently in the process of developing an employer survey.
3.23 How is employer satisfaction information collected?	Although a formal process of collecting employer information is currently being developed, CTE programs benefit from the informal input of district employers and information is collected through a variety of means, including Internship placement.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality did not result in any actions or modifications.

<table>
<tr><td colspan="6" align="center">DATA ANALYSIS FOR CTE PROGRAM REVIEW
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</td></tr>
<tr><td align="right">CTE PROGRAM</td><td colspan="5">COMPUTER SUPPORT</td></tr>
<tr><td align="right">CIP CODE</td><td colspan="5">52.0407</td></tr>
<tr><td></td><td>YEAR 1</td><td>YEAR 2</td><td>YEAR 3</td><td>YEAR 4</td><td>YEAR 5</td></tr>
<tr><td>NUMBER OF STUDENTS ENROLLED</td><td>AAS 19
CERT 06</td><td>AAS 38
CERT 07</td><td>AAS 44
CERT 15</td><td>AAS 45
CERT 13</td><td>AAS 49
CERT 07</td></tr>
<tr><td>NUMBER OF COMPLETERS</td><td>AAS 02
CERT 00</td><td>AAS 01
CERT 00</td><td>AAS 02
CERT 05</td><td>AAS 02
CERT 05</td><td>AAS 01
CERT 05</td></tr>
<tr><td>How does the data support the program goals? Elaborate.</td><td colspan="5">WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention and graduation. Program goals are the next step in our continuous improvement process.</td></tr>
<tr><td>What disaggregated data was reviewed?</td><td colspan="5">Data reviewed was from the Banner student system. All students that selected the Computer Support AAS and Certificate were included in this report.</td></tr>
<tr><td>Were there gaps in the data? Please explain.</td><td colspan="5">Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may have been Computer Support AAS and Certificate students not included in the above numbers that did not select the program.</td></tr>
<tr><td>What is the college doing to overcome any identifiable gaps?</td><td colspan="5">WCC is reviewing practices to increase the accuracy of major definitions without impeding access.</td></tr>
<tr><td>Are the students served in this program representative of the total student population? Please explain.</td><td colspan="5">AAS Computer Support - Demographics: The AAS degree enrollment aligns with the college's population with the largest representation from White students and the second largest population from Hispanic or Latino students.</td></tr>
</table>

FY2016 Unduplicated Program & WCC Enrollment by Race

- AAS Computer Support [223A]
- WCC Credit Students

Race	AAS Computer Support [223A]	WCC Credit Students
White	55%	58%
Hispanic or Latino	41%	27%
Black or African American	2%	8%
Asian	2%	4%
Prefer Not to Answer	0%	1%
Other/Not listed/Not…	0%	1%
American Indian/Alaskan…	0%	0%
Native Hawaiian/Pacific…	0%	0%
Two or More Races	0%	0%
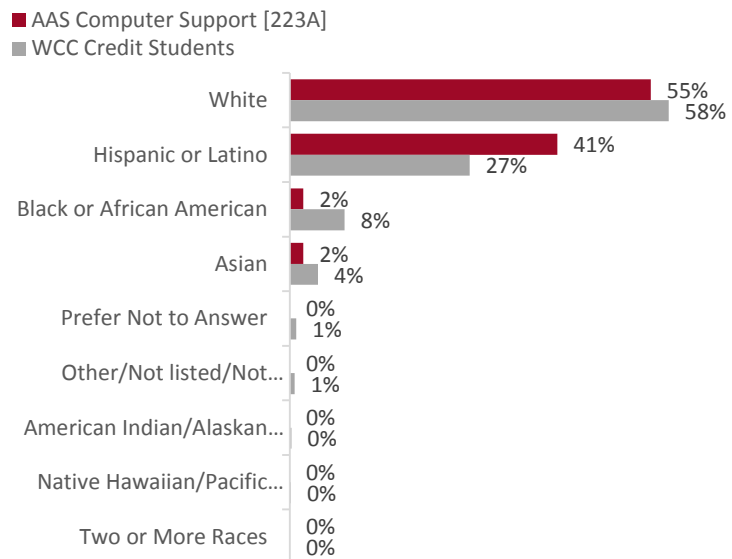
AAS Computer Support - Gender: Students in this degree tend to be male at a higher rate that the general credit population. The enrollment in the AAS degree in Computer Support is 82 percent male and 18 percent female.

FY2016 Unduplicated Program & WCC Enrollment by Gender

- AAS Computer Support [223A]
- WCC Credit Students

Gender	AAS Computer Support [223A]	WCC Credit Students
Female	18%	55%
Male	82%	45%

AAS Computer Support - Age: The AAS program has similar representation with the total population in enrollment by age. The two largest populations for the associate's degree are students between 18-20 and 21-24.

FY2016 Unduplicated Program & WCC Enrollment by Age

■ AAS Computer Support [223A]
■ WCC Credit Students

Age	AAS Computer Support [223A]	WCC Credit Students
00-17	0%	3%
18-20	31%	53%
21-24	31%	30%
25-34	16%	20%
35-44	14%	9%
45-54	4%	5%
55-64	4%	2%
65+	0%	1%

Computer Support Certificate - Demographics: The certificate program's enrollment aligns with the college's population with the largest representation from White students and the second largest population from Hispanic or Latino students.

FY2016 Unduplicated Program & WCC Enrollment by Race

■ Computer Support [243A]
■ WCC Credit Students

Race	Computer Support [243A]	WCC Credit Students
White	57%	58%
Hispanic or Latino	43%	27%
Black or African American	0%	8%
Asian	0%	4%
Prefer Not to Answer	0%	1%
Other/Not listed/Not…	0%	1%
American Indian/Alaskan…	0%	0%
Native Hawaiian/Pacific…	0%	0%
Two or More Races	0%	0%

Computer Support Certificate - Gender:

FY2016 Unduplicated Program & WCC
Enrollment by Gender
■ Computer Support [243A]
■ WCC Credit Students

Female
0%
55%

Male
100%
45%

Computer Support Certificate - Age: The largest population for the certificate students is in the 18-20 age category. This aligns with WCC's largest population by age. However, the second largest age group at WCC is the 21-24 age group. There are not any students in the second largest age group enrolled in the certificate program. The second largest population for the certificate is in the 25-34 age group.

