



# ICCB Program Review Report



**WAUBONSEE**  
COMMUNITY COLLEGE



September 2020

<b>PROGRAM REVIEW COVER PAGE</b>	
<i>COLLEGE</i>	Waubonsee Community College
<i>DISTRICT NUMBER</i>	District 516
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<i>FISCAL YEAR REVIEWED:</i>	FY20
<b>DIRECTORY OF REVIEWS SUBMITTED</b>	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
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**Program Review Report FY2020  
Waubonsee Community College**

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<b><i>Academic Disciplines</i></b>	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019-2020
<i>DISCIPLINE AREA:</i>	Art
<b><i>REVIEW SUMMARY</i></b>	
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.	
<p>How does the discipline contribute to other fields and the mission of the college?</p>	<p>The goals of the Art department nicely align with the College Learning Outcomes and major fields of study at the college in the following areas:</p> <ul style="list-style-type: none"> <li>-Critical thinking</li> <li>-Communication</li> <li>-Global Awareness</li> <li>-Information Literacy</li> </ul> <p>All of the above helps to contribute to the mission of the college to provide education that leads to a "literate, democratic society."</p> <p>Art contributes to many other fields in the transfer area as many students take art courses to fulfill their humanities requirement. Many of our courses are guaranteed to transfer through the Illinois Articulation Initiative. In addition, the art department has developed 2+2 agreements with several area universities including Columbia College and The School of the Art Institute. The programs we offer are of the highest quality as recognized by the National Association of Schools of Art and Design (NASAD).</p> <p>Our courses provide students with an understanding of the human condition within shifting social, political, and cultural environments. Students taking art courses gain and strengthen their technical and analytical skills. Waubonsee students that take art courses will be prepared to transfer to a baccalaureate institution, pursue a career in the arts, and/or contribute to the cultural quality of their community.</p>
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p>In the past five years, the Art Department has applied for and received accreditation from the National Association of the Schools of Art and Design (NASAD). As a part of this process, we have updated the outcomes and assessments for all of our courses, which has contributed, to our collaborative efforts with other institutions. A result of this increased collaboration, we have solidified several 2+2</p>

	<p>degree options with Columbia College and the School of the Art Institute, Chicago. Art faculty continuously work with our state four-year institutions including Northern Illinois University and Northeastern Illinois University, to ensure alignment with curriculum.</p> <p>As a part of our continual review of programs and certificates, the decision was made to eliminate the digital photography certificates and the Studio Art Certificate. A contemporary art course was developed and offered at the college for the first time.</p>
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**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.

<b>Indicator 1: Need</b>	<b>Response</b>
<p>1. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)</p>	<p>Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year and learn trends and changes in curriculum. Faculty are also active in statewide initiatives, such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college’s Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college’s Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings.</p>

<p>2. How will students be informed or recruited for this discipline? (1.2)</p>	<p>Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.</p> <p>The Art Department hosts art exhibitions by professional artists on campus. In conjunction with these exhibitions, the visiting exhibiting artists give talks and workshops. These events are open to the public and written information about our department is provided for them upon visit.</p> <p>The Art Department hosted our first Annual High School Art Faculty Invitational in the Spring 2019. More than 40 faculty were invited to show their work. We promoted this exhibition via a public press release, a printed and a digital postcard announcement, and reception. Facility tours were led the night of the reception.</p> <p>Several times throughout the academic year, the Art Department, in collaboration with the student Ceramic and Art Clubs, hosts multimedia art events at our downtown Aurora campus. These events are held in conjunction with the city of Aurora's Friday night gallery walks.</p>
<p>3. What if any new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? (1.3)</p>	<p>The Art Department has recently created 2+2 agreements with Columbia College and The School of the Art Institute of Chicago. These agreements will assist our students, as they will transfer to a four-year institution as a junior. We also recently withdrew the Digital Photography Certificates and the Studio Art Certificate. After review of the photography certificate, we determined that the students would benefit from pursuing a bachelor's degree based on the industry demands of the profession.</p>
<p>4. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)</p>	<p>We have 34 courses with an ART prefix. The course in our discipline that sees the largest enrollment is Art 100 (Art Appreciation).</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>
<p>5. What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full-time and</p>	<p>The direct costs associated with the program include:</p> <ul style="list-style-type: none"> <li>• Faculty salary and benefits (full-time and part-time)</li> <li>• Instructional supplies</li> <li>• Technology, software and services</li> <li>• Publications and dues</li> <li>• Full-time faculty professional development</li> </ul> <p>The costs associated with this program are \$2441.30 per load hour, which is 8% more than the institutional average</p>

part-time faculty are maintained for this discipline? (2.1)	of \$2247.37.
6. What steps can be taken to offer curricula more cost-effectively? (2.2)	We offer courses as cost-effectively as possible. Faculty have been conscious of textbooks and supply costs including consideration of OER options. The College has established the Textbook Affordability Committee, which includes faculty, Bookstore staff and administrators.
7. Is there a need for additional resources? (2.3)	The majority of our sister institutions offer sculpture and printmaking. To remain competitive and continue to attract students, we believe it would behoove our program to expand its course offerings to include these courses. Attracting more students leads to increased enrollment which is a cost benefit to the college. Well-equipped studios and additional qualified faculty would be necessary to add these courses to our program.
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
8. Discipline Outcomes –What are the expected outcomes of this discipline?	<p><b>Goal I: Provide a strong foundation of theory and technical skills that will allow students to create a body of individual innovative artwork</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Apply the formal elements of art and/or design through art analysis and develop competency in their application through studio practice</li> <li>• Learn how to use materials, tools, and processes effectively and safely from a variety of media (painting, sculpture, ceramic, photography), to create original works of art</li> <li>• Select appropriate media to convey specific artistic expression that effectively communicates the artist intent</li> <li>• Develop creative problem-solving strategies as a means to create strong artwork</li> <li>• Demonstrate critical skills through specific class projects</li> <li>• Present, discuss, and support artwork through individual and group critiques</li> </ul> <p><b>Goal II: Cultivate Visual Literacy</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Produce creative artworks that demonstrate innovations in concepts, form and material</li> <li>• Analyze and critique artwork, both orally and written, based on the formal elements, principles of design, conceptual considerations, and social and cultural influences</li> <li>• Apply and discuss both the cultural and social impacts that shaped artists, artwork, and movements</li> </ul>

	<p>throughout history</p> <ul style="list-style-type: none"> <li>Recognize artistic and stylistic developments from one historical movement to the next and be able to discuss patterns and relationships between them</li> </ul> <p><b>Goal III: Analyze and Integrate Global Art Resources and Trends</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Through exhibitions on campus, workshops and presentations given by visiting artists, students reflect on current artwork by students, faculty and contemporary artists through portfolios, papers, presentations, and the development of artwork</li> <li>Research methods and critical writing skills are developed and strengthened through the study of original works of art viewed at museums, galleries, architectural tours, and artist studios</li> <li>Understand relevant debates and trends in contemporary art through lectures given by curators, critics, and art historians</li> </ul>
<p>9. What assessment methods are used to ensure learning improvement and student success?</p>	<p>We utilize various methods including quizzes, exams, projects, critiques, research papers, museum and gallery visits, participation and discussion, portfolios, and annual course outcomes assessment plans and reports.</p>
<p>10. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?</p>	<p>A new assessment was created for Art 101 (The History of Western Art: Ancient-Medieval). This assessment was created to align with each of the course outcomes. This assessment will continue to be used for Art 101 and a similar assessment will be used in Art 102 (The History of Western Art: Gothic to present).</p>
<p>11. How are these results shared with others at the institution for continuous improvement?</p>	<p>The results are shared with faculty and the Division Dean, and the Department of Learning Outcomes, Curriculum and Program Development.</p>
<p>12. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)</p>	<p>Art courses are taught face-to-face or online. Our ART 100 course is offered as a hybrid course for an accelerated degree. Faculty have begun the process to offer short-term study abroad trips, which is an alternative delivery method.</p>
<p>13. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? (3.2)</p>	<p>By comparing results of yearly assessments for the same course taught in different delivery methods.</p>



<p>14. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? (3.3)</p>	<p>Pre-tenured and adjunct instructors undergo classroom observation by division Dean and student evaluations given in each course. Once tenured, instructors continue to be evaluated by their students. In addition, the Art Department has received NASAD (National Association of Schools of Art and Design) accreditation, which is one of the most intensive forms of program review. Waubonsee Community College is one of only two community colleges in the state to achieve such recognition.</p>
<p>15. What professional development is offered for full-time and/or part-time faculty in this discipline? (3.4)</p>	<p>Waubonsee offers travel stipends for faculty to go to meetings and conferences. We also hire artists to conduct art workshops for both full-time and adjunct faculty once or twice a year. Throughout the year, we invite artists to give lectures and workshops for our students and faculty are invited to attend.</p>
<p>16. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last five-year review period? (3.5)</p>	<p>We have expressed interest in attending the IAI panel, but we have not been selected. We are involved with IAI through our participation with the Illinois Board of Higher Education Art Association.</p>
<p>17. How does the discipline identify and support "at-risk" students? (3.6)</p>	<p>Individual students are identified in the classroom and, accordingly, are referred to counseling services. Additionally, extra time can be provided outside the regularly scheduled office hours and/or a consistent meeting schedule with the student can be established. The Counseling and Advising office sends faculty "academic alert" reports as a means to catch struggling students before they are too far behind.</p>
<p>18. To what extent is the discipline integrated with other instructional programs and or services? (3.7)</p>	<p>Some of our courses are required for degree completion in Graphic Design and also General Studies. Our discipline contributes to co-curricular learning with the Art Club and Ceramics Club. The Art Department participates in Waubonsee Open Houses, and "First Fridays", a citywide event, at our Aurora Campus by offering activities including printmaking and ceramics.</p>
<p>19. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>Art faculty refer to four-year institutions, scholarship from their discipline(s), and the current standards from NASAD, our accrediting body. Art faculty are also conscious of enrollment trends. For the Photo Area, we have a photo advisory group that we consult to inquire about industry direction.</p>
<p>20. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)</p>	<p>Assessments are used to analyze various aspects of each course and to make improvements, if needed. The department regularly reviews the times and days of course offerings to determine the best schedule for our students. Faculty work diligently with counselors and/or the ACCESS center to assist students and aid them in their success. There have been several workshops dedicated to this subject and are offered bi-annually through the college.</p>

<p>21. How does the college determine student success in this discipline?        (3.10)</p>	<p>We have an outcomes scorecard used throughout the College. It looks at graduation, degrees, certificates, and credit hours per fiscal year.</p>
<p>22. What are the disciplines strengths?</p>	<p>Our faculty are leaders in their area of concentration and are dedicated to the educational opportunities and experiences for our students. The courses and programs offered are of high quality with the best interest of students as our main priority. This statement is evidenced by our accreditation to the National Association of Schools of Art and Design. Waubonsee was the second of only two community colleges in Illinois to be granted membership to NASAD.</p>
<p>23. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?</p>	<p>The Art Department has secured an on-campus art gallery that features the work of nationally recognized artists, as well as faculty and student exhibitions. We also have a separate dedicated space for art installations to expose our students to a wide variety of artwork. The Art Department Exhibition Committee meets twice a semester to review artists and create programming. In the Ceramics Area, we have created an outdoor kiln yard that provides many opportunities for our students to explore many different firing methods. The exterior kiln yard measures 5,400 square feet of space, and houses five wood fired kilns that include a 110 cubic foot anagama, a 180 cubic foot cross draft tube kiln, two train kilns, one that measures 70 cubic foot, and the other is 16 cubic foot in stacking space, plus a 60 cubic foot wood salt kiln. There is also a 16 cubic foot soda kiln that is fired with natural gas, a raku kiln, and many pit-fired kilns for students' exploration. The Art Department has an Art Purchase Plan where we purchase student artwork from campus exhibitions to be displayed across our four campus locations. The Ceramics Club has a permanent art collection that consists of artwork from our visiting artist program and is housed on the Sugar Grove Campus. Each of these collections serve as a teaching collection for our department. The Art Department is actively involved with the City of Aurora's "First Friday" events at our Downtown Aurora Campus. During these events, we have student exhibitions that feature artwork by our art students, and area High School Students. There is live music performed by Waubonsee students who are part of the Jazz Combos, Chorale, Chamber Choir, Steel Band, Jazz Band, plus area High School Jazz Combos, and professional music groups. There are pottery wheel demonstrations presented by our students and silk-screening workshops for attendees.</p>

<p>24. What are the identified or potential weaknesses of the discipline?</p>	<p>The faculty lack a voice especially as it pertains to the curriculum. Lacking shared governance, in the form of a Department Chair or otherwise, makes it difficult to focus more attention on strengthening, promoting, and expanding the program. As the content experts, we find it difficult to communicate to administrators who lack the vocabulary and understanding for basic art communication. We also need funding and space for printmaking and sculpture and better ventilation in painting and photo studios.</p>
<p>25. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>A dedication to shared governance, including the introduction of department and/or division chairs, would help bridge the communication gap between faculty and administration. Nearly all of our sister institutions practice shared governance in the form of department/division chairs and/or program coordinators. Shared decision-making would also lead to a faculty voice in curricular matters such as the courses offered, faculty hired, and the way in which buildings are renovated and spaces utilized on campus. While faculty are invited to attend many college committees, they lack any decision-making capabilities. If shared governance was practiced in the form of decision-making on campus, the current participation on these committees (a weakness due to lack of ability for action) could turn into a strength.</p> <p>A dedication to shared governance, including the introduction of department and/or division chairs, would help bridge the communication gap between faculty and administration. Shared decision-making would also lead to a faculty voice in such matters as the way in which buildings are renovated and spaces utilized on campus allowing for the inclusion of aforementioned courses.</p>
<p>26. List any barriers encountered while implementing the discipline. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>There seems to be a current drive to fill classes to capacity, therefore, many classes are cancelled. Some of the classes are part of sequential programs, thus students can never finish their course of study at Waubonsee. Regardless, it is the desire of the faculty to put the student needs first over economic interests and to fulfill the college's mission to support a "literate, democratic society." Current institutional (informal) policies seem to value monetary gain over the mission stated on the WCC website: <a href="https://www.waubonsee.edu/about-waubonsee/our-mission">https://www.waubonsee.edu/about-waubonsee/our-mission</a>. The desire to fill every seat in classrooms and offer fewer classes leads to less flexibility for students. Students are pushed into online courses where many fail. <u>Students are pushed into online courses where many fail.</u></p>

<p>27. Did the review of Quality result in any actions or modifications? Please explain. (3.11)</p>	<p>We would like to develop a more streamlined and efficient way to assess courses taught by several different instructors including adjuncts.</p>
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**Performance and Equity for Academic Disciplines**  
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.

<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	Art 100 – Art Appreciation				
<b>COURSE DESCRIPTION</b>	<p>This course is designed to encourage visual literacy and develop analytical skills of the non-art major. Students are introduced to the vocabulary and media of art through discussion and manipulation of materials. This course is also intended to develop an understanding and awareness of the contributions artists make to society. Participation in this course may include independent visit to galleries and/or museums which may require admission fees. IAI: F2 900.</p>				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	544	557	491	454	491
<b>CREDIT HOURS PRODUCED</b>	1644	1674	1485	1371	1476
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	88%	80%	82%	82%	85%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	IAI: F2 900				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 101 – History of Western Art- Ancient to Medieval				
<b>COURSE DESCRIPTION</b>	<p>This course is a study of the historical developments of the visual arts in Western society from prehistoric through medieval time periods. Discussion of major artistic trends and movements is framed by an examination of the historical context and social milieu. Note: Participation in this course may include field trips which require admission fees. IAI: F2 901.</p>				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>

<b>NUMBER OF STUDENTS ENROLLED</b>	124	83	93	99	105
<b>CREDIT HOURS PRODUCED</b>	372	255	285	300	315
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	84%	83%	81%	86%	74%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	IAI: F2 901				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 102 – History of Western Art- Renaissance to Modern Art				
<b>COURSE DESCRIPTION</b>	This course is a study of the historical developments of the visual arts in Western society from the Renaissance time period to the present. Discussion of major artistic trends and movements is framed by an examination of the historical context and social milieu. Note: Participation in this course may include field trips which require admission fees. IAI: F2 902.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	133	121	117	120	134
<b>CREDIT HOURS PRODUCED</b>	399	363	357	363	402
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	77%	79%	78%	80%	75%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	IAI: F2 902				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 103 – History of Non-Western Art				
<b>COURSE DESCRIPTION</b>	This course is a study of the historical developments of the visual arts in non-Western society. Discussion of major artistic trends and movements is framed by an examination of the historical context and social milieu. IAI: F2 903N.				

	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	36	42	40	22	23
<i>CREDIT HOURS PRODUCED</i>	108	126	120	66	69
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	87%	92%	90%	81%	75%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: F2 903N				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 104 – History of Photography				
<b>COURSE DESCRIPTION</b>	This course covers the history of photography from its beginnings in the 1830s to the present. It familiarizes the student with key photographic artists, styles, and movements. Current photographic processes and criticism are discussed. IAI: F2 904.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	42	42	49	34	41
<i>CREDIT HOURS PRODUCED</i>	126	126	147	102	123
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	87%	97%	93%	90%	81%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: F2 904				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 105 – Gender and Art				
<b>COURSE DESCRIPTION</b>	This course focuses on the relevance of gender to the definition, creation, and appreciation of art. This course will examine underlying social structures and how those structures affect society’s perspectives of artists and of art. Particular consideration will be given to women as creators and subjects and how cultural				

	attitudes towards women conditioned their experiences and artistic practices. IAI: F2 907D.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	15	11	22	29	0
<i>CREDIT HOURS PRODUCED</i>	45	33	66	87	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	93%	82%	95%	87%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: F2 907D				
<i>ACADEMIC DISCIPLINE AREA</i>	Art				
<i>COURSE TITLE</i>	ART 106 – Contemporary Art- 1945 to Present				
<i>COURSE DESCRIPTION</i>	This course is a study of the historical developments of the visual arts in Western society from 1945 to the present. Discussion of major artistic trends and movements and individual artists is framed by an examination of the historical context and social milieu. IAI: F2 902.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	18	9	0	0	0
<i>CREDIT HOURS PRODUCED</i>	54	27	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	72%	89%	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: F2 902				
<i>ACADEMIC DISCIPLINE AREA</i>	Art				
<i>COURSE TITLE</i>	ART 110 – Design I				
<i>COURSE DESCRIPTION</i>	This is a basic course in the application and appreciation of the principles and elements of two-dimensional design. It examines				

	selected systems and elements of visual organization through the use of line, color, mass, value, and texture. IAI: ART 907				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	59	71	65	67	54
<i>CREDIT HOURS PRODUCED</i>	177	213	195	201	162
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	98%	90%	98%	91%	85%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: ART 907				
<i>ACADEMIC DISCIPLINE AREA</i>	Art				
<i>COURSE TITLE</i>	ART 111 – Design II				
<i>COURSE DESCRIPTION</i>	This course explores the basic elements of three-dimensional design. Directed exercises using a variety of media are included as well as exploring historical and contemporary art concepts. Note: Required for art majors. Prereq: ART110. IAI: ART 908				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	9	11	14	18	19
<i>CREDIT HOURS PRODUCED</i>	27	33	42	54	57
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: ART 908				
<i>ACADEMIC DISCIPLINE AREA</i>	Art				
<i>COURSE TITLE</i>	ART 120 – Basic Drawing I				
<i>COURSE DESCRIPTION</i>	This course encompasses drawing of natural and artificial forms as well as interpretive and inventive processes. Line, shape, value, mass, proportions, and volume are explored emphasizing the use of				



	black and white media. The course also includes vocabulary development, individual and class critiques, and exposure to contemporary and historical drawings. IAI: ART 904				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	100	102	104	94	99
<i>CREDIT HOURS PRODUCED</i>	306	309	315	282	297
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	85%	90%	83%	92%	86%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: ART 904				
<i>ACADEMIC DISCIPLINE AREA</i>	Art				
<i>COURSE TITLE</i>	ART 121 – Basic Drawing II				
<i>COURSE DESCRIPTION</i>	This course is a continuation of ART120, with development of skill in representation, interpretation, abstraction and non-objective drawing techniques. Students explore color theory and application. Emphasis is on the use of charcoal, pastels, colored pencils, ink and collage materials. Course content includes vocabulary development, individual and class critiques and exposure to contemporary and historical drawings. Note: Required for art majors. Prereq: ART120. IAI: ART 905				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	19	18	27	22	20
<i>CREDIT HOURS PRODUCED</i>	57	54	81	66	60
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	95%	94%	92%	100%	89%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: ART 905				
<i>ACADEMIC DISCIPLINE AREA</i>	Art				

<b>COURSE TITLE</b>	ART 130 - Ceramics				
<b>COURSE DESCRIPTION</b>	This course is an introduction to the processes and techniques involved in making clay objects through hand-building and utilizing the potter s wheel. Various forms are explored. Issues related to both sculptural and functional aesthetics are addressed.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	51	53	48	70	71
<i>CREDIT HOURS PRODUCED</i>	156	159	147	210	216
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	93%	84%	89%	91%	92%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 - Illinois State University 9/10/19 - Northern Illinois University 9/16/19 - University of Illinois at Chicago 12/13/19 - University of Illinois at Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 131 – Ceramics II				
<b>COURSE DESCRIPTION</b>	This course guides students toward developing techniques involved in creating clay vessels on the potter s wheel and a further introduction into hand-building. Students are challenged with conceptual assignments relating to both the historical and contemporary world. Various forms are explored. Students learn to load and fire kilns of multiple processes. Prereq: ART130.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	19	14	14	23	23
<i>CREDIT HOURS PRODUCED</i>	57	42	42	69	69
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	94%	93%	46%	91%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois at Urbana Champaign				

<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 140 – Photography I				
<b>COURSE DESCRIPTION</b>	This course serves as an introduction to the art of black and white 35mm film photography. The student is introduced to basic darkroom techniques including film processing, enlarging, finishing, and presentation. This course is made up of both lab and lectures. It is designed to emphasize basic aesthetic grammar of photography and provide a historical and critical context for visually analyzing and creating photographs.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	9	15	18	19	11
<i>CREDIT HOURS PRODUCED</i>	27	45	54	57	33
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	93%	94%	100%	73%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 142 – Beginning Digital Photography				
<b>COURSE DESCRIPTION</b>	This course is designed to introduce students to computer tools that manipulate and enhance photographic images. Students learn the skills to correct, retouch, and enhance digital input in order to create high-quality digital output utilizing Adobe Photoshop. Using a digital camera, students will learn manual exposure, digital capture, and specific lens characteristics. Note: Students are required to have their own DSLR digital camera that has interchangeable lenses, shoots with the RAW file format, has manual settings, and has a minimum of 8 mega-pixels. Cameras are available for checkout by photography students. For more information please call the Photo Lab Coordinator, 630-466-2287.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	68	53	74	50	57
<i>CREDIT HOURS PRODUCED</i>	204	159	222	150	171

<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	94%	94%	97%	94%	85%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 155 – Sculpture I				
<b>COURSE DESCRIPTION</b>	This studio course introduces basic sculptural processes, materials, and tools, and idea communication through these methods. Studio safety is strongly emphasized. Processes include additive, modeling, constructive, subtractive, carving, and replacement casting. Time arts/4-D may be considered. Recommended Prereq: ART111.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	4	4	1	0	0
<i>CREDIT HOURS PRODUCED</i>	12	15	3	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 222 – Life Drawing				
<b>COURSE DESCRIPTION</b>	This course focuses on the study of the human figure through selected assignments in contour, value, and gesture drawing of the undraped figure. Naturalistic and expressive interpretations in a variety of drawing media are included. Prereq: ART120.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	9	10	11	12	14
<i>CREDIT HOURS PRODUCED</i>	30	30	33	36	42

<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	89%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/16/19 University of Illinois at Chicago				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 230 – Ceramics III				
<b>COURSE DESCRIPTION</b>	This course further develops the skills acquired in ART131 with emphasis placed on a more personal expression within the confines of the processes and material. More complex techniques are explored, and issues related to functional and non-functional aesthetics are addressed. Students learn to load and fire kilns of multiple processes. Prereq: ART131.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	10	6	9	8	14
<i>CREDIT HOURS PRODUCED</i>	30	18	27	24	42
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois at Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 231 – Materials: Clay and Glaze Development				
<b>COURSE DESCRIPTION</b>	This course is an introduction to the processes and techniques involved in making clay bodies, glazes and slips for specific firing processes. Prereq: ART130.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	5	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	5	0	0	0	0

<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	0	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois at Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 240 – Photography II				
<b>COURSE DESCRIPTION</b>	In this course, students will experiment with advanced black and white darkroom techniques which will offer them distinctive opportunities to explore how to make creative photographs. This course will introduce medium format film, multiple imagery, construction of narratives, toning, and split filter printing. Students will learn to master camera operations and film processing, as well as special effects and manipulations. In the last part of the semester, students will apply these techniques to the printing of photographs in a self-directed project. Note: Students are required to have their own SLR 35mm film camera with interchangeable lenses and manual settings. Cameras are available for checkout by photography students. For more information please call the Photo Lab Coordinator, 630-466-2287. Prereq: ART140.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	5	5	8	8
<i>CREDIT HOURS PRODUCED</i>	0	15	15	24	24
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	50%	100%	88%	88%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 12/5/19 Southern Illinois University Carbondale 9/16/19 University of Illinois at Chicago				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 241 – Photographic Lighting				

<b>COURSE DESCRIPTION</b>	This course introduces students to fundamental lighting techniques and concepts encountered in the studio and on location. Students are instructed in the use of 4 x5 view camera, light meters, sheet film, instant film and digital photographing techniques. Both the artistic and commercial use of lighting are explored. Note: Students are required to have their own DSLR digital camera that has interchangeable lenses, is capable of photographing with the RAW file format, has manual settings, and has a minimum of 8 mega-pixels. Cameras are available for checkout by photography students. For more information please call The Photo Lab Coordinator, 630-466-2287. Recommended Prereq: ART240. Prereq: ART142.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	10	6	6	6	7
<i>CREDIT HOURS PRODUCED</i>	30	18	18	18	21
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	90%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 12/5/19 Southern Illinois University Carbondale 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 242 – Intermediate Digital Photography				
<b>COURSE DESCRIPTION</b>	Building upon techniques learned in previous courses, students refine their command and control of Adobe Photoshop skills focusing on the use of more advanced photo manipulation tools. A strong emphasis is placed on the manipulated image while engaging the student to create a cohesive final project of professional quality. Students will also be introduced to Adobe Lightroom software. Note: Students are required to have their own DSLR digital camera that has interchangeable lenses, shoots with the RAW file format, has manual settings, and has a minimum of 8 mega-pixels. Cameras are available to checkout by photography students. For more information please call the Photo Lab Coordinator, 630-466-2287. Prereq: ART142.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	26	16	12	19	16

<b>CREDIT HOURS PRODUCED</b>	78	48	36	57	48
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	92%	93%	100%	100%	100%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 243 – Advanced Digital Photography				
<b>COURSE DESCRIPTION</b>	This advanced level course builds upon the student s digital abilities from previous classes utilizing Adobe Photoshop and Lightroom. Emphasis is placed on color management, profiling, printing, and commercial versus fine art practices along with an introduction to 4 x 5 cameras with scanning backs. The culmination of this course is a final digital and archival print portfolio. Note: Students are required to have their own DSLR digital camera that has interchangeable lenses, shoots with the RAW file format, has manual settings, and has a minimum of 8 mega-pixels. Cameras are available for checkout for photography students. For more information please call the Photo Lab Coordinator, 630-466-2287. Prereq: ART242.				
	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19
<b>NUMBER OF STUDENTS ENROLLED</b>	4	6	8	10	6
<b>CREDIT HOURS PRODUCED</b>	12	18	24	30	18
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	100%	100%	100%	100%	100%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 255 – Sculpture II				



<b>COURSE DESCRIPTION</b>	This studio course continues the exploration of sculptural processes, materials, and tools, and the idea of communication through sculptural methods. Studio safety is strongly emphasized. Students develop proficiency in selection, use and manipulation of materials as well as mastery of the processes involved. Recommended Prereq: ART155.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	1	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	3	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	100%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	9/10/19 Northern Illinois University 10/1/19 Illinois State University 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois at Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 260 – Painting I				
<b>COURSE DESCRIPTION</b>	This course is an introduction to painting in acrylic and/or oil media. Students depict a variety of subject matter using a creative approach. Note: Students are strongly encouraged to complete both ART110 and ART120. Prereq: ART110 or ART120.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	8	12	6	16	9
<i>CREDIT HOURS PRODUCED</i>	24	36	18	48	27
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	91%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				

<b>COURSE TITLE</b>	ART 261 – Painting II				
<b>COURSE DESCRIPTION</b>	This course is a continuation of ART260. Students explore a variety of painting techniques pertinent to the 21st century. Prereq: ART260.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	1	6	1	3	0
<i>CREDIT HOURS PRODUCED</i>	3	18	3	9	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 262 – Painting III				
<b>COURSE DESCRIPTION</b>	This course is a continuation of ART261. Students explore contemporary issues and how they relate to a realization of personal style in creating art work. Prereq: ART261.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	1	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	3	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	100%	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/10/19 Northern Illinois University 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 290 – Studio Art				

<b>COURSE DESCRIPTION</b>	This is an advanced studio course for art majors. It allows continuation and concentration in a subject field with emphasis on individual research and personal exploration. Students can further their knowledge in drawing, life drawing, painting, design, photography, sculpture or ceramics. Repeatable to a maximum of 12 semester hours; 6 semester hours may apply to a degree or certificate. Prereq: Consent of instructor.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	41	40	43	37	33
<i>CREDIT HOURS PRODUCED</i>	123	120	129	111	99
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	97%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/9/19 Northern Illinois University 12/5/19 Southern Illinois University Carbondale 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois at Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 293 – Art Portfolio and Professional Development				
<b>COURSE DESCRIPTION</b>	This course provides students the necessary skills to create a digital portfolio to use as a promotional tool in their educational journey and in the creative job market.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	4	0	0	7	0
<i>CREDIT HOURS PRODUCED</i>	12	0	0	21	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	0	0	100%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/9/19 Northern Illinois University 12/5/19 Southern Illinois University Carbondale 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				

<b>ACADEMIC DISCIPLINE AREA</b>	Art				
<b>COURSE TITLE</b>	ART 296 – Special Topics for the Arts				
<b>COURSE DESCRIPTION</b>	This course offers in-depth exploration of a special topic, issue or trend in the arts. Repeatable to a maximum of 24 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	8	4	0	0	0
<i>CREDIT HOURS PRODUCED</i>	8	12	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	10/1/19 Illinois State University 9/9/19 Northern Illinois University 9/16/19 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				
28. How does the data support the course goals? Elaborate.	Course goals are being established during our annual update fall of 2020.				
29. What disaggregated data was reviewed?	<p>The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.</p> <p>The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered</p> <p>The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program’s average terms to degree Percentage of graduates within three years of entry</p>				
30. Were there any identifiable gaps in the data? Please explain.	Equity data shows that there is a larger percentage of female students enrolling in art courses at Waubonsee. Success rates are similar between male and female students. The largest enrollment				

	<p>in art courses is consistently from the traditional student age group of 18-21 years of age. Course enrollment between Black, Hispanic, and White students is consistent with overall Waubonsee enrollment of the three demographics. Overall, there are no pronounced gaps in the data.</p>
<p><b>GOAL PLANNING</b></p>	
<p>31. Create or list discipline goals to work on for the next five years. If you have been working on discipline goals, list them and describe progress made on goals. (Goals should be aligned with Educational Affairs Plan)</p>	<p>The Department goals for academic year 2018-2019 were as follows:</p> <ol style="list-style-type: none"> <li>1. Provide high-quality exhibitions in the Arrowhead Gallery, Dickson Window Installation Space, Todd Library, and Aurora Campus Cafe Space</li> <li>2. Develop a Fine Arts Festival</li> <li>3. Create an Art Summer Camp for Middle and High School students</li> <li>4. Develop a travel abroad program.</li> <li>5. Create additional 2+2 agreements with sister institutions</li> <li>6. Plan "First Friday" Events at the Aurora campus</li> <li>7. Continue to work on assessment across courses</li> </ol> <p>Progress was made on several of these goals: however, more work is needed to achieve all goals.</p> <ol style="list-style-type: none"> <li>1. The Art Department has continued to provide exceptional exhibitions in all of the aforementioned spaces as well as related programming including visiting artist lectures and workshops.</li> <li>2. The plan for the Fine Arts Festival was merged with our goal to create "First Friday" Events; however, we remain in conversation in hopes of bringing similar events to the Sugar Grove Campus by 2025.</li> <li>3. Faculty plan to meet with the newly hired Continued Education Dean in the Spring of 2020 to discuss the possibility of an Art Summer Camp.</li> <li>4. While this is a desired goal, faculty are waiting for the administration to organize a process for short-term study abroad programs to be offered at the college.</li> <li>5. 2+2 agreements with Northern Illinois University and Northeastern University are in process. We hope to solidify these agreements by academic year 2021-2022.</li> <li>6. This goal has been achieved and is successful.</li> <li>7. Art Department faculty are working to develop a more efficient process for assessments of courses in all sections. We will continue to develop assessments to determine learning across all sections and modalities.</li> </ol>
<p>32. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example:</p>	<p>Since a lot of contemporary art incorporates various media, we should offer more diverse courses that expose students to materials not included in our regular classes. It would help students create original artwork incorporating different media to better express their goals. Thus, we need a dedicated space to teach sculpture with power tools and machinery to work with wood and different media. A 3D</p>

<p>Tutoring, software, professional development).</p>	<p>printer would be helpful not only for sculpture but also design students.</p> <p>Training students to use power tools and equipment would enable them to build three-dimensional sculptures. We should also have a silk-screening facility for students to learn basic printmaking skills. They have continuously expressed interest in silk-screening, but we do not offer any printmaking courses due to the lack of facilities.</p> <p>We need to maintain our visiting artist programs with lectures and workshops to expose our students to different art styles, techniques, and processes. We should also nurture their art curiosity by inviting art critics, art administrators, art historians, curators, and gallerists.</p> <p>We need support from administrators and marketing to organize a Fine Arts Festival at the Sugar Grove Campus by 2025.</p> <p>We need the administration to support a flexible study-abroad program for students to learn from global experiences.</p> <p>We need to work with counselors and administrators to solidify 2+2 agreements with Northern Illinois University and Northeastern University.</p> <p>We need to create a relationship with the Continued Education Program to organize Art Summer camps.</p> <p>We need shared governance on campus and respect for the content experts (faculty) in regard to curriculum.</p>
<p><b><i>REVIEW RESULTS</i></b></p>	
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline including anticipated dates.</p>	<p>The remaining goals will be achieved based on the following action steps and timelines:</p> <ol style="list-style-type: none"> <li>1. Completed and ongoing.</li> <li>2. The plan for the Fine Arts Festival will be discussed and steps will be taken to host this event on the Sugar Grove Campus by 2025.</li> <li>3. Faculty plan to meet with the newly hired Continued Education Dean in the Spring of 2020 to discuss the possibility of an Art Summer Camp.</li> <li>4. While this is a desired goal, faculty are waiting for the administration to organize a process for short-term study abroad programs to be offered at the college. Our efforts are futile until administration creates this process.</li> <li>5. 2+2 agreements with Northern Illinois University and Northeastern University are in process. We hope to solidify these agreements by academic year 2021-2022.</li> <li>6. This goal has been achieved and is successful.</li> <li>7. Art Department faculty are working to develop a more efficient</li> </ol>

	process for assessments of courses in all sections. We will continue to develop assessments to determine learning across all sections and modalities.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for future modifications.	We plan to continue this program with minor improvements. The Art Department contributes to CTE and transfer programs at Waubonsee. Art courses complement Waubonsee's offerings.
<b>Responsibility</b> Who is responsible for completing or implementing?	Given a voice through decision-making capabilities, support, and time the full-time art faculty are responsible for implementing these goals.

<b>Academic Disciplines</b>	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019-2020
<i>DISCIPLINE AREA:</i>	Film Studies
<b>REVIEW SUMMARY</b>	
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.	
How does the discipline contribute to other fields and the mission of the college?	All three of the film courses, FLM 250 Film as Art: A Survey of Film; FLM 260 History of Film; and FLM 270 Film and Literature, are included on transfer pathways, including but not exclusive to, the humanities, mass media studies and communication studies pathways.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	Updates have not been made since the program has not been evaluated in the same method.
<b>REVIEW ANALYSIS</b>	
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.	
<b>Indicator 1: Need</b>	<b>Response</b>
1. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations, meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in statewide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for



	<p>additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets seven times each semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.</p>
<p>2. How will students be informed or recruited for this discipline? (1.2)</p>	<p>Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.</p> <p>The film faculty will collaborate with the English faculty to promote our film courses and recruit students for the courses. Additionally, once we form a pathway for Film Studies, we will consider further promotion on the college website and through the marketing department.</p>
<p>3. What if any new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? (1.3)</p>	<p>We are not aware of any changes to the college's offerings within the last review period.</p>
<p>4. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)</p>	<p>Enrollment FY2019: FLM 250 - Film as Art: A Survey of Film; 135 FLM 260 - History of Film; 34 FLM 270 - Film and Literature; 36</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>
<p>5. What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full-time and part-time faculty are maintained for this discipline? (2.1)</p>	<p>The direct costs associated with the program include:</p> <ul style="list-style-type: none"> <li>• Faculty salary and benefits (full-time and part-time)</li> <li>• Instructional supplies</li> <li>• Technology, software and services</li> <li>• Publications and dues</li> <li>• Full-time faculty professional development</li> </ul> <p>The costs associated with this discipline are \$7,909.11 per load hour, which is 75% higher than the institutional average of \$2025.27</p> <p>One fulltime faculty member had been maintained for this discipline for multiple decades. This faculty member retired as of Spring 2019.</p>

<p>6. What steps can be taken to offer curricula more cost-effectively? (2.2)</p>	<p>The costs currently associated with this program do not take into account the 12 credit hours of instruction the full-time faculty member was assigned in first-year composition courses as part of the standard 15 credit hour a semester full-time faculty load. This would reduce the cost associated with this discipline to \$4,745.47 per load hour.</p> <p>However, due to the retirement of the sole full-time faculty member, the cost of the curriculum will be re-evaluated as new faculty teach the courses as part of their teaching load. Cost-effectiveness will be evaluated going forward.</p> <p>Film courses, in general, have minimal costs associated with them. For students, there are no fees beyond tuition and general college fees. The faculty and the College are conscious of the cost of textbooks and has established a Textbook Affordability Committee, which includes faculty, Bookstore staff and administrators. In addition, FLM courses are one of the lowest costs to the institutions.</p>
<p>7. Is there a need for additional resources? (2.3)</p>	<p>As the program is re-evaluated, new resources may be needed; this will be determined on a going-forward basis.</p>
<p><b>INDICATOR 3: QUALITY</b></p>	<p><b>RESPONSE</b></p>
<p>8. Discipline Outcomes –What are the expected outcomes of this discipline?</p>	<p>Throughout the film courses, the student will learn to define and use basic vocabulary of filmic terminology, create meaningful responses to film in writing, and critically analyze messages and meaning in film.</p>
<p>9. What assessment methods are used to ensure learning improvement and student success?</p>	<p>Across all three courses, students are asked to compose documented essays, participate in-group discussion, and complete exams.</p>
<p>10. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?</p>	<p>This discipline is in transition due to the retirement of the previous full-time faculty member. Two full-time English faculty will teach film courses as part of their respective loads moving forward and will implement an assessment plan.</p>
<p>11. How are these results shared with others at the institution for continuous improvement?</p>	<p>The current FLM faculty will meet together to discuss results in AEFIS and determine an assessment plan moving forward.</p>
<p>12. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)</p>	<p>No.</p> <p>The faculty are currently reviewing opportunities to offer this in an online modality including student access to film databases.</p>

<p>13. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? (3.2)</p>	<p>We don't currently provide this, but this is in progress through the Dean of Learning Outcomes, Curriculum and Program Development.</p> <p>This course is only offered in traditional face-to-face sections.</p>
<p>14. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? (3.3)</p>	<p>Pre-tenure faculty and adjunct faculty are observed by deans of the division. Faculty have implemented other survey tools to gather student feedback at various points in the semester.</p> <p>Students fill out a course evaluation for every course at the college.</p>
<p>15. What professional development is offered for full-time and/or part-time faculty in this discipline? (3.4)</p>	<p>Full-time faculty are encouraged to utilize professional development funds to attend conferences, symposia and the like to stay up to date on developments within the field. As such, the two full-time faculty members associated with the program intend to participate in such opportunities moving forward. Additionally, these faculty members are able to share ideas and converse about film on a more impromptu basis, given the close proximity of our office spaces.</p>
<p>16. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last five-year review period? (3.5)</p>	<p>One, Sarah A. Quirk, Associate Professor of English and current IAI Gen Ed Fine Arts and Humanities Panel member. During the Fall semester 2019, there were 11 film courses from institutions across the state pending IAI approval. Quirk is a voting member on the panel.</p>
<p>17. How does the discipline identify and support "at-risk" students? (3.6)</p>	<p>The current instructors of the courses utilize the Academic Alert system to identify students who may need additional help or who are struggling with attendance issues. Students are also referred to our tutoring services when the need is indicated and may also consult with the faculty during office hours to get additional assistance.</p>
<p>18. To what extent is the discipline integrated with other instructional programs and or services? (3.7)</p>	<p>This course is very much integrated with other disciplines within the humanities. Numerous pathways include film courses as options or strongly recommend film courses as part of the pathway.</p>
<p>19. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>Film faculty refer to 4-year institutions to maintain current and relevant standards within the discipline. Faculty are committed to professional development in film studies through literature reviews and other mechanisms/events to remain current.</p>
<p>20. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)</p>	<p>Currently these courses do not have low retention and/or success rates. If the concern should arise, the instructors would meet to identify the issues and then determine if the course content or the delivery methods are preventing student success.</p>

<p>21. How does the college determine student success in this discipline? (3.10)</p>	<p>Successful students are those who earn a C or better in each course.</p>
<p>22. What are the disciplines strengths?</p>	<p>One major strength of film studies is student interest and investment in the courses. Quite simply, these courses are in demand and offer students opportunities to engage in a field of study that is at once familiar to them and can be a matter of rigorous, critically-engaged study. As podcasts, YouTube productions and other forms of visual media have become more respected in the academic community as valued means of communication, the need to critically reflect on these forms as compositions has increased as well. Asking students to apply sound habits of critical thinking to films and increasing student awareness of global films means this course incorporates two of the College Learning Outcomes just in content alone. Having students produce documented essays also reinforces the College Learning Outcome of written communication.</p>
<p>23. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?</p>	<p>Given that this program is in transition, it is difficult to know what innovations were implemented prior to this semester.</p>
<p>24. What are the identified or potential weaknesses of the discipline?</p>	<p>A potential weakness is the lack of alternative delivery methods, which limits the scheduling possibilities for students. Additionally, the lack of online film database for students is another potential weakness.</p>
<p>25. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>Exploring the opportunity to offer the FLM courses in different modalities could turn potential weaknesses into strengths.</p>
<p>26. List any barriers encountered while implementing the discipline. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>A potential barrier may be the lack of IAI major along with limited face-to-face offerings. Current faculty are in the process of rebuilding the discipline to better align with IAI requirements and College Learning Outcomes.</p>
<p>27. Did the review of Quality result in any actions or modifications? Please explain. (3.11)</p>	<p>The quality review resulted in more clearly defining goals for the next five years, which are laid out in the Goal Planning section.</p>
<p><b><i>Performance and Equity for Academic Disciplines</i></b> Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.</p>	
<p><b><i>ACADEMIC DISCIPLINE AREA</i></b></p>	<p>Theater</p>

