



ICCB Program Review Report



WAUBONSEE
COMMUNITY COLLEGE



October 2021

PROGRAM REVIEW COVER PAGE	
<i>COLLEGE</i>	Waubonsee Community College
<i>DISTRICT NUMBER</i>	District 516
<i>CONTACT PERSON</i> <i>(NAME, TITLE, CONTACT INFORMATION)</i>	Dr. Kathleen Gorski, Dean for Learning Outcomes, Curriculum and Program Development. kgorski@waubonsee.edu 630-260-2280
<i>FISCAL YEAR REVIEWED:</i>	FY2016-FY2020
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Waubonsee Community College**

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ACADEMIC DISCIPLINES	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2016 - FY2020
<i>DISCIPLINE AREA:</i>	Anthropology
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
1. Prior Review Update Describe any quality improvements or modifications made since the last review period.	Since the last review period, Anthropology 100: Introduction to Anthropology was withdrawn, as it had not been offered in the 10 years prior.
2. How does this discipline contribute to other fields and the mission of the college?	Three of four Anthropology courses are IAI courses and students could choose to enroll in to fulfill the Social and Behavioral Sciences requirement for the AA, AS, AES, and AFA degrees.
REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response
1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)	<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.</p> <p>Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions.</p> <p>Faculty review assessment of student learning data as well as data provided by the college's Institutional Effectiveness Department and collaborate with their deans on curricular changes that address course or discipline needs. 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. The discussions serve as communication and an additional way to evaluate needs. Curriculum Council meets fall and spring semesters, and is comprised of faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational</p>

	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 prior to being sent to ICCB.
2. How are students informed about or recruited for this program/discipline? (1.2)	Students are recruited in various ways including recruitment and admissions, personal information sessions with academic advisors, and through division administration participation in recruiting events such as the annual Exploring Majors Fair. Additionally, ANT 101 serves as a recruiting tool for the advanced courses.
3. What, if any, new Academic Transfer options: courses or major options have been added/deleted to the disciplines or division offerings during the last review period? What determined this action? (1.3)	Since the last review period Anthropology 100: Introduction to Anthropology was withdrawn, as it had not been offered in the 10 years prior.
4. How many total courses are offered by the college in this discipline? What courses have the largest enrollment? (1.4)	Four courses are offered by the college in this discipline. ANT 101 has the largest enrollment with an average of 211 students each academic year in review. ANT 101 Cultural Anthropology ANT 102 Human Origins ANT 110 Introduction to Archeology ANT 296 Special Topics in Anthropology
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
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- and part-time faculty are maintained for this discipline?) (2.1)	The costs associated with this discipline are adjunct faculty pay and other departmental instructional expenses. The prefix cost per load hour for this discipline is \$932.01, which is 50% less than the average cost per load hour for all transfer programs and it represents a third of the cost per load hour for CTE programs. Currently, this discipline is maintained by two adjunct (part-time) faculty members.
6. What steps can be taken to offer curricula more cost-effectively? (2.2)	The cost for this discipline is quite low compared to the cost of other transfer disciplines and CTE programs. The discipline follows cost effective practices.
7. Does this discipline have a need for additional resources? (2.3)	The Anthropology Department currently has the faculty, classroom, and physical anthropology resources necessary to continue to successfully support, educate, and serve the students in their discipline. One resource that would be beneficial would be the opportunity to be a spotlighted program through Marketing & Communications to expose more students to discipline courses, and potential student career paths in, or tangential to, Anthropology.