FY2016 Unduplicated Program & WCC
Enrollment by Age
■ Computer Support [243A]
■ WCC Credit Students
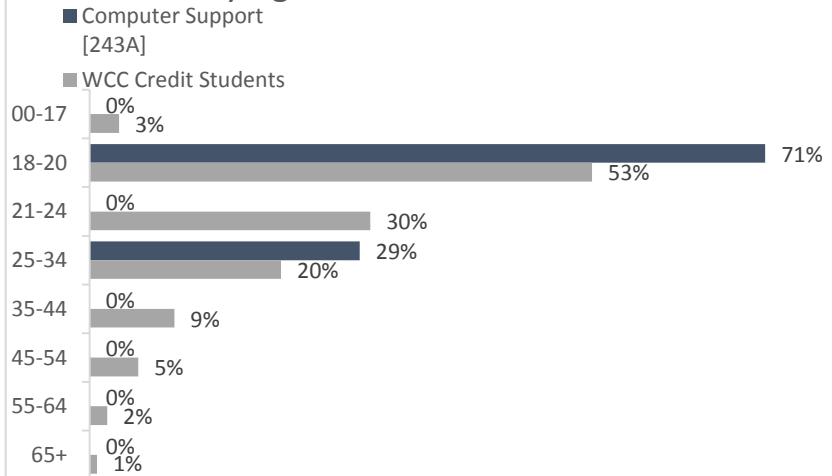
00-17 0% 3%
18-20 71% 53%
21-24 0% 30%
25-34 29% 20%
35-44 0% 9%
45-54 0% 5%
55-64 0% 2%
65+ 0% 1%

Are the students served in this program representative of the district population? Please explain.	**AAS Computer Support - Demographics:** The AAS degree demographics align with the district population with the largest representation from White students and the second largest population from Hispanic or Latino students.

FY2016 Unduplicated Program Enrollment & District Population by Race

- AAS Computer Support [223A]
- District

Race	AAS Computer Support [223A]	District
White	55%	59%
Hispanic or Latino	41%	28%
Black or African American	2%	6%
Asian	2%	5%
Prefer Not to Answer	0%	0
Other/Not listed/Not...	0%	0%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	2%
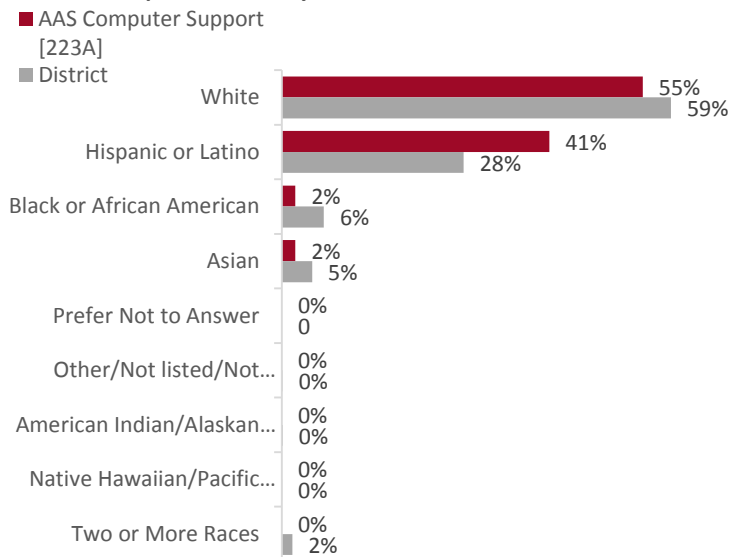
AAS Computer Support - Gender: AAS degree students have a higher percentage of male students compared to the overall district population. WCC's overall population is 45 percent male and 55 percent female. The district population is 50 percent male and 50 percent female.

FY2016 Unduplicated Program & WCC Enrollment by Gender

- AAS Computer Support [223A]
- WCC Credit Students

Gender	AAS Computer Support [223A]	WCC Credit Students
Female	18%	55%
Male	82%	45%
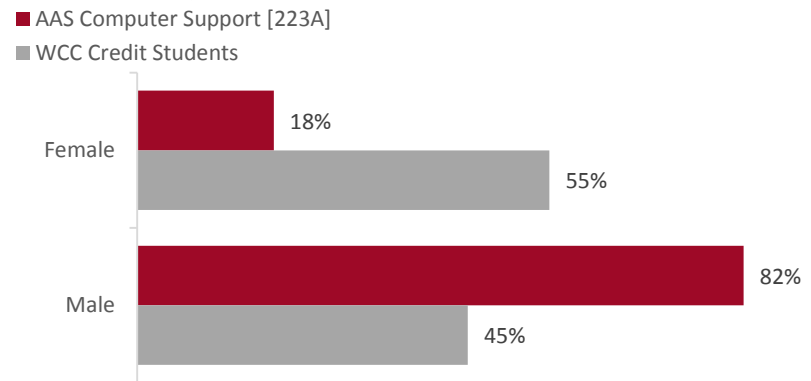
AAS Computer Support - Age: The two largest populations for the associate's degree are students between 18-20 and 21-24.