<b>COURSE TITLE</b>	FLM 250 – FILM AS ART: A SURVEY OF FILM				
<b>COURSE DESCRIPTION</b>	An introduction to film as an art form, this course examines aesthetic and production elements of the motion picture medium including its narrative genres, directorial styles, cinematography, film acting, and film editing. IAI: F2 908.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	128	139	140	140	135
<b>CREDIT HOURS PRODUCED</b>	387	417	420	420	405
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	88%	86%	86%	84%	92%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	IAI: F2 908				
<b>ACADEMIC DISCIPLINE AREA</b>	Theater				
<b>COURSE TITLE</b>	FLM 260 – HISTORY OF FILM				
<b>COURSE DESCRIPTION</b>	This course surveys the historical development of film, emphasizing the study of international films, movements, genres, and innovations in film production that have had significant influence on film as an art form. IAI: F2 909.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	68	88	79	33	34
<b>CREDIT HOURS PRODUCED</b>	204	264	237	99	102
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	80%	89%	80%	67%	81%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	IAI:F2 909				
<b>ACADEMIC DISCIPLINE AREA</b>	Theater				

<b><i>COURSE TITLE</i></b>	FLM 270 – FILM AND LITERATURE				
<b><i>COURSE DESCRIPTION</i></b>	This course is a study of formal, thematic, and/or historical relationships between literary and cinematic forms including an examination of adaptations and influences that demonstrate the strengths of each artistic medium. IAI: HF 908.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	36	36	34	34	36
<i>CREDIT HOURS PRODUCED</i>	108	108	102	102	108
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	91%	86%	84%	77%	88%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI:HF 908				
28. How does the data support the course goals? Elaborate.	Enrollment in all FLM courses have been consistent over the past five fiscal years. There is a disparity between FLM 250 and FLM 260/FLM 270. There are more students enrolled in FLM 250 (A survey of Film) versus the other two courses. However, there are consistent success (80%) and withdrawal rates (6%) across all three courses.				
29. What disaggregated data was reviewed?	<p>The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.</p> <p>The following data was reviewed by course:            Credit hours generated            Total students enrolled,            Success rates excluding withdrawals,            Withdrawal rates            Grade distributions            Modalities offered</p> <p>The following data was reviewed by program:            Enrollment            Fall to spring retention            Enrollment by race, gender and age            Degree headcounts            Program’s average terms to degree            Percentage of graduates within three years of entry</p>				

<p>30. Were there any identifiable gaps in the data? Please explain.</p>	<p>There is a significant decrease in enrollment between the FLM 250 and FLM 260/270 courses. As FLM 250 is more of an introductory course, many students do not matriculate to the other two courses in the curriculum.</p>
<p><b><i>GOAL PLANNING</i></b></p>	
<p>31. Create or list discipline goals to work on for the next five years. If you have been working on discipline goals, list them and describe progress made on goals. (Goals should be aligned with Educational Affairs Plan)</p>	<ol style="list-style-type: none"> <li>1. Consider establishing a pathway for students interested in taking all three film classes that would maximize enrollment numbers and allow students to plan schedules one or two semesters in advance. This pathway could be akin to the Latinx or humanities pathways insofar as it would include the coursework necessary for students pursuing an IAI general education transferrable associates in the arts degree.</li> <li>2. Connect this pathway to the relevant mass communications course offerings.</li> <li>3. Share information on student enrollment and collaborate on student success initiatives with our colleagues in both English and Communications.</li> <li>4. Maintain IAI status for all three courses and stay current on the changes in IAI course identifiers.</li> <li>5. Move forward on the development of specific transfer agreements for a film studies coursework with other institutions such as Columbia College and DePaul University.</li> <li>6. Design and implement a comprehensive assessment schedule for these courses.</li> <li>7. Collect assessment data and reflect on the curriculum or course-level changes necessary to increase student success.</li> </ol>
<p>32. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<ol style="list-style-type: none"> <li>1-3. Meet with the Vice President of Educational Affairs, the Dean for Learning Outcomes, Curriculum and Program Development, and our colleagues in English and communications to discuss a pathway and share enrollment information.</li> <li>4. Sarah Quirk will share information on IAI course identifiers following the fall and spring semester General Education Humanities and Fine Arts Panel meetings.</li> <li>5. Meet with relevant administrators and/or faculty at other institutions to establish a transfer agreement.</li> <li>6. AEFIS and consultation with Outcomes Assessment Coordinator.</li> <li>7. AEFIS</li> </ol>
<p><b><i>REVIEW RESULTS</i></b></p>	
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline including anticipated dates.</p>	<p>Spring 2020--Form a comprehensive assessment schedule and create assessment measures for all three courses; begin conversations on transfer agreements and pathway proposals.</p> <p>Fall 2020-Spring 2021--Implement the assessment measures and start collecting data; continue conversations on transfer agreements and pathway proposals if necessary; comply with new IAI film course descriptors.</p>

	<p>Fall 2021-Spring 2022--Reflect on the first year of assessment data; continue collecting assessment data.</p> <p>Fall 2022-Spring 2023--Implement changes as indicated by the assessment data; continue collecting assessment data.</p> <p>Fall 2023-Spring 2024--Reflect on the two years of assessment data; continue collecting assessment data; reconsider the assessment measures as needed/indicated.</p> <p>Fall 2024--Prepare for Program Review</p>
<p><b>Rationale</b>          Provide a brief summary of the review findings and a rationale for future modifications.</p>	<p>We find that these courses have continued to draw students, semester after semester, and the success rate for students is solid, despite not having a pathway for film students. As both current full-time faculty members are new to the film program, we hope to design and implement an assessment plan that will document student success and allow for meaningful curriculum revision.</p>
<p><b>Responsibility</b>          Who is responsible for completing or implementing?</p>	<p>Josh Mattern and Sarah Quirk</p>



<b>Academic Disciplines</b>	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019-2020
<i>DISCIPLINE AREA:</i>	World Languages (French, German, Japanese, Spanish)
<b>REVIEW SUMMARY</b>	
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.	
How does the discipline contribute to other fields and the mission of the college?	<p>In addition, the world language curriculum contributes to three of Waubonsee's College Learning Outcomes. These outcomes include Critical Thinking, Communication, and Global Awareness.</p> <p>In regards to the contribution of world languages to other fields, certain courses meet a humanities requirement for general education.</p>
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p>Spanish courses are now included in the Latinx Studies concentration for the Associate of Arts degree.</p> <p>A hybrid delivery of a Spanish course has been developed to better meet the needs of students and broaden the delivery mode.</p> <p>Asst. Professor Lilia Mendoza has worked tirelessly on improving the delivery and content of the Placement Test for Spanish, which will be implemented in Spring, 2020.</p>
<b>REVIEW ANALYSIS</b>	
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.	
<b>Indicator 1: Need</b>	<b>Response</b>
<p>1. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)</p>	<p>Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year and learn trends and changes in curriculum. Faculty are also active in statewide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data</p>

	<p>provided by the college’s Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college’s Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.</p>
<p>2. How will students be informed or recruited for this discipline?        (1.2)</p>	<p>Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.</p> <p>The Latinx Pathway, which includes Spanish language classes, is publicized on the Waubonsee website to draw students' attention to this new concentration.</p> <p>Spanish language courses are also part of other Transfer Pathways that Waubonsee currently offers.</p>
<p>3. What if any new Academic Transfer degrees/major options have been added/deleted to the college’s offerings during the last review period? What determined this action? (1.3)</p>	<p>The Medical Interpreting Certificate for Spanish has been deleted from the college offerings due to low enrollments.</p> <p>Latinx Studies is emerging as a concentration for the A.A. degree.</p> <p>Survival Spanish courses have been permanently removed from our class offerings. These classes were offered mostly in the evening to accommodate work schedules for students.</p>
<p>4. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)</p>	<p>The department offers seven Spanish courses, two Chinese courses, four French courses, two Japanese courses, and four German courses, for a total of 19 courses. These 19 courses do not include Special Topics courses, which exist in Spanish, French and German, but are rarely – if ever – offered.</p>

	<p>Among all the languages combined, the largest need is for the Elementary I and II courses.</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>
<p>5. What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full-time and part-time faculty are maintained for this discipline? (2.1)</p>	<p>The direct costs associated with the program include:</p> <ul style="list-style-type: none"> <li>• Faculty salary and benefits (full-time and part-time)</li> <li>• Instructional supplies</li> <li>• Technology, software and services</li> <li>• Publications and dues</li> <li>• Full-time faculty professional development</li> </ul> <p>The cost per load hour for this discipline (\$2,811.62) is significantly higher than the Transfer Average cost per load hour (\$2,025.27) and the College Credit Average cost per load hour (\$2,247.37).</p> <p>Costs of this discipline include the pay for two full-time instructors in Spanish, three adjunct instructors in Spanish, one adjunct instructor in French, one adjunct instructor in Japanese, and one adjunct instructor in German.</p> <p>Enrollment has until recently been sufficient for two full-time Spanish instructors, one adjunct Spanish instructor, one adjunct French instructor and one adjunct German instructor. Enrollments have grown in online classes and have diminished in evening classes – which are no longer offered. Enrollment is fluctuating for day classes. Beginning Spanish and French can see 15-20 students per class. Intermediate Spanish classes have fluctuating enrollments, but sometimes sufficient enrollment to offer a traditional and online class. Intermediate Spanish I may be offered only online to counteract low day enrollment for off semesters (Spring). Summer enrollments are strong in online classes.</p> <p>Bodie classroom 246 is no longer designated for language classes only and consequently upkeep is no longer a cost to foreign languages.</p>
<p>6. What steps can be taken to offer curricula more cost-effectively? (2.2)</p>	<p>Students thrive in low enrollment language classes because they practice more and are assessed more. Consequently, increasing the enrollment cap from 25 to higher is not recommended. Adding more online sections is not</p>

	<p>advisable from the instructor's point of view because students learn from interaction with other classmates and the instructor talk in the language, which online cannot recreate. Hybrid classes have been scheduled and should continue to be promoted.</p> <p>One change made to make curricula more cost-effective is the customization of textbooks for Elementary Spanish I, Elementary Spanish II, Intermediate Spanish 1, and Intermediate Spanish II. Students now save half the cost of the textbook for each course.</p> <p>We have also begun to use some of the Google features already available through our Waubonsee portal to provide students with synchronous activities for online courses. These features provide students with accessible opportunities at no additional cost to practice the target language in a synchronous environment.</p>
<p>7. Is there a need for additional resources? (2.3)</p>	<p>A two, full-time faculty program is needed even though our discipline has lower enrollment than others. The discipline strengthens and grows when two teachers can interact, plan, and share ideas. Consequently, students thrive. We now have two full-time Spanish instructors with one nearing retirement. After her departure, hiring a new instructor who could teach Spanish and another language would be wonderful.</p> <p>Fewer online sections and more hybrid classes for languages would benefit students greatly.</p>
<p><b>INDICATOR 3: QUALITY</b></p>	<p><b>RESPONSE</b></p>
<p>8. Discipline Outcomes –What are the expected outcomes of this discipline?</p>	<p>Since world languages is not a transfer discipline except for Intermediate II, there are no stated discipline outcomes yet. These need to be developed for Spanish, French, German, and Japanese.</p> <p>The expected outcomes of Waubonsee’s world languages’ curriculum is to be able to communicate in all forms of the language acquisition skills: speaking, reading, writing, listening, and culture. Upon the completion of a language course at Waubonsee Community College, students acquire a particular level of the language acquisition skills to be able to communicate with native speakers.</p>

<p>9. What assessment methods are used to ensure learning improvement and student success?</p>	<p>A Spanish Placement Test was developed to help ensure student success by identifying more accurately the most appropriate language course for students.</p> <p>World Languages faculty use several assessment methods throughout the courses. One of the assessments includes Summative Assessments, which are used at the end of chapters or lessons. Additional assessment tools include, but are not limited to, speaking and listening, projects, presentations, quizzes, and tests.</p>
<p>10. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?</p>	<p>More speaking practice is offered before the graded activity.</p> <p>Students present to another classmate who critiques the presentation and gives feedback before students do the graded activity.</p> <p>More detailed rubrics offer in-depth feedback.</p> <p>Students meet individually with instructor at least two times per semester to go over strengths and areas to improve.</p> <p>Students are asked to write an evaluation for the instructor of what activities are working for them and what are not.</p> <p>Piloting Google software already available to students to improve language acquisition abilities in a synchronous environment. We used Google Hangouts in two online courses to pilot the Google software students already had available to them in the Waubonsee portal page. Increasing contact with online students was deemed necessary to improve language acquisition abilities.</p> <p>Instructors use short evaluations of difficult topics collected at the end of class to see if students have grasped main ideas.</p>
<p>11. How are these results shared with others at the institution for continuous improvement?</p>	<p>Instructors share ideas and assessments with each other as often as possible.</p>

<p>12. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)</p>	<p>There are online sections of all Spanish classes and beginning French and German classes.</p> <p>Spring, 2020, Spanish will offer a hybrid SPN 102 course.</p> <p>There are accelerated, 8-week sections of Spanish 101 and 102 offered each semester.</p> <p>Summer Session offers accelerated sections of SPN 101, 102, 201 and 202.</p> <p>Independent study offers students the opportunity to work individually with an instructor on a topic of interest.</p>
<p>13. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? (3.2)</p>	<p>No.</p>
<p>14. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? (3.3)</p>	<p>Full-time and adjunct instructor evaluations are gathered for each class every semester.</p> <p>Adjunct faculty are visited once per semester by the Assistant Dean.</p>

<p>15. What professional development is offered for full-time and/or part-time faculty in this discipline? (3.4)</p>	<p>Waubonsee Community College has a Faculty Development Office whose focus is to provide professional development opportunities for full-time and part-time faculty. One of those opportunities includes webinars on a wide range of subjects that included: Minority Serving Community College Communities of Practice, Impacting Student Success Through the Power of Hope, Practical Strategies for Supporting English-as-an-Additional-Language Students, and Well-Being and Equity.</p> <p>The Faculty Development Office also collaborated with ACUE (Association of College and University Educators) in offering the Course in Effective Teaching Practices for graduate credit. This course is co-endorsed by ACE (American Council on Education) and made available to both full-time and part-time faculty.</p> <p>Additionally, the Faculty Development Office provided a series of Outcomes Workshops. The workshops focused on a range of subjects that included: Closing the Loop in the learning improvement process, Understanding &amp; Developing Rubrics for Assessment, and Creating &amp; Aligning Assignments, and Fearing to Fail Webinar.</p> <p>Aside for the opportunities offered by the Faculty Development Office, faculty can join foreign language organizations that are statewide and national. These organizations have yearly conferences, which are a great opportunity to present ideas to colleagues and to hear best practices from Illinois, the Midwest and the entire country. There are free, online workshops from many publishers which focus on language teaching. Classes are offered from surrounding universities such as Aurora that are open to our faculty for credit. Faculty have opportunities to participate in a study-abroad exchange that focuses on teacher education.</p> <p>Waubonsee also collaborated with Aurora University in spring, 2018 to provide graduate courses for full-time and part-time faculty on topics that help faculty improve their craft.</p>
<p>16. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last five-year review period? (3.5)</p>	<p>No faculty participated.</p>

<p>17. How does the discipline identify and support “at-risk” students? (3.6)</p>	<p>Spanish at all levels is available for walk-in tutoring help several times a week during each semester.</p> <p>Faculty in all languages for this discipline reach out to students with offers of help during office hours or as needed.</p> <p>We regularly accommodate students for testing and/or other teaching needs.</p> <p>We offer Spanish 205, which is an IAI-approved class for Heritage Spanish students who need a different focus to address weaknesses and gain fluency in standard Spanish.</p>
<p>18. To what extent is the discipline integrated with other instructional programs and or services? (3.7)</p>	<p>This discipline is integral to the Latinx Studies concentration for the AA degree. Also, this discipline is part of other Transfer Pathways Programs.</p> <p>All language classes of Intermediate II are IAI approved and are transferable. Students can meet the foreign language requirements at many colleges and universities by taking our language classes, from Elementary I to Intermediate II.</p> <p>Since Waubonsee Community College is a Hispanic-serving institution, we offer two language classes appropriate for Heritage Speakers.</p> <p>A certificate in legal interpreting is available. Spanish is the primary language for these classes.</p>
<p>19. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>We evaluate the number of sections for each course and their enrollments, looking for a trend in increasing or declining numbers.</p> <p>Assessments in all classes will help define best practices for learning.</p>
<p>20. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)</p>	<p>No formal process has been implemented. Instructors customarily speak to students who are struggling or missing class with regularity. We address the issue before the student drops the class.</p> <p>Informal adjustments to activities in our discipline are made if students are not succeeding, and efforts are made to adapt to the learning styles of the students in a specific class.</p> <p>One of the college-wide improvements made to address retention was the implementation of new academic alert software. This software allows instructors to submit an academic alert at any time as opposed to only a couple of times during the semester. Therefore, when a student</p>



	<p>begins to decline in an area --- submitting assignments, low-test scores, attendance, or any other critical area -- instructors can submit an academic alert. These alerts are seen by counselors and advisers and an intervention is done earlier to help students stay focused.</p>
<p>21. How does the college determine student success in this discipline? (3.10)</p>	<p>A passing grade of C or better is expected for the student to go on to the next level class.</p>
<p>22. What are the disciplines strengths?</p>	<p>This discipline offers courses that transfer to other colleges and universities. Our discipline also offers courses with curriculum that can inspire students to travel, to read literature from other countries and to appreciate art, music and architecture in a different context than in an English-speaking class. When students learn a second language, they learn different worldviews and hopefully tolerance for these differences.</p> <p>This discipline has two teachers who are knowledgeable in the languages, which includes native speakers. Students can benefit from the extensive knowledge instructors offer in the languages.</p>
<p>23. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?</p>	<p>The Medical Interpreting Certificate was very innovative. The program was discontinued due to low enrollment.</p> <p>The Latinx Studies concentration is new and innovative. This new area of study needs to be publicized.</p>
<p>24. What are the identified or potential weaknesses of the discipline?</p>	<p>Languages are not learned in one semester. Students want to communicate in the language, and this requires time and effort in and out of the classroom. Students get frustrated. They expect fluency in a short time. Students are not always able or willing to put in the study time outside of class to gain proficiency.</p> <p>Language can enhance many career choices and offer better income, but being bilingual is not always appreciated in our political atmosphere. Heritage students do not see the benefit of being bilingual and bicultural clearly. English-speakers see it as a great asset, but not always attainable.</p> <p>Students who are bilingual and bicultural need to see this ability as an asset to their career choices.</p> <p>Our discipline is unable to counter decline in enrollment at this time because reasons for enrollment decline are not easily identifiable.</p>

<p>25. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>Instructors can give students positive feedback on what they are doing right and can have them complete "I can do" statements offered by our national language association to show them how much they do know at the end of each semester.</p> <p>Instructors can develop a handout informing students of possible career possibilities for a language major, minor or concentration.</p> <p>Instructors can organize and offer visits and field trips to local events and organizations or businesses where Spanish is spoken. They can organize guest speakers and publicize community events as well.</p> <p>Instructors can inform students of all opportunities to visit or study in the countries where the language they are taking is spoken.</p> <p>Using flex mode and hybrid courses to support better language learning may help strengthen our weaknesses.</p> <p>Using common assessments long term in all of our courses may help provide a clearer view where we can improve, which may help increase student success.</p>
<p>26. List any barriers encountered while implementing the discipline. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>Retention is problematic. Students need to attend regularly and can fall behind quickly. When they do not attend, they get frustrated and drop the class.</p> <p>A Spanish Placement Test was developed using the ACCUPLACER platform, made available in Spring, 2020, and is housed at Waubonsee's Assessment Center. Housing the Spanish Placement Test limits the accessibility to those students outside of Waubonsee's geographical area interested in taking the placement test.</p> <p>We need more coordination between faculty and counselors who can tell students that by taking elementary and intermediate courses here, they can fulfill language study requirements in many colleges and universities who accept Waubonsee classes. They can complete the language requirements before they transfer.</p>
<p>27. Did the review of Quality result in any actions or modifications? Please explain. (3.11)</p>	<p>1) It is the plan to have a meeting in the next semester with other faculty to discuss the small sample in order to make improvements in the course, how we collect information, and on the artifact itself.</p> <p>2) There was not enough data collected to make an informed assessment. We hope to collect more data next semester.</p>

	3) We hope to collect the data next semester, and we also hope to meet in order to discuss our plan.
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**Performance and Equity for Academic Disciplines**  
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.

<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	CHN 101 – ELEMENTARY CHINESE I				
<b>COURSE DESCRIPTION</b>	This is an introductory course in standard, modern Mandarin Chinese and includes pronunciation, idiomatic expressions, speech patterns and characters for the beginning student. Emphasis is placed on learning the four basic skills of listening, speaking, reading and writing.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	17	8	6	0
<i>CREDIT HOURS PRODUCED</i>	0	51	24	18	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	94%	100%	100%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	1/2/20 EIU 8/22/19 NIU 11/6/19 SIU 8/21/19 UIC 8/27/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	CHN 102 – ELEMENTARY CHINESE II				
<b>COURSE DESCRIPTION</b>	This course is a continuation of CHN101 for learning standard, modern Mandarin Chinese. Emphasis is placed on increased accuracy and proficiency in listening, speaking, reading and writing skills. Recommended Prereq: CHN101 or one year of high school Chinese or its equivalent.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	8	0	0	0

<i>CREDIT HOURS PRODUCED</i>	0	24	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	100%	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	1/2/20 EIU 8/22/19 NIU 10/29/19 SIU 8/21/19 UIC 8/27/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	FRE 101 – ELEMENTARY FRENCH I				
<b>COURSE DESCRIPTION</b>	This is an introductory course in the basic structures and vocabulary of French. As language is a reflection of culture, learning about life in France and other French-speaking countries is also included. Emphasis on listening, speaking, reading and writing in French is stressed throughout the course.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	36	37	36	20	13
<i>CREDIT HOURS PRODUCED</i>	108	111	108	60	39
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	71%	62%	87%	80%	83%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/9/18 EIU 11/26/18 ISU 11/15/18 NIU 11/6/18 UIC 1/2/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	FRE 102 – ELEMENTARY FRENCH II				
<b>COURSE DESCRIPTION</b>	This course is a continuation of FRE101 with emphasis on the basic structures and vocabulary of French. The main objective of the course is to expand and broaden skills in communicating effectively in French. The four basic skills of listening, speaking, reading, and writing are further developed. Recommended Prereq: FRE101 or one year of high school French or its				

	equivalent.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	8	12	9	6	12
<i>CREDIT HOURS PRODUCED</i>	24	36	27	18	36
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	50%	73%	56%	83%	90%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/9/18 EIU 11/26/18 ISU 11/15/18 NIU 11/6/18 UIC 1/2/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	FRE 201 – INTERMEDIATE FRENCH I				
<b>COURSE DESCRIPTION</b>	This course is a continuation of FRE102 with further consideration of the basic structures and vocabulary of French. Increased development of the ability to listen, speak, read, and write in French and enhanced understanding of life in France and other French-speaking countries are emphasized. Recommended Prereq: FRE102 or two years of high school French or its equivalent.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	6	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	18	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	60%	0	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/9/18 EIU 11/26/18 ISU 11/15/18 NIU 11/6/18 UIC 1/2/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				

<b>COURSE TITLE</b>	FRE 202 – INTERMEDIATE FRENCH II				
<b>COURSE DESCRIPTION</b>	This course is a continuation of FRE201 and is the culminating course in the French sequence. Continued development of the ability to listen, speak, read and write in French are emphasized. The use of more complex and nuanced structures and continued study of cultural issues in France and other French-speaking countries are included. Recommended Prereq: FRE201 or three years of high school French or its equivalent. IAI: H1 900.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	4	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	12	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	0	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H1 900				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	FRE 296 – SPECIAL TOPICS IN FRENCH				
<b>COURSE DESCRIPTION</b>	This course offers in-depth exploration of a special topic, issue or trend as it relates to the French language.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/9/18 EIU 11/26/18 ISU 11/15/18 NIU 11/6/18 UIC 10/30/18 UIUC				

<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	GER 101 – ELEMENTARY GERMAN I				
<b>COURSE DESCRIPTION</b>	This is an introductory course in the basic structures and vocabulary of German. The course is taught by using culturally authentic themes from everyday life with an emphasis on communication. In addition to the four basic language skills of listening, speaking, reading, and writing, cultural aspects of the German-speaking countries are also presented.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	21	23	20	28	0
<i>CREDIT HOURS PRODUCED</i>	63	69	63	90	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	80%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/9/18 EIU 11/26/18 ISU 11/15/18 NIU 11/6/18 UIC 1/4/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	GER 102 – ELEMENTARY GERMAN II				
<b>COURSE DESCRIPTION</b>	This course is a continuation of GER101 and expands on elementary grammar essentials. Reading and interpreting of more advanced German conversation, prose, diction and composition are included. Recommended Prereq: GER101 or one year of high school German.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	3	6	0
<i>CREDIT HOURS PRODUCED</i>	0	0	27	21	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	75%	83%	0

<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/9/18 EIU 11/26/18 ISU 11/15/18 NIU 11/6/18 UIC 1/4/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	GER 201 – INTERMEDIATE GERMAN I				
<b>COURSE DESCRIPTION</b>	This course provides a thorough review of grammar and an in-depth consideration of the most difficult grammatical concepts. Emphasis on reading, writing and speaking the German language is stressed throughout the course. Recommended Prereq: GER102 or two years of high school German.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	6	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	18	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	0	83%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/9/18 EIU 11/26/18 ISU 11/15/18 NIU 11/6/18 UIC 1/4/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	GER 202 – INTERMEDIATE GERMAN II				
<b>COURSE DESCRIPTION</b>	This course is a continuation of GER201 and provides a further study and review of grammar and idiomatic colloquial German. Increased emphasis is placed on conversational and free composition and the reading of more difficult texts.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING</i>	0	0	0	0	0



<i>WITHDRAWALS AND AUDIT STUDENTS</i>					
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H1 900				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	GER 296 – SPECIAL TOPICS IN GERMAN				
<b>COURSE DESCRIPTION</b>	This course offers in-depth exploration of a special topic, issue or trend as it relates to the German language.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/9/18 EIU 11/26/18 ISU 11/15/18 NIU 11/6/18 UIC 19/30/18 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	JPN 101 – ELEMENTARY JAPANESE I				
<b>COURSE DESCRIPTION</b>	This course is designed for students who have no previous knowledge of Japanese. The course presents a basic foundation that enables students to acquire and develop language skills in listening, speaking, reading and some writing.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	23	31	11	24	23
<i>CREDIT HOURS PRODUCED</i>	69	96	39	72	69
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT</i>	88%	88%	100%	100%	72%

<i>STUDENTS</i>					
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	1/2/10 EIU 11/6/19 SIU 8/21/19 UIC 8/27/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	JPN 102 – ELEMENTARY JAPANESE II				
<b>COURSE DESCRIPTION</b>	This course is a continuation of JPN101 with emphasis on increased accuracy in listening, speaking skills, reading and writing. Recommended Prereq: JPN101.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	14	0	12	7
<i>CREDIT HOURS PRODUCED</i>	0	45	0	36	21
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	92%	0	89%	83%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	1/2/20 EIU 10/6/19 SIU 8/21/19 UIC 8/27/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	SPN 101 – ELEMENTARY SPANISH I				
<b>COURSE DESCRIPTION</b>	This course emphasizes the four basic skills (listening, speaking, reading and writing) essential to a communicative approach to language learning. Students learn to interact effectively in a variety of situations, and to interact and communicate with people of Spanish-speaking culture groups in a way that exhibits an understanding of the culture s conventions.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	323	263	291	297	241
<i>CREDIT HOURS PRODUCED</i>	981	801	885	903	726

<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	86%	86%	89%	87%	92%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/5/18 EIU 11/29/18 ISU 11/15/18 NIU 11/6/18 UIC 2/15/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	SPN 102 – ELEMENTARY SPANISH II				
<b>COURSE DESCRIPTION</b>	This continuation of SPN101 is designed to provide students with continued growth and specialization in the four essential skills (listening, speaking, reading and writing). This course continues to teach students to interact and communicate with people of Spanish-speaking culture groups in a way that shows an understanding of the culture s conventions. Recommended Prereq: SPN101 or one year of high school Spanish or its equivalent.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	128	129	291	297	241
<i>CREDIT HOURS PRODUCED</i>	384	390	417	480	402
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	91%	88%	94%	92%	90%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/5/18 EIU 11/29/18 ISU 11/15/18 NIU 11/6/18 UIC 2/15/19 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	WORLD LANGUAGES				
<b>COURSE TITLE</b>	SPN 201 – INTERMEDIATE SPANISH I				
<b>COURSE DESCRIPTION</b>	This course reviews the language content of the first year of study. It introduces intermediate skills and provides the student with ample practice in interactive conversation, with a special emphasis on the development of oral proficiency and creative composition. Furthermore, it promotes a greater understanding of the Hispanic cultures through the study and discussion of				

	contemporary Spanish and Hispanic American readings. Recommended Prereq: SPN102 or two years of high school Spanish or its equivalent.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	90	74	98	100	107
<i>CREDIT HOURS PRODUCED</i>	276	231	294	309	339
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	97%	87%	90%	87%	88%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/5/18 EIU 11/29/18 ISU 11/15/18 NIU 11/6/18 UIC 2/15/19 UIUC				
<i>ACADEMIC DISCIPLINE AREA</i>	WORLD LANGUAGES				
<i>COURSE TITLE</i>	SPN 296 – SPECIAL TOPICS				
<i>COURSE DESCRIPTION</i>	This course offers in-depth exploration of a special topic, issue or trend as it relates to the Spanish language. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/5/18 EIU 11/29/18 ISU 11/15/18 NIU 12/20/18 SIU 10/30/18 UIUC				
28. How does the data support the course goals? Elaborate.	Based on the data from above including enrollment, success rate etc., we can see trends and draw conclusions about the effectiveness of our World Languages Program.				

<p>29. What disaggregated data was reviewed?</p>	<p>The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.</p> <p>The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered</p> <p>The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program’s average terms to degree Percentage of graduates within three years of entry</p> <p>The disaggregated data the world languages reviewed was mainly in Spanish course due to significantly higher enrollment and course offerings from other languages.</p>
<p>30. Were there any identifiable gaps in the data? Please explain.</p>	<p>The identifiable gaps in the data included enrollment differences, success rates, withdraw rates, and gender enrollment.</p> <p>The disaggregated data identified high enrollment rates in Elementary Spanish I and Elementary Spanish II. The data also identified no enrollment of Black or African American students in Elementary Spanish II, Intermediate Spanish I, Intermediate Spanish II, and Spanish for Native Speakers for FY2019, Spring 2019, Summer 2019, and Fall 2018.</p> <p>In regards to success rates, the success rates for Elementary Spanish I, Elementary Spanish II, and Intermediate Spanish was considerably higher than the other courses. However, men withdrew in higher rates in Elementary Spanish I courses. Additionally, the data showed a much higher rate of failure among Blacks and African Americans in Elementary Spanish I and Elementary Spanish II, Intermediate Spanish I, and Intermediate Spanish II.</p>
<p><b>GOAL PLANNING</b></p>	
<p>31. Create or list discipline goals to work on for the next five years. If you have been working on discipline goals, list them and describe progress made on</p>	<p>We plan to work in all languages to create assessments to include course outcomes across all sections, including dual credit.</p> <p>We plan to compare outcomes, success rates and assessments for traditional and online courses.</p>

<p>goals. (Goals should be aligned with Educational Affairs Plan)</p>	<p>We want to study enrollment flow from Elementary I to Elementary II to find ways to increase lower enrollment in Elementary II.</p> <p>We plan to compare success rates for online and hybrid classes.</p> <p>We will continue to look for ways to improve online interaction that allow synchronous chat and speaking opportunities.</p> <p>We plan to improve Conversational Spanish and Survival Spanish for the workplace so they are once again viable in our program.</p>
<p>32. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<p>We need a tutor for walk-in tutoring who can handle all levels of Spanish several days a week.</p> <p>Publicizing the Latinx Studies concentration will help enrollment in Spanish courses. A flyer announcing this new area would be excellent.</p> <p>We need authorization to continue to let low-enrollment classes, if there are 10 students, escape cancelation until we study why enrollments are dropping in Elementary II and Intermediate II.</p>
<p><b>REVIEW RESULTS</b></p>	
<p><b>Intended Action Steps</b>        Please detail action steps to be completed in the future based on this review with a timeline including anticipated dates.</p>	<p>We plan to work in all languages to create assessments to include course outcomes across all sections, including dual credit in the Spring of 2020.</p> <p>We plan to compare students' performance in outcomes and assessments for traditional and online courses in the Spring of 2020. Faculty will collect the data to identify areas of need of improvement in the curriculum and, if need be, modify the assessment tools.</p> <p>We want to study enrollment flow from Elementary I to Elementary II to find ways to increase lower enrollment in Elementary II in the Fall of 2020. We plan to compare students' performance rates for online and hybrid classes in the Spring of 2020. The performance rate will help in scheduling courses that better fit the needs of students and allow us to better focus our resources.</p> <p>We will continue to look for ways to improve online interaction that allow synchronous chat and speaking opportunities in 2020-2021.</p> <p>We plan to improve Conversational Spanish and Survival Spanish for the workplace so they are once again viable in our program in 2020-2021.</p> <p>Conversational Spanish could be incorporated into the Latinx</p>

	Pathway.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for future modifications.	The world language discipline at WCC is working to meet challenges in course delivery, enrollment, and retention. We are pursuing hybrid delivery and synchronous online delivery methods to improve access and student success.
<b>Responsibility</b> Who is responsible for completing or implementing?	The full-time faculty in this discipline are responsible for implementation of these ideas with the support of the college in faculty development and administration.

<b><i>Academic Disciplines</i></b>	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019-2020
<i>DISCIPLINE AREA:</i>	History
<b><i>REVIEW SUMMARY</i></b>	
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.	
How does the discipline contribute to other fields and the mission of the college?	<p>The study of history is one of the foundational disciplines in American higher education. Principally, the discipline serves the mission of Waubonsee Community College and other fields at this institution by providing bedrock instruction in civic responsibilities, global awareness, multicultural sensitivity, analytical knowledge, and communicative discourse. Fundamentally, the discipline of history embraces knowledge of all diverse fields of knowledge and interweaves discrete threads of intellectual discovery together in an intellectual patchwork of interactive scholarship that allows individuals to engage with one another in enhancing the integrity and potential development of the institution and its diverse communities.</p>
<p><b>Prior Review Update</b>          Describe any quality improvements or modifications made since the last review period.</p>	<p>Over the course of the previous years, history professors at Waubonsee Community College have worked diligently to ensure the credibility of the program, in regards to the global scholarly community as well as its accessibility to institutional consumers and stakeholders.</p> <p>The following are among some of the quality improvements and/or modifications affected since the previous program review:</p> <ol style="list-style-type: none"> <li>1. Streamlining the curriculum to better reflect student population interests and needs</li> <li>2. Regularize and implement a state-of-the-art outcomes and assessment system</li> <li>3. Revise methodology to seek to facilitate increased learner achievement and retention</li> <li>4. Engage regularly with a broader scholarly audience and organizations to become aware of and incorporate best practices in the field, and</li> <li>5. Partner with national, state, local, and institutional bodies to provide historical and community college perspectives to joint initiatives.</li> </ol>



**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.

<b>Indicator 1: Need</b>	<b>Response</b>
<p>1. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?            (1.1)</p>	<p>Full-time professors maintain constant vigilance in surveying trends in higher education as well as institutional needs by subscribing to leading publications in the field, reading the Chronicle of Higher Education, serving in various college and extra-institutional bodies, and engaging in personal and professional discourse with other higher educational scholars. There is little or no guidance from the College Curriculum Council nor divisional or College administration in shaping curriculum other than those generally negative reactions motivated solely by declining enrollment challenges.</p> <p>Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations, meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in statewide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional</p>

	revisions. All submitted changes are approved by the Vice President of Educational Affairs.
2. How will students be informed or recruited for this discipline? (1.2)	<p>Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.</p> <p>Professors in this discipline largely inform students as to course offerings and opportunities in the discipline largely through word-of-mouth advice or postings to bulletin boards. Scholars are generally too busy teaching overloads, attending to collateral duties, and serving in organizational capacities to assume these responsibilities, which, of course, should rest largely with recruitment and student development professionals and their staff.</p>
3. What if any new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? (1.3)	None directly related to history, although the department is participating in the instructional and curricular aspects of the new Latin American studies program.
4. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)	Twelve. The courses with the highest enrollment are HIS 121 (American History to 1865) and HIS 122 (American History since 1865).
<b>INDICATOR 2: COST EFFECTIVENESS</b>	<b>RESPONSE</b>
5. What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full-time and part-time faculty are maintained for this discipline? (2.1)	<p>The direct costs associated with the program include:</p> <ul style="list-style-type: none"> <li>• Faculty salary and benefits (full-time and part-time)</li> <li>• Instructional supplies</li> <li>• Technology, software and services</li> <li>• Publications and dues</li> <li>• Full-time faculty professional development</li> </ul> <p>Costs are negligible at this point aside from expenses incurred in professorial organizational membership, subscriptions to publications, current literature in the general field and related subfields, professional development. Currently, there are two full-time professors and three part-time adjunct professors (although the latter number fluctuates semester to semester).</p>
6. What steps can be taken to offer curricula more cost-effectively? (2.2)	The principal steps to be taken in this regard are (1) institutionally, to eliminate any extra costs associated with distance learning, and (2) professorially, to incorporate more OER rather than traditional textbooks.