INDICATOR 3: QUALITY	RESPONSE
8. Measurable Learning Outcomes: What are the expected outcomes of this Discipline?	Anthropology will be working on identifying discipline outcomes this year. Waubensee is working with its full-time faculty on a process to collaborate with the adjunct faculty on the assessment of student learning.
9. To what extent are course learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.	Outcomes data is collected individually by each adjunct faculty member. Final grades are an indication that learning outcomes are being achieved. However, formalized processes to aggregate data are in development. The Outcomes Advisory Council faculty are working with our Faculty Development and Engagement Office to offer workshops on and support for our assessment management system in order to collect learning outcomes data across all sections and modalities of our courses.
10. What assessment methods are used to ensure learning improvement and student success?	Assessment methods used to ensure learning improvement and student success are cultural study/reports, two new outside cultural activities, book reviews, midterm papers, and final papers.
11. How does the college determine student success in this discipline? Please outline. (3.10)	Student success is determined by attaining at least 70% (an A, B or C) for each class in the discipline.
12. What curriculum revisions have been made based on the assessment of student learning to improve discipline quality and improve learning?	Individual adjunct faculty make changes to their curriculum and teaching based on their individual results and analysis. A process is in development to work on aggregate data to collectively review results.
13. What does the discipline or department review when developing or modifying curriculum? (3.8)	The discipline follows the IAI panels and makes changes based on requirements. Institutional data is also reviewed.
14. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)	The college offers Anthropology courses in a variety of modalities including: <ul style="list-style-type: none"> • face-to-face • synchronous online • online
15. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? (3.2)	Even though we collect data from the classes we teach, we have not yet systematically compared the success rate from different sections. The plan is to start this comparison process in Fall 2021.
16. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)	The division administration will conduct instructional evaluations, meet with faculty, and review best practices for high impact teaching and learning strategies. The college also recommends for faculty to assess courses with low retention or success rates to determine if curricular changes may be needed.
17. How does the discipline identify and support “at-risk” students? (3.6)	Each faculty member provides a comprehensive list of resources available to students with applicable hyperlink to the resource itself as a component of each course syllabus. Each instructor completes midterm attendance verification submissions for each student. Faculty can

	submit a WIF (Waubonsee Intervention Form) for students they identify would benefit from additional help, guidance, or support.
18. To what extent is the discipline integrated with other instructional programs and services? (3.7)	Courses in the Anthropology curriculum satisfy requirements for wide number of disciplines which lead to AS and AA degrees.
19. How does the discipline assess full-time and adjunct instructor performance in the classroom? (3.3)	Adjunct faculty members are evaluated by the assistant dean through a formal instructional evaluation process. A classroom evaluation is performed. The Assistant Dean prepares notes, suggestions, supplemental resources, and the official evaluation review form. A debrief, discussion, and additional planning session (if needed) is conducted and concludes that instructional evaluation instance. Currently, this discipline does not have full-time faculty.
20. What professional development is offered for full- and/or part-time faculty in this discipline? What additional suggestions do you have for future offerings (3.4)	All faculty, full-time and part-time, are invited to participate in all aspects of "Faculty Development Days", which precede the start of the Fall and Spring semesters. Programming during this three-day conference varies by semester, but encompasses best practices in teaching and learning, assessment, and trends in the educational field. The division for Faculty Development and Engagement also invites faculty (full-time and part-time) to submit statements of interest for open positions as faculty liaisons.
21. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? (3.5)	We have not had faculty involved in the IAI panel review for this discipline.
22. Did the review of Discipline quality result in any consideration of future actions or modifications? Please explain. (3.11)	The review of the discipline confirmed to us that we are moving in the right direction with our assessment plans. Future actions for this discipline include professional development for our adjunct faculty on how to collect and use assessment data to improve student learning.
23. List any barriers encountered while implementing the discipline	
Employment opportunities are not as well defined or as vast as other disciplines in the division; therefore, students often select other disciplines to fulfill the Social and Behavioral Science requirements for the AA, AS, AES, and AFA, most notably Psychology and Sociology, both of which have multiple full-time faculty members who are available to promote and recruit for their programs.	

PERFORMANCE AND EQUITY

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

ACADEMIC DISCIPLINE AREA	Anthropology
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COURSE TITLE	ANT 101 Cultural Anthropology				
COURSE DESCRIPTION	Cultural Anthropology provides an introduction to social and cultural anthropology, emphasizing the socio-cultural and psychological characteristics of various cultures: hunters, tribesmen, chiefdoms, peasants and industrial societies. Emphasis is placed on cultural universals, integration of social institutions and the continuing adaptation of man to his environment.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	252	218	200	201	187
<i>CREDIT HOURS PRODUCED</i>	756	654	600	603	561
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	76%	68%	75%	77%	80%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S1 901N				