FY2016 Unduplicated Program Enrollment & District Population by Age

- ■ AAS Computer Support [223A]
- ■ District

Age	AAS Computer Support [223A]	District
00-17	0%	28%
18-20	31%	4%
21-24	31%	5%
25-34	16%	12%
35-44	14%	15%
45-54	4%	14%
55-64	4%	11%
65+	0%	10%
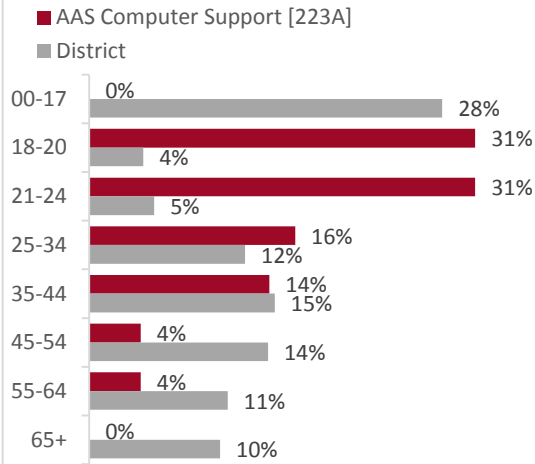
Computer Support Certificate - Demographics: The certificate aligns with the district's population with the largest representation from White students and the second largest population from Hispanic or Latino students.
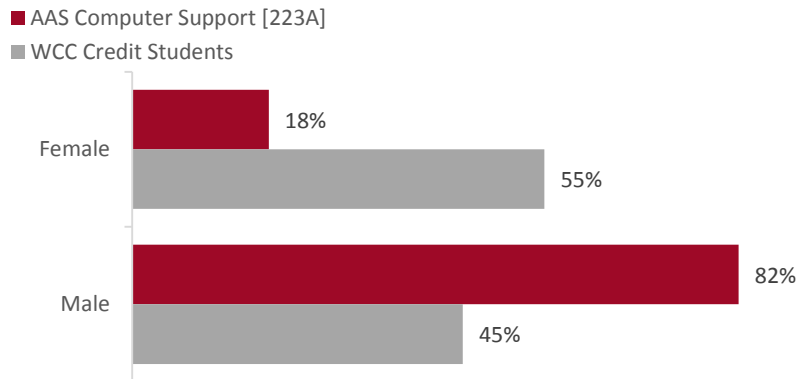
FY2016 Unduplicated Program Enrollment & District Population by Race

- ■ Computer Support [243A]
- ■ District

Race	Computer Support [243A]	District
White	57%	59%
Hispanic or Latino	43%	28%
Black or African American	0%	6%
Asian	0%	5%
Prefer Not to Answer	0%	0
Other/Not listed/Not...	0%	0%
American Indian/Alaskan...	0%	0%
Native Hawaiian/Pacific...	0%	0%
Two or More Races	0%	2%

Computer Support Certificate - Gender:

FY2016 Unduplicated Program Enrollment &
District Population by Gender

- Computer Support [243A]
- District

Female	0%
	50%
Male	100%
	50%
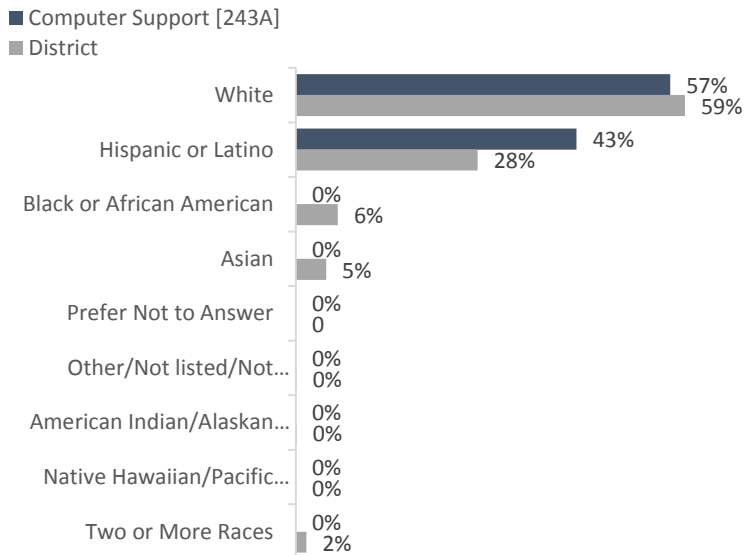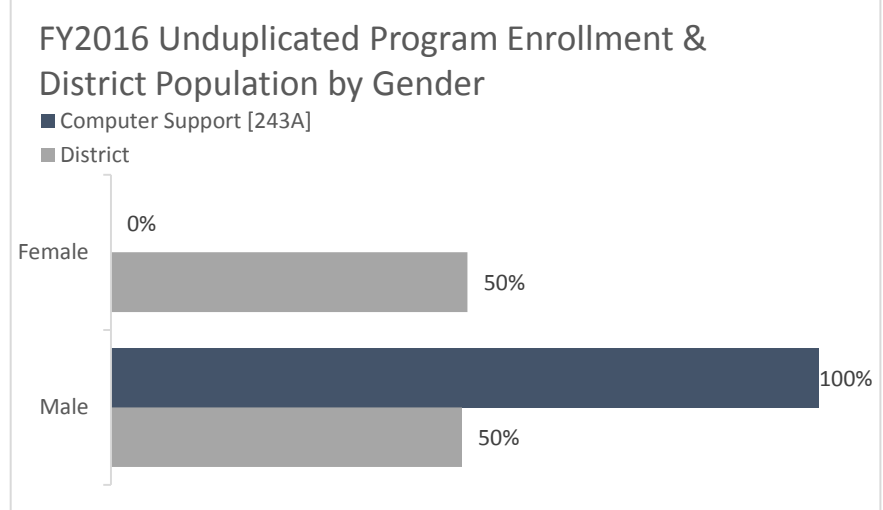
Computer Support Certificate - Age: The two largest populations for the certificate students are in the 18-20 and 21-24 age categories.