<p>7. Is there a need for additional resources? (2.3)</p>	<p>Yes, there may be a need to enhance the electronic resources of the classroom, including student-accessible clickers and laptops as well as smart podiums for professors.</p>
<p><b>INDICATOR 3: QUALITY</b></p>	<p><b>RESPONSE</b></p>
<p>8. Discipline Outcomes –What are the expected outcomes of this discipline?</p>	<p>Fundamentally, historical study in higher education emphasizes the following outcomes of student learning: content knowledge, historical thinking, global awareness, multicultural empathy, reading comprehension, oral discourse, written competency, analysis and synthesis, and evaluative cognizance.</p>
<p>9. What assessment methods are used to ensure learning improvement and student success?</p>	<p>Traditional tools such as objective and subjective exams and quizzes along with research and writing projects form the core of assessment in this discipline, although, at the introductory undergraduate level, a variety of learner-centric assessments, including individual conferences, group projects, simulations, creative thinking exercises, portfolio building, film analyses, and other methodologies are frequently employed by history professors at this institution.</p>
<p>10. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?</p>	<p>Dr. Powers stated: In HIS 121, American History to 1865, outcomes data has suggested that I need to strengthen students' ability to analyze and evaluate primary sources. I found that I also need to provide them with more guidance when it comes to using primary source evidence in their writing. To address this, I have created smaller assignments that ask them to interpret and evaluate primary sources. I also have also created "scaffolded assignments" for the research project, meant to help students think about how they will incorporate primary source material into their research. When I re-assessed the assignments, I found that students' ability to evaluate sources and apply them improved. (Data can be provided)</p>
<p>11. How are these results shared with others at the institution for continuous improvement?</p>	<p>At this point, they are shared informally among full-time history professors.</p>
<p>12. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)</p>	<p>The principal alternative delivery method utilized by this discipline at this institution is by online instruction. All 100-level courses have been offered every semester as an online course, although the present SSEWL dean has indicated opposition to offering HIS 111 as an online option for flexible student learning. There have been occasions where flexible scheduling for land courses have been offered.</p>

<p>13. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? (3.2)</p>	<p>Not generally, although the history department has informally segregated outcome data for land and online courses as a comparative tool for individual professors.</p>
<p>14. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? (3.3)</p>	<p>None for full-time professors; observations of adjunct faculty by the assistant dean.</p>
<p>15. What professional development is offered for full-time and/or part-time faculty in this discipline? (3.4)</p>	<p>Little effective professional development is offered history professors on campus and that is generally only tied to pedagogy. Generally, full-time history professors' best options for professional development are engagement through national and/or state historical organizations or in cooperation with local community historical societies, museums, and/or libraries.</p> <p>Dr. Powers stated: The Faculty Development and Engagement office offers professional development opportunities throughout the year. At the beginning of each semester, Faculty Development organizes Faculty Development Days, a three-day program with workshops and speakers. Recently, the topics have focused on equity and closing achievement gaps among students.</p>
<p>16. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last five-year review period? (3.5)</p>	<p>None.</p>
<p>17. How does the discipline identify and support "at-risk" students? (3.6)</p>	<p>Identification and support of "at-risk" students is done by the discipline only at the individual faculty level and relies upon a variety of strategies, including informal observation, individual and group communication exercises, written assessments, individual conferences and advising meetings, and formal evaluation exercises.</p>
<p>18. To what extent is the discipline integrated with other instructional programs and or services? (3.7)</p>	<p>Historically, the department has been ignored by the College for input on programming or services, although recently full-time professors have been working with the veterans' office, Native American studies initiatives in the humanities, and Women's History Month subcommittee. History faculty have served on the Veterans Day Program committee and contributed their historical knowledge and expertise to Veterans Day events. Faculty have also collaborated with History faculty from NIU. In 2019, Dr. Powers presented at NIU's "Teaching Latinx History" event where she described Waubonsee's efforts to incorporate Latinx History into the US History survey courses.</p>

<p>19. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>Traditionally, information reviewed by the department in this regard has been trends in the profession and state of current scholarship. Informal reviews of offerings at other institutions has also been utilized. Unfortunately, under the current SSEWL dean only enrollment numbers seem to be taken into consideration.</p>
<p>20. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)</p>	<p>Course low retention and/or success rate has not largely been a significant concern since the study of history at the higher education level is an extremely challenging and intellectually rigorous process. Individual professors may use a variety of devices to help marginally-performing students (an examination of previous answers will provide a more complete sense of diverse methods incorporated in the history classroom in general to facilitate student success).</p> <p>Dr. Powers stated: In HIS 121 (American History to 1865) and 102 (World History since 1500) efforts have been made to address retention and success rates through our participation in "History Gateways," a joint project of the American Historical Association, the Gardner Institute, and the Andrew Mellon Foundation. History Gateways has provided us with strategies to improve retention and success. We are in the beginning stages of this project, collecting baseline data on student performance. Once I implement curricular and pedagogical changes to these courses, I will collect data to see if there is an improvement in retention and success. (See Question 16 for more information on History Gateways).</p>
<p>21. How does the college determine student success in this discipline? (3.10)</p>	<p>Student success is largely determined by outcomes assessment and final course grades, although student engagement in history outside of the classroom and in future academic work has long been observed informally by professors in this department.</p>
<p>22. What are the disciplines strengths?</p>	<p>The Review Summary best states these: The study of history is one of the foundational disciplines in American higher education. Principally, the discipline serves the mission of Waubonsee Community College and other fields at this institution by providing bedrock instruction in civic responsibilities, global awareness, multicultural sensitivity, analytical knowledge, and communicative discourse. Fundamentally, the discipline of history embraces knowledge of all diverse fields of knowledge and interweaves discrete threads of intellectual discovery together in an intellectual patchwork of interactive scholarship that allows individuals to engage with one another in enhancing the integrity and potential development of the institution and its diverse communities.</p>

<p>23. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?</p>	<p>From 2012-2015, the full-time History faculty (Draper and Powers) participated in "Bridging Cultures, Atlantic and Pacific," a program developed by the American Historical Association and funded by the National Endowment for the Humanities. Waubonsee's History department was part of a cohort of 12 community colleges across the nation. The purpose of "Bridging Cultures" was to encourage departments to globalize the curriculum of the US History survey by incorporating elements from Pacific- and Atlantic-World studies. Dr. Draper and Dr. Powers redesigned their respective HIS 122 and HIS 121 classes, infusing their curriculum with trans-national and global themes. Dr. Powers, for example, created transnational assignments that centered on early American trade and migration in the Pacific World. Dr. Draper incorporated Pacific studies topics in his unit on American Imperialism. Specifically, he drew from his experience as a Fulbright scholar in East Asia, highlighting the ways in which US History intersected with the history of the Philippines.</p> <p>More recently, Waubonsee's History Department has been invited to participate in the American Historical Association's "History Gateways" project. In this instance, the AHA has partnered with the Gardner Institute and the Andrew Mellon Foundation to address achievement gaps and high attrition rates in introductory History courses. Waubonsee will work with ten other institutions in three regional hubs--Chicago, New York, and Houston--in a self-study to determine if curricular and/or pedagogical changes are needed in order to make introductory History courses more accessible to students. In an era of declining enrollments and increasing attrition rates in History courses across the nation, the AHA is reconsidering the role and purpose of the introductory survey. The AHA leadership, in collaboration with History faculty from this project, desires to create a more robust and relevant introductory course that will not only revitalize the discipline but also prepare students with crucial critical thinking and communication skills.</p> <p>Our participation in the project will not only benefit our students, but it will also help to promote the discipline at a national level.</p>
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<p>24. What are the identified or potential weaknesses of the discipline?</p>	<p>As mentioned in question 23, History Departments across the nation are facing declining enrollment. Studies conducted by the American Historical Association and the Gardner Institute also reveal achievement gaps in introductory History courses. Data show that low-income students and first-generation college students struggle to complete these courses. African American men tend to have high DFWI rates as well. (Specific studies to be provided)</p> <p>More generally, disciplines that fall under the umbrella of the "Humanities" have come under intense national scrutiny as public opinion increasingly questions the need for a liberal arts education. (Sources can be provided). Moreover, the liberal arts have struggled as federal and state funding has shifted to the STEM fields.</p> <p>It is imperative that disciplines such as History demonstrate the important contributions of their fields--and showcase the crucial skills that these disciplines provide to students.</p>
<p>25. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>Waubonsee's participation in "Bridging Cultures" and "History Gateways" (see question 23) aims to create a more robust core of introductory courses. We will achieve this goal in a variety of steps:</p> <ol style="list-style-type: none"> <li>1. Through the analysis of data, our department will determine if our courses reveal achievement gaps among our students.</li> <li>2. Through collaboration with the schools in our "History Gateways" cohort, we will explore strategies to address any achievement gaps, including curricular and pedagogical redesign.</li> <li>3. We will implement changes and measure their effectiveness.</li> <li>4. Throughout this process, we will strive to adopt an "asset-based" approach to our students. In other words, we will emphasize our students' strengths rather than any perceived deficiencies. I mention this because the data on achievement gaps (see question 17) tend to highlight deficiencies rather than abilities.</li> </ol>
<p>26. List any barriers encountered while implementing the discipline. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>Retention is a common problem, particularly in introductory courses that are part of the broader General Education program. We are addressing this issue in multiple ways:</p> <ol style="list-style-type: none"> <li>1. Frequent and timely feedback on assignments</li> <li>2. Early interventions, such as early alert (or direct contact with students who are struggling)</li> <li>3. Face-to-face conferences with students</li> </ol>

<p>27. Did the review of Quality result in any actions or modifications? Please explain. (3.11)</p>	<p>The History department has begun formal assessment of the US, Western Civilization, and World History surveys. In the case of US History, faculty found that students struggled with evaluating primary sources and incorporating them into larger assignments. One strategy to address this was to create "scaffolded" assignments that gave students opportunities to practice their analytical skills in small, low-stakes assignments before they had to complete larger projects and papers (Powers). Another strategy was to create portfolio assignments and hold face-to-face conferences with students (Draper).</p>
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<p align="center"><b>Performance and Equity for Academic Disciplines</b></p> <p align="center">Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.</p>					
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 101 – WORLD HISTORY TO 1500				
<b>COURSE DESCRIPTION</b>	This course surveys the economic, social, cultural and political history of global peoples and cultures from ancient times to 1500, paying particular attention to the ways in which discrete peoples conceived of and organized themselves and their societies, as well as their regional relationships and interactions with global communities. IAI: S2 912N.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	73	74	72	46	73
<i>CREDIT HOURS PRODUCED</i>	219	222	216	138	219
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	63%	70%	60%	56%	77%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: S2 912N				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 102 – WORLD HISTORY SINCE 1500				
<b>COURSE DESCRIPTION</b>	This course surveys the economic, social, cultural and political history of global peoples and cultures from 1500 to the present, paying particular attention to relationships and interactions with global communities. IAI: S2 913N.				



	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	103	126	110	96	99
<i>CREDIT HOURS PRODUCED</i>	315	378	330	288	297
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	85%	86%	86%	92%	91%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: S2 913N				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 111 – WESTERN CIVILIZATION TO 1648				
<b>COURSE DESCRIPTION</b>	This examination of Western civilization reviews the major historical developments from the experiences of the Near Eastern populations, the Greeks and the Romans, through the Middle Ages, and concludes with early modern history to 1648. The course employs social and cultural history, as well as the more traditional political and economic approaches. IAI: H2 901.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	161	174	168	146	121
<i>CREDIT HOURS PRODUCED</i>	486	525	504	438	363
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	68%	73%	66%	68%	70%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H2 901				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 112 – WESTERN CIVILIZATION SINCE 1648				
<b>COURSE DESCRIPTION</b>	This examination of Western civilization reviews the major historical developments from the experiences of the Near Eastern populations, the Greeks and the Romans, through the				

	Middle Ages, and concludes with early modern history to 1648. The course employs social and cultural history, as well as the more traditional political and economic approaches. IAI: H2 901.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	250	226	233	217	193
<i>CREDIT HOURS PRODUCED</i>	753	678	699	651	579
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	81%	83%	87%	87%	84%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H2 902				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 121 – AMERICAN HISTORY TO 1865				
<b>COURSE DESCRIPTION</b>	This examination of American history reviews the major historical developments from the experiences of the indigenous peoples, the colonial regimes, and nation building through the sectional crisis and concludes with the Civil War. The course employs social, cultural and transnational history, as well as the more traditional political and economic approaches. IAI: S2 900.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	334	326	294	269	281
<i>CREDIT HOURS PRODUCED</i>	1002	978	882	807	849
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	79%	86%	83%	78%	83%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: S2 900				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 122 – AMERICAN HISTORY SINCE 1865				

<b><i>COURSE DESCRIPTION</i></b>	This examination of American history reviews the major historical developments from the experiences of Reconstruction and western conquest, the rise of industrial capitalism, and American ascendance as a global power through the Cold War and concludes with contemporary American society. The course employs social and cultural history, as well as the more traditional political and economic approaches, to understand the transnational American experience since 1865. IAI: S2 901.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	289	249	286	243	227
<i>CREDIT HOURS PRODUCED</i>	876	753	858	732	690
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	80%	78%	73%	80%	75%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: S2 901				
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	HISTORY				
<b><i>COURSE TITLE</i></b>	HIS 125 – AMERICAN CULTURE: COLONIAL PERIOD TO THE PRESENT				
<b><i>COURSE DESCRIPTION</i></b>	This examination of American history reviews the formation of American culture from the Colonial period to the present within a transnational perspective with particular emphasis on the topics of class, gender, race, and ethnicity. The course also focuses on religion, environmental, philosophical, scientific and other social experiences that have shaped American peoples. IAI: H2 904.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	37	36	25	17	30
<i>CREDIT HOURS PRODUCED</i>	111	111	75	51	90
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	90%	90%	75%	85%	73%

<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H2 904				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 205 – HISTORY OF THE MIDDLE EAST				
<b>COURSE DESCRIPTION</b>	This course surveys the economic, social, cultural and political history of the Middle Eastern peoples and nations from ancient times to the present, paying particular attention to the ways in which Middle Eastern peoples conceived of and organized themselves and their societies, as well as their regional relationships and interactions with the global community. IAI: S2 920N.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	35	33	28	24	22
<i>CREDIT HOURS PRODUCED</i>	105	99	84	72	66
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	63%	83%	85%	83%	73%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: S2 920N				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 215 – HISTORY OF CHINA AND JAPAN				
<b>COURSE DESCRIPTION</b>	This course surveys the economic, social, cultural and political history of Chinese and Japanese peoples and nations from ancient times to the present, paying particular attention to the ways in which the Chinese and Japanese conceived of and organized themselves and their societies, as well as their regional relationships and interactions with the global community. IAI: S2 920N.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	22	15	32	18
<i>CREDIT HOURS PRODUCED</i>	0	66	45	96	54

<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	83%	100%	87%	88%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: S2 920N				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 220 – HISTORY OF SOUTH ASIA				
<b>COURSE DESCRIPTION</b>	This course surveys the economic, social, cultural and political history of South Asian peoples and nations from ancient times to the present, paying particular attention to the ways in which the South Asian peoples conceived of and organized themselves and their societies, their religions, and their regional relationships and interactions with the global community.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	16	14	10	0	0
<i>CREDIT HOURS PRODUCED</i>	48	42	30	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	70%	86%	100%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/24/19 Eastern Illinois University 9/11/19 Illinois State University 9/9/19 Northern Illinois University 9/25/19 Southern Illinois University 12/13/19 University of Illinois Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 225 – HISTORY OF AFRICA				
<b>COURSE DESCRIPTION</b>	This course surveys the economic, social, cultural and political history of the African peoples and nations from ancient times to the present, paying particular attention to the ways in which African peoples conceived of and organized themselves and their societies, as well as their regional relationships and interactions with the global community. IAI: S2 920N.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>

<i>NUMBER OF STUDENTS ENROLLED</i>	15	9	13	0	6
<i>CREDIT HOURS PRODUCED</i>	45	27	39	0	18
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	50%	71%	50%	0	80%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: S2 920N				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 235 – LATIN AMERICAN HISTORY: PRE-COLUMBIAN PERIOD TO THE PRESENT				
<b>COURSE DESCRIPTION</b>	This introductory course surveys the historical development of Latin America (Caribbean, Mexico, Central and South America) from Pre-Columbian times to the present. The focus is on the different cultural and ethnic groups of these regions and how conquest, trade and revolution have shaped Latin American nations. Attention is also given to the history of United States-Latin American relations and the history of Latinos in the U.S. IAI: S2 920N.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	9	12	0
<i>CREDIT HOURS PRODUCED</i>	0	0	27	36	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	75%	60%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: S2 920N				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 245 – THE HISTORY OF NAZI GERMANY				
<b>COURSE DESCRIPTION</b>	This course surveys the German political scene from unification in 1871 through the era of Nazism. The role of Germany in World				

	War I and the impact of the Treaty of Versailles on the emergence of the national Socialist German Workers party (NSDAP - Nazis) are examined. In addition, the background and emergence of Nazi racial policies and the consequences of their strict enforcement are analyzed.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	10	25	16	28	15
<i>CREDIT HOURS PRODUCED</i>	30	75	48	54	45
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	93%	96%	75%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/24/19 Eastern Illinois University 9/11/19 Illinois State University 9/9/19 Northern Illinois University 9/25/19 Southern Illinois University Carbondale 11/6/18 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 290 – HISTORIOGRAPHY AD METHODOLOGY				
<b>COURSE DESCRIPTION</b>	This course introduces students to historiography and the philosophy of history, as well as historical methodology including interdisciplinary approaches. Recommended Prereq: Consent of instructor.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	2	1	0	0
<i>CREDIT HOURS PRODUCED</i>	0	2	1	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	100%	100%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/24/19 Eastern Illinois University 11/19/18 Illinois State University 11/9/18 Northern Illinois University 9/25/19 Southern Illinois University 11/6/18 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				

<b>ACADEMIC DISCIPLINE AREA</b>	HISTORY				
<b>COURSE TITLE</b>	HIS 296 – SPECIAL TOPICS/HISTORY				
<b>COURSE DESCRIPTION</b>	This course offers in-depth exploration of a special topic, issue or trend in the history field. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	2	2	1	0	0
<i>CREDIT HOURS PRODUCED</i>	6	6	3	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/24/19 Eastern Illinois University 9/11/19 Illinois State University 11/9/18 Northern Illinois University 9/25/19 Southern Illinois University 11/6/18 University of Illinois at Chicago 10/30/18 University of Illinois Urbana Champaign				
28. How does the data support the course goals? Elaborate.	<p>Success rates seem to vary from semester to semester and course to course. One of our goals is to improve. Another goal is to improve success rates in general, so this data is helpful.</p> <p>Much of this data will serve as a baseline since we are just beginning to review disaggregated data.</p>				
29. What disaggregated data was reviewed?	<p>The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.</p> <p>The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered</p> <p>The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts</p>				



	<p>Program's average terms to degree Percentage of graduates within three years of entry</p> <p>Race and gender.</p> <p>We also have access to disaggregated data on the Gardner Institute's Gateways to Completion platform. This data is course-specific and was curated by our Institutional Effectiveness and IR staff.</p>
<p>30. Were there any identifiable gaps in the data? Please explain.</p>	<p>After reviewing these sources, we see achievement gaps in the following areas: Race: (African American, Hispanic, and Native American-- the "n" for this last group is extremely small. We would need a larger group to track changes)</p>
<p><b><i>GOAL PLANNING</i></b></p>	
<p>31. Create or list discipline goals to work on for the next five years. If you have been working on discipline goals, list them and describe progress made on goals. (Goals should be aligned with Educational Affairs Plan)</p>	<p>Goals:</p> <ol style="list-style-type: none"> <li>1. Continue to work on the History Gateways program: <ul style="list-style-type: none"> <li>• 1A: Analyze discipline data and answer KPIs on the Gardner Institute's platform</li> <li>• 1B: Attend AHA and Gardner Institute workshops/conferences</li> <li>• 1C: Course redesign and implementation of curricular and/or pedagogical changes</li> <li>• 1D: Measure success rates and make changes as needed</li> </ul> </li> <li>2. Study and try to narrow achievement gaps: <ul style="list-style-type: none"> <li>• 2A: History Gateways program</li> <li>• 2B: Explore and adopt high impact practices (Through our participation in the AAC&amp;U's Guided Pathways Grant)</li> </ul> </li> <li>3. Expand History offerings at the Aurora Campus: <ul style="list-style-type: none"> <li>• 3A: Powers and Draper to offer courses at the Downtown Aurora Campus beginning Spring 2020</li> <li>• 3B: Analyze enrollment and levels of demand at this campus</li> <li>• 3C: Explore ways to incorporate community service in our courses on this campus. Alternatively, explore ways to incorporate local resources in the classroom: the Aurora Historical Society, the Grand Army of the Republic Memorial in Aurora, museums, libraries, non-profits, etc.</li> </ul> </li> </ol>
<p>32. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<p>Goal 1: (History Gateways): We will need support from Institutional Effectiveness, IR, and Faculty Development. We would also like to budget funds to provide adjuncts who participate in History Gateways with stipends. Goal 2: (Achievement Gaps): We will need support from Institutional Effectiveness, the Assessment office, and Faculty Development</p>

	Goal 3: (Aurora Downtown Campus): We will need support from Administration, Faculty Development, and Student Life
<b>REVIEW RESULTS</b>	
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline including anticipated dates.</p>	<p>Goal 1: (History Gateways) 2020: Data Analysis, Curriculum Design, Implementation 2021: Report Results and Findings 2022 and on: Repeat the process</p> <p>Goal 2: (Achievement Gaps) 2020: Study Gaps and Adopt HIPs 2021: Review Results 2022 and on: Repeat the process</p> <p>Goal 3: (Aurora Downtown Campus) 2020 and 2021: Powers and Draper to offer classes at this campus 2020: Contact local resources-- Aurora Historical Society 2021: Contact local resources--GAR Memorial Museum 2022 and on: Repeat the process</p>
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for future modifications.</p>	<p>Our overall goal is to increase retention and improve success in our introductory courses. In order to accomplish this, we need to analyze our department's success data, explore options in course design, and showcase the skills that History provides (including critical thinking, global awareness, information literacy, and communication skills).</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing?</p>	<p>Amy Powers and Tim Draper Adjuncts--If we can secure stipends for extra work</p>

<b><i>Academic Disciplines</i></b>	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019-2020
<i>DISCIPLINE AREA:</i>	Humanities
<b><i>REVIEW SUMMARY</i></b>	
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.	
How does the discipline contribute to other fields and the mission of the college?	<ol style="list-style-type: none"> <li>1. <b>Global Perspectives and Cultural Literacy:</b> In a time of entrenched conflicts (globally, nationally, and locally) it is incumbent upon us to develop the skills and knowledge needed to civilly exchange ideas, become empathetic to differing perspectives, foster true dialogues between and within cultures, and nurture a climate of critical reasoning, informed decision-making, and authenticating arguments.</li> <li>2. <b>The Context of Today, Thought Leaders of Tomorrow:</b> To know your present, you must know your future (your vision and your aspirations). To predict the future, we must understand our past (recognize and analyze the patterns). Our values, our beliefs, and our ideologies are rooted in prior experience, the wisdom of those before us, and the thought leadership of tomorrow.</li> <li>3. <b>Creative and Critical Thinking:</b> The twenty first century is a conceptual age and requires both global citizenship and digital literacy: the development of new skills and new knowledge. We can no longer be experts in one arena, but must glean insights into everything by asking questions, thinking creatively, problem solving through innovation, and critically analyzing information. Solutions are multifaceted and must cross-pollinate from different cultural ideas, values, and descriptions of the world.</li> </ol>

**Prior Review Update**

Describe any quality improvements or modifications made since the last review period.

1. Blended-like: Although the HUM courses are not true blended courses, of the past three years we have continued to model the course after blended pedagogy. Assignments, resources, materials, and the like are all integrated into the Blackboard course shell. Grades and feedback are also integrated. A number of assignments use the blog, discussion forum, and journal assets in order to foster out of class communication: student-to-student, student-to-instructor, instructor-to-class.
2. Qualitative assessment methods: Continually, we have pushed for more qualitative focused assessment methods. Qualitative investigations point to a deeper understanding of culture, specifically visual culture. Qualitative research uses rich description and details to provide the reader generalizations about a phenomena and transferability of ideas concerning the phenomena. Qualitative research looks for the in-depth analysis to be descriptive about phenomena and seeks trustworthiness, not objectivity (Creswell & Poth, 2017). Essays, research papers, journals, projects, presentations, and portfolios are great tools for conducting qualitative research. Under this guise, we are able to both gather qualitative data about student success and implement new assignments/methods building on that data.
3. Authentic assessment: Over the course of three years we have implemented more authentic assessment opportunities for students, including the problem-based learning scenario. The problem-based learning scenario (PBL) is a self-directed learning strategy where students work collaboratively in small groups to investigate open-ended scenarios. Students focus on collaboration, problem-solving, and critical thinking. Cooperating with classmates, the presenter will highlight and interrogate the primary assertions and assumptions concerning the arts. This is a critical response to the historical, social, and cultural influences of modern and post-modern works, as well as those works' creators. The presentation will explain how works inform society and culture and will include the

	<p>presenter’s reactions and reflections. Lastly, the presentation will connect the works to the contextual themes of the course.</p>
<p><b>REVIEW ANALYSIS</b></p> <p>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.</p>	
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?          (1.1)</p>	<p>Dr. Lawler participates in local, state, and national organizations, meeting several times a year, and learns about trends and changes in curriculum. He is active in statewide initiatives such as the Illinois Articulation Initiative (IAI) and continues to align curriculum through IAI, which assists students with planning ahead for a successful transfer of higher education coursework within Illinois. He continues to ensure that our current HUM courses as designated IAI and follow the course descriptions provided by the IAI General Education Humanities Courses list. Furthermore, he continues to expand the HUM curriculum at the college by adding IAI courses absent from our current offerings (i.e. In 2019, he added HUM 112 Greek and Roman Mythology to satisfy H9901: Mythology).</p> <p>In addition to following IAI guidelines, Dr. Lawler also continually looks at our sister colleges and transfer universities to ensure that we are offering the most current, robust, and comprehensive Humanities course offerings at the college.</p>

<p>2. How will students be informed or recruited for this discipline? (1.2)</p>	<p>Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.</p> <p>Most students that take Humanities courses are fulfilling general education requirements for their associate degree. We promote the 200 level courses to our 100 level students interested in additional humanities study. Entering students with humanities interests are informed by our admissions counselors or academic advisors. Faculty in the CHA and SSEWL divisions often cross-promote courses. For instance, our HUM 101 Survey course truly introduces students to the breadth of arts (visual, performing, literary), philosophy, history, and culture. Whenever a student shows interest in one or more of these areas, we will recommend they pursue a 100 or 200 level course in those disciplines. We know that this happens across the departments in CHA and SSEWL.</p>
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<p>3. What if any new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? (1.3)</p>	<p>Humanities (HUM) courses are broad survey courses covering foundational works in diverse cultural traditions through various developments in the arts, literature, music, philosophy, religion, history, language, and architecture. HUM courses will fulfill the Humanities and Fine Arts general education requirement at Illinois public universities (IAI). Two pathways are implemented here at the college: WESTERN CULTURE TRADITIONS and MULTICULTURAL TRADITIONS.</p> <p>The two-year pathway (four semesters) capstone consists of three HUM courses and one major area of study. One course is required in each of four areas of study (AOS): (a) literature; (b) visual arts; (c) musical or dramatic arts; and (d) intellectual history and philosophical analysis. These are taken concurrently with the HUM CORE. Concentration courses may be drawn from any department or program at Waubonsee Community College, provided the course satisfies one of the four areas of study.</p> <p>The Western Traditions path consists of: HUM 101 Survey of the Humanities (IAI: HF 9000), HUM 201 Modern Culture and the Arts (IAI: HF 903), HUM 202 Current Trends in Digital Humanities (IAI: H9 900), and one AOS. The Multicultural Traditions path: HUM 101 Survey of the Humanities (IAI: HF 9000), HUM 102 The Global Village (IAI: HF 9004N), HUM 233 Intro: Latin American Civ &amp; Culture IAI: HF906D, and one AOS.</p> <p>Area of Study: Literature, Area of Study: Visual Arts, Area of Study: Performance (Music and/or Drama), Area of Study: Ideas (History and/or Philosophy).</p> <p>Literature courses include: ENGLISH: ENG 211, 212, 215, 220, 221, 222, 225, 226, 228, 229, 230, 235, 240, 245, 255; SPANISH: SPN 202, SPN 215; MUSIC: MUS 200.</p> <p>Visual Arts classes include: ART: ART 110, 111, 120, 121, 130, 131, 142, 222, 230, 240, 241, 242, 243, 260, 261, 262, 290; FILM: FLM 250, 260, 270.</p> <p>Performance classes include: MUSIC: MUS 100, 101, 102, 107, 120, 121, 123, 124, 160, 161, 162, 164, 166, 170, 171, 175, 211, 213, 215, 266; THEATRE: THE 100, 130, 201.</p> <p>Ideas courses include: ART: ART 100, 101, 102, 103, 104, 105, 106; PHILOSOPHY: PHL 100, 101, 105, 110, 120, 201, 202, RLG 120; HISTORY: HIS 111, 112, 125.</p>
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<p>4. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)</p>	<p>Humanities offers six courses: HUM 101 Survey of Humanities, HUM 102 Global Village, HUM 201 Modern Culture and the Arts, HUM 202 Current Trends in Digital Humanities, HUM 233 Introduction to Latin American Civilizations and Cultures, and HUM 112. Each of these courses fulfills a vital need in the college curriculum. Below you will find justifications (although, others exist):</p> <ol style="list-style-type: none"> <li>1. Global Awareness: In the Humanities courses at WCC, we apply a conceptual understanding of the peoples of the world and throughout history, to recognize not only institutional impacts on environmental, social, cultural, political, and economic relations, but also our individual contributions to leaving the world in a better place than we found it.</li> <li>2. Community and Purpose: Community colleges are centered on the vision of what a community needs in terms of continuing education, civic engagement, and preparedness training. The Humanities courses at WCC follow this vision by instilling core values within the course objectives: self-improvement and self-actualization, paying goodness forward, developing legacy, and becoming stewards of knowledge.</li> <li>3. Bold, Diverse Connections: By the nature of the field, Humanities is interdisciplinary, drawing connections between the traditions of the arts, philosophy, history, culture, and the social sciences. One informs the other, creating a web of interconnected ideas and expressions. Having but a few ways of communicating ideas is like having a crayon box with only two or three colors. Having many ways opens us up to the full gamut of the rainbow, giving us greater depth and breadth of expressing ideas. At WCC, we promote diversity and an interactive, collaborative culture. The more ways we learn to express ourselves, the closer, we are to bringing clarity to the futures we want to shape.</li> </ol> <p>The largest need and enrollment in Humanities is in our 101 and 102 courses. Both of these courses satisfy the Humanities and Fine Arts requirement and Interdisciplinary humanities courses that encompass both humanities and fine arts may be used for either humanities or fine arts credit. HUM 102 also satisfies the Non-Western and Diversity credit necessary for graduation.</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>



<p>5. What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full-time and part-time faculty are maintained for this discipline? (2.1)</p>	<p>The direct costs associated with the program include:</p> <ul style="list-style-type: none"> <li>• Faculty salary and benefits (full-time and part-time)</li> <li>• Instructional supplies</li> <li>• Technology, software, and services</li> <li>• Publications and dues</li> <li>• Full-time faculty professional development</li> </ul> <p>Humanities courses, in general, have minimal costs associated with them. For students, there are no fees beyond tuition and general college fees. We try to keep all of the textbooks under \$60. Some courses have a very low-cost book (\$35) or rely on OER (no textbook costs). In addition, the HUM department is one of the lowest costs to the institutions.</p>
<p>6. What steps can be taken to offer curricula more cost-effectively? (2.2)</p>	<p>We continually try to incorporate web resources, free resources, and OER as much as possible. We will continue to look at the cost of the courses to the institution. We do try to purchase the minimal necessary supplies and materials. The faculty and the College are conscious of the cost of textbooks and has established a Textbook Affordability Committee, which includes faculty, Bookstore staff and administrators.</p>
<p>7. Is there a need for additional resources? (2.3)</p>	<p>In this upcoming year, we will continue to evaluate if there are additional needs, but there isn't a need for additional resources at this time.</p>
<p><b>INDICATOR 3: QUALITY</b></p>	<p><b>RESPONSE</b></p>
<p>8. Discipline Outcomes –What are the expected outcomes of this discipline?</p>	<ul style="list-style-type: none"> <li>• Determine a concept's* origin through primary and secondary sources and analyze the concept over time</li> <li>• Locate where a concept was first developed: geographically, historically, and culturally</li> <li>• Determine the developing meaning of a concept as it relates to identity, community, citizenship, and the global sphere</li> <li>• Examine the complex roles of individuals, groups, and institutions in terms of diversity, beliefs, values and structures</li> <li>• Communicate and express ideas and arguments in thoughtful and meaningful ways</li> </ul> <p>Concepts come from the arts including such disciplines as two-dimensional art, sculpture, architecture, poetry, narrative, film, theatre, music, and dance in context of philosophy, history, and social frameworks (psychology, sociology, anthropology).</p>
<p>9. What assessment methods are used to ensure learning improvement and student success?</p>	<p>Formative assessment: occurs during instruction and throughout the learning process</p>

	<p>Informal assessment: not data-driven, but rather content and performance driven</p> <p>Comprehensive assessment: gauges student's understanding of material through open-ended questioning</p> <p>Summative and Authentic assessment: interpret and monitor student's progress towards achieving the course learning objectives</p> <p>Assessment tools include: Student Contributor "Personas", Holistic Rubric, Rating Scale and Checklist</p> <p>Using a qualitative analysis of the data, we will consider, through observation (ethnography) and investigation/interaction (critical analysis) success in the HUM courses. The interpretive framework is a research approach that seeks in-depth understanding of a phenomenon, topic or subject through observation or interaction. It is important to note that this approach is not based on hypothesis testing.</p> <p>The target for each student will be to demonstrate growth from each individual student's personal baseline (Personalized learning, via Dweck, 2006). The target level will be Sufficient (Participator, Satisfied) growing towards Above Average (Cooperator, Very Satisfied). Please see the corresponding assessment tools paired with each outcome in the previous section.</p> <p>Overall, the target for courses is to look for a normal distribution. Although we are not using a quantitative analysis, borrowing from this language we would like to see the majority (most probable outcome) of students to be in the "Sufficient (Participator, Satisfied) growing towards Above Average (Cooperator, Very Satisfied)" range. Roughly speaking I would like to see about 70% of the students to be within a standard deviation of the mean that is at Sufficient, developing towards Sufficient or exceeding Sufficient. Again, this will not be quantitatively calculated but will</p>
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	<p>serve as the general impression of overall success in the course.</p>
<p>10. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?</p>	<p>Dr. Lawler’s goal will be to continue to explore ways in which he can encourage and foster more class participation on a daily basis. Currently he uses think-pair-share and think-group-share techniques almost exclusively. He also uses a number of User-Interface Design techniques and Visual Thinking techniques to record group contributions (i.e. When groups share information, I chart this information on the board using Venn diagrams, flow diagrams, graphic organizers, affinity diagrams, fishbone diagrams, etc.).</p> <p>The journal entries performed about as well Dr. Lawler expected, and he was fairly happy with the results. His plan is to add a new way of outlining the journal before students write their reflections. We would use this outlining technique in class as a review of the course material. The technique is called Hierarchy of Thought or Ideas and comes from Ritchhart, Church, and Morrison (2011) as a technique for “making thinking visible” (p. 8). The idea is that using a graphic organizer (pyramid) the student organizes thoughts from big concepts to main ideas to supporting evidence (peak to base). My hope is that by using this tool students will gain a better grasp of connections and a stronger understanding of content, context, and subtext.</p>
<p>11. How are these results shared with others at the institution for continuous improvement?</p>	<p>These results will be shared in the future through curriculum meetings with humanities faculty and also be shared within our Course Resource Shell, which was developed to share best practices and to be a resource for assessment. Using group sharing methods, we are creating a more secure and efficient sharing experience for the department and division. Such group sessions will be useful in discussing positives and negatives of activities, content, assessment methods, and the like.</p>
<p>12. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)</p>	<p>There are online versions of both HUM 101 and HUM 102.</p>
<p>13. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? (3.2)</p>	<p>Internally, we compare our face-to-face classes in Fall and Spring, to that of my online classes in Summer. However, there are a number of variables here, which make a true comparison to complex. Summer classes happen in the summer term, draw from a different population, have</p>

	<p>shorter semesters, and have a different modality. A success of HUM 101 online course in the Summer compared to a success of a Spring face-to-face HUM 101 course cannot be a true apples-to-apples comparison.</p> <p>We don't currently provide this, but this is in progress through the Dean of Learning Outcomes, Curriculum and Program Development.</p>
<p>14. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? (3.3)</p>	<p>We solicit feedback from my students via both the end of the course surveys as well as informal surveys throughout the semester. A simple positive/delta is a great way to assess success so far. Having students reflect not only their learning, but delivery methods and content can help build a stronger rapport in the classroom.</p> <p>Pre-tenure faculty and adjunct faculty are observed by deans of the division. At the end of each semester, students submit evaluations of their courses.</p>
<p>15. What professional development is offered for full-time and/or part-time faculty in this discipline? (3.4)</p>	<p>Full-time faculty receive professional development funds each year to attend conferences and other types of development. The college also has a department for faculty professional development. The Faculty Development and Engagement department offers workshops and webinars throughout the year. In addition, each semester three days of faculty development are provided prior to courses starting.</p>
<p>16. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last five-year review period? (3.5)</p>	<p>Faculty have not been involved in the past five years. Humanities would be interested in serving if an opening becomes available.</p>
<p>17. How does the discipline identify and support "at-risk" students? (3.6)</p>	<p>Faculty have the ability to utilize the Academic Alert system to identify student who need additional help. Referrals are often made for students to visit the Tutoring Center or they are encouraged to use office hours for full-time faculty.</p>
<p>18. To what extent is the discipline integrated with other instructional programs and or services? (3.7)</p>	<p>There are several student organizations and activities that the HUM department faculty collaborate and participate in. Dr. Lawler also serves as a Field Museum Ambassador and researcher, bringing in a number of materials and resources of the Field Museum to our campus.</p> <p>The Humanities discipline is integrating with Philosophy discipline and has developed a new mythology course. This is truly an interdisciplinary course with a balance of both disciplines being taught within one course. The Latinx pathway was developed to be inclusive of various disciplines to ensure that the students achieve the appropriate background, knowledge, and experience in a comprehensive way for Latinx studies along with opening doors to transfer programs.</p>

<p>19. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>The humanities faculty does consistently review 4-year institution curriculum to ensure alignment. When developing curriculum, the humanities faculty attends discipline specific and educational conferences to remain current with the discipline trends. The plan is to collaborate more with the English and Developmental Education faculty to brainstorm ideas on how to incorporate writing across the curriculum.</p>
<p>20. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)</p>	<p>Fortunately, this has not been an issue in the HUM courses. HUM 101 and HUM 102 have numerous sections each semester, often full to capacity. HUM 201 and 202 run each semester, typically with 25+ students (although, often also at full capacity). HUM 233 and HUM 112 are too new of courses to evaluate at this time; HUM 233 has only be offered once and HUM 112 has not be offered yet.</p>
<p>21. How does the college determine student success in this discipline? (3.10)</p>	<p>The college’s human capital is both its faculty/staff, and its student body. The intellectual assets are not just the employees but also the products – the students who will carry forth the vision of the school. As such, the students are stewards of the college’s vision and mission. They evangelize the value statements proposed by the college, and act as the college’s emissaries when working in the world, forward. Stewardship is a noble act, but only when the actors are committed to the vision. If the transformational plan is part of the college’s vision, then there must be increased engagement (Waubonsee, 2017). The Humanities courses support this vision, specifically through the college learning outcomes of Global Awareness, Critical Thinking, and Communication. The Humanities department is committed to supporting a thriving and active learning environment through specific channels for professional growth.</p> <p>To coach and mentor adults (and particularly adult students), the humanities require: a focus on people not their tasks, an emphasis on courage not patience and wherewithal, a view of the future not on the present or past, a shift to transformational direction away from transactional management, a mandate of education above indoctrination, and highlighting performance over compliance (Myatt, 2014).</p>
<p>22. What are the disciplines strengths?</p>	<p>Those universal questions – “Who am I?”, “Why am I here?”, “What makes life worth living?” – challenge each of us. Although, finding a career path is a key reason many of us go to college; students should also use their learning experiences to simultaneously look inward (themselves) and outward (their community). Students will need to be equipped with philosophy, ethics, and the arts to help create a more just and equitable world. Likewise, they will</p>

need many solutions to many problems, and must understand their own place in addressing their community's struggles.

The Humanities was designed to aid students through this personal journey. The liberal arts not only provide a means to understanding what you should care about and why you should care about it, but as David Brooks (2015) states: "We don't become better because we acquire new information. We become better because we acquire better loves. We don't become what we know. Education is a process of love formation. When you go to a school, it should offer you new things to love" (p. 205).

Following are the needs assessment conducted by the college:

Needs Assessment: According to the Waubonsee Community College Brand Pulse and Community Needs Assessment, conducted by the Cicero Group (2018), four key issues were found: "a) Waubonsee Community College is familiar for many and is generally well, regarded by most, but is top of mind for few; b) Aside from its reputation for low cost and convenient locations, Waubonsee does not have a defined brand; c) The breadth and quality of educational offerings provided by Waubonsee is not well known in the community; and d) Local employers want greater partnership and engagement with Waubonsee" (p. 4). Among the strategic recommendations by Cicero (2018), several are transformational: a) refocus on course offerings, emphasizing transferability and career advancement, b) an increased concentration on student engagement-focused opportunities, and c) the college needs to address the future needs of the community and market through "nimble programming" (p. 6).

Currently, Waubonsee is known for its affordability and convenience, which is both a positive and a negative. Waubonsee Community College is known as "just Waubonsee" meaning, rarely anyone's top choice and often seen as an extension of high school. Although new efforts have been made, primarily in terms of STEM and CTE, to drive innovation at the school, there is a key reason this has

fallen short: no institution can predict the future. By the time an institution tries to create innovative programming, that programming often becomes obsolete. Higher education is not the only sphere which suffers from this inability to maintain pace with an ever-evolving, ever-escalating ecosystem. Rhem (2017) argues that all knowledge management organizations struggle with agility, flexibility, adaptability. Software development companies often suffer greatest from this issue due to the nature of the industry and its incredible speed. Rhem explains that the most successful software development companies learned early on that you cannot chase the future, but instead must development systems and structures which move in ways that allow for exponential speed.

**Agility, Flexibility, and Adaptability:** One such model is scrum, an agile framework for managing knowledge work (Rhem, 2017). Borrowed from rugby, the term scrum refers to restarting play in fast, action-packed ways. Many organizations are crippled by traditional workflow management: create a schedule and budget, form a committee, hold endless meetings, create gridlock, and fail to accomplish goals. Scrum systems rely less on planning and more on short cycles of actions. The focus is on continuous and rapid work with short deadlines. This way of working is very organic and less structured, relying more on emergence than control. (Rhem, 2017).

Mini projects, known as sprints, have quick turnarounds and immediate deadlines. Instead of knowing exactly where the team or project will end up, sprints lead to ultimate ambition. Meaning, there is a big picture goal and then small teams generate small wins towards that big goal. The focus is on action and not planning (Rhem, 2017).

**Nimble Programming:** The error many organizations make is that they believe the way to become trailblazers or great successes is managing know-how. In reality, the strongest teams are built on developing know-why. Training specific skills unfortunately creates a workforce that is often out-of-date once they have completed the program. Instead, many like Steve Jobs have called for abilities such as agility, flexibility, and adaptability. "It's in Apple's DNA that technology alone is not enough," Jobs said. "It's technology married with liberal arts, married with the humanities, that yields the results that make our hearts sing."

<p>23. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?</p>	<p>Dr. Lawler wrote and designed HUM 202: Current Trends in Digital Humanities. He wanted to do something new. He wanted to challenge everything he has ever done as an instructor and provide a really immersive and innovative experience for students. In short, he wanted to look at the digital humanities in a meaningful way, designed for the Information Age. This means his class and he were going to consider all of these big ideas, and perhaps the most important themes a course can tackle, doing so through 21st-century representations: social media, video games, digital imagery, and memes (just to name a few!). But most importantly, he wanted to treat these artifacts in serious ways: YouTube clips through film critique, Tweets and Reddits through literary analysis, Instagram as today's version of Starry Night or The Mona Lisa, and Candy Crush, Super Mario, and Halo as meaningful activities. He used theorists like Marc Prensky, Edward Shanken, V.S. Ramachandran, Douglas Hofstadter, Yu-kai Chou, Jane McGonigal, George Ritzer, Paul Bloom, and Tamar Gendler to rationalize this method.</p> <p>To do this, his students and he created a class narrative, and played out the narrative through roles and challenges over the 16-week period. The students were archaeologists and anthropologists from the future (our story said the 23rd century) and their goal was to mine the 21st-century internet to discover the culture and social structure of that time period.</p>
<p>24. What are the identified or potential weaknesses of the discipline?</p>	<p>The mistake, common in our ethos, is that the liberal arts major is doomed to unemployment whereas the computer science major will be offered a high-paying job even before graduation. There is a misperception that the humanities discipline does not lead to employment, which could be a potential weakness.</p>
<p>25. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>We can strengthen this discipline by continuing to reach out to students through faculty, counseling, and high school visits to help inform them of the strengths of studying in this discipline. Efforts can be made through Marketing and Communications to also help highlight the discipline.</p>
<p>26. List any barriers encountered while implementing the discipline. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>The barrier is to move past the employment misconceptions. We can have more work done by career advisors to understand the opportunities further and complete more work with Marketing and Communications to help inform students better.</p>



<p>27. Did the review of Quality result in any actions or modifications? Please explain. (3.11)</p>	<p>Dr. Lawler’s “big picture” goals after the reviews, were: a) add two courses to the Humanities curriculum broadening the scope of what is offered here at the college, b) present at a community college drive-in conference, and c) pilot a team-teaching program here at WCC. In addition, he hoped to work more collaboratively with colleagues in and outside the college: d) collaborate with Assistant Dean Sharon Garcia on building resources and pedagogical toolkits for adjuncts in the Humanities, e) develop assessment methods appropriate for the Humanities courses, and f) work more closely with the Harris Learning Center at the Field Museum.</p> <p>Dr. Lawler co-authored the HUM 112 Mythology course with a philosophy professor at Waubonsee. He has continued to add more courses to the curriculum (HUM 202, HUM 233, HUM 112) and continues to integrate the Field Museum materials in his courses. He has begun work on the Blackboard resources and has completed HUM 101 and is working on HUM 102.</p>
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**Performance and Equity for Academic Disciplines**  
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.

<b>ACADEMIC DISCIPLINE AREA</b>	Humanities				
<b>COURSE TITLE</b>	HUM 101 Survey of Humanities				
<b>COURSE DESCRIPTION</b>	This is a broad course which introduces students to a view of their inherited culture through the examination of literature, art, music, architecture, philosophy, drama, film, and religion. The emphasis is twofold: on cultural history and on the present in a civilized society. Students will critique and assess the meaning, purpose or function of major artworks. Materials are organized in terms of issues and ideas. Note: Participation in this course may include field trips which require admission fees. IAI: HF 900.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	940	941	939	844	792
<i>CREDIT HOURS PRODUCED</i>	2832	2835	2826	2532	2382
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	85%	87%	83%	87%	80%

<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI:HF 900				
<b>ACADEMIC DISCIPLINE AREA</b>	Humanities				
<b>COURSE TITLE</b>	HUM 102 – The Global Village				
<b>COURSE DESCRIPTION</b>	This general humanities course introduces the student to the literature, art, music, religion, and film of several continents of the world. The emphasis is on a world-wide understanding of the humanities through arts, philosophies or religions among different Western and non-Western traditions. Methods for recording the human experience including humanistic, qualitative, theoretical, or philosophical methods as well as creative, historical, or cultural expressions that examine the uniqueness of societies are also discussed. Note: Participation in this course may include field trips which require admission fees. IAI: HF 904N.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	562	625	677	839	926
<i>CREDIT HOURS PRODUCED</i>	1686	1884	2037	2523	2781
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	88%	88%	91%	92%	87%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: HF 904N				
<b>ACADEMIC DISCIPLINE AREA</b>	Humanities				
<b>COURSE TITLE</b>	HUM 201 – Modern Culture and the Arts				
<b>COURSE DESCRIPTION</b>	This course provides experiences in modern, post-modern and contemporary art forms in literature, music, and graphics and discusses the historical, social and cultural forces influencing these arts in the 20th and 21st centuries. An investigation of the values of a culture inundated by changing technology is also included at both a societal and personal level. Artworks are examined through changes of philosophies, beliefs, social, cultural and art movements. Note: Participation in this course may include field trips which require admission fees. IAI: HF 903.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>

<i>NUMBER OF STUDENTS ENROLLED</i>	19	17	58	66	71
<i>CREDIT HOURS PRODUCED</i>	57	51	174	198	213
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	89%	93%	100%	92%	97%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: HF 903				
<b>ACADEMIC DISCIPLINE AREA</b>	Humanities				
<b>COURSE TITLE</b>	HUM 202 – Current Trends in Digital Humanities				
<b>COURSE DESCRIPTION</b>	This course explores current and future media technologies used to design new content in the arts and humanities. Digital humanities are emphasized in the private and public sectors using sociological, psychological, and cultural research. The emphasis is on key digital humanities concepts such as: video game design, data/information visualization, user interaction, gamification, and mobile media in terms of usability, utility and desirability. Using a game-based learning model, the coursework is interdisciplinary, integrating the sciences, technology, engineering, education, training, marketing, and healthcare as they intersect with the arts. IAI: H9 900.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>					36
<i>CREDIT HOURS PRODUCED</i>					108
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>					100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H9 900				
<b>ACADEMIC DISCIPLINE AREA</b>	Humanities				
<b>COURSE TITLE</b>	HUM 296 – Special Topics/Humanities				

<b><i>COURSE DESCRIPTION</i></b>	This course offers in-depth exploration of a special topic, issue or trend in the field of humanities. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	3	6	2	1	0
<i>CREDIT HOURS PRODUCED</i>	9	18	6	3	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	67%	100%	100%	100%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/26/19 Southern Illinois University 11/14/19 University of Illinois at Chicago 12/13/19 University of Illinois at Urbana Champaign				
28. How does the data support the course goals? Elaborate.	The data provided above supports the course goals by showing that the Humanities courses have had consistent success rates and withdrawal rates over the past five fiscal years. Additionally, though Waubonsee Community College has shown a decrease in enrollment over the past five years, the Humanities Discipline has shown an increase in enrollment, from 1417 in FY2015 to 1649 in FY2019. Humanities has held a consistent success rates for students in their courses over the past five years, at a steady 80%.				
29. What disaggregated data was reviewed?	<p>The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.</p> <p>The following data was reviewed by course:</p> <p>Credit hours generated</p> <p>Total students enrolled,</p> <p>Success rates excluding withdrawals,</p> <p>Withdrawal rates</p> <p>Grade distributions</p> <p>Modalities offered</p>				

	<p>The following data was reviewed by program:</p> <p>Enrollment</p> <p>Fall to spring retention</p> <p>Enrollment by race, gender and age</p> <p>Degree headcounts</p> <p>Program's average terms to degree</p> <p>Percentage of graduates within three years of entry</p> <p>Equity data for all above was provided for courses with enrollment of 10 or more students.</p>
<p>30. Were there any identifiable gaps in the data? Please explain.</p>	<p>There are not many identifiable gaps in the data for the Humanities discipline. HUM 202 does not have data from years prior to FY2019 because that was the first year this course ran. For HUM 101 and HUM 202 in years FY2015- FY2018, the retention of students between the two courses decreased each year, but in FY2019, an upward trend began. The demographics of students taking Humanities courses is aligned with Waubonsee's overall enrollment for demographics: 55% White, 32% Latinx, 8% Black, 4% Asian and 2% other. Gender is also aligned with the overall Waubonsee population: 54% of our Humanities enrollment are female and 46% are male. Waubonsee's overall enrollment is 44% male and 56% female. Enrollment by age shows that 74% of our students are between the ages of 18-21. Waubonsee's overall percentage by that age in that same age group is 54%, which suggests that we have a larger traditional aged population compared to the overall college population.</p>
<p><b>GOAL PLANNING</b></p>	
<p>31. Create or list discipline goals to work on for the next five years. If you have been working on discipline goals, list them and describe progress made on goals. (Goals should be aligned with Educational Affairs Plan)</p>	<p>Before the end of 2020, Dr. Lawler would like to plan and/or implement a Humanities Symposium. The purpose of Waubonsee Humanities Symposium would be to explore an important humanities topic that highlights Waubonsee students, faculty and scholarship. The idea would be that it would be interdisciplinary, involving the efforts of faculty from different departments and produce a lively exchange of ideas.</p> <ol style="list-style-type: none"> <li>1. Determine the symposium topics, specific to the Humanities in the social, public, intellectual, academic, economic and political spheres</li> </ol>

	<ol style="list-style-type: none"> <li>2. Determine budgets (grants, funds, sponsors etc.)</li> <li>3. Arrange for major speakers from Waubonsee faculty, staff, administration, and students</li> <li>4. Give opportunities for Waubonsee personnel and students to shine!</li> <li>5. Use local connections (Kaneland School Board, WTTW Channel 11, Kane County Chronicle, etc.)</li> <li>6. Recruit volunteers from Phi Theta Kappa and Alpha Sigma Lambda (the two Honor societies I co-sponsor)</li> <li>7. Set deadlines for abstracts and applications</li> <li>8. Determine a schedule and a draft program</li> </ol> <p>Communication, Humanities and Arts Course</p> <p>Dr. Lawler envisions the ultimate culmination of the Humanities Symposium as a course. A course in which eight teachers each have two weeks to cover their respective area of expertise. The thinking would be that an English faculty would teach two weeks on argumentation and literature, a music faculty would teach two weeks of composition and musical theory, an art teacher would teach two weeks of art history and art techniques, and so on. Dr. Lawler would bookend the course starting with week one and ending with sixteen. The goal would be two-fold: a) create an experience for students where they explore all of the humanities from experts in each content area and b) help other teachers promote their courses by meeting the needs and interests of students directly.</p>
<p>32. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<p>Support from administration, fellow faculty, and students.</p>
<p><b>REVIEW RESULTS</b></p>	
<p><b>Intended Action Steps</b>        Please detail action steps to be completed in the future based on this review with a timeline including anticipated dates.</p>	<p>Learning Communities: Learning Communities demonstrate Waubonsee Community College's values of quality, value, innovation, service and accessibility. They are learning experiences that combine two courses in a fresh and innovative way. They give students the opportunity to integrate learning and to do so within a supportive and engaged community of learners.</p>

	<p>The support and engagement that students experience in Learning Communities are essential to keeping students in school and successful. What is more, sustained interaction with faculty has even greater positive effects for first-generation college students and populations underrepresented in higher education. Learning Communities increase faculty engagement; they give faculty a new way to collaborate, to influence one another in a positive way, and to see their own disciplines with new eyes (Gipson &amp; Mitchell, 2017).</p> <p>The National Research on Learning Communities (2019) supports that learning communities foster positive impacts in student success via “learning experiences, persistence, and achievement ... higher levels of student engagement, stronger relationships with faculty and fellow students, stronger connections to the institution, and—as reported by students—greater understanding of concepts of integration and higher-order thinking skills.” By building connections between subject matter, disciplines, and ideas, the learning community focuses on central themes common to the subjects and disciplines. Faculty and students, alike, embark on a personalized, educational journey of discovery. By working together more closely, faculty and students develop successful learning strategies, in collaborative and meaningful ways. Furthermore, students are able to build stronger relationships with faculty and become more comfortable in classes and on campus. Research, according to the National Research on Learning Communities (2019), shows that students who participate in a learning community earn higher grades, make friends faster, and graduate at higher and faster rates than students who do not.</p> <p>Beyond addressing key strategic goals of Waubonsee Community College, learning communities can foster a new climate where instructors are brought together to incorporate and model the social aspect of learning, while simultaneously serving as a professional development for faculty and students alike. Participants in learning communities engage in active methods of inquiry, are challenged in meaningful ways leading to the freedom and richness of expression, and a shared responsibility for the community; learning being a community-based process. Likewise, learning communities serve as a way of encouraging commitment to serving the common good outside as well as within the college. Thus, truly embracing the community in community college.</p> <p>Accordingly, learning community models (especially as showcased by sister schools Oakton and McHenry) show that there is a cycle of continuous improvement between faculty, subject, and students. Analysis, implementation, reflection, and evaluation are essential to the success of the program. Here, needs are assessed continually — be they faculty or student —</p>
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and learning extends not only the students' knowledge but also the co-facilitators', creating a rewarding opportunity for faculty growth (Hewitt & Hren, 2018; National Research on Learning Communities, 2019).

Perhaps most importantly, there is a sense of collective responsibility. Community builds through shared goals, resource exchange, co-dependence of stakeholders, and continually developed expertise across topics. This collective responsibility creates a sense of alignment through curriculum and fosters deeper accountability for all involved. Students become core players in the development of course materials, faculty become members of the learning community as opposed to "sage on the stage" traditions (National Survey of Student Engagement, 2007).

**High Impact Learning Practices:** The overarching goal of learning communities here at WCC is to increase student success by building dynamic partnerships, and inviting individuals to become members of an intellectually diverse, active learning community. Learning communities engage college faculty, staff, students, and community members through a collaborative environment designed to create rich and immersive learning experiences that exist beyond the traditional classroom or standard education. Such focuses on high-impact education experiences contribute to significant increases in student retention and graduation rates (Chopp, 2014).

High-impact educational practices go beyond effective or efficient exercises, and lead to remarkable outcomes in terms of student achievement and retention (Kuh, 2008). Such practices demand substantial effort typically over long periods of time. High-impact methods facilitate learning experiences beyond the traditional classroom and involve meaningful, interactions with faculty and students. Furthermore, these practices promote collaboration with diverse others and provide regular and substantive feedback. Accordingly, students often remark that these kinds of activities change the course of their entire college experience, and can be life-changing (Kuh, 2008).

National Survey of Student Engagement founder, George Kuh recommends that colleges and universities should provide opportunities for at least several high-impact educational experiences over the course of their undergraduate years (NSSE, 2007). These experiences include: learning communities, community-based or service-based projects, intensive research focus, capstone projects, and/or portfolios. Learning only within the confines of the traditional classroom setting not only limits what college can provide for a student, but ignores the student's need for holistic, integrated opportunities. Students require at



least one, but hopefully more than one, truly, transformative experience (Chopp, 2014).

Kuh (2008) has found that historically underserved students experience a "boost" in grades and retention during the first year of college, as a result of these practices. Furthermore, he finds that nearly all relevant studies find that participation in a learning community has a positive impact on student persistence. Beyond retention and graduation rates, learning communities have lasting effects on behavioral and attitudinal outcomes; specifically citing that students who participate in learning communities not only develop integrative and critical thinking skills but also feel more connected to the college and community at large (some studies suggesting an increase in civic engagement).

John Gipson and Donald Mitchell, Jr (2017) from Purdue University and Bellarmine University, respectively, found direct correlations between high impact practices and student success. Their study confirmed previous research, which shows strong correlations between GPA and completion rates (the higher the GPA the more likely a student is to graduate). Gipson and Mitchell (2017) found that students that participate in collaborative learning, such as learning communities, are more likely to earn better grades and thus maintain better GPAs. Learning communities tend to use social pressure and social networking between peers and faculty, which in turn leads to better habits and academic performance. Largely, when students engage in learning communities, they tend to invest more time and energy (according to the data collected by Gipson and Mitchell (2017) over seven institutions).

Research conducted at CSU Northridge demonstrated significant results concerning High Impact Practices (HIPs) and student retention, success, and graduation. Graduation rates for Latino/students alone was impressive: graduation rates increased 10% for those students who participated in at least one HIP, whereas those rates increased 35% for those who participated in at least three HIPs. Likewise, participants in at least two HIPs were likely to graduate in one year less than those who did not participate in a HIP (Huber, 2010).

Learning Communities at WCC: Students enroll in two courses (scheduled back-to-back), but the courses are presented as a single course. Instruction and assessment can be provided in a holistic manner, with constant collaboration. Students become more intellectually engaged, as instructors model scholarly behaviors/attitudes and best practices. Learning is thus contextualized, and as a high impact practice, leads to greater persistence and completion.

	<p>Some of the greatest strengths of joined/integrated courses are the embedded study skills, critical reading/thinking/reasoning, peer interaction and review, and syncing of content (Gipson &amp; Mitchell, 2017). Both McHenry and Oakton use learning communities as first year experiences, helping students become fully assimilated into the college community.</p> <p>WCC learning communities will help encourage student growth through the cultivation of a collegiate identity. Specifically, students spend time developing the academic and social skills essential for a well-versed undergraduate experience (Palmer, Zajonc, &amp; Scribner, 2010). By being enrolled in two, three credit hour courses, students will develop a deeper rapport and connection with peers and instructors. This is vital for students at a commuter college, where such bonds are more difficult to form. Through these communities, students will gain a stronger value of relationships with academic departments, faculty and fellow peers. Consistently, both the National Research on Learning Communities (2019) and the National Survey of Student Engagement (2007) demonstrate that when students feel more connected to the school, to their peers, and to faculty, they are more successful.</p> <p>In order to achieve the goal of being the top choice for learning in the Waubonsee community, we need programs that allow students to foster a Waubonsee identity and provide opportunities where students can be proud of where they are, why they are here, and what they are doing. In short, if we as a college want to overcome the perception of “Just Waubonsee” (after being asked, “Where are you going to school next year?”), we need to create an environment where students are engaged in exciting learning activities. Learning communities not only provide a strong pedagogical method which fosters a sense of unity, but also provide an excellent high impact practice that will be unforgettable, cherished, and extraordinary.</p> <p>The four main goals of the WCC Learning Community pilot are as follows:</p> <ol style="list-style-type: none"><li>1. Connect to WCC: Create a program in which students can explore academic interests, develop friendships, connect to a specific department (and/or faculty members) and find an academic home at WCC (Palmer, Zajonc, &amp; Scribner, 2010).</li><li>2. Build a Community of Learners: Provide opportunities for students to participate in: co-curricular activities, shared coursework, effective study groups and collaborate with other students in meaningful ways, and establish social connections through an academic context (hence, building a community of learners) (Palmer, Zajonc, &amp; Scribner, 2010).</li><li>3. A Culture of Persistence: Deliver high impact programs that provide meaningful benefits for students, faculty, and the institution. Students who enroll in learning communities during their first semester are more likely to stay in school and graduate;</li></ol>
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	<p>Faculty who teach in learning communities collaborate with peers outside of their own disciplines, often leading to a sense of renewal and increased engagement with the college while increasing their repertoire of student-centered pedagogical practices by participating in faculty development opportunities and by sharing ideas with each other; Institutionally, learning communities increase retention, progression, and graduation rates, and promote positive relationships with the community at large, thus meeting the vision and mission of the college (Palmer, Zajonc, &amp; Scribner, 2010).</p> <p>4. Rigor and Relevance: Integrate, differentiate, and personalize instruction with a commitment to rigor and relevance, fostering student growth. Use the learning community to create enriched learning experiences addressing the needs of the “whole student” (intellectual/academic, social, emotional, and existential needs) (Palmer, Zajonc, &amp; Scribner, 2010).</p>
<p><b>Rationale</b>          Provide a brief summary of the review findings and a rationale for future modifications.</p>	<p>Experiences: Instead of focusing on types of programs, or specific fields of study, Waubonsee Community College needs to focus on experiences. Using knowledge management methods and following the mantra of “nimble programming”, the goal of the college should be developing leaders for the common good. Such requires a cultivation of a diversity of perspectives – be they viewpoints, identities, or histories – the college needs to create a space for open dialogue and engagement with ideas and issues. The experiences themselves matter less; rather the experiences should be rooted in a truly new and exciting Waubonsee. Students should share ideas and latest projects with one another, and regardless of major, they should want to know more. Waubonsee transforms through the Humanities: in this space, the college creates a sense of belonging, inspiring students to move beyond what they already know and creating truly integrative learning.</p> <p>The Humanities is built for experiences – remarkable, learning experiences. These experiences are about the questions that challenge us and encourage us to be content with no right answer, just many ways of seeing. Rose charged Bowdoin College with the goal of “intellectual fearlessness.” This is the vision of Humanities and what Waubonsee as a whole can be – a place that celebrates risks.</p> <p>As a learning institution, in order to encourage responsible and meaningful student activities, we must provide students with the background knowledge and context needed for success. Permanent and revolving learning centers can do just that: these centers provide a self-contained section of the institution in which students engage in independent and self-directed learning. This space allows easy access to a variety of learning materials,</p>

	<p>through engaging manners, that go beyond the classroom or the library. Such centers are designed to enhance the learning of concepts, skills, themes, or topics. Furthermore, centers can be enrichment centers, skill centers, or exploratory centers. The first of these, provides students with problem-based and project-based learning opportunities that go beyond prior knowledge or classroom instruction; the second, turns theory into practice by training a skill; and the third of these, is meant to excite students about new ideas and new “loves” (Brooks, 2015).</p> <p>Bowdoin College President Clayton Rose said: “Our education and experience are about questions more than answers. They are about challenging deeply held views and pushing ourselves to comprehend new material—to engage with new ideas and ideas we disagree with and, in doing so, to consider material that shakes us up, that unsettles us, and yes, that may offend us.” He added, “If you think the same way, and think about the same things in the same way four years from now, something has gone wrong.”</p>
<b>Responsibility</b> Who is responsible for completing or implementing?	Dr. Aaron Lawler

<b><i>Academic Disciplines</i></b>	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019-2020
<i>DISCIPLINE AREA:</i>	Music
<b><i>REVIEW SUMMARY</i></b>	
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.	
How does the discipline contribute to other fields and the mission of the college?	It meets the five commitments by providing learning-centered classes which are diverse (while continuing to diversify) and develop intellectual, social, cultural, and career potential of students. Our transfer programs are designed to meet the needs of students moving on to a four-year institution in various music disciplines such as but not limited to education, music therapy, performance, and audio engineering. Community outreach activities such as musical performances within the community and music-related internships are also part of our program.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	This is the start of the first review period so there are no improvements to report at this time.
<b><i>REVIEW ANALYSIS</i></b>	
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.	
<b>Indicator 1: Need</b>	<b>Response</b>
1. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations, meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in statewide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All

	<p>proposed changes are reviewed by the college’s Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets seven times each semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.</p>
<p>2. How will students be informed or recruited for this discipline? (1.2)</p>	<p>Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.</p> <p>The music department works in partnership with the art department to partner with the City of Aurora to offer “First Friday” events at our Aurora Downtown campus, during which we have highlighted our music programs through performances and faculty networking opportunities. The music faculty have also worked with Marketing and Communications to participate in internal events as Open Houses to highlight the programs and welcome potential students to campus.</p>
<p>3. What if any new Academic Transfer degrees/major options have been added/deleted to the college’s offerings during the last review period? What determined this action? (1.3)</p>	<p>Due to lowered completions in our AFA Music degree, we have determined to create an Associate of Arts in Music pathway to help students on their pathway. We will hopefully see increased completions in this degree to help inform us in the next 5 years.</p>
<p>4. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)</p>	<p>The Art of Listening (MUS 100) has the highest enrollment. This is a non-major general ed requirement. Music of the World (MUS 101) and Music in America (MUS 102) are our other non-major general ed courses but they do not see the numbers that MUS 100 does. We may consider offering an Appreciation of Modern Music class which has just been adopted as an IAI course (F1913).</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>

<p>5. What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full-time and part-time faculty are maintained for this discipline? (2.1)</p>	<p>The direct costs associated with the program include:</p> <ul style="list-style-type: none"> <li>• Faculty salary and benefits (full-time and part-time)</li> <li>• Instructional supplies</li> <li>• Technology, software, and services</li> <li>• Publications and dues</li> <li>• Full-time faculty professional development</li> </ul> <p>The costs associated with this discipline are \$2,608.78 per load hour, which is higher than the institutional average of \$2025.27</p>
<p>6. What steps can be taken to offer curricula more cost-effectively? (2.2)</p>	<p>See question above.</p> <p>MUS courses, in general, are offered to students in a cost-effective manner. For students, there are no fees beyond tuition and general college fees. The faculty and the College are conscious of the cost of textbooks and has established a Textbook Affordability Committee, which includes faculty, Bookstore staff and administrators.</p>
<p>7. Is there a need for additional resources? (2.3)</p>	<p>Faculty were provided the opportunity to provide thorough feedback regarding the Von Ohlen remodel to account for the various uses of space and resources for the Music department.</p>
<p><b>INDICATOR 3: QUALITY</b></p>	<p><b>RESPONSE</b></p>
<p>8. Discipline Outcomes –What are the expected outcomes of this discipline?</p>	<p>Musical literacy, performance skills, aural skills, artistic achievement.</p>
<p>9. What assessment methods are used to ensure learning improvement and student success?</p>	<p>Written and oral exams, performance opportunities with assessment (recital performances, juries).</p>
<p>10. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?</p>	<p>We have added several new courses: Jazz Improvisation, Percussion Ensemble, and Intro to Songwriting, which ran as a Special Topics class, MUS 296. Jazz Combo, a preexistent course, was expanded to include enough performers not for one combo as before, but for three separate jazz combo groups. Auditions were held to choose the members for the most advanced group of the three. We are also in the process of creating an Intro to Music Business course, which will align well with the new 2+2 agreement we are very near to finalizing with Western Illinois University. We have also opened-up Applied Study of Recording (MUS 288) to all students; we have discontinued the prerequisites for that course which were MUS 211: Intro to Recording and MUS 213: Advanced</p>

	<p>Recording. Our method of assessment to this point has not been one utilizing specific metrics; we will be able to use those metrics now that we have a process in place for doing so. Our choices to create and run the Jazz Improvisation and Songwriting courses came from face-to-face contact with students and essentially weighing demand and usefulness by way of faculty soliciting their opinions inside and outside of class. The change in prerequisites for Applied Recording came also as a result of Mark Popowitch's contact with students, both inside and outside of class. The main factors governing the Applied Recording decision were consideration of students' preparedness entering the recording program as well as the likelihood of them possessing individual specialized and sometimes advanced knowledge about certain aspects of recording. It was decided that individual attention often serves their educational and vocational needs in a more direct manner from the beginning of study.</p>
<p>11. How are these results shared with others at the institution for continuous improvement?</p>	<p>We do not currently provide this, but this is in progress through the Dean of Learning Outcomes, Curriculum and Program Development.</p>
<p>12. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)</p>	<p>Presently two alternatives exist, online delivery and accelerated. Because music is a very detailed subject and some of its finer points are difficult at best to convey in an online format, only our general education music classes The Art of Listening (MUS 100), Intro to World Music (MUS 101), and Music in America (MUS 102) are offered online. Intro to Songwriting (presently MUS 296, a probationary number) and The Art of Listening (MUS 100) have been offered in the summer as accelerated classes.</p>
<p>13. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? (3.2)</p>	<p>We do not currently make comparisons, but music faculty are working to make these comparisons for future program reviews and assessment processes.</p>
<p>14. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? (3.3)</p>	<p>Pre-tenure faculty and adjunct faculty are observed by deans of the division. Students are provided evaluations at the end of each semester for each course.</p>
<p>15. What professional development is offered for full-time and/or part-time faculty in this discipline? (3.4)</p>	<p>Administration has been very generous about professional development! Dr. Mark Lathan has been to several very informative conferences within the past two to three years and there has been no question about attending. The information gained at these conferences (College Music Society conference, Midwest Band and Orchestra Clinic, American Choral Directors' Association conferences) has</p>



	been extremely useful, helping in multiple ways to develop as both an instructor and as an ensemble director.
16. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last five-year review period? (3.5)	Music faculty have not been requested to be part of the IAI panel but would be interested if asked to participate.
17. How does the discipline identify and support “at-risk” students? (3.6)	The current instructors of the courses utilize the Academic Alert system to identify students who may need additional help or who are struggling with attendance issues. Students are also referred to our tutoring services when the need is indicated and may also consult with the faculty during office hours to get additional assistance.
18. To what extent is the discipline integrated with other instructional programs and or services? (3.7)	Formally, very little. We do, on occasion, consult with faculty in film and literature for guidance on instruction of crossover material such as scoring to picture or lyric writing. An attempt was made several years ago to integrate film classes with music, but this required extra-curricular student participation, which was too infrequent to establish a program.
19. What does the discipline or department review when developing or modifying curriculum? (3.8)	Music faculty refer to 4-year institutions to maintain current and relevant standards within the discipline. Faculty also ensure curriculum reflects current and relevant information in the discipline by attending professional development events and maintaining connection to the music community.
20. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)	For low retention rates, classes are usually cancelled. Success rates have only recently been under review, and, as of yet, none have been singled out for low performance.
21. How does the college determine student success in this discipline? (3.10)	The College considers success as students who earn a grade of “C” or better. In addition, the College looks to completion of degrees to determine success.
22. What are the disciplines strengths?	We have a wide array of talents among our faculty in various genres of music. Our faculty are well educated, smart, talented, and dedicated. We are able to cover classical music, jazz, electronic, and avant-garde music as well as popular music with the faculty we now employ. It truly is something special.
23. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?	In addition to the comments above, we have a great CTE program regarding the audio production courses and certificate. Students receive quality instruction in a variety of classes for pursuing a career in music as well as one in the communications media industry. Our facilities give students hands on experiences using industry standard equipment. This allows our students the opportunity to

	<p>learn critical skills that are the foundation for many aspects of the discipline.</p>
<p>24. What are the identified or potential weaknesses of the discipline?</p>	<ol style="list-style-type: none"> <li>1) Need for more solid recruitment plan for prospective music students</li> <li>2) Need for more music department student visibility on campus and in the community</li> <li>3) Need for more music department faculty visibility on campus and in the community</li> <li>4) Broaden course offerings to support full two years' instruction specifically in the music discipline, enabling graduates to enter transfer programs in their discipline at the third-year level</li> <li>5) Need to continually update course offerings which respond effectively to a 21st century model of education</li> <li>6) Need to give our lab assistants/support more hours so they can properly staff their positions to help students and faculty when they need them.</li> </ol>
<p>25. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<ol style="list-style-type: none"> <li>a) Create a definite and effective recruitment plan to target prospective students at in-district feeder high schools. The most effective methods will include direct student involvement, allowing WCC students to meet HS students in relaxed/safe surroundings.</li> <li>b) Schedule visits to feeder high schools, by select students and faculty, to perform and present. Visit as many of the feeder schools as possible.</li> <li>c) Schedule visits to feeder high schools by faculty member(s) to present and possibly perform or give a pocket lesson. Record any performance or lesson for future target audience access on WCC website.</li> <li>d) Arrange for prospective music students at feeder high schools to visit our newly renovated music facilities by means of a tour with admissions representatives and, when available, students and music faculty.</li> <li>e) Arrange guest appearances by WCC performing groups at feeder high school events such as meet-and-greet events, concerts, or festivals</li> <li>f) Arrange for feeder high school musical groups to visit WCC and participate in our own musical events such as meet-and-greet events, concerts, festivals, or open house activities.</li> </ol>

- g) Create more opportunities for students to perform on and off campus.
- h) Continue to build Music Department participation in downtown Aurora "First Fridays" events. There is crossover value in the "First Fridays" events: it is also a good tool for student recruitment.
- i) The Venue in Aurora had scheduled regular local talent showcases before shelter-in-place mandates were implemented. When the mandate is lifted, encourage and facilitate student participation in these shows.
- j) Foster student participation in other local events such as coffee houses and open mike nights.
- k) Create a schedule of student performances on campus during regular school hours. Use leisure areas where students gather, with plenty of foot traffic, e.g., STC Cafe, lobbies in various buildings such as BDE, VON, others. Outdoor locations such as a patio or lawn could also be used, weather permitting.
- l) Create more opportunities for faculty presence on and off campus. This visibility is important for both current and prospective students.
- m) Create a faculty recital series to be performed during regular school hours. This would provide candid exposure of students to faculty talent and also set a bar for both current and prospective student performance expectations. Select students could also make guest appearances during a faculty recital as well.
- n) Work with M&C to create advertisements, web promotion, extra-curricular appearances, and other methods of promoting faculty presence on campus, in and outside of the Music Department.
- o) Work with M&C to foster promotion of any outside event featuring or including WCC music faculty. Both adjunct and full-time faculty perform frequently in community events such as the Fox Valley Orchestra Chorus, Fox Valley Jazz Big Band, and many other independent events within the Fox Valley and greater Chicago areas.
- p) Donate to area musical organizations such as the Fox Valley Music Consortium, to promote WCC Music Department presence in the local community.
- q) Continue to plan carefully with the resources we now have. Pending successful enrollment increase, reestablish full second-year course offerings.
- r) Promote the AA program now in place as a way to build toward a transfer degree. While this degree does not provide two years' instruction toward

	<p>most music degrees, it does include two years of classes (with a resulting emphasis on the general education requirements) which will provide students with the hour requirements of the first two years at a transfer institution</p> <ul style="list-style-type: none"><li>s) Continue to create 2+2 arrangements with institutions (such as the new Music Business arrangement with Western IL University) to make our AA degree more attractive to serious students seeking solid degree plans.</li><li>t) Our reputation as a quality community college depends upon the usefulness of our degree offerings. If the recruitment methods proposed above prove to be successful in increasing enrollment, run second-year classes such as Music Theory and Aural Skills 3 and 4, Piano 1 and 2, and Music Literature to enable students to earn the AFA degree. The AFA will enable students to achieve third-year status in the music discipline at a transfer institution. It will also attract more serious music students, another important factor in the quality of education. Attitude toward study is contagious.</li><li>u) Create classes and activities which reflect and target the rapidly changing needs in the field of music.</li><li>v) Create a Music Business class to satisfy the need for information not just on how to make music, but on how to successfully pursue a vocation as a successful musician in the present day</li><li>w) Create a class or a seminar (if material does not constitute a full semester's content) which gives students a tour of music distribution methods, from educational needs to music performance. (This can include various platforms of internet communications such as social media and basic website creation, as well as record distribution.) This information is vital to any musician in the 21st century market. Every WCC graduate should have a handle on technology and how to optimize it for their own uses and needs!</li><li>x) More time for lab assistants to support students and faculty when they are needed.</li><li>y) Currently our main contact with the department for students, faculty, and the community is our clerical assistant. This person is allowed only 20 hours of work per week, which means that one day during the week they are not there. Our department has classes and ensembles scheduled five days per week.</li><li>z) In addition, our tech lab assistant is only allowed 15 hours per week. This is unfortunate, as many intro</li></ul>
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	<p>audio production students need assistance the most, and he is there only three days per week. The recording studio lab is open seven days per week, from campus open to close, in order to allow students time to use the equipment for which they pay substantial fees. This hands-on time is absolutely necessary for them to learn the physical applications necessary to their training. Many students utilize time after class during the week and the weekend to work on their assignments. We do not have enough coverage in hours to be available to students for a majority of the main times students are working in the lab. There is no one in TAC qualified to assist audio production students on the specialized equipment in the studio. Finally, our tech assistant is also responsible for checking out equipment that the students need to complete their assignments. Students need to go to his available times, but only being available for 3 days out of 7 does not allow students to effectively get the equipment they need when they are on campus. The tech assistant is spread very thin trying to balance all this with little time to work with. Giving the tech assistant 10 more hours would be a huge improvement to let them do their job properly.</p>
<p>26. List any barriers encountered while implementing the discipline. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>1) Barriers to creating a definite and effective recruitment plan:</p> <ul style="list-style-type: none"><li>a) There is a substantial lack of available time for full-time faculty outside of contracted obligations. Schedules would need to be somehow adjusted, or allowances made, in order for full-time faculty to make a meaningful contribution to many of these discussed plans. At present, there is little time to devote to the necessary tasks.</li><li>b) Adjunct faculty would need to be paid outside of regular teaching contracts in order to take part in any of the proposed extra-curricular tasks.</li><li>c) There is also substantial lack of available time for high school students to whom we are targeting these recruitment activities. Many of them take honors or AP classes, work outside jobs, and take part in extra-curricular activities which take a substantial part of their time as well. (This is why I propose recruitment during regular school hours if at all possible. Students are least likely to miss a meeting opportunity that takes place during class.)</li><li>d) Concerning high school visits during regular school hours: while this is likely the most effective method of recruitment, the high school teachers and administration</li></ul>

would need to make the time for any class visits. Music teachers have busy schedules and many obligations to consider as well, and the school also has standards to which they must adhere. It can be difficult for teachers to take time out of their regular class meetings to allow us to visit.

e) Regardless of the methods implemented, administration will need to consider allowing more than one attempt at any given plan to effectively recruit students. Given little precedent for intentional recruitment in our Music Department since my seventeen years at Waubonsee, as well as mitigating factors listed above, there is likely to be a learning curve. While we can research and borrow from successful methods used at other institutions, we will likely need a process which allows for some trial and error within the process: careful design of an initial plan, faithful execution of that plan, review of result data as they become available, post-review to subsequently research and redesign, then repeated execution with improvements.

2) Barriers to creating more opportunities for student performance on and off campus:

a) Many of our students work outside jobs in order to pay the bills, both academic and otherwise. Many of them do not have the time to devote to preparation nor to extra-curricular performance.

b) Many of our students who appear not to have time or resources are actually not motivated enough to prepare or take the time out to publicly perform. While it may be somewhat difficult for them, they choose not to participate. However, creating a culture in which extra-curricular student performances are the norm could be a powerful tool in swaying those decisions toward participation. Music is a social art. As I stated above, attitude toward study is contagious.

3) Barriers to creating more faculty presence on and off campus:

a) For full-time faculty there are actually few barriers here. While schedules are tight, full-time faculty could certainly find time within their schedules to devote to individual preparation as well as on-campus rehearsals and performances.

b) M&C are very busy people! The only barrier we see here might be competition from other departments for their time and resources. Space on the College web site may, at times, also be to arrange.

4) Barriers to broadening course offerings to best serve degree-seeking transfer students:

We presently have an Associate of Arts degree program in place which will allow graduates to advance to year two of their music study, as well as complete the first 60 hours of their transfer degree. Reestablishing the Associate of Fine

	<p>Arts degree is largely dependent upon successful recruitment, whose strategies and barriers are discussed above. If we can bring enrollment numbers up using those strategies, then we can move forward with reconsideration of offering the full two-year transfer degree in music.</p> <p>5) Barriers to updating course offerings which respond to current educational needs: For both the Music Business class and a seminar or class which educates students on current methods of music distribution, the only barrier is time. This can certainly be overcome with proper planning and effort. Given a definite plan to do so, considering content, logistics, and time necessary for the approval process, we should be able to create and run both of these classes by Fall 2021.</p> <p>6) Barriers to lab assistant hours: This is ultimately left to administration since it is beyond the full-time faculty does not have the authority to change the situation. The need and reasoning for more hours has been brought up in previous annual budget meetings, but ultimately it did not come to pass. Having a support staff that is present when students and faculty need them most is imperative to many of the other aspects listed in 3-17 and 3-18. We cannot have a functional music department that is trying to give our students the greatest success and completion, while not being properly supported with the staff specifically hired for the task of faculty and student support.</p>
<p>27. Did the review of Quality result in any actions or modifications? Please explain. (3.11)</p>	<p>Because this is our initial review, we will need to review in order to act or modify what is now being studied for the first time.</p>

<p align="center"><b>Performance and Equity for Academic Disciplines</b></p>	
<p align="center">Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.</p>	
<p><b>ACADEMIC DISCIPLINE AREA</b></p>	<p>Music</p>
<p><b>COURSE TITLE</b></p>	<p>MUS 100 – MUSIC: THE ART OF LISTENING</p>
<p><b>COURSE DESCRIPTION</b></p>	<p>This course is designed to enhance the student s understanding and enjoyment of music. Students focus on listening and analyzing a variety of different ensembles, individual instruments, and music styles such as orchestral, jazz, blues, rock, and electronic. Focusing on formal elements and historical context helps one gain insight into the works of composers through periods of musical development in the western tonal tradition. Note: This course is not recommended for music</p>

	majors. Participation in this course may include field trips which require admission fees. IAI: F1 900.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	237	267	227	215	189
<i>CREDIT HOURS PRODUCED</i>	714	801	681	648	570
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	88%	86%	82%	73%	70%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: F1 900				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 101 – Musics of the World				
<b>COURSE DESCRIPTION</b>	This course provides an introduction to music in various parts of the world with an emphasis on how music functions within each society through religion, rituals, or the daily lives of people. Major focus is on composers and their works in the nonwestern musical tradition. Areas of concentration include Latin America, the Caribbean, Asia, Africa, the Middle East, and others. Note: Participation in this course may include field trips which require admission fees. IAI: F1 903N.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	191	198	163	170	196
<i>CREDIT HOURS PRODUCED</i>	576	600	492	510	588
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	98%	97%	99%	93%	94%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: F1 903N				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				



<b>COURSE TITLE</b>	MUS 102 – Music in America				
<b>COURSE DESCRIPTION</b>	This course is an overview of America’s rich and diverse musical heritage from Colonial times to the present. Characteristics and elements that are unique to American music are related to the contemporary repertoire of Western tonal music. Musical genres, such as jazz, rock, folk and country, as well as music for the concert hall, stage and screen are explored through the contextual historical progression of American society or culture. Note: Participation in this course may include field trips which require admission fees. IAI: F1 904.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	21	9	26	0	0
<i>CREDIT HOURS PRODUCED</i>	63	27	78	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	95%	100%	80%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: F1 904				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 110 – Careers in Music				
<b>COURSE DESCRIPTION</b>	This course presents a wide-ranging survey of the careers available in the field of music. Guest speakers who work in music publishing, recording, arts management, education, and performance provide students with insights into careers in the profession through identification of skills sets needed for an occupation in the music industry. Student self-reflection is also developed to relate strong areas of interest and skill to specific music occupations. Note: It is recommended that music students enroll their first semester.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	20	0	17	9	15
<i>CREDIT HOURS PRODUCED</i>	40	0	34	18	30
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING</i>	87%	0	94%	56%	85%

<i>WITHDRAWALS AND AUDIT STUDENTS</i>					
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 120 – Basic Elements of Music				
<b>COURSE DESCRIPTION</b>	This introductory course is designed to develop knowledge and understanding of the basic elements of music through the application of these elements in reading and writing creative work. Students with no prior background are introduced to bass and treble clef notation, music reading, major and minor scales, major and minor key signatures, chords, triads, and the piano keyboard. Harmony and function in four-part diatonic writing using figured bass symbols will also be analyzed.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	38	35	28	31	32
<i>CREDIT HOURS PRODUCED</i>	117	105	84	93	96
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	86%	72%	70%	86%	79%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 121 – Theory of Music I				
<b>COURSE DESCRIPTION</b>	This course presents a study of technical elements of Western common practice music: scales, modes, keys, chords, intervals, and harmonic and melodic structure in major and minor keys. The student gains an understanding of the musical interrelationships of these elements through the definition of chromatic intervals and enharmonic equivalents, basic phrase structure in melody, then subsequent identification of harmonies and phrase components and analysis of four-part diatonic musical work as practiced in representative exercises and compositions. Musicianship skills: rhythmic dictation is studied				

	and the student is introduced to dictation through aural skills and sight singing of diatonic melody. Note: Student skill level will be assessed for appropriate course placement. Please contact the Music Department at (630) 466-7900, ext. 5785 before registering for this course. Recommended Prereq: MUS120.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	15	17	14	24	25
<i>CREDIT HOURS PRODUCED</i>	60	68	56	96	100
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	87%	86%	100%	90%	79%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 123 – Theory of Music II				
<b>COURSE DESCRIPTION</b>	This course is a continuation of Music 121, building upon skills and knowledge introduced in that course. Musical study is focused on texture, selected studies in species counterpoint, diatonic four-part writing and analysis, and secondary dominants as used in tonicization and modulation. Note: Student s skill level will be assessed for appropriate course placement. Recommended Prereq: MUS120; MUS 121. Coreq: MUS124.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	15	13	8	9	9
<i>CREDIT HOURS PRODUCED</i>	45	39	24	27	27
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	87%	67%	100%	89%	89%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				

<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 124 – Aural Skills II: Developing the Musical Ear				
<b>COURSE DESCRIPTION</b>	This separate course continues study of the musicianship skills portion of MUS121, now working with dictation and solfeggio syllables. Note: Student s skill level will be assessed for appropriate course placement. Recommended Prereq: MUS121. Coreq: MUS123.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	15	13	8	9	9
<i>CREDIT HOURS PRODUCED</i>	15	13	8	9	9
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	93%	83%	100%	89%	89%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 150 – Vocal Techniques: An Introduction to Singing				
<b>COURSE DESCRIPTION</b>	his course provides an introduction to the vocal techniques of singing: breathing, phrasing and interpretation. Music for the class is chosen from many styles, ranging from Broadway to art compositions.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	5	14	8	0	0
<i>CREDIT HOURS PRODUCED</i>	10	28	16	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					

<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 151 – Class Instruction-Piano				
<b>COURSE DESCRIPTION</b>	Conducted in the electronic piano lab, this course provides beginning group instruction in piano for students with no previous background in music. Students learn music notation, chords, and harmonization. Music study includes popular, folk, and classical music for beginners. A minimum of 4 hours of practice each week is required. Note: For noncredit course see MUS891 in the Personal Enrichment section of the noncredit schedule.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	20	37	33	30	22
<b>CREDIT HOURS PRODUCED</b>	40	74	70	60	44
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	100%	96%	90%	96%	90%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 154 – Class Guitar I				
<b>COURSE DESCRIPTION</b>	This course provides beginning group guitar instruction focusing on basic chords and melodies. The student will learn how to read musical notation, play chord progressions, and play simple melodies found in major and minor scales. Instruction will utilize a variety of guitars and guitar playing styles covering this material. A minimum of 4 hours of practice each week is required. 4 semester hours may apply to an AFA or AA degree. Note: Guitar must be brought to the first class. For noncredit course see MUS890 in the Personal Enrichment section of the noncredit schedule.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	21	16	23	13	9
<b>CREDIT HOURS PRODUCED</b>	42	32	46	26	18

<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	92%	85%	91%	92%	80%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 160 – Jazz Ensemble				
<b>COURSE DESCRIPTION</b>	This course focuses on the performance of jazz music composed for the standard 15-17-piece ensemble. Music of the swing, bebop, and contemporary periods is performed. Repeatable to a maximum of 4 semester hours; 4 semester hours may apply to an AFA or AA degree. A minimum of 4 hours of practice each week is required. Note: For noncredit course see MUS894 in the Personal Enrichment section of the noncredit schedule.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	38	29	33	32	33
<i>CREDIT HOURS PRODUCED</i>	39	29	35	33	35
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 161 – Jazz Improvisation Combo				
<b>COURSE DESCRIPTION</b>	This course includes techniques for solo jazz improvisation in a small combo setting. Blues and modal scales and standard chord progression are studied. Repeatable to a maximum of 4 semester hours; 4 semester hours may apply to an AFA or AA degree. A minimum of 4 hours of practice each week is required.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	7	16	18