FY2016 Unduplicated Program Enrollment &
District Population by Age

- Computer Support [243A]
- District

Age	Computer Support	District
00-17	0%	28%
18-20	71%	4%
21-24	0%	5%
25-34	29%	12%
35-44	0%	15%
45-54	0%	14%
55-64	0%	11%
65+	0%	10%

REVIEW RESULTS

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale	Employment projections within the district indicate 0.3 percent growth due to new job creation and replacement of workers exiting the industry.

Please provide a brief rationale for the chosen action.	Therefore, the program will be continued with minor modifications aimed at strengthening recruitment, retention and completion.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Faculty and staff will explore ways to capture enrollments to ensure that students matriculate through the program. A case management approach is needed to ensure that this minor modification in the program will provide increased enrollments and completions. Additionally, a robust advisory group will be developed to improve curriculum and provide necessary feedback for program growth. A recruitment and retention strategy (course to course) will be implemented and alignment between division and program goals will be achieved and supported by data. The following action steps have been identified: Fall orientation (division and program goal alignment) – Fall 2017 Curriculum strategy meeting – Fall 2017 CIS enrollment and retention strategy meeting – Fall 2017 Identification of industry partners – Fall 2018 Advisory Group meeting – Spring 2018/Fall 2018

Academic Disciplines – Communications	
COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	2017
DISCIPLINE AREA:	Communications
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives/goals of the discipline?	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.
To what extent are these objectives being achieved?	The Communications discipline aligns course outcomes with discipline objectives to encourage student achievement. Based on course success rates, the faculty believe the outcomes are being met. They are in the process of analyzing assessment data to confirm outcome achievement. During 2016-2017, the faculty collected data from COM 100, Fundamentals of Speech Communication, and assessed two course outcomes using common rubrics. The two outcomes assessed were: 1) identify and explain the roles individuals and group members need to perform to meet small group challenges and fulfill leadership functions; and 2) using appropriate organizational formats, create presentations that fit the audience, the occasion, and a specified purpose. Data will be analyzed in fall 2017. In 2016, Waubonsee (WCC) enrolled in the Higher Learning Commission's Assessment Academy. Part of our three year plan is to implement program level assessment. The Communications discipline is a part of the general education program and will be working towards achieving those outcomes. Although faculty currently use classroom assessment for course improvement, WCC is just beginning the process of aggregating data at the program level to have a better understanding of program outcome achievement.
How does this discipline contribute to other fields and the mission of the college?	The mission and philosophy of WCC is based on the premise that education is the cornerstone of a literate, democratic society; that learning is a lifelong process; and that the pursuit of knowledge must be supported by institutional policies that demonstrate the values of accessibility, service, value, quality and innovation. The communications discipline is aligned to the mission through communication and critical thinking, both of which are included in the College Learning Outcomes.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	Since the last review period the following quality improvements have been made: • Course level outcomes reviewed and revised • Pilot for COM 100 online completed • Equipment to record speeches in all COM classrooms installed.

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

Indicator 1: Need	**Response**
1.1 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?	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty collaborate with their deans on curricular changes that address discipline needs and review information provided during the semester. Each academic division has a specific counselor assigned as a mechanism to gather feedback from students and from transfer institutions. All proposed changes are reviewed by the Curriculum Council. A checklist is in place to be completed prior to 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 twice per month and is comprised of program faculty and chaired by the Vice President of Educational Affairs. Curriculum Council meetings also provide a venue for additional programmatic discussions. Through a formal process, faculty approve changes or make recommendation for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
1.2 How are students informed or recruited for this program?	Students are recruited for this program through college visits to area high schools and during campus open houses to showcase our many programs and services. In addition, information is provided thorough campus visits, the college catalog and the class schedule.
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this discipline?	The costs associated with the program are 15% lower than the institutional average of $1,899.79 per load hour.
2.2 What steps can be taken to offer curricula more cost-effectively?	To offer curricula more cost-effectively, scheduling efficiencies could be implemented to have fewer low enrollment course sections.
2.3 Is there a need for additional resources?	There is an identified need for updated video equipment. This will be addressed in the FY2018 budget.

INDICATOR 3: QUALITY	*RESPONSE*
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	In addition to traditional face-to-face courses, the Communications discipline offers a creative mix of modalities, which provides flexible scheduling for our students. Current alternative delivery methods include accelerated, online and hybrid courses.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	This data comparison has not been a shared or discussed consistently in the past, but is being incorporated into a new Annual Update process that will provide a time for annual reflection on relevant program and discipline data.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Communications measures full-time and adjunct instructor performance using both direct and indirect assessment measures. Instruction is assessed through faculty observations and end of course student evaluations.
3.4 How does the discipline identify and support at-risk students?	The discipline identifies at-risk students through collaboration with faculty and our Counseling, Advising and Transfer Center. Faculty are invited each semester to recommend or require students to visit the tutoring center. Faculty also utilize an Academic Early Alert system for struggling students. Academic Early Alert is an online tool that enables faculty to report on students who are in academic jeopardy or at risk of failing. These student receive emails and follow-up calls from counselors and advisors. In addition, a satisfactory academic status report is completed at the end of each term by the Registrar's Office. A student is considered at risk when their grade point average falls below a 2.0. At-risk students are required to schedule an appointment with an advisor or a counselor to create a success plan. Additional supports include the Access Center for Disability Resources, which coordinates services to students with both physical and learning disabilities. Services include interpreters, note takers, readers, books-on-tape, specialized testing services, real-time captioning and other assistive technologies. WCC provides free face-to-face tutoring to all students as well as academic coaching and online tutoring.
3.5 To what extent is the discipline integrated with other instructional programs and services?	Communication coursework is integrated within degree requirements as general education courses in the following programs: Associate in Fine Arts (AFA); Associate of Applied Science (AAS); Associate in Arts (AA); and Associate in Science (AS).
3.6 What does the discipline or department review when developing or modifying curriculum?	The discipline consults with external organizations when developing and modifying curriculum. The National Communication Association has been a good resource for our needs. We also regularly review the Illinois Articulation Initiative (IAI) which provides curricular recommendations from faculty panels and experts in the field.

3.7 When a course has low retention and/or success rates, what is the process to address these issues?	WCC is developing a Student Success Framework as part of a three-year Transformational Plan that will address issues of retention and success. Faculty regularly discuss this topic at division meetings. One of the communication discipline's identified goals for academic year 2017-2018 is to schedule faculty meetings to discuss student success and how to decrease D, F and W rates.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.
Faculty would like to include new/innovative course options into the curriculum. New courses typically have smaller numbers of registrations and therefore it can be a challenge to gain significant enrollment. In addition, new courses may not be included in the degree programs which also contributes to low enrollment.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	COMMUNICATION				
COURSE TITLE	COM 100 AND COM 100-OL FUNDAMENTALS OF SPEECH COMMUNICATION				
COURSE DESCRIPTION	This basic course in speech communication serves three primary goals: introduction to the theories of human communication, classroom experiences in a variety of communication situations, and evaluation of individual communicative behavior.				
	YEAR 1 (2012)	*YEAR 2 (2013)*	*YEAR 3 (2014)*	*YEAR 4 (2015)*	*YEAR 5 (2016)*
NUMBER OF STUDENTS ENROLLED	2342	2495	2393	2318	2290
CREDIT HOURS PRODUCED	7173	7629	7281	7104	7026
SUCCESS RATE (PERCENT C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	89 PERCENT	89%	89%	88%	89%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	C2 900 3/14/2016	C2 900 3/14/2016	C2 900 3/14/2016	C2 900 3/14/2016	C2 900 3/14/2016

ACADEMIC DISCIPLINE AREA	COMMUNICATION				
COURSE TITLE	COM 110 VOICE AND DICTION				
COURSE DESCRIPTION	Clarity of speech, articulation, accurate pronunciation, effective choices of words, effective use of vocal pitch, rate, and volume make up the core of this course. Incorporated in the study is a basic understanding of the vocal mechanism, phonation and breath control. The International Phonetic Alphabet is also a component of the course and compliments the vocal training.				
	YEAR 1 (2012)	*YEAR 2 (2013)*	*YEAR 3 (2014)*	*YEAR 4 (2015)*	*YEAR 5 (2016)*

NUMBER OF STUDENTS ENROLLED	11	14	0	0	0
CREDIT HOURS PRODUCED	33	42	0	0	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	100%	0	0	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	N/A	N/A	N/A	N/A	N/A

ACADEMIC DISCIPLINE AREA	COMMUNICATION				
COURSE TITLE	COM 115 DIGITAL COMMUNICATION				
COURSE DESCRIPTION	This course provides an introduction to fundamental dimensions of computer-mediated communication (CMC). Basic principles of effective communication are integrated with the identification of the common language, modes, strengths and limitations inherent to CMC. Consideration of aspects of diversity, culture, ethics, ambiguity and effectiveness are applied to the contexts of interpersonal, group, workplace and e-commerce (global) communication situations.				
	YEAR 1 (2012)	YEAR 2 (2013)	YEAR 3 (2014)	YEAR 4 (2015)	YEAR 5 (2016)
NUMBER OF STUDENTS ENROLLED	22	51	24	35	30
CREDIT HOURS PRODUCED	69	153	172	105	90
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	84%	73%	63%	94%	82%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	N/A	N/A	N/A	N/A	N/A

ACADEMIC DISCIPLINE AREA	COMMUNICATION				
COURSE TITLE	COM 120 INTERPERSONAL COMMUNICATION				
COURSE DESCRIPTION	This course is a study of interpersonal communication with emphasis on the communication process, self-perception, self-expression, verbal and nonverbal communication, and listening behavior. Students also study interpersonal relationships and conflict resolution.				
	YEAR 1 (2012)	YEAR 2 (2013)	YEAR 3 (2014)	YEAR 4 (2015)	YEAR 5 (2016)
NUMBER OF STUDENTS ENROLLED	35	29	41	27	19

CREDIT HOURS PRODUCED	105	90	123	81	57
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	76%	95%	85%	77%	75%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	MC 901 4/10/17	MC 901 4/10/17	MC 901 4/10/17	MC 901 4/10/17	MC 901 4/10/17

ACADEMIC DISCIPLINE AREA	COMMUNICATION
COURSE TITLE	COM 121 COMMUNICATION IN THE WORKPLACE
COURSE DESCRIPTION	This course develops effective communication skills for a variety of business situations and professional settings. Areas of emphasis include oral presentations for the business person, communicating in a multicultural work setting, verbal and nonverbal communication principles, interviewing, persuasion, group communication and participation, communication with customers, creating positive communication climates, and conflict resolution.

	YEAR 1 (2012)	*YEAR 2 (2013)*	*YEAR 3 (2014)*	*YEAR 4 (2015)*	*YEAR 5 (2016)*
NUMBER OF STUDENTS ENROLLED	62	40	26	36	55
CREDIT HOURS PRODUCED	186	120	78	108	165
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	81%	97%	87%	88%	92%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	N/A	N/A	N/A	N/A	N/A

ACADEMIC DISCIPLINE AREA	COMMUNICATION
COURSE TITLE	COM 125 COMMUNICATIONS STRATEGIES FOR HEALTH CARE CENTERS
COURSE DESCRIPTION	This course explores the theory and practice of selected health-related models of communication for individuals in the health care field. Verbal and non-verbal communication in professional-client, professional-professional, and family relationships is stressed. Conflict resolution, informed consent, ethical responsibility, and effective intercultural communication are also emphasized. This course is designed for individuals interested in a career as a medical assistant, phlebotomist, registered nurse, licensed practical nurse, nurse assistant, or other health care fields.