<i>CREDIT HOURS PRODUCED</i>	0	0	8	17	20
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 164 – Concert Band				
<b>COURSE DESCRIPTION</b>	This course is an instrumental ensemble in which students rehearse and perform chamber music, concert band, and adapted literature. Repeatable to a maximum of 4 semester hours; four semester hours may apply to an AFA or AA degree. A minimum of 4 hours of practice each week is required. Note: For noncredit course see MUS896 in the Personal Enrichment section of the noncredit schedule. Recommended Prereq: Music background.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	24	17	23	39	51
<i>CREDIT HOURS PRODUCED</i>	26	17	23	39	51
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/2020 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 166 – Vocal Ensemble: Waubonsee Chorale				
<b>COURSE DESCRIPTION</b>	The Waubonsee Chorale is a vocal ensemble of approximately 30 male and female singers. The group explores the lively art of small ensemble singing through performances of selected music, such as madrigals, spirituals and other traditional choral music forms. It is open to all students and community residents. Repeatable to a maximum of 4 semester hours; 4 semester hours				

	may apply to an AFA or AA degree. A minimum of 4 hours of practice each week is required. Note: For noncredit course see MUS898 in the Personal Enrichment section of the noncredit schedule.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	47	53	31	41	47
<i>CREDIT HOURS PRODUCED</i>	47	53	31	41	47
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	92%	97%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 170 – Electronic Music Ensemble				
<b>COURSE DESCRIPTION</b>	This performance ensemble utilizes Waubonsee s recording studio facilities and equipment to develop and perform original compositions. Digital Audio Workstations, microphones, signal processors, virtual instruments, and MIDI hardware devices are the instruments in this ensemble. Students are encouraged to experiment with the tools provided. Repeatable to a maximum of 4 semester hours; 4 semester hours may apply to an AFA or AA degree. Note: For noncredit course see MUS886 in the Personal Enrichment section of the noncredit schedule. Recommended Prereq: Music background.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	5	6
<i>CREDIT HOURS PRODUCED</i>	0	0	0	5	6
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	0	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				



<i>SIGNATURE DATES AND INSTITUTIONS)</i>					
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 171 – Percussion Ensemble				
<b>COURSE DESCRIPTION</b>	In this performance ensemble of 20th century percussion music and world drumming, individual percussion instruments and techniques are discussed. Traditional and contemporary percussion notation are taught to enable the student to perform assigned parts. Mallet instruments (marimba, vibes, etc.) as well as pitched and nonpitched percussion instruments are used. Repeatable to a maximum of 4 semester hours; 4 semester hours may apply to an AFA or AA degree. Recommended Prereq: Music background.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	5	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	5	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	100%	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 176 – Waubonsee Community College Performing Steel Band				
<b>COURSE DESCRIPTION</b>	This intermediate-level steel pan ensemble performs Caribbean, Pop, Classical and other genres of music. Students will take a more in-depth look at these genres and will be introduced to basic steel band arranging. Repeatable to a maximum of 6 semester hours; 6 semester hours may apply to a degree or certificate. Note: Student s skill level will be assessed for appropriate course placement. Recommended Prereq: MUS175.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	7	14	11	15	6

<i>CREDIT HOURS PRODUCED</i>	12	22.5	16.5	22.5	9
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 200 – Music Literature: A Historical Survey				
<b>COURSE DESCRIPTION</b>	This course contains an overview of the various historic music styles in the Western Tradition. Representative works are chosen for study which illustrate the styles and the principal components of those genres including sound and sight, vocabulary, and explaining the relationship between music and culture or social growth. Recommended Prereq: MUS120 or MUS121.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	12	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	36	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	91%	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/15/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 211 – Introduction to the Recording Studio				
<b>COURSE DESCRIPTION</b>	This course is designed as an introduction to the tools and techniques used in digital sound recording and production. Topics include digital recording and editing techniques, microphone techniques, audio mixing console operations, signal processing, audio mastering and gain staging. Students have access to Waubonsee s recording studios for assigned projects. A				

	minimum of 3 hours of Waubonsee studio work is required each week. Recommended Prereq: Familiarity with basic functions of Mac OS.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	48	44	43	48	42
<i>CREDIT HOURS PRODUCED</i>	147	132	132	144	126
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	67%	83%	50%	76%	77%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 213 – Audio Synthesis and MIDI Sequencing				
<b>COURSE DESCRIPTION</b>	This course provides creative application of more advanced concepts and tools used in audio production. Topics include using the Musical Instrument Digital Interface (MIDI), MIDI controllers, digital editing, sampling, looping techniques, and programming synthesizers to create unique sounds. Students have access to Waubonsee s recording studios for assigned projects. A minimum of 3 hours of Waubonsee studio work is required each week.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	22	16	10	14	13
<i>CREDIT HOURS PRODUCED</i>	66	48	30	42	39
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	82%	88%	100%	100%	85%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				

<b>COURSE TITLE</b>	<b>MUS 215 – Electronics for Audio Production</b>				
<b>COURSE DESCRIPTION</b>	This course is an introduction to the practical application of circuits and electronics used in musical equipment. Topics include, but are not limited to, Ohm s law, interpreting schematics, using volt meters, diagnosing failed electronic components, repairing equipment, and soldering. Note: Knowledge of basic algebra is recommended.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	8	21	6	11	12
<i>CREDIT HOURS PRODUCED</i>	24	63	18	33	36
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	94%	100%	100%	85%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	<b>MUS 221 – Theory of Music III</b>				
<b>COURSE DESCRIPTION</b>	This course is a continuation of MUS123, building upon knowledge and skills introduced in that course. Musical study is focused on five musical forms, study of four-part voice leading and writing principles, and analysis of music utilizing the principles of nineteenth-century tonal chromatic harmony. Note: Student s skill level will be assessed for appropriate course placement. Recommended Prereq: MUS123. Coreq: MUS222.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	4	6	5	0	0
<i>CREDIT HOURS PRODUCED</i>	12	18	15	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	75%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				

<i>SIGNATURE DATES AND INSTITUTIONS)</i>					
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 222 – Aural Skills III: Developing the Musical Ear				
<b>COURSE DESCRIPTION</b>	This course continues study of the musicianship skills studied in MUS124. Dictation and solfeggio singing study begins with diatonic materials, advancing progressively to materials containing accidentals which ornament and modulate to closely related keys. Note: Student s skill level will be assessed for appropriate course placement. Recommended Prereq: MUS124. Coreq: MUS221.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	4	6	5	0	0
<i>CREDIT HOURS PRODUCED</i>	4	6	5	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	83%	50%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 223 – Theory of Music IV				
<b>COURSE DESCRIPTION</b>	This course focuses on music theory from 1900 to the present day, examining ways in which this time of rapid change both retained and moved away from established traditions in western tonal music. Study is centered around the musical works and revolutionary techniques of a variety of composers such as, but not limited to Schoenberg, Stravinsky, Cage, Corigliano, and Adams. Note: Student s skill level will be assessed for appropriate course placement. Recommended Prereq: MUS221. Coreq: MUS224.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	5	4	5	0	0

<i>CREDIT HOURS PRODUCED</i>	15	12	15	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	75%	60%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 224 – Aural Skills IV: Developing the Musical Ear				
<b>COURSE DESCRIPTION</b>	This course continues study of the musicianship skills studied in MUS222. Dictation and solfeggio singing move to materials which feature progressively more frequent accidentals and the obscuring of the tonal center. Note: Student s skill level will be assessed for appropriate course placement. Recommended Prereq: MUS222. Coreq: MUS223.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	5	4	5	0	0
<i>CREDIT HOURS PRODUCED</i>	5	4	5	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	60%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 251 – Class Instruction-Piano II				
<b>COURSE DESCRIPTION</b>	Conducted in the electronic piano lab, this course provides group piano instruction with an emphasis on developing intermediate performing techniques. Students focus on appropriate notation, chords, and harmonization for this skill level. Musical study includes popular, folk and classical music. A minimum of 4 hours of practice each week is required. Note: Student s skill level will				

	be assessed for appropriate course placement. Recommended Prereq: MUS151.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	2	11	12	6	0
<i>CREDIT HOURS PRODUCED</i>	2	22	24	12	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	91%	100%	100%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 252 – Class Instruction-Piano III				
<b>COURSE DESCRIPTION</b>	Conducted in the electronic piano lab, this course provides group piano instruction with an emphasis on developing advanced harmonization techniques such as extended chords, transposition and accompanying techniques. Musical study includes popular, folk and classical music. A minimum of 4 hours of practice each week is required. Note: Student s skill level will be assessed for appropriate course placement. Recommended Prereq: MUS251.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	2	8	0
<i>CREDIT HOURS PRODUCED</i>	0	0	4	16	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	100%	100%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				

<b>COURSE TITLE</b>	MUS 254 – Class Guitar II				
<b>COURSE DESCRIPTION</b>	This course provides intermediate level group instruction for guitar. Students focus on chord formation with bar chords, seventh chords, pentatonic scales, and intermediate level accompaniment patterns. Musical study includes popular, rock, blues, folk and other styles. A minimum of 4 hours of practice each week is required. Note: Guitar must be brought to the first class. Recommended Prereq: MUS154 or equivalent.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	7	4	6	5	0
<i>CREDIT HOURS PRODUCED</i>	14	8	12	10	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	75%	83%	100%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 266 – Chamber Choir				
<b>COURSE DESCRIPTION</b>	Chamber Choir is an auditioned choral group intended to offer expanded vocal music opportunities. Class sessions consist mainly of auditions, sight-reading, and rehearsal of material to prepare a repertoire for performances. Emphasis is placed on musicianship skills such as reading, effective ensemble technique, and interpretation of various chamber (small group) musical styles, such as the Renaissance Madrigal, motets, part songs, and contemporary chamber music. A minimum of 4 hours of practice each week is required. Repeatable to a maximum of 4 semester hours; 4 semester hours may apply to a degree or certificate. Note: Contact Dr. Mark Lathan, Assistant Professor, at (630) 466-7900, ext. 2501, for audition information. Students must audition in the first week and register by Friday of the first week. Coreq: MUS166.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	8	16	6	19	20
<i>CREDIT HOURS PRODUCED</i>	8	16	6	19	20



<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	94%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 280 – Applied: Composition/Arranging				
<b>COURSE DESCRIPTION</b>	This course provides private instruction in composition individually designed for a student that intends to be a music major and complete an AFA degree. Students concentrate on compositional technique and creative original projects. Repeatable to a maximum of 8 semester hours; 8 semester hours may apply to an AFA or AA degree. Note: Student s skill level will be assessed for appropriate course placement. A total of 16 contact hours are provided per semester. Cost per hour lesson is approximately \$50, which is covered by tuition and course fee. Contact Dr. Mark Lathan, Assistant Professor, (630) 466-7900, ext. 2501. Recommended Prereq: MUS121.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	6	5	7	4	3
<i>CREDIT HOURS PRODUCED</i>	12	10	16	8	6
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 281 – Applied: Piano				
<b>COURSE DESCRIPTION</b>	This course provides private instruction in piano individually designed for a student that intends to be a music major and complete an AFA degree. Students concentrate on technique and repertory commensurate with their current ability. Repeatable to a maximum of 8 semester hours; 8 semester hours may apply to				

	an AFA or AA degree. Note: Student s skill level will be assessed for appropriate course placement. A total of 16 contact hours are provided per semester. Cost per hour lesson is approximately \$50, which is covered by tuition and course fee. Contact Dr. Mark Lathan, Assistant Professor, (630) 466-7900, ext. 2501. Recommended Prereq: One year of piano study.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	2	4	10	7	2
<i>CREDIT HOURS PRODUCED</i>	8	12	20	14	4
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 282 – Applied: Voice				
<b>COURSE DESCRIPTION</b>	This course provides private instruction in voice individually designed for a student that intends to be a music major and complete an AFA degree. Students concentrate on technique and repertory commensurate with their current ability. Repeatable to a maximum of 8 semester hours; 8 semester hours may apply to an AFA or AA degree. Note: Student s skill level will be assessed for appropriate course placement. A total of 16 contact hours are provided per semester. Cost per hour lesson is approximately \$50, which is covered by tuition and course fee. Contact Dr. Mark Lathan, Assistant Professor, (630) 466-7900, ext. 2501.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	8	20	8	16	21
<i>CREDIT HOURS PRODUCED</i>	18	40	18	48	48
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	86%	100%	100%	100%	100%

<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 283 – Applied: Woodwinds				
<b>COURSE DESCRIPTION</b>	This course provides private instruction in woodwinds individually designed for a student that intends to be a music major and complete an AFA degree. Students concentrate on technique and repertory commensurate with their current ability. Repeatable to a maximum of 8 semester hours; 8 semester hours may apply to an AFA or AA degree. Note: Student s skill level will be assessed for appropriate course placement. A total of 16 contact hours are provided per semester. Cost per hour lesson is approximately \$50, which is covered by tuition and course fee. Contact Dr. Mark Lathan, Assistant Professor, (630) 466-7900, ext. 2501.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	1	2	5	0	0
<i>CREDIT HOURS PRODUCED</i>	2	4	10	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	100%	100%	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 284 – Applied: Brass				
<b>COURSE DESCRIPTION</b>	This course provides private instruction in brass individually designed for a student that intends to be a music major and complete an AFA degree. Students concentrate on technique and repertory commensurate with their current ability. Repeatable to a maximum of 8 semester hours; 8 semester hours may apply to an AFA or AA degree. Note: Student s skill level will be assessed for appropriate course placement. A total of 16 contact hours are provided per semester. Cost per hour lesson is approximately \$50, which is covered by tuition and course fee. Contact Dr. Mark Lathan, Assistant Professor, (630) 466-7900, ext. 2501.				

	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	1	4	7	3	6
<i>CREDIT HOURS PRODUCED</i>	2	8	14	6	12
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b><i>ACADEMIC DISCIPLINE AREA</i></b>	Music				
<b><i>COURSE TITLE</i></b>	MUS 285 – Applied: String Instruments				
<b><i>COURSE DESCRIPTION</i></b>	This course provides private instruction in string instruments individually designed for a student that intends to be a music major and complete an AFA degree. Students concentrate on technique and repertory commensurate with their current ability. Repeatable to a maximum of 8 semester hours; 8 semester hours may apply to an AFA or AA degree. Note: Student s skill level will be assessed for appropriate course placement. A total of 16 contact hours are provided per semester. Cost per hour lesson is approximately \$50, which is covered by tuition and course fee. Contact Dr. Mark Lathan, Assistant Professor, (630) 466-7900, ext. 2501. Recommended Prereq: MUS154 or MUS254.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	4	2	11	5	3
<i>CREDIT HOURS PRODUCED</i>	8	4	22	10	6
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				

<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 287 – Applied: Percussion				
<b>COURSE DESCRIPTION</b>	This course provides private instruction in percussion individually designed for a student that intends to be a music major and complete an AFA degree. Students concentrate on technique and repertory commensurate with their current ability. Repeatable to a maximum of 8 semester hours; 8 semester hours may apply to an AFA or AA degree. Note: Student s skill level will be assessed for appropriate course placement. A total of 16 contact hours are provided per semester. Cost per hour lesson is approximately \$50, which is covered by tuition and course fee. Contact Dr. Mark Lathan, Assistant Professor, (630) 466-7900, ext. 2501. Recommended Prereq: One semester of percussion study.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	2	2	9
<i>CREDIT HOURS PRODUCED</i>	0	0	4	8	20
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	100%	100%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 288 – Applied: Audio Production				
<b>COURSE DESCRIPTION</b>	This course provides private instruction in audio production and MIDI programming individually designed for each student s need. Students concentrate on creative musical projects utilizing Waubonsee s recording studios commensurate with their current ability. Note: Student s skill level will be assessed for appropriate course placement. A total of 16 contact hours are provided per semester. Cost per hour lesson is approximately \$50, which is covered by tuition and course fee. Contact Dr. Mark Lathan, Assistant Professor, (630) 466-7900, ext. 2501. Recommended Prereq: MUS211.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>

<i>NUMBER OF STUDENTS ENROLLED</i>	4	2	2	0	1
<i>CREDIT HOURS PRODUCED</i>	8	4	4	0	2
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	0	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 SIU				
<b>ACADEMIC DISCIPLINE AREA</b>	Music				
<b>COURSE TITLE</b>	MUS 296 – Special Topics/Music				
<b>COURSE DESCRIPTION</b>	This course offers in-depth exploration of a special topic, issue or trend in the field of music. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	1	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	3	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	100%	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	7/9/20 EIU 7/20/20 UIC 9/1/20 UIC				
28. How does the data support the course goals? Elaborate.	<p>Faculty course goals: - offering transfer and enrichment classes to prepare students for a career or for entry into third year of undergraduate study</p> <p>Data support these goals, with a spike in enrollment in 2016-2017 and steady enrollment in many courses.</p> <p>The following, does not appear to be presently in agreement with administration goals: - higher enrollment numbers, offering classes which unconditionally transfer to a four-year institution.</p>				

<p>29 What disaggregated data was reviewed?</p>	<p>The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.</p> <p>The following data was reviewed by course:        Credit hours generated        Total students enrolled,        Success rates excluding withdrawals,        Withdrawal rates        Grade distributions        Modalities offered</p> <p>The following data was reviewed by program:        Enrollment        Fall to spring retention        Enrollment by race, gender and age        Degree headcounts        Program's average terms to degree        Percentage of graduates within three years of entry</p>
<p>30. Were there any identifiable gaps in the data? Please explain.</p>	<ul style="list-style-type: none"> <li>• There do appear to be some equity gaps:</li> <li>• Age group: No real equity gap appears here. A great majority of the students enrolling at Waubonsee are in the 18-21 group. This is an institution-wide statistic which matches pretty well with our Music Department numbers.</li> <li>• Gender: This is our largest measurable gap. Waubonsee shows an institution-wide gender distribution of approximately 55% female students, 45% male students enrolled. In the Music Department, however, we have a clear majority of male students enrolling in our classes, perhaps something on the order of a 15-25% difference. The success rate does not reflect these numbers though. In a number of our courses (MUS 100, 101, 110, 120, 121, 123, and 124) the female students have clearly more success, showing anywhere from about a 5% to 20% higher success rate than male students. Male students also have a somewhat higher withdrawal rate.</li> <li>• Race: the institution-wide metrics show approximately 55% of our enrollment identifying as White. This majority is also present in the music class enrollments, but apparently to a higher degree. It's difficult to get exact numbers on the Latinx and African American enrollments in some of our individual courses; many of these numbers are less than ten and thus do not appear in the furnished statistics. We can, however, make a reasonable conclusion that the numbers are lower, even lower than those reflected in the College's general population. Success rates among these three groups appear to be significantly different only in Music 100, with the Hispanic/Latinx and African American demographics showing a slightly lower success rate.</li> </ul>

**GOAL PLANNING**

<p>31. Create or list discipline goals to work on for the next five years. If you have been working on discipline goals, list them and describe progress made on goals. (Goals should be aligned with Educational Affairs Plan)</p>	<p>1) Begin a recruitment plan which involves participation and visitation to local high schools by faculty and current Waubonsee music students. While marketing personnel may be available for recruitment visits, I strongly believe that in music, recruitment by the teachers and current students themselves is the most effective. The teachers can accurately answer topic-specific questions (serious music students often have many of these), and current Waubonsee students can offer a solid frame of peer reference to those considering music study at Waubonsee.</p> <p>2) Create new enrichment courses in line with current trends in music, e.g., Songwriting, Music Business. This will serve not only transfer students, but also CTE students and those looking to advance from study at Waubonsee directly into the workforce.</p> <p>3) Resolve the discrepancy between our published objectives (to prepare students for transfer to a four-year institution) and the limited classes made available to them. The cancelling of core classes has put some of our serious students' academic plans into a state of disarray. I know this from personal conversations with them. It is also quite detrimental to student retention! While our literature and website states that we provide a degree (the Associate of Fine Arts) which would allow our graduates to transfer to a four-year institution as third-year students, our three-year precedent of cancelling several degree-required classes shows us to be a school that can only provide a start to their education but cannot allow them to complete here. We need to either present ourselves as a one-year program (which will no doubt deter more serious students) or begin again to provide that full second year of study.</p>
<p>32. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<p>Resources have been generously allocated to the music theory and keyboard (piano) classrooms which will already greatly improve the quality of our offerings. This could be further amplified by support from the Tutoring Center in the form of funds to hire some of our more advanced music students to offer tutoring in specifically music-related classes, e.g., Music Theory and Class Piano.</p> <p>Planning and support for faculty to take part in recruitment activities, such as visits to feeder high schools and on-campus activities which encourage participation by feeder high school students.</p> <p>Funds to hire our support staff in the Music Department to allow them to cover student office needs (checking out equipment, technical support for recording students not provided by our standard tech support team). At present, there are several “dark times” during daily business hours which hamper the ability of</p>



	<p>students to productively use lab times for which they have paid substantial fees. Support (financial, logistical, staffing) for more faculty and student events on campus. Music is a social art; it must be studied by performing in community activities as well as in the classroom.</p>
<b>REVIEW RESULTS</b>	
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline including anticipated dates.</p>	<ul style="list-style-type: none"> <li>• Spring 2020—due to the COVID-19 pandemic we were unable to form or implement any plans. Process will begin in Fall 2020 provided the State of Illinois is in an advanced enough form of recovery in order to do so</li> <li>• Fall 2020-Spring 2021-- Form a comprehensive assessment schedule and create assessment measures for all courses under review; begin conversations on transfer agreements and pathway proposals</li> <li>• Fall 2021-Spring 2022--Implement the assessment measures and start collecting data; continue conversations on transfer agreements and pathway proposals if necessary; comply with new IAI film course descriptors</li> <li>• Fall 2022-Spring 2023--Reflect on the first year of assessment data; continue collecting assessment data.</li> <li>• Fall 2023-Spring 2024--Implement changes as indicated by the assessment data; continue collecting assessment data.</li> </ul>
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for future modifications.</p>	<p>We find that our general education class offerings (MUS 100 - The Art of Listening, MUS 101 - Musics of the World), ensembles, and primary theory courses (MUS 120 - Elements of Music and MUS 121 - Music Theory 1) have held the steadiest enrollment throughout the five-year period. It seems that we currently serve mostly students who are exploring the music field, not necessarily committed to completing study in it. More aggressive recruiting could bring in more dedicated students and lead to better retention. With that, we would need to reinstate the offer of second year classes toward transfer degrees. This would give students the opportunity to complete their first two years of study here - not just start it - and would lead both to better retention and more degree completion.</p>
<p><b>Responsibility</b> Who is responsible for completing or implementing?</p>	<p>Music faculty including Mark Lathan and Mark Popowitch will be responsible.</p>

<b>Academic Disciplines</b>	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019-2020
<i>DISCIPLINE AREA:</i>	Philosophy
<b>REVIEW SUMMARY</b>	
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.	
How does the discipline contribute to other fields and the mission of the college?	Philosophy is integral to the general education program, and to humanities. Philosophy promotes the free exchange of ideas and the critical examination of commonly held beliefs. This is for the good of a democratic society insofar as it promotes progress in culture and the sciences.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	We are always making quality improvements. This includes working with the college to lower the cost of textbooks and the use of Open Educational Resources (OER) in select sections. In addition, we have met with many of our adjunct faculty to discuss course related matter, as well as with a dual credit high school instructor to discuss consistency and quality of the courses offered at the high school. In addition, individual instructors are continually making changes within individual sections based on student feedback and discussion with other faculty.
<b>REVIEW ANALYSIS</b>	
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.	
<b>Indicator 1: Need</b>	<b>Response</b>
1. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations, meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All

	<p>proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets seven times each semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, the Council approve changes or make recommendations for additional revisions.</p>
<p>2. How will students be informed or recruited for this discipline? (1.2)</p>	<p>Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.</p> <p>Students may be informed and/or recruited about the discipline through the Philosophy Club and the Club Fair held at the beginning of each semester. In the past, events like The Ethics Bowl and The Life Raft Debate have informed students about the discipline and may have recruited them too. The Philosophy Dept. could return to hosting these events to continue recruiting and informing students about the discipline.</p>
<p>3. What if any new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? (1.3)</p>	<p>As discipline faculty members, we are not aware of any such additions.</p>
<p>4. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)</p>	<p>The Philosophy discipline offers ten courses. These courses are PHL 100 (Introduction to Philosophy), PHL 101 (Introduction to Logic), PHL 105 (Introduction to Ethics), PHL 107 (Introduction to Medical Ethics), PHL 110 (Introduction to Critical Thinking), PHL 120 (Introduction to World Religions), PHL 140 (Philosophy of Art), PHL 201 (Ancient and Medieval Philosophy), PHL 202 (Modern Philosophy), PHL 296 (Special Topics for Philosophy). The courses that see the largest enrollment are PHL 100 (Introduction to Philosophy), PHL 120 (World Religions), and PHL 105 (Introduction to Ethics).</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>

<p>5. What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full-time and part-time faculty are maintained for this discipline? (2.1)</p>	<p>The direct costs associated with the program include:</p> <ul style="list-style-type: none"> <li>• Faculty salary and benefits (full-time and part-time)</li> <li>• Instructional supplies</li> <li>• Technology, software and services</li> <li>• Publications and dues</li> <li>• Full-time faculty professional development</li> </ul> <p>The expenses associated with this discipline were calculated by the college as \$1,770.45 per load hour. The average for all disciplines at Waubonsee is \$2,025.7. We are approximately 13% less than the average expenses. When taking into consideration the tuition and fees per load hours, the Philosophy discipline more than pays for its expenses and in fact, provides revenue to the college (even after taking into consideration operating expenses). We have two full-time faculty and on average three part-time faculty. The primary costs are salary and professional development.</p>
<p>6. What steps can be taken to offer curricula more cost-effectively? (2.2)</p>	<p>We work hard at being cost-effective and do not believe further steps are possible.</p>
<p>7. Is there a need for additional resources? (2.3)</p>	<p>We could use additional funds for guest speakers and electronic journals like JSTOR to support our students in their philosophy courses. We could also use additional funds for Philosophy Club events.</p>
<p><b>INDICATOR 3: QUALITY</b></p>	<p><b>RESPONSE</b></p>
<p>8. Discipline Outcomes –What are the expected outcomes of this discipline?</p>	<ol style="list-style-type: none"> <li>1. Use logic to solve problems.</li> <li>2. Evaluate philosophical theories.</li> <li>3. Critically analyze or construct arguments.</li> </ol>
<p>9. What assessment methods are used to ensure learning improvement and student success?</p>	<p>The assessments vary per course, but typically include tests, papers, or presentations.</p>
<p>10. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?</p>	<p>We are currently in the process of implementing the assessment of student learning across course sections. We have not collectively made revisions based on assessment results.</p>
<p>11. How are these results shared with others at the institution for continuous improvement?</p>	<p>Although we haven't had results on assessment, we do meet regularly to discuss continuous improvement.</p>

<p>12. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)</p>	<p>Most of our classes are face-to-face, but four of our courses are offered online or hybrid.</p>
<p>13. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? (3.2)</p>	<p>We currently do not have a method in place to compare success rates of each delivery method.</p>
<p>14. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? (3.3)</p>	<p>Full-time faculty have the opportunity for classroom observations to inform our teaching pedagogy. Adjunct faculty are observed by assistant deans each semester. In addition, course evaluations by students are completed for each course.</p>
<p>15. What professional development is offered for full-time and/or part-time faculty in this discipline? (3.4)</p>	<p>Full-time faculty receive development funds to attend conferences and other types of professional development throughout the year. Waubonsee also has a Department for Faculty Development and Engagement. They offer webinars, workshops and other types of professional development throughout the year. At the beginning of each semester Waubonsee hosts Faculty Development Days. The three-day program offers a variety of professional development opportunities.</p>
<p>16. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last five-year review period? (3.5)</p>	<p>The Philosophy faculty at Waubonsee have not been involved in the IAI panels in the last five years. However, other humanities faculty have participated in the past five years.</p>
<p>17. How does the discipline identify and support "at-risk" students? (3.6)</p>	<p>Waubonsee uses an academic alert system. Students at risk are identified by individual faculty. Faculty enter information into an alert system to share concerns with academic advisors who then contact the students for support.</p>
<p>18. To what extent is the discipline integrated with other instructional programs and or services? (3.7)</p>	<p>Philosophy is integrated into Waubonsee's critical thinking College Learning Outcome. The critical thinking skills learned in Philosophy courses are fundamental to success in the academic and professional worlds. Philosophy courses fulfill the general education humanities requirement. All associates of arts degree students are required to take 9-semester hours of humanities, and associate of science students are required to take 6-semester hours. Philosophy courses meet these requirements.</p>
<p>19. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>In modifying curriculum, faculty review master course outlines to ensure continuous quality improvement of individual courses. Faculty also work with students to identify preferences for course offerings. Regarding curriculum development, faculty review transfer institution courses and IAI designations.</p>

<p>20. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)</p>	<p>Faculty meet to discuss strategies to improve retention.</p>
<p>21. How does the college determine student success in this discipline? (3.10)</p>	<p>In Philosophy, we define success as providing our students with critical thinking skills and new outlooks and perspectives on life. The college determines success through different types of outcomes data including retention and success rates.</p>
<p>22. What are the disciplines strengths?</p>	<p>Philosophy has qualified faculty who are passionate about their subject matter. The skills that we develop in our students are important to personal and professional success. We are very involved in extra-curricular activities such as our Philosophy Club. The club meets regularly to discuss current themes and philosophical theories and topics. Philosophy offers ten courses including a special topics class. Often, the special topics course theme comes from Philosophy Club students.</p>
<p>23. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?</p>	<p>Currently, a faculty member in Philosophy and a second faculty in Humanities proposed to offer a learning community for students. The proposed opportunity, if approved, would combine the expertise of two faculty members from different disciplines to provide innovative learning experiences to our students. This is considered a High Impact Practice (HIP).</p>
<p>24. What are the identified or potential weaknesses of the discipline?</p>	<p>There is a need for tutoring in the Logic and Critical Thinking courses. Our tutoring center isn't able to support students that need additional help in these areas. Full-time faculty do their best to assist students, but more support is needed.</p>
<p>25. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>We think the college should consider employing student tutors. Former successful students could expand the expertise of the tutoring center and help the individual student in their growth and development.</p>
<p>26. List any barriers encountered while implementing the discipline. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>As stated above, we could use some tutoring support for our Logic and Critical Thinking courses.</p>
<p>27. Did the review of Quality result in any actions or modifications? Please explain. (3.11)</p>	<p>The review of this section confirmed that we are supporting our students and providing a quality education.</p>

***Performance and Equity for Academic Disciplines***

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.

<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 100 – Introduction to Philosophy				
<b>COURSE DESCRIPTION</b>	This course provides an overview of the major fields of philosophy including metaphysics, epistemology, logic and ethics. Fundamental questions may include: What is the meaning of life? Does God exist? Are we free? What can we know? What makes a good argument? How should we live? IAI: H4 900.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	516	549	582	574	528
<i>CREDIT HOURS PRODUCED</i>	1551	1647	1749	1728	1593
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	83%	81%	76%	80%	81%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H4 900				
<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 101 – Introduction to Logic				
<b>COURSE DESCRIPTION</b>	This course focuses on the nature of logical inference including both formal and informal reasoning and deductive versus inductive lines of thought. Topics include: 1) the use of symbolic languages to make evident the logical essentials of language and meaning, 2) the essentials of both good and bad arguments, fallacious and non-fallacious reasoning, 3) formal and informal inferences, and 4) the essentials of proof and evidence. This is done through translating ordinary language sentences into their truth-functional form and evaluating the validity of arguments through such things as truth tables and truth trees. IAI: H4 906.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	47	44	44	35	34
<i>CREDIT HOURS PRODUCED</i>	141	132	132	105	102
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING</i>	95%	92%	94%	75%	84%

<i>WITHDRAWALS AND AUDIT STUDENTS</i>					
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H4 906				
<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 105 – Introduction to Ethics				
<b>COURSE DESCRIPTION</b>	A study of the principal ethical theories and concepts of human conduct and character, as well as a critical evaluation of these theories and concepts as they apply to particular moral issues and decisions. Students study ethical theories such as ethical egoism, utilitarianism, Kantianism, virtue ethics, Divine Command Theory, and moral relativism, and consider how these views apply to moral issues related to such topics as suicide, sex and marriage, war, terrorism, legal punishment, animal rights, the environment, and other current moral problems. IAI: H4 904.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	272	269	292	226	203
<i>CREDIT HOURS PRODUCED</i>	816	810	879	678	612
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	87%	91%	85%	88%	89%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H4 904				
<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 107 – Introduction to Medical Ethics				
<b>COURSE DESCRIPTION</b>	This course examines a selection of problems in biomedical ethics, alongside the philosophical issues they raise. A case-based approach will be taken while discussing issues such as the responsibility of health care workers to their patients, truthfulness, confidentiality, informed consent, human research, abortion, euthanasia, death and dying, genetic choices, cloning, stem cell research, organ transplantation, and the allocation of health care resources.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>



<b>NUMBER OF STUDENTS ENROLLED</b>	0	61	86	10	0
<b>CREDIT HOURS PRODUCED</b>	0	186	258	30	0
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	0	89%	89%	100%	0
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	11/5/18 Eastern Illinois University 11/29/18 Illinois State University 10/30/18 Northern Illinois University 11/6/18 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				
<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 110 – Introduction to Critical Thinking				
<b>COURSE DESCRIPTION</b>	This course focuses on the practical value of critical thinking in a variety of personal, professional and social situations. Students study such things as the structure of arguments, the critical analysis and evaluation of arguments, inductive and deductive reasoning, formal and informal logical fallacies, problem solving and decision making, and rhetorical strategies. Specific topics may include critically analyzing advertisements, political speech, debate techniques, gender stereotypes, human psychology, journalistic reporting, criminal investigations, etc. IAI: H4 906.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	135	115	80	67	77
<b>CREDIT HOURS PRODUCED</b>	405	358	243	201	231
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	91%	81%	83%	82%	90%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	IAI: H4 906				
<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 120 – Introduction to World Religions				

<b>COURSE DESCRIPTION</b>	This course gives a philosophical introduction to the comparative study of the major world religions including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. IAI: H5 904N.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	496	533	446	325	292
<i>CREDIT HOURS PRODUCED</i>	1488	1599	1338	975	882
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	89%	86%	85%	81%	75%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI H5 904N				
<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 140 – Philosophy of Art				
<b>COURSE DESCRIPTION</b>	This course examines philosophical issues and theories related to the creation, display, and evaluation of works of art, focusing primarily, but not exclusively, on the tradition of Western art. Emphasis is placed on, but not limited to, the visual arts. Additionally, issues related to defining art, distinguishing good from bad art, forgery, expertise, the art market, authentic performances, etc. are included.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	12	8	13	0	10
<i>CREDIT HOURS PRODUCED</i>	36	24	29	0	30
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	0	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/29/18 Illinois State University 10/30/18 Northern Illinois University 12/20/18 Southern Illinois University 11/6/18 University of Illinois at Chicago 12/13/19 University of Illinois Urbana Champaign				

<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 201 – History of Philosophy: Ancient to Medieval				
<b>COURSE DESCRIPTION</b>	This course introduces students to the Western tradition of philosophical thinking, beginning with its origins in ancient Greece and ending with the developments in Medieval Philosophy. Emphasis is placed on an analysis and understanding of each significant period of philosophical development, including the concepts of historically important philosophers, the connection among philosophical theories and their historical developments, and their influence on each other. IAI: H4 901.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	9	9	9	0
<i>CREDIT HOURS PRODUCED</i>	0	27	27	27	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	89%	100%	88%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H4 901				
<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 202 – History of Philosophy: Modern Philosophy				
<b>COURSE DESCRIPTION</b>	This course introduces students to the Western tradition of philosophical thinking, beginning with developments during Early Modernity and ending with 20th century and contemporary philosophy. Emphasis is placed on an analysis and understanding of each significant period of philosophical development, including the concepts of historically important philosophers, the connections among philosophical theories, their historical developments, and their influence upon each other. IAI: H4 902.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0

<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: H4 902				
<b>ACADEMIC DISCIPLINE AREA</b>	Philosophy				
<b>COURSE TITLE</b>	PHL 296 – Special Topics for Philosophy				
<b>COURSE DESCRIPTION</b>	The course offers in-depth exploration of a special topic, issue or trend in the field of philosophy. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	1	9	0
<i>CREDIT HOURS PRODUCED</i>	0	0	3	27	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	100%	100%	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	11/5/18 Eastern Illinois University 11/29/18 Illinois State University 10/30/18 Northern Illinois University 12/20/18 Southern Illinois University 11/6/18 University of Illinois at Chicago 10/30/18 University of Illinois Urbana Champaign				
28. How does the data support the course goals? Elaborate.	The data supports our student success goals. The average success rate over the last five years was 80% or higher.				
29. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.  The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered				

	<p>The following data was reviewed by program:</p> <ul style="list-style-type: none"> <li>Enrollment</li> <li>Fall to spring retention</li> <li>Enrollment by race, gender and age</li> <li>Degree headcounts</li> <li>Program's average terms to degree</li> <li>Percentage of graduates within three years of entry</li> </ul>
30. Were there any identifiable gaps in the data? Please explain.	The data supports our student success goals. The average success rate over the last five years was 80% or higher.
<b><i>GOAL PLANNING</i></b>	
31. Create or list discipline goals to work on for the next five years. If you have been working on discipline goals, list them and describe progress made on goals. (Goals should be aligned with Educational Affairs Plan)	<p>Goal 1: Incorporate high impact practices in our courses including learning communities.</p> <p>Goal 2: Research service learning projects to include in our courses.</p> <p>Goal 3: Attend professional development opportunities through Faculty Development and Engagement or Professional Development conferences in the discipline.</p>
32. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	Continue to provide faculty development funds to attend professional conferences. Release time and/or stipends for creating and implementing high impact practices would be appreciated.
<b><i>REVIEW RESULTS</i></b>	
<b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline including anticipated dates.	<p>Fall 2020-Learning Communities: pilot learning community in humanities/philosophy course.</p> <p>Spring 2021-Learning Communities: apply to teach one of three college learning community offerings.</p> <p>Fall 2019-Spring 2020-Service Learning: Research high impact practice</p>
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for future modifications.	We support the general education core curriculum for our transfer students interested in bachelor's degree completion. Philosophy is the foundation of the humanities discipline that prepares students with critical thinking skills. The review findings confirm that we are preparing our students for success both personally and professionally. We prioritize teaching and learning for our students and future modifications will include improvements to our courses by embedding high impact practices.
<b>Responsibility</b>	Full-time faculty are responsible for completing and

Who is responsible for completing or implementing?	implementing discipline goals.
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<b><i>Academic Disciplines</i></b>	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	2019-2020
<i>DISCIPLINE AREA:</i>	Theater
<b><i>REVIEW SUMMARY</i></b>	
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.	
How does the discipline contribute to other fields and the mission of the college?	Theater 100 Theater Appreciation and 130 Diversity in American Theater fulfil the fine arts requirement for the AA and AS degree. Theater 130 also meets the college's diversity requirement. In addition, this discipline contributes to the College Learning Outcomes in Critical Thinking.
<b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.	In the past five years we reviewed course descriptions, created outcomes and assured that they were aligned.
<b><i>REVIEW ANALYSIS</i></b>	
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.	
<b>Indicator 1: Need</b>	<b>Response</b>
1. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an

	<p>opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets seven times each semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs. Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.</p>
<p>2. How will students be informed or recruited for this discipline? (1.2)</p>	<p>Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.</p>
<p>3. What if any new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? (1.3)</p>	<p>No new transfer degrees or major options were added/deleted during the last review period.</p>
<p>4. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)</p>	<p>This discipline offers six courses: THE100-Theater Appreciation, THE110-The Art of Oral Interpretation, THE130-Diversity in American Theater, THE-201 Fundamentals of Acting I, THE202-Fundamentals of Acting II, THE296-Special Topics. THE100 has the largest enrollment of students. In the past five years the course enrolled 233 students which is between 40-50 students per year.</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>
<p>5. What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full-time and part-time faculty are maintained for this discipline? (2.1)</p>	<p>The direct costs associated with the program include:</p> <ul style="list-style-type: none"> <li>• Faculty salary and benefits (full-time and part-time)</li> <li>• Instructional supplies</li> <li>• Technology, software and services</li> <li>• Publications and dues</li> <li>• Full-time faculty professional development</li> </ul> <p>The Theater Discipline does not employ a full-time faculty member. There is one adjunct faculty member that teaches theater courses. The costs for this discipline last year were \$10,170.55 and included adjunct salary and departmental expenses. The prefix cost per load hour is \$847.55 which is 68% lower than the average cost of \$2025.27 per load hour.</p>
<p>6. What steps can be taken to offer curricula more cost-effectively? (2.2)</p>	<p>The Theater curricula is cost effective in practice.</p>



7. Is there a need for additional resources? (2.3)	There is a need for Educational Access to Amazon Prime and Netflix for viewing movies.
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
8. Discipline Outcomes –What are the expected outcomes of this discipline?	<ol style="list-style-type: none"> <li>1. Communicate theories, perspectives, principles, and concepts of Theater.</li> <li>2. Create competent messages appropriate to the audience, purpose, and context in Theater.</li> <li>3. Critically analyze messages and meanings in Theater.</li> </ol>
9. What assessment methods are used to ensure learning improvement and student success?	Assessment methods in Theater courses include essays and class discussions. Evaluate acting performance based on in-class activities.
10. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?	Curriculum revisions have not been made based on assessment of student learning. Formative assessment is actively used in performance courses.
12. How are these results shared with others at the institution for continuous improvement?	Results are shared with the Assistant Dean of the Division.
12. Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)	The Theater discipline is offered in a face-to-face format.
13. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? (3.2)	The discipline only offers Theater courses in one method.
14. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? (3.3)	All classes administer end of course student evaluations. Adjunct instructors are observed by the Assistant Dean of the division.
15. What professional development is offered for full-time and/or part-time faculty in this discipline? (3.4)	Full-time and part-time faculty are encouraged to attend the Faculty Development Days which occur the three days prior to fall and spring semester. In addition, Waubonsee has the Department of Faculty Development and Engagement (FDE). FDE offers webinars and workshops throughout the year on teaching and learning topics.

<p>16. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last five-year review period? (3.5)</p>	<p>Theater program faculty have not been involved in IAI panel reviews for courses in this discipline over the last five-year review period.</p>
<p>17. How does the discipline identify and support “at-risk” students? (3.6)</p>	<p>At-risk students are identified through non-attendance or poor performance and now identified earlier in the semester through the early academic alert process. At-risk students are encouraged by the faculty to talk about what is getting in their way of success in the course. The faculty member tries to support the student when applicable or refer to other professionals and resources on campus or online (i.e. Smart Thinking tutoring).</p>
<p>18. To what extent is the discipline integrated with other instructional programs and or services? (3.7)</p>	<p>The Theater Appreciation course is integrated into the general education requirements of the college and most are IAI articulated to transfer to other colleges in the state of Illinois.</p>
<p>19. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>Curriculum hasn't been modified in the past five years. If curriculum were to be developed or modified, curriculum from other institutions would be reviewed.</p>
<p>20. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)</p>	<p>Theater courses have high retention and success rates. If rates were low, additional assessment strategies would be put into place to determine if curricular changes are necessary.</p>
<p>21. How does the college determine student success in this discipline? (3.10)</p>	<p>The College determines success through assessment, grades and retention.</p>
<p>22. What are the disciplines strengths?</p>	<p>The instructor comes from a professional background as an actor and can share real world experiences. In addition, the discipline provides students opportunities for social awareness and increased communication skills which is incorporated into every course.</p>
<p>23. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?</p>	<p>The faculty teaches every class with a focus on film, television and theater. Students learn that film is another venue for theater. We have an adjunct faculty member who is currently a practicing actor in various formats as theater, movies and television series. This practitioner helps to bring in a current perspective in the acting world.</p>
<p>24. What are the identified or potential weaknesses of the discipline?</p>	<p>There isn't a full-time faculty member in this discipline. The facilities are outdated and need improvements to bring it to current standards. Another weakness is dual use of the theater space. It should be reserved for classes and rehearsals. Often the course is asked to move for another discipline. It is difficult to teach a theater class in a traditional classroom.</p>

25. Describe actions that can be implemented to turn potential weaknesses into strengths.	Waubonsee should consider hiring a full-time faculty member in the future based enrollment trends. The facilities will be updated in the 2020 year with a remodel of the entire Von Ohlen building.
26. List any barriers encountered while implementing the discipline. Please consider the following: retention, placement, support services, course sequencing, etc.	Barriers were not encountered while implementing this discipline.
27. Did the review of Quality result in any actions or modifications? Please explain. (3.11)	Actions or modifications were not identified in this review.

<b>Performance and Equity for Academic Disciplines</b>					
Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
<b>ACADEMIC DISCIPLINE AREA</b>	THEATER				
<b>COURSE TITLE</b>	THE 100 – THEATRE APPRECIATION				
<b>COURSE DESCRIPTION</b>	This course introduces students to theatre as an art form: the play, playwright, acting, directing, and the production elements of lighting, set design, costumes, make up, props, sound and theatre management. Students also study the relationship between playwrights' lives and their societies throughout history. IAI: F1 907.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<b>NUMBER OF STUDENTS ENROLLED</b>	44	40	49	51	49
<b>CREDIT HOURS PRODUCED</b>	132	123	147	159	147
<b>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</b>	100%	100%	100%	82%	100%
<b>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</b>	IAI: F1907				
<b>ACADEMIC DISCIPLINE AREA</b>	THEATER				
<b>COURSE TITLE</b>	THE 110 – THE ART OF ORAL INTERPRETATION				

<b>COURSE DESCRIPTION</b>	This course examines and explores literature from an oral performance perspective. Literary selections include the short story, poetry, prose, drama, and nonfiction. Emphasis is placed on the development of the human voice and the use of bodily movement as instruments to be used by the interpreter of literature using various organization, structure or styles. Incorporating the study of social and cultural contexts of literature is a primary part of a pre-performance analysis and complements the oral interpretation. IAI: TA 916.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	10	10	0	0	0
<i>CREDIT HOURS PRODUCED</i>	30	30	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: TA916				
<b>ACADEMIC DISCIPLINE AREA</b>	THEATER				
<b>COURSE TITLE</b>	THE 130 – DIVERSITY IN AMERICAN THEATRE				
<b>COURSE DESCRIPTION</b>	This course examines American dramas and dramatists that reflect the racial, immigrant and minority experience in the U.S. The study includes an analysis of themes, conflicts and racial/ethnic/minority characterizations in a historical, social and cultural contexts. The course demonstrates how theatre as an art forms, reflects and comments on society using diverse perspectives. IAI: F1 909D.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	22	14	15	0	0
<i>CREDIT HOURS PRODUCED</i>	66	42	45	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	0	0

<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: F1909D				
<b>ACADEMIC DISCIPLINE AREA</b>	THEATER				
<b>COURSE TITLE</b>	THE 201 – FUNDAMENTALS OF ACTING I				
<b>COURSE DESCRIPTION</b>	This course introduces the beginning actor to acting theories that include but are not limited to the methods of Stanislavski and Uta Hagen. Stage terms, stage movement, character development, improvisation, memory, and scene work make up the major content of the course. Emphasis is also given to the development of observation and critique, sense and emotion memory, focus, and concentration. Recommended Prereq: THE110. IAI: TA 914.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	14	12	17	10	39
<i>CREDIT HOURS PRODUCED</i>	42	36	51	30	117
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	100%	67%	100%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI:TA914				
<b>ACADEMIC DISCIPLINE AREA</b>	THEATER				
<b>COURSE TITLE</b>	THE 202 – FUNDAMENTALS OF ACTING II				
<b>COURSE DESCRIPTION</b>	This continuation of THE201 is designed for the serious acting student who wishes to pursue acting for performance, for theatre education or wishes to continue to develop their craft. Analysis of play text includes intention, scoring/subtext, and tempo. Incorporated in the scene work are techniques for developing contemporary and classical characters for the stage including social or cultural issues. Recommended Prereq: THE110; THE201.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	13	11	0	0	0

<i>CREDIT HOURS PRODUCED</i>	39	33	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	100%	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	8/13/20 UIUC				
<b>ACADEMIC DISCIPLINE AREA</b>	THEATER				
<b>COURSE TITLE</b>	THE 296 – SPECIAL TOPICS/THEATRE				
<b>COURSE DESCRIPTION</b>	This course offers in-depth exploration of a special topic, issue or trend in the theatre field. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>AY 14/15</i>	<i>AY 15/16</i>	<i>AY 16/17</i>	<i>AY 17/18</i>	<i>AY 18/19</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	0	0	0	0	0
<i>CREDIT HOURS PRODUCED</i>	0	0	0	0	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	0	0	0	0	0
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>					
28. How does the data support the course goals? Elaborate.	The data represents the course goals by primarily offering the introductory course, which also has the highest enrollment. All theatre courses have an exceptional success rate and a very small withdrawal rate when they are offered.				
29. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.  The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates				

	<p>Grade distributions Modalities offered</p> <p>The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry</p> <p>Equity data for all above was provided for courses with enrollment of 10 or more students.</p>
<p>30. Were there any identifiable gaps in the data? Please explain.</p>	<p>The THE 100 class has been successfully offered each fiscal year. Some of the other classes have not been offered every fiscal year, causing gaps in the data. This could be due to low enrollment in the courses, or not having adjuncts to teach the courses, as there are no full-time faculty teaching in this program. For example, THE 101 and THE 201 have been offered consistently over the past five fiscal years, but THE 130, 110 and 202 have not been offered for the past three, two and three fiscal years, respectively.</p>
<p><b><i>GOAL PLANNING</i></b></p>	
<p>31. Create or list discipline goals to work on for the next five years. If you have been working on discipline goals, list them and describe progress made on goals. (Goals should be aligned with Educational Affairs Plan)</p>	<p>Theater needs to formalize the process of the assessment of student learning.</p>
<p>32. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<p>Support is needed from the Assistant Dean or Dean of the Division to help with assessment.</p>
<p><b><i>REVIEW RESULTS</i></b></p>	
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline including anticipated dates.</p>	<p>1. The adjunct faculty member will meet with the Assistant Dean of the Division to create an assessment plan and report findings. This review will take place by May 1, 2021.</p> <p>2. Review the courses that have not been offered in the past three years to consider if they are still needed. If not, courses will be</p>

	withdrawn through the Waubonsee's Curriculum Council. This review will take place by December 1, 2020.
<b>Rationale</b> Provide a brief summary of the review findings and a rationale for future modifications.	The theater discipline provides interested students the opportunity to learn about theater while meeting the fine arts requirement for the AA or AS degree. The discipline's enrollment is low with only two courses offered in FY19. The total enrollment for the year was 88 students. Student interest over the last five years has declined. Courses that run more consistently are Theater 100 Theater Appreciation and Theater 201 Acting I, both are IAI courses. Courses without the IAI designation such as, Theater 202 Acting II, have not been offered since FY15 and therefore, should be evaluated.
<b>Responsibility</b> Who is responsible for completing or implementing?	The dean of the division.



<b>Career &amp; Technical Education</b>				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018-2019		
<b>PROGRAM IDENTIFICATION INFORMATION</b>				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Marketing Certificate	Cert	18	52.1801	The Marketing Certificate was stackable within Waubonsee's previous AAS in Marketing Degree. The degree was withdrawn in fall 2018.
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		<input type="checkbox"/> Continued with Minor Improvements  Since the last review, the AAS in Marketing was withdrawn because the College began offering an AAS in Business Administration with a track and a certificate in marketing. The official withdrawal date was fall 2018. The marketing courses were not withdrawn and remained in the course catalog and as a part of the marketing track in the AAS in Business and in the Marketing Certificate. Waubonsee offers four marketing courses including Marketing 200 Principles of Marketing, Marketing 210 Principles of Selling, Marketing 215 Principles of Advertising and Marketing 260 Consumer Behavior. The principles of Advertising course is IAI: MC912. In spring 2010 the marketing certificate was 21 semester hours in length and included a business mathematics course. In 2011, certificate requirements were updated to eliminate the mathematics course which was determined unnecessary. The certificate has been 18 semester hours in length since 2011. In 2015, the Accounting faculty made program changes that affected the marketing certificate. Based on these changes, requirements were updated from ACC120 Financial Accounting or ACC115 Fundamentals of Accounting to ACC101 Introduction to Accounting or ACC202 Financial Accounting.		

<p><b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p>	<p>Steven Skaggs, Professor, Business/Information Systems Paula Hladik, Professor, Business Kathleen Gorski, Dean for Learning Outcomes, Curriculum and Program Development.</p>
<p><b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (I.e. Student Support Services, students, employees etc.)</p>	<p>The marketing certificate will be a topic on future program advisory meetings to include employers in this process.</p>
<p><b><i>CTE PROGRAM REVIEW ANALYSIS</i></b> Complete the following fields and provide concise information where applicable. Please summarize the data to completely answer the questions.</p>	
<p>Were pre-requisites for this program (course, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>The marketing certificate program courses do not require pre-requisites. The certificate program is comprised of six courses: ACC101 Introduction to Accounting or ACC202 Financial Accounting; BUS100 Introduction to Business; CIS 110 Business Information Systems; MKT 200 Principles of Marketing; MKT 210 Principles of Selling; and MKT 260 Consumer Behavior. MKT 200 has a recommended pre-requisite of BUS100. Otherwise, courses can be taken in any order.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The marketing certificate is 18.0 total hours and does not go beyond 30 hours.</p>
<p><b><i>INDICATOR 1: NEED</i></b></p>	<p><b><i>RESPONSE</i></b></p>
<p>1. What is the labor market demand for this program? (1.1)</p>	<p>Current labor market data for marketing professions indicate that a bachelor's degree is preferred for employment in traditional marketing careers. Our program is currently listed with a CIP code that prepares for 23 occupations including the following related to marketing positions: Demonstrators and Product Promoters, Telemarketers and Sales and Related Workers. The demand for the occupation in this CIP code in 2019 is 1% below the National average. The expected growth in these jobs is -0.1%. This represents the loss of 465 jobs in our region.</p>
<p>2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>The demand from 2019 to 2024 in the areas aligned with our CIP code is as follows: Demonstrators and Product Promoter positions anticipate an 8% growth in the next five years which is an increase of 114 positions. Telemarketing positions will see a decrease of 9% over the next five years with a reduction of 388 positions. Sales and Related Worker positions expect to increase 5% or 72 additional positions.</p>

<p>3. What labor market information sources are utilized? (1.3)</p>	<p>Waubonsee works with EMSI, an economic modeling software that combines data from multiple sources including the Board of Labor Statistics and the U.S. Department of Education's National Center for Education Statistics.</p>
<p>4. How does the institution/program ensure that there is a sufficient pipeline or enrollment of student to fulfill the labor market need? (I.e. how/where are students recruited for this program?) (1.4)</p>	<p>Students are not actively recruited for this certificate program. The marketing certificate is aligned with our Business A.A.S. and students are recruited by our admissions department in high schools, tours of our campus and advertising. Faculty participate in recruiting events such as the annual college nights, exploring majors fairs, and college open houses.</p>
<p>5. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Several processes are in place to determine programmatic needs and changes for programs. Faculty participate in state and national organizations, meeting several times a year, and learn trends and changes in curriculum. Each AAS program hosts two Program Advisory Meetings per year to stay informed of industry needs. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Faculty collaborate with their deans on curricular changes that address program needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets seven times each semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions.</p>
<p>6. Did the review of <b>program need</b> result in actions or modifications? (i.e. closing the program, expanded industry, partnerships, revised recruitment, reducing/expanding program offerings?) Please explain. (1.6)</p>	<p>Based on the information regarding labor market demand, the faculty and dean of the division are considering closing the program.</p>
<p><b>INDICATOR 2: COST EFFECTIVENESS</b></p>	<p><b>RESPONSE</b></p>

<p>7. How does the institution assess cost-effectiveness for CTE programming? Consider: What are the costs to the institution associated with this program, how do costs compare to other similar programs on campus? How is the college paying for this program and its costs (e.g. grants, etc.)? (2.1)</p>	<p>Currently, costs for each CTE programs are calculated for the program review process and include full-time and part-time faculty salary and departmental instructional expenses and a cost per load hour comparison with other CTE programs and Disciplines. One of our full-time business faculty who taught our marketing courses recently retired. Based on last year's costs and a portion of the full-time faculty salary for marketing courses, the cost for this certificate is \$1,333.93 per load hour. This is 40% less than the average load hour across Waubonsee which is \$2247.37. The college is paying for the costs of this program with tuition revenue.</p>
<p>8. 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. (2.2)</p>	<p>This program is not offset by grant funding.</p>
<p>9. What are ways that the college will be increasing the cost-effectiveness of this program? (2.3)</p>	<p>This certificate is cost effective based on data provided.</p>
<p>10. What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program? (2.4)</p>	<p>The costs to students in this program include tuition, fees and other supplies. In-District rates at Waubonsee are \$130 per semester hour. The total cost for this 18.0 semester hour certificate is \$2484.00 for in-district tuition. Each student is charged \$8 per semester hour for student fees which are used to support a variety of educational, scholarship, social, recreational, club and entertainment programs. Other costs students need to consider are books, transportation and personal budgets.</p>
<p>11. Did the review of <b>program cost</b> result in any actions or modifications? Please explain. (2.5)</p>	<p>The review of cost did not result in any actions or modifications.</p>
<p><b>INDICATOR 3: QUALITY</b></p>	<p><b>RESPONSE</b></p>
<p>12. Program Outcomes: What are the expected outcomes of the program?</p>	<ol style="list-style-type: none"> <li>1. Discuss the role of marketing within an organization</li> <li>2. Analyze ethical issues as they apply to business administration</li> <li>3. Develop a marketing plan based on research that employs an effective marketing strategy</li> </ol>
<p>13. What assessment methods are used to ensure student success? (3.17)</p>	<p>Instructors in the program utilize a variety of assessment methods including, but not limited to quizzes, exams, reports, papers, internships, and presentations.</p>
<p>14. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?</p>	<p>Curriculum revisions have not been made based on the assessment of student learning.</p>

<p>15. How are these results shared with others at the institution for continuous improvement?</p>	<p>Results of program review are shared with the Waubonsee Community on our Faculty Development and Engagement website.</p>
<p>16 What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>MKT200 Principles of Marketing, MKT210 Principles of Selling and MKT260 Consumer Behavior are offered in both an online and in a face-to-face modality. MKT215 Principles of Advertising is only offered in a face-to-face modality. The program compares success rates in the aggregate. Our institutional effectiveness office is currently working on reports that will provide success data by modality.</p>
<p>17 Is this program part of a Program of Study as defined by Perkins V and approved by ICCB? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element? (3.4)</p>	<p>The Marketing Certificate is not a part of a Program of Study as defined by Perkins V and approved by ICCB.</p>
<p>18. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<p>The certificate program does not meet the definition of a career pathway program.</p>
<p>19. What innovations that contribute to quality or academic success have been implemented within this program that other colleges would want to learn about? (3.6)</p>	<p>The full-time faculty member who taught marketing retired and the decision as to whether or not to replace her has been placed on an indefinite hold. At this point, there is not a faculty member who would be able to share innovations with other colleges.</p>
<p>20 Are there dual credit opportunities? If so, please list offerings and the associated high schools. (3.7)</p>	<p>None of our marketing courses are offered for dual credit at area high schools at this time.</p>
<p>21. Please identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.8)</p>	<p>Students are encouraged to participate in internships. These internships provide real-world opportunities to learn and develop their resumes. A greater emphasis on marketing these internships could lead to greater participation.</p>

<p>22. 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). (3.9)</p>	<p>Industry accreditation is not required for this program.</p>
<p>23. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>Industry-recognized credentials are not embedded within this program.</p>
<p>24. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>The marketing certificate is not an apprenticeship program.</p>
<p>25. If applicable, please list the licensure examination pass rate. (3.12)</p>	<p>The marketing certificate doesn't require a licensure examination.</p>
<p>26. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)</p>	<p>We do not have any current articulation or cooperative agreements in place for this program.</p>
<p>27. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.14)</p>	<p>Currently, no such partnerships have been created, but the advisory committee meetings may lead to such going forward.</p>
<p>28. What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed? (3.15)</p>	<p>Waubonsee provides face-to-face training sessions, e-learnings, job aids and one-on-one appointments to all employees of the college. Topics include Canvas (LMS) training and support, instructional design, and classroom management strategies. In addition, Faculty Development Days are offered for faculty at the beginning of each semester which provides three days of professional development opportunities. Full-time faculty are also provided with professional development funds to attend discipline-specific meetings and conferences provided by outside organizations. Several new positions were recently created to focus on faculty development at the College. These include a Dean of Faculty Development, an Assistant Dean for Online Learning and Flexible Delivery and three faculty liaisons to focus on faculty development and engagement. Professional development needs are currently being met.</p>
<p>29. What is the status of the current technology and equipment used for this program? (3.16)</p>	<p>We believe that the status of the current technology and equipment is up to date.</p>

<p>30. How satisfied are students with their preparation for employment? (3.18)</p>	<p>There have been very few students who have completed the program, likely in part due to the lack of career opportunities for those with only a certificate.</p>
<p>31. How is student satisfaction information collected? (3.19)</p>	<p>The information is gathered in an informal manner through discussions with students. Should this certificate continue, a formal process should be developed.</p>
<p>32. How are employers engaged in this program? (Curriculum design, review, placement, work-based learning opportunities) (3.20)</p>	<p>Employers are on campus twice per year in the advisory committee meetings and are encouraged to make recommendations if they supervise interns.</p>
<p>33. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.21)</p>	<p>Frankly, the advisory committee is new, and we have yet to spend much time discussing the marketing certificate. Should we continue offering it, we will spend some time in a future meeting asking for more employer input on the program.</p>
<p>34. How satisfied are employers in the preparation of the program's graduates? (3.22)</p>	<p>This is undetermined. We have very few graduates or employer relationships for this program.</p>
<p>35. How is employer satisfaction information collected? (3.23)</p>	<p>Waubonsee does not have a formal process to collect employer satisfaction. Current methods are informal.</p>
<p>36. What are the program's strengths? (3.1)</p>	<p>The program curriculum is solid and up to date. Recently, an emphasis was placed on social media and online marketing that has become more common in industry.</p>
<p>37. What are the identified or potential weaknesses of the program? (3.2)</p>	<p>The certificate program is lacking a full-time faculty member, and this is a tremendous weakness.</p>
<p>38. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>Hiring a full-time faculty member to replace the one who retired would turn this weakness into a strength, but the dean recommended that this position replacement be placed on an indefinite hold, so it is not clear that step will be taken, and if so, when.</p>
<p>39. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>A barrier to this program is placement. Placement is difficult as the data shows that most positions in marketing required bachelors or advanced degrees.</p>

<p>40. Did the review of program quality result in any actions or modifications? Please explain. (3.24)</p>	<p>The review of quality did not result in any actions or modifications.</p>				
<p><b>Performance and Equity</b></p> <p>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.</p>					
<p><i>CTE PROGRAM</i></p>	<p>Marketing Certificate</p>				
<p><i>CIP CODE</i></p>	<p>52.1801</p>				
	<p>AY14/15</p>	<p>AY15/16</p>	<p>AY16/17</p>	<p>AY17/18</p>	<p>AY18/19</p>
<p><i>NUMBER OF STUDENTS ENROLLED</i></p>	<p>5</p>	<p>3</p>	<p>3</p>	<p>1</p>	<p>1</p>
<p><i>NUMBER OF COMPLETERS</i></p>	<p>0</p>	<p>1</p>	<p>0</p>	<p>0</p>	<p>0</p>
<p><i>OTHER (PLEASE IDENTIFY)</i></p>					
<p>41. How does the data support the program goals?</p>	<p>The program has not prepared goals at this time. However, based on the data, the number of students enrolled and completing this program do not meet expectations.</p>				
<p>42. What disaggregated data was reviewed?</p>	<p>The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.</p> <p>The following data was reviewed by course:            Credit hours generated            Total students enrolled,            Success rates excluding withdrawals,            Withdrawal rates            Grade distributions            Modalities offered</p> <p>The following data was reviewed by program:            Enrollment            Fall to spring retention            Enrollment by race, gender and age            Degree headcounts            Program's average terms to degree            Percentage of graduates within three years of entry</p> <p>We also looked at a program comparison report to detail students enrolled officially in the program compared to the Waubonsee population at large.</p>				



43. Were there gaps in the data? (Please explain)	There were no identifiable gaps in the data.
44. What is the college doing to overcome any identifiable gaps?	There weren't any identifiable gaps.
45. Are the students served in this program representative of the district population? (Please explain.)	Currently, there is only one student enrolled in the program and one student cannot represent the entire Waubonsee district population.
<b>Goal Planning / Review Results</b>	
46. Create or list program goals to work on for the next five years. If you have been working on program goals, list them and describe progress made on goals.	It is likely this program will be discontinued, so at this time, it would seem unnecessary to answer this question.
47. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	It is likely the program will be discontinued, so at this time, it would seem unnecessary to answer this question.
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input checked="" type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the action chosen.	The lack of demand for students with only marketing certificates.
<b>Intended Action Steps</b> What are the action steps resulting from this review? <b>Please detail a timeline and/or dates for each step.</b>	A meeting will be held in which it will be determined whether or not to withdraw the certificate.

<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	The dean and faculty.
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<b>Career &amp; Technical Education</b>				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018-2019		
<b>PROGRAM IDENTIFICATION INFORMATION</b>				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Registered Nursing	AAS	67	51.3801	The nursing program does not have any stackable certificate programs.
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		<input type="checkbox"/> Continued with Minor Improvements  Curriculum changes (add) from our accreditation review.		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.		Marjie Schoolfield Associate Professor, Nursing/Program Director Tracy Limbrunner, Associate Professor, Nursing Laurel Krueger, Assistant Professor, Nursing Sharon Erickson, Assistant Professor, Nursing Kathy Hodur, Assistant Professor, Nursing Monica Smogur, Nursing Instructor Joshua Brown, Nursing Instructor Christina Cicero, Nursing Instructor		
<b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (I.e. Student Support Services, students, employees etc.)		Faculty Dean for Learning Outcomes, Curriculum, and Program Development Dean for Health Professions and Public Service		
<b>CTE PROGRAM REVIEW ANALYSIS</b>				
Complete the following fields and provide concise information where applicable. Please summarize the data to completely answer the questions.				

<p>Were pre-requisites for this program (course, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Yes, course pre-requisites were evaluated as part of the program review. Because of this review, the 5-year time limit on completing Biology (Anatomy and Physiology) classes within five years of start of the program was removed. Findings indicated there is no correlation to the length of time passed between taking these Biology courses and the start of the program in students' success in the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>In order to provide a comprehensive nursing program, there are 2 years of nursing classes/ clinicals that are each 5 semester hours</p>
<p><b>INDICATOR 1: NEED</b></p>	<p><b>RESPONSE</b></p>
<p>1. What is the labor market demand for this program? (1.1)</p>	<p>According to labor market reports there will be a 5.6% growth in Nursing positions in the Waubonsee regions and a 7.7% growth in the nation between 2019 and 2024.</p>
<p>2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<ol style="list-style-type: none"> <li>1. How has the demand changed in the past five years?</li> <li>2. From 2013-2018 occupational demand grew by approximately 11%. Hourly average wages during the same time grew by approximately \$2.00 per hour above the national average for nursing. The projection of growth for the next 5 years (2018-2023) for registered nursing positions is approximately 6%. The Waubonsee area is on pace with the region and state for the next five-year projection</li> <li>3. Between (2013-2018) job numbers for registered nurses in the Waubonsee area increased in the region – by 9400 jobs and in the Waubonsee district by 237 jobs. The number of projected jobs for (2018-2023) is expected to grow by 5,600 jobs in the region and 189 jobs for registered nurses in the Waubonsee district</li> <li>4. The average individual living wage is \$35.75 for registered nurses which is nearly 200% above the local average individual living wage of \$12.53</li> </ol>
<p>3. What labor market information sources are utilized? (1.3)</p>	<p>Labor market sources: We use an economic modeling software called EMSI. EMSI uses a variety of sources of data to provide us with a comprehensive look at the need for our programs. They look at Government data sources such as the Quarterly Census of Employment and Wages (QCEW) and the Current Employment Statistics (CES). Both sources are from the Bureau of Labor Statistics. EMSI also looks at job postings, and college enrollment and completion in degree programs.</p>

<p>4. How does the institution/program ensure that there is a sufficient pipeline or enrollment of student to fulfill the labor market need? (I.e. how/where are students recruited for this program?) (1.4)</p>	<p>Recruitment for students for the nursing program is done through several college venues and include:</p> <ul style="list-style-type: none"> <li>Career Technical Education (CTE) Showcase</li> <li>Health Career Day</li> <li>High School Health fair</li> <li>Exploring Majors Fair</li> <li>Community Open Houses</li> </ul> <p>Several processes are in place to determine programmatic needs and changes for the AA, AS, and AAS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty collaborate with their deans on curricular changes that address program and discipline needs. Deans and faculty also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the Curriculum Council. Curriculum originators meet with a variety of departments on campus to provide an opportunity for feedback related to the intended changes. Curriculum Council meets twice per month in the fall and spring semester, and is comprised of program faculty, academic deans and other staff directly involved with curriculum. The council is chaired by the Vice President of Educational Affairs.</p>
<p>5. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Several processes are in place to determine programmatic needs and changes for academic programs. Faculty participate in state and national organizations, meeting several times a year, and learn trends and changes in curriculum. Faculty then collaborate with their deans on curricular changes that address program needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets seven times each semester, and is comprised of program faculty, academic</p>

	deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs. Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
6. Did the review of <b>program need</b> result in actions or modifications? (i.e. closing the program, expanded industry, partnerships, revised recruitment, reducing/expanding program offerings?) Please explain. (1.6)	No modifications - Perhaps this response will change with accreditation findings.
<b>INDICATOR 2: COST EFFECTIVENESS</b>	<b>RESPONSE</b>
7. How does the institution assess cost-effectiveness for CTE programming? Consider: What are the costs to the institution associated with this program, how do costs compare to other similar programs on campus? How is the college paying for this program and its costs (e.g. grants, etc.)? (2.1)	Faculty review ways to keep costs stable and look for ways to reduce whenever possible.
8. 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. (2.2)	The costs for nursing are not offset by grant funding. This does not apply to our program.
9. What are ways that the college will be increasing the cost-effectiveness of this program? (2.3)	We are looking into an inclusive access for books, supplemental online materials that should help to offset some of the cost.
10. What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program? (2.4)	Costs include tuition, books, online supplemental study material and skill supplies. We are looking into rolling all into an inclusive access fee for the class. Currently this is run through a department and the students pay an upcharge to handle a computer code for the online supplemental material.
11. Did the review of <b>program cost</b> result in any actions or modifications? Please explain. (2.5)	Yes, Books needed for a semester are bundled and able to be purchased at a lower cost; additionally, a skills lab kit resulting in a modest savings will be purchased by students for use throughout the program and includes many additional items deemed necessary but were not included previously.  This is looked at each semester to see where cost savings for students can be achieved.

<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>															
<p>12. Program Outcomes: What are the expected outcomes of the program?</p>	<p>Program outcomes:</p> <ol style="list-style-type: none"> <li>1. Apply the nursing process and evidence-based practice to safely provide quality care for culturally diverse clients</li> <li>2. Use effective communication with clients, families, and the healthcare team</li> <li>3. Demonstrate professional behaviors consistent with the legal or ethical framework of nursing</li> <li>4. Manage the care of a diverse group of clients with considerations for the values and dignity of each person</li> <li>5. Implement holistic measures in the physical, emotional, or psycho-social care for a client and the client's family</li> </ol>															
<p>13. What assessment methods are used to ensure student success? (3.17)</p>	<ol style="list-style-type: none"> <li>1. Assessment methods for success: skills lab tests, classroom exams, simulation, homework, clinical homework and clinical feedback, NCLEX prep homework and NCLEX predictor exam</li> <li>2. Survey feedback from student satisfaction (done in a first- year class and a second-year class) and exit survey done at the end of the program (see below)</li> </ol> <p><b>STUDENT SATISFACTION SURVEY - RELATED TO EPSLO (ELA -4.0 or better on each)</b></p> <p>Program Outcome #1: Promote evidence-based practice using the nursing process; including patient teaching to safely care for patients, groups of patients and the patient's family.</p> <table border="1" data-bbox="683 1276 1421 1858"> <thead> <tr> <th data-bbox="683 1276 870 1423"><b>Student Satisfaction Survey #6, #7, #19</b></th> <th data-bbox="870 1276 1057 1423"><b>2016-2017</b></th> <th data-bbox="1057 1276 1243 1423"><b>2017-2018</b></th> <th data-bbox="1243 1276 1421 1423"><b>2018-2019</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="683 1423 870 1665">I utilize the nursing process as the foundation of clinical practice.</td> <td data-bbox="870 1423 1057 1665"><b>4.58</b></td> <td data-bbox="1057 1423 1243 1665"><b>4.55</b></td> <td data-bbox="1243 1423 1421 1665"><b>4.71</b></td> </tr> <tr> <td data-bbox="683 1665 870 1858">I apply evidence-based research to clinical practice.</td> <td data-bbox="870 1665 1057 1858">4.62</td> <td data-bbox="1057 1665 1243 1858">4.63</td> <td data-bbox="1243 1665 1421 1858">4.59</td> </tr> </tbody> </table>				<b>Student Satisfaction Survey #6, #7, #19</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	I utilize the nursing process as the foundation of clinical practice.	<b>4.58</b>	<b>4.55</b>	<b>4.71</b>	I apply evidence-based research to clinical practice.	4.62	4.63	4.59
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I apply evidence-based research to clinical practice.	4.62	4.63	4.59													

	I apply the teaching-learning process with patients to promote positive healthy outcomes.	4.64	4.61	4.67
	<p>Program Outcome #2: Effectively communicate, advocate, and collaborate with patients, families and members of the health care team.</p>			
	<b>Student Satisfaction Survey #9, #12, 17</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
	I communicate effectively with patients.	4.69	4.58	4.74
	I communicate effectively with other members of the health care team.	4.68	4.58	4.72
	I collaborate with members of the healthcare team to ensure comprehensive health care.	4.7	4.58	4.72
	<p>Program Outcome #3: Pursue continued professional growth by identifying personal learning deficits in knowledge, theory, and skills; assumes responsibility for improvement.</p>			
	<b>Student Satisfaction Survey #20</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
	I recognize the importance of life-long learning for continuous professional	4.73	4.72	4.78



	development.			
	<p>Program outcome #4: Manage the care of a diverse, multi-cultural group of patients utilizing principles of evidence-based practice leadership, quality, critical thinking, and patient centered care while reflecting the values and dignity of each person.</p>			
	SSS Program Outcomes section, #1, 2, 3, 4, 5 & 15	2016-2017	2017-2018	2018-2019
	I practice patient centered care based on professional standards of nursing practice.	4.74	4.16	4.7
	I practice patient centered care based on individualized patient expectations.	4.65	4.73	4.68
	I practice patient centered care based on patient values.	4.67	4.74	4.7
	I practice patient centered care based on individualized patient needs.	4.72	4.71	4.7
	I practice patient centered care based on individualized patient's cultural needs.	4.63	4.7	4.66

	I manage patient care efficiently in the healthcare setting.	4.67	4.53	4.66
	Program Outcome #5: Implement holistic measures in the physical and emotional care for a patient and the patient's family			
	SSS Program Outcomes section, #16	2016-2017	2017-2018	2018-2019
	I provide comfort measures for my patients.	4.69	4.64	4.69
	Program Outcome #6: Utilize informatics (information and technology) in applying knowledge and skills to impact patient care.			
	SSS Program Outcomes section #14:	2016-2017	2017-2018	2018-2019
	I integrate the ethical use of informatics into clinical practice.	4.58	4.55	4.71
	Program Outcome #7: Consistently demonstrate personal integrity, accountability, ethical and professional behaviors.			
	SSS Program Outcomes Section, #8:	2016-2017	2017-2018	2018-2019
	I demonstrate professional nursing behaviors when I am in the clinical area.	4.79	4.78	4.62
	14. What curriculum revisions have been made based on assessment of student learning to improve	Curriculum revisions – alignment of classes to improve quality and learning, NUR 110 is now the 2nd instead of the 4th (previously NUR175) class. This allows students to		

<p>program quality and improve learning?</p>	<p>better understand mental health prior to working with patients in the hospitals or other acute care settings where mental health needs are often a secondary issue. Additionally, NUR 200 is now the 5th class (previously NUR220) as the patients in the obstetrics units are typically well-patients, and now our program finishes strong with the Med/Surg classes.</p> <p>Assessment –</p> <ol style="list-style-type: none"> <li>1. With decreased NCLEX scores, additional NCLEX preparation has been added to the final class. Assignments allow for online review of subject matter prior to taking NCLEX predictor test and the additional review prior to the onsite 3-day live NCLEX prep review to allow the students to be ready to test within 2-4 weeks of completing the program.</li> <li>2. Assignments have been changed to better meet the needs of what the new graduates will experience in the workplace and/or ongoing education. (One example includes learning how to do a discharge care plan.)</li> <li>3. Because clinical site hours have been changed to one long day, a plan was put in place to teach/practice skills in NUR 105, the 1st class, then be tested on these skills during NUR110 the 2nd class, to be able to perform at clinical on day 1 of NUR 120 (the 3rd class) - examples include Sub-Q, IM, ID injections and oral medications.</li> </ol>		
<p>15. How are these results shared with others at the institution for continuous improvement?</p>	<p>Continuous Improvement – data is shared internally within department and Outcomes Advisory Council (OAC) for review</p>		
<p>16 What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>Face-to-face for core classes in nursing, electives are offered online</p> <p>Traditional -didactic for classroom, clinical sites for hands on learning</p>		
<p>17 Is this program part of a Program of Study as defined by Perkins V and approved by ICCB? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element? (3.4)</p>	<p>Health Sciences</p>	<p>Nursing Health Sciences</p>	<p>Source <a href="https://www.illinoisworknet.com/pages/appsearch.aspx?URL=https://apps.il-worknet.com/cis/Clusters/OccupationDetails/100140?parentId=110800">https://www.illinoisworknet.com/pages/appsearch.aspx?URL=https://apps.il-worknet.com/cis/Clusters/OccupationDetails/100140?parentId=110800</a></p>
	<p>Career Pathway</p>	<p>Nurse</p>	<p><a href="https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55">https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55</a></p>

			&cip=51.3801
	CIP Program Title (51.3801)	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	<a href="https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&amp;cip=51.3801">https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&amp;cip=51.3801</a>
	Program of Study	Yes	
<p>18. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<p>Yes, the health care programs can be considered Programs of Study, as there is alignment/collaboration with secondary partners, early college credit, and active advisory boards.</p>		
<p>19. What innovations that contribute to quality or academic success have been implemented within this program that other colleges would want to learn about? (3.6)</p>	<p>Student mentors were used during the AY 18-19; second year students who were interested could become a mentor to a first- year student. This was implemented by a graduate student that was working with the faculty.</p> <p>Soft skills were considered lacking by our advisory board partners (taking time to listen and sit with patients, talking to other members of the health care team). These have been incorporated into any simulation that is being done.</p>		
<p>20 Are there dual credit opportunities? If so, please list offerings and the associated high schools. (3.7)</p>	<p>Prerequisites can be obtained as dual credit – but nursing classes are not –</p> <p>COM100: Batavia HS, Oswego HS, Yorkville Christian HS, and West Aurora HS</p> <p>ENG101: Batavia HS, West Aurora HS</p> <p>ENG102: Batavia HS, Marmion Academy, Oswego East, Oswego HS and Yorkville HS</p> <p>PSY100 Batavia HS</p> <p>Math Elective- East Aurora HS</p>		
<p>21. Please identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.8)</p>	<p>Clinicals are offered within each nursing class and provide the opportunity to learn within the hospital/medical field. Students are recruited to work as patient care technicians or certified nurse assistants.</p> <p>An area to consider for improvement was identified by clinical partners that students get hired for more hours than they can manage, looking to work with the program to help identify ways to hire more students (in a job share approach) to cover the student needs and the facility needs</p>		

<p>22. 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). (3.9)</p>	<p>Currently accreditation is a voluntary process. There has been discussion in the state legislation to mandate accreditation in the future.</p>					
<p>23. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>Students are preparing for the NCLEX to become a profession registered nurse</p>					
<p>24. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>Nursing is not an apprenticeship program.</p>					
<p>25. If applicable, please list the licensure examination pass rate. (3.12)</p>	<p>NCLEX PERFOR MANCE</p>					
	<p>Calendar Year</p>	<p><b>C</b></p>	<p><b>P</b></p>	<p><b>WCC</b></p>	<p><b>State</b></p>	<p><b>National</b></p>
	<p>2014</p>	<p>85</p>	<p>78</p>	<p>92</p>	<p>82.7</p>	<p>79.3</p>
	<p>2015</p>	<p>55</p>	<p>53</p>	<p>96</p>	<p>86.1</p>	<p>82</p>
	<p>2016</p>	<p>65</p>	<p>61</p>	<p>94</p>	<p>82.4</p>	<p>83.7</p>
	<p>2017 2018</p>	<p>76 101</p>	<p>70 87</p>	<p>92 87</p>	<p>86.2 88.0</p>	<p>87.1 88.0</p>
<p>26. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)</p>	<p>Chamberlain College, Indiana Wesleyan University, Governors State University, Northern Illinois University, Olivet Nazarene University, and University of St. Francis have articulation agreements</p> <p>Cooperative agreements include: Purdue Online University, St. Benedictine University, Western Governor's University, University of Illinois - Chicago (articulation in process)</p>					
<p>27. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.14)</p>	<p>Clinical partnerships have been formed with several different facilities and include: McAuley Manor and Symphony at Tillers, a skilled nursing rehab and long-term care facility - and has been used for first year students and leadership students as several graduates find positions in this type of facility</p> <p>Kindred - a long-term acute care facility has been added as another "intermediate and intensive care site"</p>					
<p>28. What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed? (3.15)</p>	<p>Professional Development is provided during our Faculty Development Days prior to the start of each semester. Past topics include instructional design, supporting students living with mental health issues, unlocking the key to a safe and productive learning environment, challenging times for students. In addition, training is provided for technology that is used across the campus such as the learning and</p>					

	<p>assessment management system.</p> <p>Waubonsee has an office of Faculty Development and Engagement (FDE) supported by a dean, an assistant dean and three faculty liaisons. FDE offers developmental opportunities throughout the academic year. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.</p>
<p>29. What is the status of the current technology and equipment used for this program? (3.16)</p>	<p>The skills laboratory and simulation laboratory are very up to date with several medium and high-fidelity mannequins.</p>
<p>30. How satisfied are students with their preparation for employment? (3.18)</p>	<p>Through the AY 2016/17. students responding to this question on the exit survey scored over 4.0 / 5.0 on a 5-point Likert scale. This question was not part of the Qualtrics survey beginning in the 17/18 AY. However, anecdotal information finds 75% or more students who graduate from the nursing program find employment within 3-6 months from the time they pass NCLEX and has been so consistently in the past 5 years. This data is completed through phone contact / text with the graduates 6 months after graduation and completed by faculty.</p>
<p>31. How is student satisfaction information collected? (3.19)</p>	<p>Student satisfaction data is collected in NUR 120 and NUR 205 using google form (survey) process to determine level of satisfaction with program and different elements within program. Additionally, an online exit survey is distributed to students via Qualtrics during the final week of the program to determine overall satisfaction as the students are leaving the program.</p>
<p>32. How are employers engaged in this program? (Curriculum design, review, placement, work-based learning opportunities) (3.20)</p>	<p>Employers are engaged through program review - primarily through the advisory board where all clinical sites are invited to send a representative to the semi-annual meetings. During this time, employers are asked about the readiness of our students that are hired. Feedback received is used to make changes to the program</p> <p>Employer data is much more difficult to determine after the graduates find employment as the response to surveys have been less than 5%.</p>

<p>33. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.21)</p>	<p>The recommendations that are made related to new graduates hired are considered for program changes. One in particular is during the April 2019 advisory board meeting, several committee members from our clinical sites indicated soft skills "talking to other members of the health care team (as an example)" are lacking in new graduates. Based on this, both in clinical and especially in simulation, this has become an additional component being added.</p> <p>Our advisory board is very engaged and has been for many years. Improvement could be made if all clinical partners could be able to come to the meetings. We lack representation primarily from the long-term care sites.</p>
<p>34. How satisfied are employers in the preparation of the program's graduates? (3.22)</p>	<p>The response rate to surveys has been low, but conversations with our clinical partners who hire our graduates indicate satisfaction with our new graduates being as/more prepared than the other new graduate hires from other schools of nursing. Amita Mercy and Kindred, to name a couple of our partners, have hired at least 15 of our previous year graduates (112) just between the 2 facilities.</p>
<p>35. How is employer satisfaction information collected? (3.23)</p>	<p>This data is collected more through conversations and relationships made with hospital nursing managers of our clinical partners.</p>
<p>36. What are the program's strengths? (3.1)</p>	<ul style="list-style-type: none"> <li>• There is support from the administration of the governing organization enabling outcomes to be met.</li> <li>• Faculty is actively engaged in the curriculum and has worked diligently to incorporate student learning as a focus for development of learning outcomes and evaluation.</li> <li>• Faculty is committed to maintaining ACEN accreditation.</li> <li>• Qualified full and part time faculty including those employed in Skills Lab are all master's prepared.</li> <li>• The program, the graduates and the faculty are well respected in the community.</li> <li>• There is a diversity of students from different backgrounds, cultures and economic levels, which both challenge and provide opportunities for faculty and students.</li> <li>• Simulation was developed for students at all levels of the program by nursing faculty and was run consistently for 2 years.</li> <li>• A majority of students transition to BSN programs using articulation agreements.</li> </ul>

<p>37. What are the identified or potential weaknesses of the program? (3.2)</p>	<ul style="list-style-type: none"> <li>• End of student learning outcomes are not easily identified in progression throughout the program and need to be better incorporated throughout the delivery of instruction in all classes.</li> <li>• Simulation dedicated staff to help staff and provide simulation for all levels of students - decreasing the simulation to every class which was started in 2018 due to elimination of dedicated faculty hours directly coincides with decreased NCLEX pass rates.</li> <li>• Increase use of data to drive program decision making and to keep students informed of program outcomes.</li> </ul> <p>Simulation was unable to be done in every class due to the dedicated hours by a faculty member being cut. Simulation is done on an as needed basis currently.</p>
<p>38. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>Continue to work on mapping SLO from course to program EPSLO to College Learning Outcomes -increase use of data to drive program decision making and to keep students informed of program outcomes. There is an action plan that we (nursing faculty) are working on at this time to identify student learning outcomes to our program outcomes and to the college learning outcomes to identify the progression at all levels. This will be part of the 20/21 nursing student handbook on a high level overview and a detailed plan included in each class syllabi</p> <p>Allow simulation to be coded as part of clinical lab. This could be done by breaking out semester hours to be didactic, clinical lab (which includes skills lab) and clinical lab/simulation. This would allow for team teaching in clinical lab by faculty and in simulation.</p> <p>Analyze Mountain Measure Data and include in Systematic Plan for Evaluation.</p>



<p>39. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	<p>Prerequisite sciences expired after 5 years. This was often an impediment to students entering the program. After a review of other schools it was decided in the summer of 2019 to phase this requirement out and to have it effective for the student applications to the program reviewed in March 2020 for fall 20 start.</p> <p>Assessment (testing) accommodations is limited at the Fox Valley location during the later parts of the week, requiring students to test at other Waubonsee campus locations (usually, Sugar Grove). This can create logistic problems when trying to turn around grades towards the end of each class, especially if/when one of the accommodations is a paper test as this necessitates the instructor driving out to the other campus AND finding a scantron to run the test through somewhere on campus because it takes 1-2 days to have the tests mailed back to SG which then is longer than the time to put grades in place. . Beginning the 19/20 AY, students test online except when an accommodation includes paper testing, and when that occurs the problem of timing still exists.</p> <p>Tutoring - there are no tutoring services available for the nursing students at the FV campus and creates a barrier for students when having to go to the main (SG) campus for help due to additional driving and time.</p> <p>Course sequencing was consistently a subject brought up by students after program completion with the 2 in particular being Concepts of Mental Health Nursing and Concepts of the Childbearing family. - During the 2018-19 AY, classes were re-sequenced and these 2 classes in particular were moved to be earlier in the program - with the primary clinical aspect in mind and to finish the program strong in Med/Surg classes.</p>
<p>40. Did the review of program quality result in any actions or modifications? Please explain. (3.24)</p>	<p>There is an action plan that we (nursing faculty) are working on at this time to identify student learning outcomes to our program outcomes and to the college learning outcomes to identify the progression at all levels. This will be part of the 20/21 nursing student handbook on a high-level overview and a detailed plan included in each class syllabi</p> <p>Cost savings were achieved through purchase of a single lab kit versus purchasing lab supplies during each class. The kit has been ordered and will be available for new students beginning in Spring 20.</p>

<b>Performance and Equity</b>					
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.					
<i>CTE PROGRAM</i>	Nursing				
<i>CIP CODE</i>	51.3801				
	AY14/15	AY15/16	AY16/17	AY17/18	AY18/19
<i>NUMBER OF STUDENTS ENROLLED</i>	197	208	213	233	280
<i>NUMBER OF COMPLETERS</i>	55 graduates	66 graduates	76 graduates	90 graduates	112 graduates
<i>OTHER (PLEASE IDENTIFY)</i>					
41. How does the data support the program goals?	The data confirms our program goals are being met. Additional data outlining additional goals also including enrollment and completion can be found in Appendix A. The data presented confirms the following program goals are being met: NCLEX Certifications, Program Completion within 6 semesters, Job Placement,				
42. What disaggregated data was reviewed?	<p>The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.</p> <p>The following data was reviewed by course:            Credit hours generated            Total students enrolled,            Success rates excluding withdrawals,            Withdrawal rates            Grade distributions            Modalities offered</p> <p>The following data was reviewed by program:            Enrollment            Fall to spring retention            Enrollment by race, gender and age            Degree headcounts            Program's average terms to degree            Percentage of graduates within three years of entry</p>				
43. Were there gaps in the data? (Please explain)	Demographics are consistent between program and college and district in regards to Performance and Equity. Any gaps identified by either age, race, or sex are inconsistent from year to year not indicating a negative trend in any one data set.				