	YEAR 1 (2012)	*YEAR 2 (2013)*	*YEAR 3 (2014)*	*YEAR 4 (2015)*	*YEAR 5 (2016)*
NUMBER OF STUDENTS ENROLLED	252	297	244	246	225

CREDIT HOURS PRODUCED	518	616	518	504	464
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	75%	85%	77%	84%	88%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	N/A	N/A	N/A	N/A	N/A

ACADEMIC DISCIPLINE AREA	COMMUNICATION				
COURSE TITLE	COM 135 INTRODUCTION TO INTEGRATED MARKETING COMMUNICATIONS				
COURSE DESCRIPTION	Students in this course explore the theory and practice of advertising with special focus on its role in integrated marketing communication. Topics include consumer behavior, market research, communication planning, creative strategies and types of media. Students prepare an original advertising campaign from market/ product research to client presentations.				
	YEAR 1 (2012)	*YEAR 2 (2013)*	*YEAR 3 (2014)*	*YEAR 4 (2015)*	*YEAR 5 (2016)*
NUMBER OF STUDENTS ENROLLED	0	12	17	11	11
CREDIT HOURS PRODUCED	0	36	51	33	33
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	N/A	83%	93%	90%	91%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: MC 912	IAI: MC 912	IAI: MC 912	IAI: MC 912	IAI: MC 912

ACADEMIC DISCIPLINE AREA	COMMUNICATION				
COURSE TITLE	COM 150 INTERCULTURAL COMMUNICATION				
COURSE DESCRIPTION	This course introduces students to the study of communication and culture. Students examine their own cultural identity and how it influences communication with others. Theories and concepts related to communication and culture are discussed including values, beliefs, norms, linguistic and nonverbal differences between cultures, cultural bias, ethnocentrism, globalization, and cultural adjustment. Moreover, major theories of intercultural communication will be discussed to help students build communication skills to improve intercultural communication, manage conflicts successfully and build intercultural relationships.				
	YEAR 1 (2012)	*YEAR 2 (2013)*	*YEAR 3 (2014)*	*YEAR 4 (2015)*	*YEAR 5 (2016)*

NUMBER OF STUDENTS ENROLLED	0	0	9	0	12
CREDIT HOURS PRODUCED	0	0	27	0	36
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT students	N/A	N/A	86%	N/A	82%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	MC 904 4/10/17	MC 904 4/10/17	MC 904 4/10/17	MC 904 4/10/17	MC 904 4/10/17

How does the data support the course goals? Elaborate.	The student success rates show that students are truly successful in the Communications courses. This is in line with the course goals of students learning the skills necessary in order to communicate well.
What disaggregated data was reviewed?	Data reviewed was retrieved from the Banner student system. Data was reviewed based on age, gender and race/ethnicity.
Were there identifiable gaps in the data? Please explain.	There were no identifiable gaps in the data.
ACADEMIC COURSE REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The COM 122 Group Communication course is currently being reviewed by faculty. The course outline is being updated so that students are taking a relevant course that meets their academic needs. COM 200, Advanced Speech Communication, has been revised by faculty and will be offered during the spring 2018 semester.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The Communication courses give students a vast array of different types of communication, including Voice and Diction, Digital Communication, Interpersonal Communication, Communication in the Workplace, Group Communication, Communications Strategies for Health Care Centers, Introduction to Integrated Marketing Communications, Advanced Speech Communication, and Intercultural Communication, which has a diversity designation attached to the course. Many of these courses have IAI designations, which help students transfer to four-year institutions. COM 100, Fundamentals of Speech Communication, is a course that all students working toward an AA/AS degree need to take. It is offered in traditional and online formats.
Resources Needed	WCC's Information Technology department has worked with the faculty to install ceiling-mounted cameras in order to better videotape students' speeches. No additional resources are needed at this time.
Responsibility Who is responsible for completing or implementing the modifications?	The faculty and dean are responsible for making sure that the curriculum is up to date and meets IAI standards.

Student and Academic Support Services - Admissions

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY2017
REVIEW AREA:	ADMISSIONS

Program Summary Please provide a brief summary of the function of the program.	The functions of Admissions are to (1) recruit students through strong outreach within our district high schools and community organizations, and to (2) help students successfully transition to college by: (a) Assisting students navigate through the getting started process, (b) Providing top notch first semester academic advising and (c) Offering programs that present information students need to be successful. The Admissions Manager provides a year-end report that examines the recruitment efforts for the annual recruitment cycle. This year-end report for FY2017 examines the enrollment activities that took place from Fall 2015 through Spring 2016 and Summer 2016 up until the Fall 2016 start and serve as the basis for this program review. The measure of success currently for Admissions are enrollment goals, both broad goals listed in the rationale and individual high school goals.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	Since the last program review, there have been a number of changes that have been implemented: • Established a course of action for transitioning students from Admissions to Counseling (7 credit hours) • Created the Noche Para Padres (Parent's Night) event (2009) • Employed use of SARS Scheduling System to track new student advising traffic/appointments (2009) • Implemented online electronic registration and planning (ERAP) for new students (2010) • Established First Look event partnership – Created an orientation event with our Access Center for Disability Resources (2011) • Contracted with a third party for enrollment projections to use in goal setting (2012) • Adjusted New Student Orientation program – Created three breakout sessions (College 101, Technology and Campus Tour) and a bookstore giveaway (attendance increased twenty percent) (2013) • Established goals for select high schools showing a fall semester decline of greater than five percent enrollment to Waubonsee Community College (2014) • Moved a full time Admissions Advisor position from the Sugar Grove campus to Aurora Downtown Campus based on traffic increases in SARS (2014) • Created a New Career and Technical Education Experience open house program in collaboration with Instruction (2015) • Offered new tour events (Fully Caffeinated in 2014 and Charged Up in 2015) • Adjusted the Experience Waubonsee open house program – Created two tracks for the Overview Presentation based on student feedback (2015) • Expanded enrollment goals to all high schools (2016) • Implemented a CRM (Customer Relationship Management) tool (Wiley Student Relationship Platform/Salesforce product)(2016) • Deployed funnel-based enrollment strategies (2016)