<p>44. What is the college doing to overcome any identifiable gaps?</p>	<p>College continues to market to the demographics of our communities and has resources in place to support the needs.</p> <p>Nursing faculty added the criteria that when a student failed a test, the student would need to meet with the faculty to discuss ways to increase their success. This began in the 2016/17 AY and has shown to be helpful in didactic success.</p>			
<p>45. Are the students served in this program representative of the district population? (Please explain.)</p>	<p>Nursing program demographics from Academic year 2014/15 statistics</p>		<p>Nursing program demographics from Academic year 2015/16 Statistics</p>	
	<p>Caucasian</p>	<p>69%</p>	<p>Caucasian</p>	<p>62%</p>
	<p>Hispanic/Latino</p>	<p>25%</p>	<p>Hispanic/Latino</p>	<p>31%</p>
	<p>Black/African American</p>	<p>5%</p>	<p>Black/African American</p>	<p>7%</p>
	<p>All other demographics</p>	<p>1%</p>	<p>All other demographics</p>	<p>N/A</p>
	<p>Nursing program demographics from Academic year 2016/17 statistics</p>		<p>Nursing program demographics from Academic year 2017/18 statistics</p>	
	<p>Caucasian</p>	<p>61%</p>	<p>Caucasian</p>	<p>56%</p>
	<p>Hispanic/Latino</p>	<p>26%</p>	<p>Hispanic/Latino</p>	<p>27%</p>
	<p>Black/African American</p>	<p>7%</p>	<p>Black/African American</p>	<p>8%</p>
	<p>All other demographics</p>	<p>6%</p>	<p>All other demographics</p>	<p>7%</p>
	<p>Nursing program demographics from Academic year 2018/19 statistics</p>			
	<p>Caucasian</p>		<p>63%</p>	
	<p>Hispanic/Latino</p>		<p>27%</p>	
	<p>Black/African American</p>		<p>10%</p>	
<p>All other demographics</p>		<p>N/A</p>		
<p><b>Goal Planning / Review Results</b></p>				
<p>46. Create or list program goals to work on for the next five years. If you have been working on program goals, list them and describe progress made on goals.</p>	<ol style="list-style-type: none"> <li>1. Increase NCLEX pass rate to 92% for first time test takers</li> <li>2. Simulation for all classes appropriate for the level of student</li> <li>3. Increase student completion within identified Vulnerable populations at risk</li> <li>4. Accreditation systematic plan for review updated at/after each faculty, subcommittee and advisory board meeting</li> <li>5. Strengthen clinical partnerships to provide appropriate settings for each clinical experience needed to supplement</li> </ol>			

	<p>6. didactic          Provide electronic charting for students to strengthen the student's employment opportunities</p>
<p>47. List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<ol style="list-style-type: none"> <li>1. Tutoring may be helpful especially for the struggling (C) students at an early level and ongoing throughout the program - ATI software is helpful but needs to be better utilized by both faculty and students. Plan a new education strategy for Jan 20.</li> <li>2. The best way to accomplish this is either to hire a dedicated person in the lab for simulation OR to allow one faculty to have clinical hours dedicated to the simulation lab. This was done in the past and worked well with the use of an adjunct to cover that faculty member's off-site clinical day(s).</li> <li>3. Tutoring may be helpful with this goal by identifying struggling students early in the program and may find students willing to mentor on study habits and skills.</li> <li>4. Decisions made in meetings can be updated in real time to the systematic plan of evaluation and sent for final approval to faculty within 2 weeks of the meeting.</li> <li>5. This is more difficult and may require extensive "creativity and problem-solving" to maximize our current partnerships as well as development of new partnerships. Goals for clinical will need to be identified for each class. The additional problem comes as enrollment continues to be at the 75-100% of our maximum, our clinical partners continue to decrease the number of students allowed at the clinical sites.</li> <li>6. New module of ATI which will be introduced to new students beginning Jan 20. May need to think about how to provide for current students already enrolled - as being able to electronically chart (which will be used for homework purposes for clinical and simulation) mimics the hospital charts that most hospitals do NOT allow students to chart in, so will increase their ability to do so upon hire.</li> </ol>
<p><b>Action</b></p>	<p> <input type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input checked="" type="checkbox"/> Other (please specify)         </p> <ol style="list-style-type: none"> <li>1. Ongoing and continual tracking</li> <li>2. currently being used as needed or when able to fit in - not all Classes are utilizing simulation, would like to have resolution by fall 20</li> <li>3. Examine Mountain measure reports to determine gaps in concepts or classroom content that are low, analyze data for all students regarding similar testing, ATI predictor, etc. to determine areas to focus on for all groups - begin Jan 20 and continue</li> </ol>

	<ol style="list-style-type: none"> <li>4. Ongoing as of October 2019, and continuing</li> <li>5. ongoing</li> <li>6. January 20 for new students in the program</li> </ol>
<p><b>Summary Rationale</b> Please provide a brief rationale for the action chosen.</p>	<ol style="list-style-type: none"> <li>1. NCLEX pass rates have been decreasing over the past year.</li> <li>2. Decreasing simulation correlates with decreasing NCLEX pass rates.</li> <li>3. NCLEX failures are primarily within vulnerable populations.</li> <li>4. The systematic plan of evaluation was mentioned by ACEN surveyors as being weak. What was determined is that much of the information of evaluation; i.e. checking data, using it to make change, re-evaluating the change and other program changes were in the meeting minutes but did not have the crosswalk in the systematic plan of evaluation.</li> <li>5. Accreditation systematic plan for review updated at/after each faculty, subcommittee and advisory board meeting.</li> <li>6. Sites continue to decrease either the number of clinical classes or the number of students per class causing additional strain on providing settings.</li> <li>7. Strengthen clinical partnerships to provide appropriate settings for each clinical experience needed to supplement didactic.</li> <li>8. Provide electronic charting for students to strengthen the student's employment opportunities.</li> </ol>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? <b>Please detail a timeline and/or dates for each step.</b></p>	<ol style="list-style-type: none"> <li>1. Changes made for spring 20 graduates and will begin to check NCLEX pass rates to the changes made to NCLEX prep.</li> <li>2. Perkins funding sent 1 additional faculty to simulation training in the 18/19 AY, but in order for faculty to do simulation, it needs to dedicated time. Ideally, with the two faculty trained, one could facilitate simulation for first year students and the other for second year students. Would like to have a plan in place by Fall 2020.</li> <li>3. Contact data repository for help with Mountain Measure reports to determine gaps in concepts or classroom content that are low; analyze data for all students regarding similar testing, ATI predictor, etc. to determine areas to focus on for all groups - begin Jan 20 and continue.</li> <li>4. Ongoing as of October 2019 and continuing.</li> <li>5. Ongoing - sites are in place for the spring 19/20 semester, meet spring 19/20 to determine clinical goals for each class and then discuss with sites in Spring 19/20 and April 20 advisory committee, for resolution to implement plan for fall 20/21.</li> <li>6. January 20 for new students in the program, need to determine if all students would benefit by this in by Fall 20/21.</li> </ol>
<p><b>Responsibility</b> Who is responsible for completing or</p>	<p>Nursing program director with help from all nursing faculty</p>

implementing the modifications?	
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**APPENDIX A.**

<b>Exam Pass Rate+ NCLEX Certifications</b>	<b>ELA: At or above State/National Average Each Year (90%)</b>	<b>2016: 94%</b> 12/15: 10/10 – 100% 3/16: 11/12 – 91.7% 5/16: 21/23 – 91.3% (does not include 1 person who did not take NCLEX) 7/16: 19/21 – 90.5%	<b>2016:</b> Face to face review class was offered as part of the student’s ATI package
		<b>2017: 92%</b> 12/16: 8/9 – 88.9% 3/17: 22/25 - 88% 5/17: 22/23 – 95.7%	<b>2017:</b> Capstone ATI NCLEX prep added in addition to above., Virtual ATI was encouraged to be completed at end of program.

		7/17: 18/19 – 94.7%	
		<b>2018: 87%</b> (below state/national avg) 12/17: 18/19 – 94.7% 3/18: – 19/22 – 86.4% 5/18: - 20/22 - 90.9% (does not include 1 person who did not take NCLEX) 7/18: 20/23 – 90.9% 10/18: 11/17 – 64.7%	<b>2018:</b> Capstone ATI NCLEX prep now started in NUR 250 and completed in NUR 275 Virtual ATI now added as a component of 275 for extra credit
		2019: TBD 12/18: 18/23 – 78.3% (does not include 2 persons who did not take NCLEX) 5/19-1: 11/12 – 91.7% (1 has not taken to date) 05/19-2: 13/26 – 50% (13 have not taken to date)	<b>2019:</b> Test compromise was discovered during May, 2019. Alternate versions of tests were started. Proctored rooms were set up and students were tested with fewer students in the rooms or with students from other nursing classes taking tests. This has prompted nursing faculty to begin to trial online testing to decrease compromise.  Furthermore, in May 2019, NUR 275 faculty included Virtual ATI as part of the class grade,  Future plans include beginning Capstone slightly earlier and adding Virtual content through NUR 275 for NCLEX prep
<b>Program Completion Rate++</b>	<b>ELA:</b> 75% of students who begin the program will complete the program.)  <b>ELA Rationale:</b> Nursing school is not always for all students. Some determine that after the first class or two	<b>Cohort:</b> (completion Number/Percentage) Expected Grad	
		<b>CALENDAR YR 2013</b> <b>48/75 (64%)</b> 01/13 – (12/21 57.1%) 12/14 03/13 – (10/15 66.7%) 03/15 08/13 – (14/21 66.7%) 05/15 10/13 – (12/18 66.7%) 07/15	
		<b>CALENDAR YR 2014</b> <b>54/70 (77.1%)</b> 01/14 – (11/12 91.7%) 12/15 03/14 – (12/15 80.0%) 03/16 08/14 – (19/23 82.6%) 05/16 10/14 – (12/20 60.0%) 07/16	
		<b>CALENDAR YR 2015</b> <b>86/101 (85.2%)</b> *01/15 – (8/13 61.5%) 12/16 03/15 – (31/36 86.1%)	In 2015, the college hired a full-time faculty to replace an adjunct who had been teaching the introductory class.  The new full-time faculty was vested in

		<p>03/17 08/15 - (26/30 86.7%) 05/17 10/15 - (21/22 95.0%) 07/17</p>	<p>student success and students would come to get assistance during office hours that was previously unavailable to them.</p> <p>The nursing faculty wants every student to succeed and because faculty are advisors to students throughout the program, students have additional resources for advice, encouragement, and to seek out information from during posted office hours.</p> <p>Additionally, the NPD is available 3-4 days a week minimum to talk to students who may need direction or advice.</p>
		<p><b>CALENDAR YR 2016-</b> 78/85 -91.8% 01/16 - (11/12 91.7%) 12/17 03/16 - (20/23 87.0%) 03/18 08/16 - (25/26 96.2%) 05/18 10/16 - (22/24 91.7%) 07/18</p>	
		<p><b>CALENDAR YR 2017 -</b> 78/90 - 86.7% 01/17 - (13/17 76.5%) 10/18 03/17 - (24/25 96.0%) 12/18 08/17 - (17/21 81.0%) additional 4 student still in program expected to complete. 05/19 10/17 - (24/27 88.9%) 05/19 additional 4 students still in program expected to complete</p>	
<b>Job Placement Rate</b>	<b>ELA:</b> 90% of students who respond to alumni follow-up will report employment in the nursing field or in full time BSN completion program within 6 months of passing NCLEX (9 months after	<p><b>2016</b> 12/15 - 10/10 100% 3/16 - 11/12 91.7% 5/16 - 14/16 88% 7/16 - 12/13 92.3%</p> <p><b>2017</b> 12/16 8/8 100% 3/17 14/14 100% 5/17 10/13 76.9% 7/17 13/14 92.9%</p> <p><b>2018</b> 12/17 12/14 85.7%</p>	<p>While the program tries to follow up by phone one time, it has not been common to try to repeat the contact if one was not made-</p> <p>Future Plans: Plan follow-up via multiple venues (i.e. text, call, email) with students who do not complete to determine reason:</p> <p>This will help better determine areas of weakness and can be used for student success.</p>



	<p>program completion)</p> <p><b>ELA Rationale:</b>          Some students do not choose employment until they have found a specific type of nursing job. A few students plan to move, and will not choose to be employed until the move is completed</p>	<p>3/18 14/14 100%</p> <p>5/18 19/20 95%</p> <p>10/18 9/10 90%</p> <p>12/18 9/10 90%</p>	
<p><b>Program completion within 6 semesters from the time the students begin the program</b></p>	<p><b>ELA 80% of the students completing the program do so within 6 semesters.</b></p>	<p><b>2016: 100%</b>          12/15: 10/10 100%</p> <p>3/16: 11/11 100%</p> <p>5/16: 23/23 100%</p> <p>7/16: 21/21 100%</p> <p><b>2017: 100%</b>          12/16: 9/9 100%</p> <p>3/17: 25/25 100%</p> <p>5/17: 23/23 100%</p> <p>7/17: 19/19 100%</p> <p><b>2018: 99%</b>          12/17: 19/19 100%</p> <p>3/18: 22/22 100%</p> <p>5/18: 22/23 95.7%</p> <p>7/18: 23/23 100%</p> <p>10/18: 17/17 100%</p> <p><b>2019: 100%</b>          12/18: 25/25 100%</p> <p>5/19-1: 12/12 100%</p> <p>05/19-2: 26/26 100%</p> <p>07/19: 32/32 100%</p>	<p>This is one area that has been met every year for the past 3+ years.</p> <p>Students are encouraged to meet with faculty after failing a test for the lead faculty of the class to try to help the student understand the deficiencies.</p> <p>Unfortunately, as this has remained high, the NCLEX pass rate has been declining and there is concern that there may be a correlation between the two, coupled with the issue of test compromise discovered in the past year.</p> <p>This is an area of concern that faculty are looking at and have instituted online testing, increase in passing score, and are considering a higher entrance exam to get into the program.</p>

<b>Career &amp; Technical Education</b>				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>FISCAL YEAR IN REVIEW:</i>		2018-2019		
<b>PROGRAM IDENTIFICATION INFORMATION</b>				
<i>PROGRAM TITLE</i>	<i>DEGREE OR CERT</i>	<i>TOTAL CREDIT HOURS</i>	<i>6-DIGIT CIP CODE</i>	<i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i>
Basic Nursing Assistant Training Program	Cert	6	51.3801	This is a certificate program and there aren't any stackable programs.
<b>Past Program Review Action</b> What action was reported last time the program was reviewed? Were these actions completed?		<input type="checkbox"/> Continued with Minor Improvements  This certificate program is mandated by the State of Illinois to prepare Certified Nurse Assistants. In the past five years our actions have included updates required by the State of Illinois. We teach six competencies which have remained the same over the last five years. Changes we have made internally are based on examination score results which assist us in curricular modification to assure our students are prepared for entry level employment.		
<b>Review Team</b> Please identify the names and titles of faculty and staff who were major participants in the review of this program.		Pamela Brooks, BSN/RN, Assistant Professor of Nursing Assistant and Dr. Kathleen Gorski, Dean for Learning Outcomes, Curriculum and Program Development.		
<b>Stakeholder Engagement</b> Please list other stakeholders and participants who were engaged in this process (I.e. Student Support Services, students, employees etc.)		Our Program Advisory Committee of employers was included in this process. We discussed program review at our last committee meeting fall 2019. Employers include Directors of Nursing, Executive Directors, former and current students.		
<b>CTE PROGRAM REVIEW ANALYSIS</b>				
Complete the following fields and provide concise information where applicable. Please summarize the data to completely answer the questions.				
Were pre-requisites for this program (course, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.		This program doesn't have course pre-requisites; however, students must be at an 8th grade level of reading and writing. We do not plan to change this pre-requisite at this time.		

<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>This certificate is 6.0 credit hours, so this doesn't apply.</p>
<p><b>INDICATOR 1: NEED</b></p>	<p><b>RESPONSE</b></p>
<p>1. What is the labor market demand for this program? (1.1)</p>	<p>The market is growing and there is high demand with over 40,000 jobs across the country.</p>
<p>2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>In the past five years, there has been a steady increase in demand for Nurse Assistants. Over the next five years the demand is expected to increase between 4-6% in the State of Illinois, the Chicago Region and the Waubonsee district.</p>
<p>3. What labor market information sources are utilized? (1.3)</p>	<p>We use EMSI economic modeling software which looks at multiple data sources including the Board of Labor Statistics, and unique area job postings.</p>
<p>4. How does the institution/program ensure that there is a sufficient pipeline or enrollment of student to fulfill the labor market need? (I.e. how/where are students recruited for this program?) (1.4)</p>	<p>Students are recruited through traditional methods such as open houses, college nights, and Career and Technical Education showcases to educate students and the community regarding opportunities for Nurse Assistants. We are also ensuring a pipeline of enrollment through our focus on dual credit offerings with the high school. This past year we began working with Oswego and Oswego East high schools to collaborate on dual credit opportunities.</p>
<p>5. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Several processes are in place to determine programmatic needs and changes for academic programs. Faculty participate in state and national organizations, meeting several times a year, and learn trends and changes in curriculum. Faculty then collaborate with their deans on curricular changes that address program needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets seven times each semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs. Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational</p>

	Affairs.
6. Did the review of <b>program need</b> result in actions or modifications? (i.e. closing the program, expanded industry, partnerships, revised recruitment, reducing/expanding program offerings?) Please explain. (1.6)	There is a great need for nursing assistants; however, the need isn't being filled due to the industry's low pay. Based on this review, we would like to work with faculty to promote this program to pre-nursing or medical career students to get some experience in the industry and earn some money while they are completing degrees or other certificates. Combining the nursing assistant certificate with other programs makes students more marketable to employers.
<b>INDICATOR 2: COST EFFECTIVENESS</b>	<b>RESPONSE</b>
7. How does the institution assess cost-effectiveness for CTE programming? Consider: What are the costs to the institution associated with this program, how do costs compare to other similar programs on campus? How is the college paying for this program and its costs (e.g. grants, etc.)? (2.1)	The direct costs associated with this program include faculty salary, instructional supplies, and professional development.  The costs for this program are \$2,114.80 per load hour the average cost of CTE programs per load hour is \$2776.89. We are lower per load hour than other programs in our area. This program is being paid for through tuition.
8. 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. (2.2)	This certificate program isn't supported by grant funding.
9. What are ways that the college will be increasing the cost-effectiveness of this program? (2.3)	We currently do everything possible to be as cost effective as we can be because there are very few outside supplies that we need to purchase. Everything we use in lab can be used each semester.
10. What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program? (2.4)	The program costs \$130 per semester hour in-district which equals \$780 with a course fee of \$75. In addition, required student supplies including scrubs, books, and tools are approximately \$250. To overcome financial barriers, we have a youth services program which provides tuition assistance to students that are of a certain age and meet a certain criterion. In addition, we have financial funding through Perkins to assist with books and travel.
11. Did the review of <b>program cost</b> result in any actions or modifications? Please explain. (2.5)	The review of cost did not result in any modifications.
<b>INDICATOR 3: QUALITY</b>	<b>RESPONSE</b>
12. Program Outcomes: What are the expected outcomes of the program?	Demonstrate compliance with standards of practice for nursing assistants according to The Illinois Department of Public Health (IDPH).

<p>13. What assessment methods are used to ensure student success? (3.17)</p>	<p>The Basic Nurse Assistant Program assesses through lab demonstrations, clinical observations and exams. In addition, the state of Illinois compiles cluster scores of the State Competency Exam that are organized by program and by instructor. Each individual instructor is given the scores of their students who took the Competency exam. These cluster scores are divided up into 6 specific duties. These duties include Duty A Communication, Duty B Performing Basic Nursing Skills, Duty C Personal Care Skills, Duty D Basic Restorative Skills, Duty E Mental Health/ Social Services Duty F Residents Rights. Full-time faculty tagged 2 questions from each duty on the final and will share the results via email with the adjunct instructors. Assistant Professor Pam Brooks has also tabulated the handwashing data obtained from all instructors in the clinical sites over the past year. She will share this data with the adjuncts via email. She has also tabulated the data with regards to oral care and shaving obtained from the clinical instructors and will share this data as well via email.</p>
<p>14. What curriculum revisions have been made based on assessment of student learning to improve program quality and improve learning?</p>	<p>Curricular changes have not been made over the past year based on assessment findings.</p>
<p>15. How are these results shared with others at the institution for continuous improvement?</p>	<p>Assessment results are shared with adjunct instructors and faculty on the Outcomes advisory council. The outcomes advisory council reviews assessment reports and provides feedback to faculty.</p>
<p>16 What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>This program is offered in a traditional format. All classes are face-to face with lecture and includes a hands-on lab. This program also includes a clinical portion. A minimum of 40 hours are spent in a nursing home with an instructor (8:1 student/teacher ratio) caring for residents and working on the 21 skills required by the state. Competency must be demonstrated with these 21 skills. Some of the skills must be demonstrated in the nursing home with a resident and some are allowed to be demonstrated in the lab of the classroom. We only have one delivery system in this program, and we look at results of all sections.</p>
<p>17 Is this program part of a Program of Study as defined by Perkins V and approved by ICCB? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element? (3.4)</p>	<p>The Nursing Assistant Program is a program of study defined by Perkins. We meet all elements of a program of study including incorporating State academic standards, addressing academic and technical knowledge and skills. The Nursing Assistant Program is aligned with the industry in the state, region and local area. We ensure these elements are met through the assessment of student learning.</p>

<p>18. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<p>The Certified Nursing Assistant is in the Health Science Cluster pathway. We improve our programs through our assessment results and our cluster scores from the State.</p>
<p>19. What innovations that contribute to quality or academic success have been implemented within this program that other colleges would want to learn about? (3.6)</p>	<p>Our curriculum is dictated by Illinois Department of Public Health (IDPH) so all schools in the state of Illinois must follow the same curriculum.        Our campus was recently renovated, and the Certified Nursing Assistant needs were taken into consideration. We were able to increase our space and include a toilet and shower in the lab which is not typical. It is very helpful having students practice these skills on each other before we get to the nursing home.        I shared this addition to the lab with fellow instructors at the quarterly Northern CNAEA (Certified Nurse Assistant Educators Association) meeting.</p>
<p>20 Are there dual credit opportunities? If so, please list offerings and the associated high schools. (3.7)</p>	<p>Yes, there is a dual credit program in place with East Aurora High School, Oswego East High School and Oswego High School.        The current semester has East Aurora meeting Monday/Tuesday/Wednesday 1-3pm with clinical on Thursday from 3-8        And Oswego and Oswego East are combined with class on Thursday and Friday from 1-4pm with clinical on Monday from 3-8pm</p>
<p>21. Please identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.8)</p>	<p>This program is modeled on work-based learning. The curriculum that is mandated by the State of Illinois is first introduced by way of reading materials/ textbook / homework from a workbook and lecture. The next step is for the instructor to demonstrate in the lab the skill that has been introduced. The student is then expected to do a return demonstration. This is practiced over and over in the lab by the student. The instructor would remediate as needed.        Skills are taught, demonstrated, and then a competent return demonstration by the student. Then and only then are these skills demonstrated on residents in the nursing home to show competency per state requirements.        This has been found to be a great learning experience for the students.        Assistant Professor Brooks does a casual evaluation at the end of the semester with regards to this learning model and gets very positive feedback. She is always very open to new</p>

	<p>ways to teach and practice skills. One thing that she has added due to a suggestion at an Advisory Committee meeting is disgruntled visitors (students and instructors play acting) while a student is practicing skills on a partner in the lab.</p>
<p>22. 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). (3.9)</p>	<p>This program is not an accredited program. However, we must follow requirements by the State of Illinois and students need to pass a State competency exam. The Illinois Department of Public Health set all the standards for the State exam.</p>
<p>23. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>There are no industry-recognized credentials embedded within this program.</p>
<p>24. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>This is not an apprenticeship program.</p>
<p>25. If applicable, please list the licensure examination pass rate. (3.12)</p>	<p>The pass rate for 2018 Nurse Assistant Competency Exam was 90%</p>
<p>26. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)</p>	<p>We have agreements with many local nursing homes where we hold our various clinicals. Many of these same nursing homes hire our students once they complete the course.</p>
<p>27. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.14)</p>	<p>Yes, relationships with 3 additional nursing homes have been established in the past 2 years through the Advisory Committee meetings. Through these relationships, 3 nursing homes/ assisted living facilities have hosted 3 of our clinical groups over the past few semesters. These facilities have turned out to be great learning experiences for our students and in many cases employment after the completion of the course.</p>
<p>28. What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed? (3.15)</p>	<p>The CNAEA (Certified Nurse Assistant Educators Association) holds annual State meetings. The Northern CNAEA also holds quarterly meetings. The main purpose of these meetings is stay current with all of the changes with the Illinois Department of Public Health (IDPH). It is vital for the Program Coordinator and Faculty to be aware of all changes so that the program is running within the policy and rules of the state. Waubonsee does not pay for the conference for our adjunct instructors. Currently the only person who goes to any of these meetings is the full-time Basic Nursing faculty member.</p>

	<p>If Waubonsee Community College paid for the adjunct instructors' State conference fee, it would definitely increase the quality of our program. Assistant Professor Brooks is not sure the instructors would be much more apt to go if it were paid for. She sends emails to update instructors but the breakout sessions at the State meeting are very informative and would be very beneficial to the adjunct instructors.</p>
<p>29. What is the status of the current technology and equipment used for this program? (3.16)</p>	<p>Our equipment for the most part is up to date. The only thing that Assistant Professor Brooks would love to see added is a charting/documentation computer program and tablets for students to practice documentation. She thinks it would be ideal if the nursing program and CNA program went in together to purchase this.</p>
<p>30. How satisfied are students with their preparation for employment? (3.18)</p>	<p>The students are very satisfied. We receive informal feedback by way of text and email from former students once they start working stating the how prepared they feel. We also have students on our advisory committee meeting and receive positive feedback.</p>
<p>31. How is student satisfaction information collected? (3.19)</p>	<p>We currently do not have a formal process to collect student feedback.</p>
<p>32. How are employers engaged in this program? (Curriculum design, review, placement, work-based learning opportunities) (3.20)</p>	<p>Through the clinical experience and Advisory Committee meetings.</p>
<p>33. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.21)</p>	<p>Every advisory meeting, we learn something new that can be added to or make a change to the program. We have made changes after every meeting to better the program. We find it challenging to get members to attend on a regular basis. We have been trying to find different times that may work better but have found our members are very busy. We struggle to improve engagement.</p>
<p>34. How satisfied are employers in the preparation of the program's graduates? (3.22)</p>	<p>We have heard time and time again how pleased the area nursing homes are with the Waubonsee graduates. Faculty are given flyers constantly to hand out to students in the hopes that Waubonsee students will apply at their facilities once they finish. Employers consistently email faculty looking for our graduates. Many of the area nursing homes want us to host Waubonsee as a clinical site so that they have a better chance of hiring our students. There is currently a dire need for CNAs in the area nursing homes and Waubonsee has a great reputation for educating CNA's.</p>
<p>35. How is employer satisfaction information collected? (3.23)</p>	<p>We do not currently have a formal process to collect this information. Our information is collected informally and is typically word of mouth.</p>



36. What are the program's strengths? (3.1)	There is a high demand for our students because they are well prepared for employment. Our facilities offer additional skill opportunities to students. Our faculty are nurses that have many years of industry experience.
37. What are the identified or potential weaknesses of the program? (3.2)	We struggle to keep qualified adjuncts because most of the adjuncts teach at other community colleges in the area. The other colleges pay more and hire sooner.
38. Describe actions that can be implemented to turn potential weaknesses into strengths.	We just increased the adjunct pay which should help with hiring. However, we will need to offer contracts sooner to meet our needs.
39. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.	No barriers to implementing the program were identified. The Nursing Assistant program is taught on multiple campuses reflecting greater access compared to most programs offered at the college. The program offers sections during both days and evenings to appeal to both traditional and non-traditional students. The program is offered in all three academic semesters on an annual basis. There are no negative trends identified in student placement or ability to find employment.
40. Did the review of program quality result in any actions or modifications? Please explain. (3.24)	Yes, we would like to consider a student and employer satisfaction survey.

***Performance and Equity***

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.

<i>CTE PROGRAM</i>	Basic Nurse Assistant Training Program				
<i>CIP CODE</i>	51.3801				
	AY14/15	AY15/16	AY16/17	AY17/18	AY18/19
<i>NUMBER OF STUDENTS ENROLLED</i>	142	66	91	73	62
<i>NUMBER OF COMPLETERS</i>	87	35	67	31	30
<i>OTHER (PLEASE IDENTIFY)</i>	0	0	0	0	0

41. How does the data support the program goals?	The data shows us that our students are not completing at a rate we would like. We are interested in improving these numbers and will continue to work with our students.
42. What disaggregated data was reviewed?	<p>The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner.</p> <p>The following data was reviewed by course:            Credit hours generated            Total students enrolled,            Success rates excluding withdrawals,            Withdrawal rates            Grade distributions            Modalities offered</p> <p>The following data was reviewed by program:            Enrollment            Fall to spring retention            Enrollment by race, gender and age            Degree headcounts            Program's average terms to degree            Percentage of graduates within three years of entry</p>
43. Were there gaps in the data? (Please explain)	We did not see any gaps in the data.
44. What is the college doing to overcome any identifiable gaps?	The college provided equity data this year to assist us with identifying opportunities to improve our courses for all students.
45. Are the students served in this program representative of the district population? (Please explain.)	This program has more Hispanic or Latino students than the general Waubonsee enrollment.
<b><i>Goal Planning / Review Results</i></b>	
46. Create or list program goals to work on for the next five years. If you have been working on program goals, list them and describe progress made on goals.	<ol style="list-style-type: none"> <li>1. Continue to work on the assessment of student learning. Progress was made in the assessment of program skills. There are 21 skills and we will be adding assessment over time.</li> <li>2. Work with Institutional Effectiveness to create a student and employer satisfaction survey.</li> <li>3. Continue to recruit and retain advisory members.</li> </ol>
47. List and describe resources and support needed to implement your goals and sustain improvements to your	We will need college office support in the area of Institutional Effectiveness and Learning Outcomes. In addition, we will need division support to host advisory meetings.

<p>program. (Example: Tutoring, software, professional development).</p>	
<p><b>Action</b></p>	<p><input checked="" type="checkbox"/> Continued with Minor Improvements  <input type="checkbox"/> Significantly Modified  <input type="checkbox"/> Placed on Inactive Status  <input type="checkbox"/> Discontinued/Eliminated  <input type="checkbox"/> Other (please specify)</p>
<p><b>Summary Rationale</b>          Please provide a brief rationale for the action chosen.</p>	<p>There is a need for Nursing Assistants in our district. We provide the training necessary to meet the needs of our community.</p>
<p><b>Intended Action Steps</b>          What are the action steps resulting from this review?  <b>Please detail a timeline and/or dates for each step.</b></p>	<ol style="list-style-type: none"> <li>1. Assessment: Fall and Spring 2019-2020 assess handwashing, oral care and shaving again. Work with Learning Outcomes to create rubrics to share with adjuncts to collect consistent data. Due date: May 2020.</li> <li>2. Reach out to Institutional Effectiveness for assistance to create a survey for students and employers by May 2020.</li> <li>3. Work with administration to brainstorm ways to improve attendance by May 2020.</li> </ol>
<p><b>Responsibility</b>          Who is responsible for completing or implementing the modifications?</p>	<p>Assistant Professor Pam Brooks is responsible for completing and implementing the modifications.</p>

## Student and Academic Support Services

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.


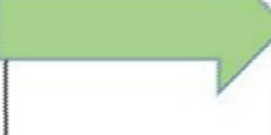

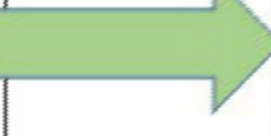
<b>College Name:</b>	Waubonsee Community College
<b>Academic Years Reviewed:</b>	2012-2013 through 2019-2020
<b>Review Area:</b>	Counseling and Advising Services
<p><b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.</p>	<p>Counseling and Advising services at Waubonsee fall into three broad service themes: academic, career and personal/mental health. <b>Academic</b> advising involves helping students select the courses needed to obtain degrees at Waubonsee and/or develop plans for transfer to four-year colleges and universities. <b>Career</b> advising involves helping students explore careers and connect with our many career resources (including resume help, interview coaching, mentoring and experiential learning like internships and study abroad). Waubonsee online tools such as <i>Career Coach</i> can help students find careers that match their interests and aptitudes. Career counseling may occur when a student needs in-depth support for complex life transitions and/or may benefit from a personality/interest inventory such as the <i>Strong Interest Inventory (SII)</i> and the <i>Myers Briggs Type Indicator (MBTI)</i>. <b>Personal</b>/mental health counseling services help students address concerns such as stress, depression, anxiety, relationship issues or other concerns that may interfere with academic progress. These services focus on short-term support, referral to community resources and mental health awareness. The college does not provide clinical or long-term counseling services.</p>
<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	<p>Counseling and Advising services have undergone a major revision since the last Program Review. In 2016, the Waubonsee Transformational Plan’s Student Success Framework directed an examination of the college counseling and advising model. Accordingly, the dean led a self-study of counseling and advising services between 2017 and 2018. This self-study culminated in a proposal to redesign student advising to shift from a “general service” model to an integrated, proactive case-management model. College leadership approved this proposal in March 2019. (See our Before and After Transformation Chart in Appendix A.)</p> <p>The redesign included a reorganization of staffing to better align with college retention goals vis-à-vis the new model as follows:</p> <ul style="list-style-type: none"> <li>• The “Counseling, Advising and Transfer Center” and “Career Development Center” departments were dismantled.</li> <li>• Academic Advisors and the Career Development Center staff were combined into a new department titled “Academic and Career</li> </ul>

	<p>Advising.” Three new “Academic and Career Advisor” positions were added in 2018 and 2019, after two full-time Counselor positions were eliminated through attrition.</p> <ul style="list-style-type: none"> <li>• Counseling responsibilities were centered within a new department titled “Counseling and Student Support.”</li> <li>• A new “Student Retention” department was added, with a new manager and coordinator position. The prior intake staff (previously titled “Counseling, Advising and Transfer Center Admin Assistants”) were moved to this department.</li> </ul> <p>A first-year prototype and action plan for the Redesign was developed by a team of counselors, advisors and managers at the NACADA planning institute in June 2019. That team was formalized into the Redesign Steering Team, which later worked with a consultant from Strata Information Group to develop a draft five-year strategic plan for case management advising. The Covid emergency of March 2020 thwarted some of the year- one intended actions, but the team made excellent progress and completed many of the desired actions, including the assignment of more than 4000 Waubonsee students to advising caseloads. The Advising Mission and Guiding Principles developed by the Steering Team as part of the 5-Year Advising Strategic Plan are:</p> <p><b>Mission</b>      To guide student success through personalized quality academic advising, career exploration and transfer planning.</p> <p><b>Guiding Principles</b></p> <ol style="list-style-type: none"> <li>i. <b>FOCUSED SUCCESS:</b> All degree-seeking students have a primary advisor who can guide them from first semester throughout their lifespan.</li> <li>ii. <b>ENGAGEMENT:</b> Advisors actively reach out to and engage with their assigned students.</li> <li>iii. <b>EXPERTISE:</b> Advisors participate in ongoing training in academic and career advising competencies.</li> <li>iiii. <b>TECHNOLOGY TOOLS:</b> Waubonsee technology facilitates access to data that empowers advisors in supporting student success.</li> <li>liv. <b>CONTINUOUS IMPROVEMENT:</b> Data outcomes are assessed regularly, informing decision- makers to align processes to meet needs.</li> </ol>
<p>What are the program/service strengths?</p>	<p>Prior to the Redesign, the program strengths were access and individual counselor rating favorability. Access to services was a college priority, with advising staff located on all four campuses and online through chat and email. Access was measured through (1) service volume by campus and counselor (and the</p>

	<p>number students who “walked away” from on-campus service lines) and (2) once-per-semester student evaluations of individual counselors and advisors.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The Self-Study revealed several challenges and weaknesses within the existing Counseling and Advising Service model. These challenges (weaknesses) ultimately led to the new case-management model with strengthened staffing support for retention and advising:</p> <ul style="list-style-type: none"> <li>• Student survey data from CCSSE data (2017 and 2019) revealed lower levels of student satisfaction with counseling and advising services as compared to like institutions. Comments suggested student frustration with different answers from different staff.</li> <li>• An evaluation of Waubonsee personal counseling services between 2016 and 2018 confirmed that counseling services comprise a very small minority of all services conducted. Academic and career advising comprised over 90% of all services delivered. The ratio of staffing (counselors-to-advisors) did not reflect that reality and therefore was adjusted in 2019 with the staffing re-organization.</li> <li>• During student focus groups conducted at the two largest campuses in 2018, students shared frustration with getting incorrect information from counselors and advisors. The walk-in model encouraged students to sign up for any available advisor; hence they were advised by a different person every time and perceived got “different information each time.” They also expressed resentment over having to tell their story repeatedly to different people.</li> </ul> <p><b>Focus Group Summary:</b></p> <p><b><u>Key themes from Student Session in April:</u></b></p> <ul style="list-style-type: none"> <li>• Transition from Admissions to CATC is confusing to students. Communication not clear. We need to strengthen our hand off and make it clearer/simpler.</li> <li>• Many students shared positive comments about the caring service they received from counselors and advisors (included praise for admissions, SSS and C4S too)</li> <li>• Counselor/advisor role too technical/clerical. Robust degree audit system is needed so that advisors can focus more on relational and planning support.</li> </ul> <p><b><u>Key themes from follow-up Student Focus Groups in September/October:</u></b></p> <ul style="list-style-type: none"> <li>• Praise for specific counselors/advisors who went above and beyond for students.</li> <li>• Praise for counselors/advisors who helped with career (“I’ve gotten great detailed help with my</li> </ul>

	<p>major.”) Students in TRIO shared positive feedback about program and advising.</p> <ul style="list-style-type: none"> <li>• Concerns conveyed that students tend to drop in and see whatever advisor is available. Students not aware they can request same counselor/advisor.</li> <li>• Some concerns with inconsistent advising. Students see multiple staff and get different messages.</li> <li>• Some CTE students expressed concern that counselor/advisory did not understand their program (especially the AMT classes)</li> <li>• Some concerns with long wait times (bottlenecks) and short service times (quick answers, staff not seeming invested in student.)</li> <li>• Some concerns with counselors/advisors being “too broad” ... they just refer and don’t dive into specific major or career questions.</li> <li>• Clear preference for having one counselor/advisor assigned to them ... someone who knows them so they don't have to start over and retell their story several times (some students wanted backup plan in case they want a second opinion or to switch advisors)</li> <li>• Clear preference for having academic pathway detailed from start to finish (limited clear options better than smorgasbord of confusing choices)</li> </ul>
<p><b>Intended Action Steps</b>        Please identify strategies or actions steps based on the challenges listed.</p>	<ul style="list-style-type: none"> <li>• <b>Assessment:</b> Convert the paper-pencil advisor evaluation into an online tool for completion after each advising session. Develop and administer program assessments each semester (3-4 question survey tools) to measure advising learning milestones beginning in Fall 2020. Beginning evaluating case management impact on student retention and success after Spring, 2021.</li> <li>• <b>Training:</b> Complete the academic and career advising training manual, on-boarding protocol, advising templates and process documentation that began in 2019-20.</li> <li>• <b>Case Management:</b> Continue to assign new students to counselor and advisor caseloads each semester, with mandatory academic planning session during first semester. Expand caseload assignments to serve all degree-seeking students. Request budget and staffing support to address student needs.</li> <li>• <b>Remote Advising:</b> Refine, document and promote remote advising as an integral advising service to outlast the Covid era.</li> <li>• <b>Conduct annual program evaluations and request necessary talent and technology resources during each budget cycle.</b></li> </ul>

Appendix A.

Before (Current/Existing State)	<i>(TRANSFORMATION!)</i>	After (Ideal/Desired State)
<p>Advising support model is passive. We promote our services among the general population, but we generally wait for students to come to us. We don't have systems in place to ensure that students see same advisor.</p>		<p>Support model is active. Students are assigned one counselor/advisor who assists them from day one through graduation. Counselors and advisors actively reach out to students in their caseload who are at-risk for leaving.</p>
<p>Career counseling is ill-defined (in terms of distinction from career development functions) and somewhat siloed, with "career counseling" duties in the realm of counselors only.</p>		<p>Advisors are extensively trained on career exploration tools and holistic, intrusive academic and career advising. In-depth career inventories are still with counselors, but all advising staff do academic and career advising.</p>
<p>Training and onboarding for advisors is informal, based on observation and college-wide resources.</p>		<p>Training and onboarding for advisors includes observation and college-wide resources AND an updated, competency-based checklist AND templates, scripts to follow for many situations (new students, prog review, SOAP, financial aid, career/instructional, etc.)</p>
<p>Advising outcomes are not fully assessed. Outdated paper/pencil point-of-contact surveys are done one month each semester. Volume is evaluated on a monthly basis.</p>		<p>Advising outcomes are assessed at the program level as well as the individual session level. Advising impact on student retention and success is also evaluated, allowing for process improvement and service adjustments.</p>



<b>Student and Academic Support Services</b>	
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.	
College Name:	Waubonsee Community College
Academic Years Reviewed:	2012-2013 through 2019-2020
Review Area:	Access Center for Disability Resources
<p><b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.</p>	<p>The Access Center for Disability Resources supports the campus community to recognize and promote disability as a valuable part of human diversity. Through collaboration with students, staff, and faculty we seek to create usable and inclusive environments and to ensure equitable and accessible educational experiences.</p> <p>The Access Center for Disability Resources provides individualized academic accommodations and other services for students with disabilities. Any student with a disability may meet with the Access Center to determine eligibility for academic accommodations.</p> <p>Accommodations include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Sign language interpreters</li> <li>• Readers or audio for exams and quizzes</li> <li>• Scribe or writing service</li> <li>• Assistive technology</li> <li>• Alternative text formats</li> <li>• Extended time for exams</li> <li>• Alternative site for exams</li> <li>• Counseling and coaching (in collaboration with Career and Academic Counseling)</li> </ul>
<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	<p>2012</p> <p>The Accessibility Advisory Committee, a cross departmental committee focused on increasing institutional accessibility, was formed and met for the first time.</p> <p>2013</p> <p>An Access Center for Disability Resources Referral form was developed for faculty and staff. If a student discloses a disability to any employee they are able to submit a referral and an Access Center staff member will contact the student to inform them of available services.</p> <p>2014</p> <p>The Access Center transitioned from having two Part</p>

Time Educational Specialists to one Full Time Accommodations Specialist.

To ensure quality and timely service to students a testing request form was developed for student use when they would be testing in the Access Center.

Access Center staff began presenting Access Center information at each Nursing Orientation.

A process to request accommodations for the TEAS exam was developed and implemented in collaboration with the Assessment Center.

2015

Sign Language Interpreter compensation was adjusted to a two-tiered system based on qualification level to be competitive with the industry. Tier one is Intermediate License and Tier two is Advanced and Masters Licenses.

As part of a re-branding of a variety of Student Development departments the Access Center for Students with Disabilities was renamed the Access Center for Disability Resources (ACDR). The change better aligned with the mission and goals of the department to be a resource for faculty and staff as well as students.

The Access Center adjusted hours/days at the Aurora Downtown Campus to meet student needs. An Access Center staff member is available by appointment on Tuesday mornings and Wednesday afternoons to accommodate students in M/W and T/Th classes.

The Accessibility Advisory Committee (AAC) expanded to three sub teams (committees) including the Physical Accessibility Team, Digital/Tech Team and Policies, Procedures and Guidelines (PPG) Team. Each team consists of Accessibility Advisory Committee members as well as additional stakeholders.

An Accommodations Statement was added to all event and activity communications (flyers, emails etc.). The statement directs individuals that need accommodations to request them directly from the event sponsor. When possible a two week notice of need is requested. If the event sponsor needs additional assistance to provide accommodations. It is the event sponsor's responsibility to contact the Access Center.

## 2016

The Accessibility Advisory Committee developed a three-year plan to guide accessibility efforts.

The Access Center participated in the Quality Indicators for Assistive Technology in Post- Secondary Education Project provided by the Great Lakes ADA Center at the University of Illinois Chicago. The results informed the Accessibility Advisory Committee Digital Tech Team's three-year plan.

## 2017

The Access Center added a reception desk with an accessible transaction countertop to the common space of the office to improve customer service to students and other stakeholders. The area also provided a more functional and efficient workspace for the administrative assistant.

An additional high school program, Next Steps, was developed to better prepare high school students to transition to college at Waubonsee. The existing First Look program that is open to district high school juniors and seniors with disabilities interested in learning more about college and Waubonsee was formerly held in February/March and transitioned to being offered in October. A second First Look opportunity was offered in 2016 during the transition and the new program began being offered in February/March 2017. Next Steps is specifically designed for graduating high school students. Various departments walk students through the next steps that they need to complete to become a Waubonsee student. The program includes information about placement testing, academic program information and a Financial Aid status update for each student. The program also includes a Resource Fair including key resources available to Waubonsee students.

## 2018

The Access Center transitioned to reporting to the Assistant Vice President of Student Services after a significant reorganization of college departments. The Access Center remained a part of Student Development.

Screen reader software, Kurzweil 3000, was implemented as the default reader for placement

exams instead of human readers.

The Access Center began hosting social events for students to welcome them to the semester as well as celebrate the end of the semester. The events provided students an opportunity to connect with other students registered with the Access Center as well Access Center staff.

2019

To better align with the mission and philosophies of the department several staff titles were modified. The Accommodations Coordinator was changed to Access Coordinator and the Accommodations Specialist was changed to Access Specialist. Additionally, the person that fulfilled the role of Access Specialist was elevated to the role of Senior Access Specialist due to the additional responsibilities since the original development of the position.

The Accessibility Advisory Committee began hosting an Open Forum to provide an opportunity for the college community to hear updates, ask questions and provide feedback.

Learning Assessment and Testing Services modified the job description of a vacant position to specifically address collaboration with the Access Center.

An Access Center representative was included in the formation of the Council for Access and Inclusion. The mission of the Council for Access and Inclusion (CAI) is to promote social justice and create an inclusive college climate through awareness, education, and community engagement. We recognize that an equity-minded culture enhances respect, fosters learning, and promotes a sense of belonging and for our students, employees, and community members.

CAI is responsible for "Of the Month" planning highlighting Disability Awareness in October.

The Access Center redesigned the department flyer with updated statements to align with current department philosophies, updated process information, new photos and data to support that finding that students who use accommodations have a higher GPA than students who have declared a disability and do not use accommodations.

Trio Student Support Services began co-hosting social events with the Access Center after their

	<p>office physically moved to the space directly next door to the Access Center. This allowed students who were a part of Trio to be informed about the Access Center and students registered with the Access Center to be informed about Trio.</p> <p>Additionally, Trio has the ability to do text messaging blasts which increased overall awareness of events.</p> <p>2020</p> <p>A Technology Specialist position was approved for the Access Center in 2019. The position was filled in January 2020.</p> <p>Many Job Aids for assistive technology tools have been updated.</p> <p>Many forms including the Accommodations Request form and VISA have been updated to be more accessible and easier to manage electronically.</p> <p>The Access Center began using an online Chat function available on the public website.</p>
<p>What are the program/service strengths?</p>	<p>Access Center staff keep abreast of current trends in the field of disability services by participating in numerous webinars and membership in the Association on Higher Education and Disability (AHEAD) both nationally and the local affiliate, ILLOWA AHEAD. Additionally, the Access Center has been actively involved in and hosted an informal collaboration group of local community colleges. In addition to general membership, the Access Center Manager has been an active Board Member of ILLOWA AHEAD as a Member at Large as well as Treasurer. The Access Center Manager and Dean for Student Success and Retention also presented at the AHEAD national conference in Albuquerque in 2018. The presentation was titled Who is on the Team and focused on the development, accomplishments, and future plans of the Accessibility Advisory Committee.</p> <p>The Access Center has a positive relationship with a wide variety of departments including Campus Operations, Student Services, and Academic Affairs (both faculty and support departments). This leads to greater accessibility in courses and programming as well as an effective referral pipeline.</p> <p>The Access Center has been a part of New Employee Orientation for numerous years. The Access Center has partnered with Faculty</p>

Development and Engagement to offer an accessibility track at Faculty Development Days as well as other workshops for faculty and staff to increase accessibility knowledge. The Access Center has worked with Campus Operations to complete accessibility reviews for new construction, renovations and remodels. Additionally, Campus Operations has a designated budget to address accessibility needs including adding accessible door openers and transactions countertops.

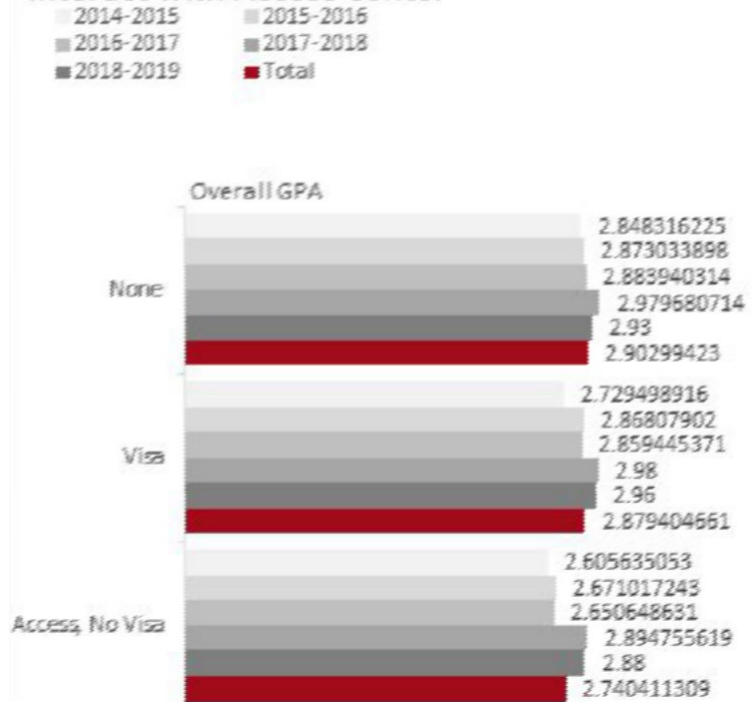
The Access Center has a dedicated Counselor who meets with students registered with the Access Center. The Access Center Counselor and Access Center staff communicate frequently to promote effective case management.

A significant strength of the Access Center is the individualized work that staff does with students. Each student has the opportunity to share their story, their strengths, and their needs. Access Center staff have a reputation of working with students both compassionately and practically.

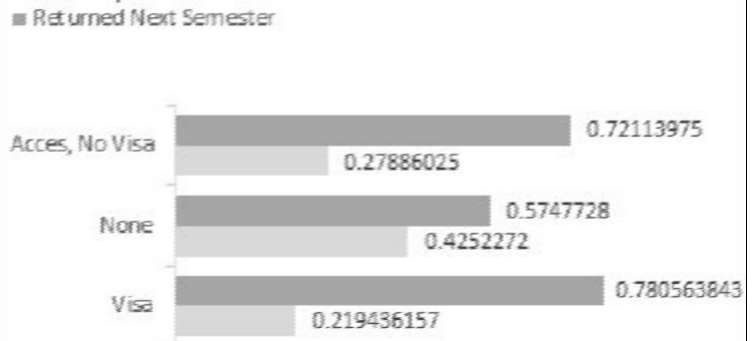
The Access Center has positive working relationships with the feeder schools in Waubonsee's district and offers the opportunity to high school Juniors and Seniors to learn more about Waubonsee and accommodations in college through the First Look and the Next Steps programs. Additionally, the Access Center participates in District 304's informational program for parents to learn more about accommodations in college.

Data supports that students who are registered with the Access Center and have active accommodations results in a higher GPAs than students who do are registered with the Access Center and do not have active accommodations. Additionally, students using accommodations have a higher retention rate.

### Students with a Visa have Higher Overall GPA than Students who only interact with Access Center



### Semester to Semester Retention Breakdown by Interaction with Access Center, 2015-2019



Based on the review, what are the identified challenges of the program or service?

The Access Center lacks a robust data management system. Currently, the primary method of information gathering is completed on paper. Initial meeting summary notes are typed, printed, scanned, and saved to a third-party document management system. Individual meeting notes continue to be handwritten.

Student communication is limited primarily to email and phone calls. The department recently added online chat

	<p>support. The Access Center does not have wide access to the use of text messaging students.</p> <p>The Access Center web pages on the public Waubonsee Website have minimal information and may need to be updated as there continues to be confusion from students, parents and some high school personnel regarding accommodations in college and how they differ from K-12.</p> <p>An area that has challenged the department these last five years is helping students understand all the available assistive technologies. There are often learning curves to using the assistive technology that may overwhelm students, so they choose not to use the technology.</p> <p>An ongoing challenge is helping the campus view accessibility as an institutional responsibility rather than only an "Access Center" responsibility. This is being addressed through the Accessibility Advisory Committee, training and development, and on-going meetings with key stakeholders (e.g. Marketing &amp; Communications, Information Technology).</p>
<p><b>Intended Action Steps</b> Please identify strategies or actions steps based on the challenges listed.</p>	<p>The Access Center will:</p> <ul style="list-style-type: none"><li>• Continue to explore and advocate for technology that supports streamlined processes and ease of use for students and faculty</li><li>• Continue to explore and advocate for technology that promotes effective data management and case management</li><li>• Explore communication options including texting capabilities</li><li>• Develop an assistive technology assessment</li><li>• Develop a listing of available assistive technology</li><li>• Update the Access Center web pages (public or mywcc) to include more information about high school to college transition, processes, and available assistive technologies</li><li>• Develop and implement onboarding materials for students registered with the Access Center (possibly making them available on mywcc).</li><li>• Continue to collaborate with Faculty Development and Engagement, Employee Development to increase accessibility knowledge of all employees and to position accessibility as an institutional responsibility</li></ul>



	<ul style="list-style-type: none"><li>• Continue to collaborate with Faculty Development and Engagement to increase opportunities to educate faculty. Including participation in New Faculty Learning Academy and Faculty Development Days</li><li>• Collaborate with Marketing and Communications to promote institutionalizing the responsibility of accessibility.<ul style="list-style-type: none"><li>○ Include accessibility standards in the Communications Guide<ul style="list-style-type: none"><li>▪ Captioning</li><li>▪ Font size and style</li><li>▪ Contrast</li><li>▪ Etc.</li></ul></li></ul></li><li>• Collaborate with Information Technology to implement a website accessibility audit and remediation.<ul style="list-style-type: none"><li>○ User testing needs to include accessibility</li><li>○ Accessibility training for content developers</li></ul></li><li>• Promote inclusion of disability accessibility in adoption of Inclusive Access for curriculum including textbooks and Open Educational Resources</li></ul>
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## Student and Academic Support Services

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.

<b>College Name:</b>	Waubonsee Community College
<b>Academic Years Reviewed:</b>	2018-2019
<b>Review Area:</b>	Library
<b>Program Summary</b> Please provide a brief overview of the program or service being evaluated.	<p>Housed within Waubonsee’s newly created Academic Support Division alongside Tutoring, Developmental Education, College Success, and Academic Success Initiatives, Waubonsee Community College Libraries consist of the following:</p> <p><b>Our People:</b> The Libraries have a dedicated manager, 3 faculty librarians, 9 part-time librarians, 7 circulation assistants, 6 library technical services support staff, 1 archivist and 3 student workers reporting up to the Dean for Academic Support.</p> <p><b>Our Spaces:</b> Waubonsee Libraries are both physical and virtual spaces. Physically, we have three library spaces. The main library (Todd Library) is located on the Sugar Grove Campus in Collins Hall. We also have libraries on the Fox Valley and Downtown Aurora Campuses. In our virtual space, we have e-books, videos, subject guides, journal articles, newspapers, magazines, in addition to a chat platform that instantly connects you with library staff.</p> <p><b>Our Services:</b> The Libraries offer a wide variety of services including:</p> <ul style="list-style-type: none"> <li>• <b>Research Assistance:</b> Our Ask a Librarian service helps users get answers to specific questions, locate resources and develop research strategies. Research help is available in person, over the phone, via email, or online chat so users can choose the option that’s most convenient.</li> </ul> <p>Library Instruction: The goal of the Libraries’ instruction program is to teach students how to successfully find, retrieve, analyze, and use information. In collaboration with teaching faculty, the librarians provide engaging face-to-face and online library instruction or research education sessions based on the needs of students and course expectations.</p> <ul style="list-style-type: none"> <li>• <b>Circulation Services:</b> This area of the Libraries is charged with lending library materials. This is where users can check out and renew materials, pick up interlibrary loan</li> </ul>

	<p>(ILL) items, or ask general questions.</p> <ul style="list-style-type: none"><li>• <b>Interlibrary Loan:</b> With this service, users can request otherwise unavailable articles, chapters, books, and other media from libraries around the world.</li><li>• <b>Computer Access and Printing:</b> The Libraries offer campus networked computers, preloaded with Microsoft Office Software and network and wireless printing at all campuses.</li><li>• <b>Course Reserves:</b> Supplementary course materials that faculty and staff put on hold, with limited circulation periods.</li><li>• <b>Textbook Collection:</b> The Libraries offer a robust collection of course textbooks available on reserve for student use, with limited circulation periods.</li><li>• <b>Technology Support:</b> The library student technology assistant is intended to be a point person and troubleshooting guide who works with students in Todd Library (Sugar Grove campus). This student is a partner with the librarians and library staff in helping to field questions and monitoring the use of the library's technology resources.</li></ul>
<p><b>Prior Review Update</b> Describe any improvements or modifications made since the last review.</p>	<p>The last review for the libraries on file with Waubonsee's office of Learning Outcomes, Curriculum, and Program Development dates from 2008-2009. In addition, the previous Library Manager retired, with the current Manager entering their third year of employment with the college. Based on this information, we started (and will continue to do so) an annual operations planning cycle for Waubonsee Libraries.</p> <p>Operations planning in the Academic Support Division began in spring 2018 with revisions to the Libraries' Mission and Vision statement:</p> <p>Mission: Waubonsee Libraries build and maintain a dynamic collection of library materials and resources that meet the evolving information needs of students, staff, faculty, and the community.</p> <p>Vision: Waubonsee Community College Libraries will become the intellectual heart of the institution by fostering an environment of respect and providing diverse and dynamic library services to enrich current learning and shape future educational success.</p> <p>In summer 2018, planning was conducted in</p>

preparation for fall semester that would include a timeline for gathering feedback, meeting with stakeholders, and developing strategies for moving forward.

Over the course of the fall 2018 semester, the Division met with and gathered feedback from the following groups via a SWOT analysis: Adjunct Faculty, Student Development Committee, Support Staff Committee, CACC, Joint Instructional Council, various student groups, Faculty, and the Accessibility Committee.

In addition, Division leadership worked with Institutional Effectiveness to create a survey (Academic Support Survey) sent out in fall 2018 to the following: Students, Staff, Faculty, and Administration.

In December of 2018 after all data was collected and organized, the Division met to identify themes to help move us forward in preparation for spring 2019. The libraries identified five opportunity areas, with supporting tactics to meet the opportunities. All Academic Support goals are aligned with institutional goals, including the Academic Affairs Plan and the new strategic plan. Here are the library-specific strategic priorities for the coming year (FY 2020):

- An opportunity exists to improve PHYSICAL SPACES to support student learning.
- An opportunity exists to build on our Service Delivery (customer service, hours, UI) models in order improve accessibility to library resources.
- An opportunity exists to improve Awareness and Outreach to improve knowledge of library resources and services the libraries provide.
- An opportunity exists to provide Technology support and resources in the libraries to improve the student experience.
- An opportunity exists through more Targeted Collection Development, especially where OER is concerned, to support the curriculum and cut costs for students.

Work in these areas has already begun. For example, we created two new student library technology assistant positions, which have been filled and will start work in August 2019. In addition, the Academic Support Division was charged to evaluate the effectiveness of its programs and make recommendations by the end of summer 2019.

In the Educational Affairs Plan priorities for FY 2019, the newly created Academic Support Division was charged to examine the critical gaps and develop a set of recommendations to explore ways to better serve students with the programs and services offered at Waubonsee Community College. This evaluation is a charge directed from Dr. Diane Nyhammer, Vice President of Educational Affairs, to measure the effectiveness of the division. In this document, the services that are discussed are as follows:

	<ul style="list-style-type: none"> <li>• Library;</li> <li>• Tutoring Centers;</li> <li>• Supplemental instruction (SI);</li> <li>• Developmental Education and College Readiness;</li> <li>• Academic Success programs.</li> </ul> <p>In this document, the team evaluated, assessed, and analyzed data which was collected and will make recommendations based on those findings. These findings, within which library operations strategic priorities are embedded, will better serve all stakeholders: students, faculty, staff and the Waubonsee 516 community for fiscal year 2020.</p> <p>This data collection and reporting process will continue annually to guide our work moving the libraries and Division forward.</p>
<p>What are the program/service strengths?</p>	<p>From the data collection process starting in spring 2018 and outlined in the previous section, we found the following library strengths from the Academic Support Survey:</p> <ul style="list-style-type: none"> <li>• Customer service</li> <li>• Library Staff</li> <li>• Resources</li> <li>• Physical space at Sugar Grove</li> </ul>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>From the data collection process starting in spring 2018 and outlined in the previous section, we found the following library opportunities for improvement from the Academic Support Survey, which are addressed in the libraries’ five strategic priorities for FY 2020, with supporting tactics:</p> <ul style="list-style-type: none"> <li>• An opportunity exists to improve <b>PHYSICAL SPACES</b> to support student learning.       <ul style="list-style-type: none"> <li>○ <i>For example, we found that students wanted more study space and improved quiet study areas.</i> <ul style="list-style-type: none"> <li>▪ <b>Tactic 1:</b> To identify multi-functional furniture options (including book stacks) to</li> </ul> </li> </ul> </li> </ul>

	<p>optimize space and use across all library locations (including Plano).</p> <ul style="list-style-type: none"> <li>▪ Tactic 2: To request new furniture for collaborative and quiet spaces in Todd Library.</li> <li>▪ Tactic 3: To send at least 2 library representatives to the Academic Library Planning conference.</li> </ul> <ul style="list-style-type: none"> <li>• An opportunity exists to build on our <b>Service Delivery (customer service, hours, UI)</b> models in order improve accessibility to library resources.       <ul style="list-style-type: none"> <li>○ <i>For example, we found that students wanted more weekend hours, so we implemented Sunday hours at the Sugar Grove campus as a start.</i> <ul style="list-style-type: none"> <li>▪ Tactic 1: To re-assess hours at all library locations.</li> <li>▪ Tactic 2: To partner with campus services to evaluate enhanced live chat and SMS messaging capabilities.</li> <li>▪ Tactic 3: To pilot study room reservation process at the Downtown Library.</li> <li>▪ Tactic 4: To explore and pilot a mobile device lending program.</li> <li>▪ Tactic 5: To explore options to make the library website more user-friendly for research.</li> </ul> </li> </ul> </li> </ul>
<p><b>Intended Action Steps</b>          Please identify strategies or actions steps based on the challenges listed.</p>	<p>The Libraries at Waubonsee Community College will conduct annual operations planning and data gathering processes to keep us moving forward each year, in addition to working through the tactics mentioned above. Although that process may look different from year-to-year, it will allow us to get feedback and make plans to address our strengths and challenges more consistently than in previous years. This process will also create an opportunity for the Libraries to better align their work with institutional goals and plans.</p>

<b>Adult Education and English as A Second Language</b>	
College Name:	Waubonsee Community College
Academic Years Reviewed:	2017 - 2021
<b>Review Summary</b>	
<p><b>Program Objectives</b> What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs?</p>	<p>The mission of the Waubonsee Community College Adult Education program is to open the pathway to lifelong learning and provide for the economic and educational needs of the individuals in the diverse communities we serve. To accomplish this mission, we strive to offer innovative and accessible education and training that meets the needs of area career seekers and employers.</p> <p>The objectives of the program are to increase the students' employment marketability through development of their confidence and capability in the use of the English language, achievement of the High School Equivalency Credential, strengthening their digital literacy skills, and providing access to post-secondary education and training.</p>
<p>To what extent are these objectives or goals being achieved?</p>	<p>With the development of the Standards aligned curriculum and the embedding of digital literacy and workforce development at every literacy level within the ELA and HSE programs, we are confident that we are on a strong path to achieving these objectives.</p>
<p>How does this program contribute to other fields and the mission of the college?</p>	<p>The Adult Education program supports many areas of the college. The program prepares students to successfully transition to credit bearing transfer programs or career and technical education and training through basic skills enhancement and credential attainment.</p> <p>The program contributes to the mission of the college by developing the intellectual, social, cultural and career potential of the individual. By building students' confidence and ability to speak, read, write, and comprehend the English language or complete the High School Equivalency credential, they are more able to engage in society and fully participate in the educational opportunities afforded to them.</p>
<p>How is the college working to help students transition into post-secondary education?</p>	<p>Transitioning into post-secondary is one of the major goals of the program. To achieve this, we have two full-time transition advisers and one part-time career navigator who work directly with students throughout their time in the program. It is the adviser's role to assist students in navigating the path to higher education and training.</p>

	<p>The process begins at new student orientation when new students begin working with advisers to identify desired career pathways and the education and training needed to achieve their goals. Throughout the students' time in the program, these plans are revisited and modified to show the students' progress towards goal attainment. As the students progress towards the end of the program or credential attainment, they are exposed to the educational programs offered at the college through on-site program visits and presentations provided through the institution.</p> <p>With the development of employer informed IET Bridges and ICAPS programs students are prepared to enter post-secondary career and technical education. We have also worked with the Waubonsee Community College Foundation to develop scholarships that encourage students to continue down their career pathway and complete additional credentials.</p>
<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p>Since the last review period, the ELA program has developed an entirely new curriculum that aligns with the College and Career Readiness and State Content Standards. We have increased the rigor and contextualized the classes to incorporate more focus on education, career, and civic engagement.</p> <p>We have implemented new listening and speaking components to our ELA placement to ensure that we are placing students at their optimal learning level.</p> <p>The High School Equivalency (HSE) program has also developed an entirely new curriculum that aligns with College and Career Readiness and State Content Standards. We have greatly increased the access and usage of technology in the HSE program and begun offering Hybrid classes at our satellite campus in Plano.</p>
<p><b>Review Analysis</b></p> <p>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. Review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 How does the college determine need for Adult Education services and programming?</p>	<p>All students seeking Adult Education services are first pre-tested. For the ELA program, we are using the CASAS Life and Work series assessment. This multiple-choice reading assessment, along with a listening comprehension test, and one-on one interview with trained ELA faculty are what determines need and placement in the program.</p>



	<p>For the HSE program, we are using the TABE 11/12 assessment for both math and reading. During the first week of class instructors are using a series of formal and informal assessments to make sure that the student was placed accordingly. If an instructor believes that a student was mis-placed, we have a formal process where students can be moved according to instructor observation and recommendation.</p>
<p>1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.</p>	<p>We offer classes in the morning (9am to 12:30pm) and in the evening (6pm to 9:30pm) at our campus in downtown Aurora. We have also partnered with numerous entities in the district we serve, to offer classes at various off-site locations.</p> <p>Our transition advisers and career navigator are available during the hours classes are in session and travel to the off-site locations to meet the needs of students at these locations. With the transition to at-a-distance education, the advisers have developed a website where students are able to find answers to their questions and contact an adviser as needed.</p>
<p>1.3 How will students be informed or recruited for this program?</p>	<p>The student recruitment strategy has many facets. The first is the Adult Education website. Our pages on the Waubonsee Community College website are geared towards disseminating information to perspective students and pushing the student to action, whether it be to call a representative or fill out the form requesting additional information or follow-up. We are looking at embedding a tour video and real-life experience videos from our students about the program on the website. The second is our Social Media presence. We have a general Social Media presence on all the major platforms that is monitored by our Marketing and Communications department and Adult Education provides content updates to be disseminated through these channels. We are currently working on developing Adult Ed specific pages and accounts so that we can better communicate and target specific populations with differentiated content.</p> <p>We also use print and electronic resources to disseminate enrollment and information session dates, as well as general program information to the community. We work very closely with our One-Stop and WIOA required partners to develop referrals and seamlessly transition students to needed services. We utilize all aspects of Waubonsee Community College's electronic recruitment platforms such as the college website, social media (Facebook, LinkedIn, Twitter, Instagram, and Snapchat), and internal announcement signage at all 4 campuses. Recruitment information is also disseminated through participation in numerous community-based partnerships and organizations. Through ongoing and consistent communication, we engage our</p>

	<p>partners at the Regional Offices of Education and High School Counseling Staffs within the district to create seamless transition opportunities for students exiting from local area high schools. This also includes immigration lawyers and community-based organizations that are focused on immigrant services. We also actively seek student referrals and perpetuate a positive "Word of Mouth" campaign through positive student experience.</p>
<p>1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.</p>	<p>Beginning in FY16, the Waubonsee Community College English Language Acquisition program has experienced a 10% decline in enrollment year over year.</p> <p>The High School Equivalency program has experienced an average 16.5% decline per year since FY2016.</p> <p>In FY20, due in large part to our inability to onboard students in the Spring 2 and Summer 1 sessions, the program has experienced a 17% reduction in student enrollment.</p> <p>With the Covid-19 disruption and the need to develop new delivery methods for providing educational programming, the future enrollment trends are hard to predict. I anticipate that we will be able to attract new students that were unable to participate in the past due to the synchronous face-to-face nature of the program. I also anticipate that the technology and digital literacy divide that exists in our target population will prohibit many from taking advantage of our services.</p>
<p><b>Indicator 2: Cost Effectiveness</b></p>	<p><b>Response</b></p>
<p>2.1 What are the costs associated with this program?</p>	<p>In FY20, the total operating budget for the Adult Education program was \$1,800,477. If we divide this number by the total number of students, both ELA and HSE, it comes out to about \$1,215 per student.</p>
<p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?</p>	<p>The program is funded through state and federal grants as well as institutional funding both in-kind and cash.</p> <p>The institution supports IET programming through in-kind and braided funding with Perkins grant dollars supporting services.</p>
<p>2.3 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? If so, please elaborate.</p>	<p>During the Illinois Budget Impasse from July 2015 to August 2017, the Waubonsee Community College Adult Education program was supported institutionally and able to continue services to the community.</p>

<p>2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>	<p>We are constantly looking at ways to increase efficiency and student outcomes. We regularly review the instructional materials and software used in the curriculum to ensure that we are maximizing our usage. We are moving to more electronic dissemination of supplemental instructional materials to cut down on the need to provide paper copies.</p>
<p>2.5 Are there needs for additional resources? If so, what are they?</p>	<p>Technology will always be a needed resource. As new delivery methods are adopted and evaluated for effectiveness, the increased reliance on technology will cause increased need.</p>
<p><b>Indicator 3: Quality</b></p>	<p><b>Response</b></p>
<p>3.1 What are the program’s strengths?</p>	<p>The Adult Education programs strength is centered on highly trained and dedicated faculty and an institutional commitment to providing access to technology for students. The curriculum and instructional materials are developed to take full advantage of the use of technology and increase the students’ digital literacy.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>The over reliance on face-to-face instruction prevented seamless transition to at-a-distance delivery methods during the Covid-19 disruption. The technology divide that exists for our students is a major issue that must be overcome.</p>
<p>3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?</p>	<p>In FY20, we launched a new curriculum that was developed in accordance with the Illinois Content and College and Career Readiness Standards. Curriculum is regularly reviewed to ensure that standards are properly aligned.</p>
<p>3.4 How does this program fit within the definition of a career pathway program? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.</p>	<p>The ability to effectively communicate in English is fundamental to any career pathway program. The English Language Acquisition (ELA) program at Waubonsee Community College (WCC) is focused on helping individuals build their language skills and supporting them on their path to high quality education and training to advance in sector specific employment.</p> <p>The Adult Education program works closely with the regional office of the Illinois Department of Employment Security to identify and address the workforce needs of local employers. We use this data and feedback from employers to contextualize our programs to focus on the language and skill sets needed to help our students obtain meaningful employment and to be able to advance within their chosen career sector. We engage area employers, community-based organizations, government entities, and faith-based organizations in our Area Planning Council to help guide our program and</p>

	<p>ensure that instruction is applicable to the skills needed in the workforce.</p> <p>With the alignment of the ELA and HSE programs to the College and Career Readiness standards and State standards, we are focused on not only preparing a student for meaningful employment, but also preparing them for success in a full range of post-secondary education and training options. Through the contextualization of classes, the focus on modeling instruction after traditional credit bearing classes, and the implementation of “wrap-around” career and transitional advising, the program prepares students for lifelong learning which can lead to high-skill, high-wage careers in high-demand industries.</p> <p>We have built a seamless bridge from our ELA program to the High School Equivalency program. This allows students who lack a secondary credential to first increase their confidence with the English Language and build the skills necessary to be successful in completing their High School Equivalency. Through this transition, advisers are there assisting students and developing an individualized plan that shows students the pathway to their desired career or sector.</p> <p>We plan to build upon our current model by identifying additional IET and Bridge options, which will be informed by local area employer needs, and looking for opportunities to incorporate apprenticeships for the HSE student and English Language Learner</p>
<p>3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated,etc.)?</p>	<p>With the Covid-19 disruption, we were required to develop alternative delivery methods in a very short period. The full at-a-distance programs relied heavily on I-Pathways, TABE 11/12 Academy, Burlington English, Reading Plus, and Zoom as the means for content delivery. Instructors also utilized Google Classroom, Canvas, and Weebly as supplemental systems in content delivery.</p> <p>Currently, we are developing synchronous online, hybrid, and Flex modalities for implementation in the Fall of FY21.</p>
<p>3.6 What innovation has been implemented or brought to this program?</p>	<p>In FY20, we launched our Standards aligned curriculum with digital literacy and workforce development embedded at every NRS level.</p> <p>To provide a continuity of instruction across the curriculum we adopted the Stand Out textbook series from National Geographic and Cengage Learning as our assigned text for English Language Acquisition. To strengthen our placement of students, we added a listening and speaking component to work alongside the CASAS Life and Work reading assessment.</p>

	<p>We also increased our presence in the community by developing several new off-site locations, including one with the local school district that offered child-care for participating students</p>
<p>3.7 To what extent is the program integrated with other instructional programs and services?</p>	<p>The Adult Education program is closely aligned with the Career and Technical Education division at the institution in the development and implementation of Bridge and IET programming.</p> <p>Adult Education faculty and administration are working with Developmental Education faculty and administration, to better serve the needs of transitioning adult education students into developmental education classes.</p> <p>Adult Education ELA faculty and staff have worked with corporate training and community outreach to develop bi-lingual trainings and corporate English language acquisition classes.</p>
<p>3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>The Adult Education Program at WCC is focused on building and strengthening partnerships across the district to provide students with a compendium of service. We have increased the number of members that participate in our Area Planning Council and have greater representation from a wider swath of organizations from throughout the district.</p> <p>A new partnership that has been formed since the last review has been with the West Aurora Early Learning Academy (WAELA). This partnership was developed to address the English Language needs of WAELA parents. To aid the parents in building their English Language skills, we developed a morning class and an evening class and childcare was provided by WAELA certified staff.</p> <p>The Adult Education program has partnered with the Kane and Kendall County Sheriffs to provide High School Equivalency training inside the correctional facilities. We have partnered with the respective Regional Offices of Education (ROE) to provide the HiSET Paper based exam inside the facilities. These programs are hybrid in nature and capitalize on the tablets that inmates can utilize within the correctional facilities.</p> <p>We have also partnered with East Aurora High School and have developed a seamless pipeline for East Aurora High School students who are aging out of the High School System or are too credit deficient to graduate, an alternative option through our HSE program.</p>

<p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?</p>	<p>Professional development of instructors to ensure quality programming is the top ongoing initiative in the program. The instructors are required to obtain a minimum of 12 hours of professional development each fiscal year. These hours are obtained through on-site program delivered PD, mandatory PD provided through the institution, on-line training provided through the ICCB Adult Education Training Network, and attendance at state and local conferences.</p> <p>It is a major initiative that all instructors in the program be Standards Proficient trained within 3 years of teaching in the program.</p>
<p>3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.</p>	<p>From 2017 to 2019, the Waubonsee Community College English Language Acquisition Program has met or exceeded state performance targets. Due to the Covid-19 disruption, we were unable to post-test 200+ students and were unable to onboard any new students for the Spring 2 and Summer 1 sessions.</p> <p>In 2017, the ELA program had a 77% retention rate with 50.81% of students achieving a measurable skill gain. The program exceeded all state targets by NRS level.</p> <p>In 2018, the ELA program had a 90% retention rate with 42.95% of students achieving a measurable skill gain. The program exceeded all but 1 state targets by NRS level.</p> <p>In 2019, the ELA program had an 89% retention rate with 46.36% of students achieving a measurable skill gain. The program exceeded all but 1 state targets by NRS level.</p> <p>In 2020, the program had an 82% retention rate with 24.96% of student's achieving a measurable skill gain. The program met 1 state target by NRS level. Over 200 students were unable to post-test due to the Covid-19 disruption.</p> <p>From 2017 to 2019, the Waubonsee Community College High School Equivalency Program has not met all of the state performance Targets.</p> <p>In 2017, the HSE program had a 57% retention rate with 35.09% of students achieving a measurable skill gain. The program met or exceeded 3 out of 5 state targets by NRS level</p> <p>In 2018, the HSE program had a 72% retention rate with 31.96% of students achieving a measurable skill gain. The program met or exceeded 2 out of 5 state targets by NRS level.</p>

	<p>In 2019, the HSE program had a 77% retention rate with 24.35% of students achieving a measurable skill gain. The program did not meet any of the state targets by NRS level</p> <p>In 2020, the HSE program had a 75% retention rate with 17.5% of students tested achieving a measurable skill gain. The program did not meet any of the state targets by NRS level. 165 students were unable to post-test due to the Covid-19 disruption.</p>
<p>3.11 Are students completing the program and advancing to further postsecondary education? Please explain.</p>	<p>Students are completing the ELA program and moving on to further education. From 2017 to 2019, the ELA program saw an average of 59% of the Advanced ELA students gain points. Many students that complete the ELA program choose to pursue their High School Equivalency after. By transitioning to HSE, these students gain their high school equivalency and increased confidence and knowledge of the English language.</p> <p>Many of the students that achieve the 236 test-out score on the CASAS test do not have the English skills necessary to be successful in an all-English post-secondary class or training. Because of this, many take remedial English classes or academic ESL classes to continue to build their skills.</p> <p>In 2016, the High School Equivalency program produced 62 HSE credential completers. In 2017, the program produced 64 HSE credential completers. In 2018, the program produced 52 HSE credential completers. In 2019, the program produced 45 HSE credential completers.</p>
<p>3.12 Provide the college’s goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).</p>	<p>Our goals are to increase post-secondary education attainment, increase the level of workforce preparation that is contextualized within the curriculum, increase the number of IET offerings available to students, and continue to build seamless transition pathways for students entering education and training.</p> <p>Because many of our students have little to no experience with the higher education and training system, it is imperative that we continue to strengthen our programming to expose students to the career training opportunities and guide them through the process.</p>
<p>3.13 How is the college meeting established performance measures (NRS Guidelines)?</p>	<p>The Waubonsee Community College English Language Acquisition program has met or exceeded most of the established performance measures from FY 2017 to FY 2019.</p> <p>The High School Equivalency program has failed to meet the established performance measures regularly since the last program review. In the Fall of</p>

	<p>2019, we launched a new, more rigorous, curriculum. Unfortunately, we did not have enough longitudinal data to accurately evaluate the effectiveness of the new curriculum prior to the Spring Covid Disruption.</p> <p>FY 2020, due to the Covid-19 disruption, performance measures were not met because we were unable to post-test students before the end of the Fiscal Year.</p> <p>As a program, we are always looking at the metrics and working to identify areas for improvement. As we implement new initiatives, we are always looking at the outcomes to help guide us as to an initiative's effectiveness. Quality of instruction, availability of technology, and wrap-around student services are what we focus on the most in the program.</p>
<p>List any barriers encountered while implementing the program.</p>	
<p>Funding is always an issue when trying to expand services throughout the district. Our resources are finite and, as such, we are limited in how many classes we can offer. The need far exceeds our resources to provide ELA and HSE services throughout the entire district.</p>	
<p><b>Review Summary</b></p>	
<p><b>Rationale</b> Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The review findings have shown the Waubonsee English Language Acquisition Program to be performing at or above State performance targets. The review findings have shown that the High School Equivalency program has failed to meet established performance measures and will continue to be evaluated and modified to address the underlying issues that have contributed to this issue.</p> <p>Due to the Covid-19 disruption, we are now required to look at models that do not rely on the proven face-to-face modality. We must begin to look at how to effectively offer content and training to students in an at-a-distance model, while retaining the student support necessary for them to be successful.</p>
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>By the Fall of 2020, we will be implementing new at-a-distance models of instruction that are hybrid in nature. We are currently reviewing and developing hybrid bridge and ICAPS models for launch in Fall.</p>
<p><b>Resources Needed</b></p>	<p>We will need additional resources to overcome the digital literacy and technology gap that exists with our target population. We will need additional financial resources to expand bridge and IET programming.</p>



<p><b>Responsibility</b> Who is responsible for completing or implementing the modifications?</p>	<p>The Dean for Adult Education is responsible for implementation of the modifications. Review of implementation success and opportunities for improvement will be the responsibility of the entire Adult Education division.</p>
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