What are the identified or potential weaknesses of the program?	• Weak adult student recruitment (see "Rationale" data: Adult New Students - 20.8 percent) – Admissions is not reaching its goals for nontraditional age students but rather has experienced large declines. • New Student Orientation (NSO) – The New Student Orientation program has not been revised since 2013. • Experience Waubonsee (our open house event) – Some adjustments have been made to the program based on attendee evaluations, however, a full review of this event is needed. • Noche Para Padres (Parent's Night) – Recent attendee evaluations have suggested this event could be offered at a different time of the year. • Increase breadth/depth of enrollment data - Expand data usage in reporting and decision making from primarily attendance data to conversion and registration data.
What are the program's strengths?	• The use of E-RAP (Electronic Registration and Planning) versus requiring students to attend a face-to-face event before they register. This online version is much more convenient for students. • Actively using a Customer Relationship Management tool – Students receive auto generated emails informing them of what their next step is in the process and the system creates tasks for advisors/student ambassadors to make phone calls based on the students stages in the enrollment funnel. We are in the process of collecting baseline data. • Strong goal and strategy setting for high school enrollments • Strong relationships with high schools represented by frequency and demand (Increase in high school visits by 40 percent from 85 to 115 visits). • We are steadily maintaining new traditional age student enrollments (+1.3 percent). • Strong attendance data provided for events in the year-end report, as well as summaries of the evaluations from attendees.

Rationale Detail all major findings resulting from the current review.	For Fall 2016, Admissions enrolled (as of 10th Day): • 1,605 CR-Level students (-0.4 percent) • 1,506 traditional-age students (+1.3 percent) • 99 non-traditional-age students (-20.8 percent) • 573 Hispanic/Latino students (+1.4 percent) • 152 African American students (+21.6 percent) • East Aurora, Kaneland, Yorkville, Sandwich and Marmion high schools saw a greater than five percent decline in enrollment for fall 2016. • New Student Orientation – NSO review and refresh. The most common complaint in the evaluations is that students already knew some of the information presented. • Experience Waubonsee (our open house event) –The format for our grand re-opening of Aurora Fox Valley was so well received it has raised the question of whether or not we should be doing a similar format for our open house event. Also, students at Experience Waubonsee expressed in the evaluation that the information packets distributed at the event need to provide a greater depth of information. • CTE (Career and Technical Education) Experience - Since CTE Experience is a new event, coordinate with the Assistant Vice President of Career and Technical Education to review and make adjustments to this event. • Noche Para Padres (Parent's Night) – Based on the attendee evaluations, change the time of year this event is offered. Attendees commented that they were disappointed that this event happens after the deadline for Foundation Scholarships has passed. They would have greatly appreciated attending this event before the Foundation Scholarship deadline so that they have the opportunity to apply for Foundation Scholarships. • Conversion/Registration Data – Expand further from using attendance data to conversion and registration data (CRM).

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Create a recruitment plan specifically aimed at Adult Student Recruitment which includes: (1) Identifying strategies to increase adult prospects and inquiries; (2) Increase coordination with other areas of the college such as workforce development and Career and Technical Education; and (3) Have the new Admissions Advisor focus on nontraditional students which includes case managing these students through the Customer Relationship Management tool. Put additional focus on the high schools that saw a greater than five percent decline in enrollment for fall 2016. Revise New Student Orientation Format –Explore a new format that uses optional workshops vs. required sessions. Experience Waubonsee (our open house event) –Implement a new open house format. This would potentially include food trucks and highlight specific programs at campuses that have signature programs. It would also have an open table format where students can go and ask questions of support service representatives versus a formal presentation. Also, since students expressed in the evaluation that the information packets need to provide a greater depth of information, we will be adding questions to the evaluation specifically about the information packet to gain more insight as to the type of information students need. In addition, there are a number of new publications Marketing and Communications is working on that could be useful in these packets. CTE Experience - Since CTE Experience is a new event, coordinate with the Assistant Vice President of Career and Technical Education to review and make adjustments to this event. Noche Para Padres (Parent's Night) – Move this event from March to November to provide more information about scholarships. Conversion/Registration Data – Add conversion data from the CRM/Advance (our data warehouse) to all of the events in the year-end report.

Student and Academic Support Services – Registration and Records

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between **4 – 8 pages in length**.

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	2017
REVIEW AREA:	Registration and Records

Program Summary Please provide a brief summary of the function of the program.	The Registration and Records program, under the purview of Enrollment Management and Student Development, is responsible for a myriad of functions that support the mission of the institution. This department is responsible for maintaining student academic records in compliance with FERPA, registration functions for credit and noncredit programs, processing transcript requests, residency classification and verification, grade submission procedures, facilitating non-attendance and midterm attendance verification reporting to ensure compliance with federal and state legislation, credit awarding via transfer credit evaluation and prior learning assessment, and state and federal reporting. Mission: Registration and Records is a collaborative team providing quality service and resources to students, faculty, college departments and the community to help them meet their goals. We value integrity and strive to create a satisfying experience while upholding college procedures. Registration and Records aims to maintain an environment in the office and on campus that encourages growth and innovation, supports student success, enhances customer service, respects people and differences, and promotes communications and participation throughout all areas of the College. The primary goals of the Registration and Records department are: • Improve overall efficiency with increased use of technological advances • Enhance customer service to students, alumni, faculty and staff • Promote professional development of staff • Reduce institutional risks • Support student success/completion initiatives throughout the college

Prior Review Update Describe any quality improvements or modifications made since the last review period.	The Registration and Records department has made a number of quality improvements and modifications since the last review period. Highlights of some of the improvements are provided below. **Departmental Retreats** In 2013, the Registration and Records department held its inaugural departmental retreat to not only promote professional development, to strengthened relationships and grow as a team, but to engage in dialogue related to departmental strengths/weaknesses and goals and objectives. A departmental retreat has been held every year with positive feedback received from staff each year. **Revised Grade Submission Communication Plan** In 2015, the Registrar collaborated with the academic deans to revise the communication plan related to the end of term grade submission. The revised communication was designed to inform faculty members of the negative impact missing grades have on students. In addition, missing grade reports were sent to academic deans 4 hours before the deadline. The academic divisions then sent reminders to the listed faculty members. The first term of the new process (Fall 2015) resulted in a significant decrease in missing grades (39% less than the previous fall term). **Residency Review** In 2016, the departmental reviewed residency classification procedures to clarify and redefine institutional residency codes and to remove the registration restriction when students are required to verify residency. The staff performed an audit of nearly 1,400 student records to ensure that students were properly assigned, and a revised business process was created. **Transcript Request Process** In 2016, a review of staff responsibility was reviewed to incorporate more staffing resources for processing transcript requests. The new approach resulted in a significant decrease in turnaround time even with increased totals (yearly). The attached chart below displays the number of requests and the number of hours from request to completion. **Departmental Reorganization** The Registration and Records department underwent a departmental structure reorganization for fiscal year 2017 to provide support for the anticipated changes to documentation and evaluation of credentials, the degree audit system, reporting requirements and changes and updates to the Student Information System. This involved creating three areas of

	functionality: registration and records services, records/credentials evaluation and systems/reporting.

Transfer credit evaluations along with the management of the transfer equivalency database transitioned to Registration and Records from the Counseling department, which resulted in more resources to perform this function. Within the brief period that this function has been in Registration and Records, evaluation processing turnaround time has significantly decreased to approximately one week.

A Registration and Records System Analyst position was created to provide support to: 1.) enrollment/degree reporting to ensure compliance with Federal Student Aid regulations, and 2.) functions associated with the student information system database, degree audit, and other related systems. |
| What are the identified or potential weaknesses of the program? | Even though the Registration and Records office has made a number of procedural changes since the last program review cycle, there are some processes that still require modification. For example, the current late enrollment process has been in place for quite some time with very few modifications. The process requires a significant amount of staff resources and is difficult to manage.

Waubonsee went live with Banner® Student during the spring semester 2007. Upon conducting a Business Process Analysis with a consultant recently, a number of common themes emerged. However, the primary theme was that the Student Information System was limited in its functionality due to its configuration. This is due to many workarounds that have been developed over the last 10 years. Steps were added to existing processes over time without re-evaluating the entire process from the beginning, resulting in lengthening of the process with extra steps added that could be automated. |

What are the program's strengths?	The Registration and Records office continues to have a focus on service. Staff strive towards exceptional customer with each student, faculty, staff, etc. interaction. Moreover, the student experience is always in mind when new procedures and technological advances are implemented. A number of staff members are bilingual (Spanish/English). Given that Waubonsee has a number of students and parents who speak Spanish, staff members are able to better communicate with and serve those who feel more comfortable speaking in their native language. The Registration and Records department is actively engaged in national and statewide professional organizations. Three staff members have professional roles in state professional organizations. This enables the department to keep abreast of best practices, new legislation, trending topics, while also developing the staff members who participate.
Rationale Detail all major findings resulting from the current review.	The Registration and Records office will continue to focus on supporting the Transformational Goals of the institution via the aforementioned departmental goals. In preparation for upgrading to Banner® 9 (XE) forms that must be completed by December 2018, Registration and Records have examined Banner® 8 student processes, configurations, and set-up via the business process analysis to streamline current student procedures and to gain efficiencies before layering new technology. The consultant used to conduct the business process analysis will also assist the department in rebuilding and reconfiguring some modules in Banner® Student along with implementing new functionality that will enable the department to revise procedures and increase overall efficiency and service levels for all constituents that the department serves.

	In addition to implementing the upgrading the administrative Banner® forms, the following technology enhancements will be implemented: - Student/Advisor Profile - Updated Faculty Grade Entry Self-service pages - Self-service Banner Registration
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	In efforts to increase transparency regarding transfer equivalents, the Registration and Records office will collaborate with key departments to review transfer articulation database and implement technology to make transfer equivalents public to advisors, faculty, students, and prospective students. The Registration and Records office will focus on student major declaration/change procedures to ensure that the institution can monitor student progress in degree/certificate programs, and increase the utilization degree planning and audit functionality.

Month of Request	Total Processed*			Hours to Process			
	2014	**2015**	**2016**	**2014**	**2015**	**2016**	**Difference****
January	963	977	918	195.0	110.5	24.4	-170.6
February	632	629	667	47.8	61.5	17.8	-30.0
March	562	532	535	66.8	49.4	16.3	-50.5
April	543	540	461	102.3	21.8	16.7	-85.6
May	669	648	804	114.2	50.2	20.6	-93.6
June	659	741	819	102.6	58.4	18.8	-83.8
July	671	647	643	27.2	25.8	20.2	-7.1
August	1292	1363	1475	132.9	56.6	30.7	-102.2
September	648	603	615	100.3	43.9	20.1	-80.2
October	740	679	684	46.5	37.1	20.5	-26.0
November	577	555	609	54.0	44.4	20.3	-33.7
December	603	578	657	60.6	64.4	26.1	-34.5
AVERAGE				**87.5**	**52.0**	**21.0**	**-66.5**
TOTAL	**8559**	**8492**	**8887**				

*Based on Month of Request, not Month of Completion.
**Comparison 2014-2016