COURSE TITLE	ANT 102 Human Origins				
COURSE DESCRIPTION	Physical anthropology explores the origins and development of human beings and our closest non-human relatives in the primate order. This course examines the mechanics of genetics and the processes of evolution. Students also investigate the fossil record and archaeological evidence in order to understand the sequence of early human ancestors. In addition, this course studies non-human primates, both living and extinct. The course also explores the adaptability and variation seen in modern human populations.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	103	69	57	60	78
<i>CREDIT HOURS PRODUCED</i>	309	207	171	180	234
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	69%	74%	74%	73%	62%

<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S1 902				
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<i>COURSE TITLE</i>	ANT 110 Introduction to Archeology				
<i>COURSE DESCRIPTION</i>	Introduction to Archeology explores the concepts, principles and archaeological methods utilized by anthropologists to reconstruct and interpret past cultures. Specific prehistorical cultures are examined to illustrate this process.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	18	44	46	48	15
<i>CREDIT HOURS PRODUCED</i>	54	132	138	144	45
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	94%	80%	76%	77%	87%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S1 903				

<i>COURSE TITLE</i>	ANT 296 Special Topics in Anthropology				
<i>COURSE DESCRIPTION</i>	This course offers in-depth exploration of a special topic, issue or trend in the anthropology field. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</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>	Form 13 Eastern Illinois University 6/25/19 Form 13 Northern Illinois University 7/11/19				

<p>24. Outline the disciplines goals for course enrollment, and success rates. How does the data support the course goals outlined? Elaborate.</p>	<p>At the beginning of the review period the enrollment numbers were steady and a full-time faculty member taught the majority of the Anthropology courses through the Summer of 2017. As the review period continued and pandemic set in, the enrollment decreased by 25%. In the next five years, we would like to see the enrollment increase by 25%, back to where we were prior to the pandemic.</p> <p>This discipline would like to see the student success rate at 75% or above.</p>
<p>25. What disaggregated data was reviewed?</p>	<p>The data set reviewed consisted of students who officially selected this discipline of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course:</p> <ul style="list-style-type: none"> • Credit hours generated • Total students enrolled • Success rates excluding withdrawals • Withdrawal rates • Grade distributions • Modalities offered
<p>26. Were there identifiable gaps in the data? Please explain.</p>	<p>Enrollment - The students enrolled in this discipline are mostly made up of White and Latinx students; Black students make up less than 10% of students in this discipline.</p> <p>Withdrawal - Black students withdraw from this discipline at a much higher percentage than other races.</p>
<p>27. What suggestions do you have to overcome any identifiable gaps?</p>	<p>The data for the Anthropology discipline is in line with that of the entire college. The college is made up of 8% black students so it makes sense that the enrollment is reflective of that.</p>

GOAL PLANNING

<p>28. What are the discipline's strengths?</p>	<p>The strength of this discipline is that we ensure that students' understanding of human diversity, critical thinking, and cultivating empathy for unique worldviews, which leads to becoming better citizens, students, and people. Additionally, this discipline provides students with course options to complete their degree requirements.</p>
<p>29. What are the identified or potential weaknesses of the discipline?</p>	<p>Anthropology is not as recognized as other disciplines in the division such as psychology and sociology and therefore students often select other disciplines to fulfill the Social and Behavioral Science requirements for the AA, AS, AES, and AFA.</p>

30. Describe actions that can be implemented to turn potential weaknesses into strengths.	We can consider working with advisors to promote anthropology courses to potential students. Another option to consider would be to offer anthropology in new modalities or during times that there are fewer courses to choose from. Additionally, working with Marketing and Communications to help promote the courses.
31. Discipline Goals: List three measurable goals to work on for the next 5 years that address needs identified in this review and that align with the Educational Affairs Plan.	<ol style="list-style-type: none"> 1. Create learning outcomes and assessment plans for the discipline. 2. Increase enrollment by 25%. 3. Vary course modality offerings in order to attract a wider number of potential students.
32. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).	<p>Support of the Outcomes and Assessment Office and faculty liaisons to develop discipline outcomes and an assessment plan for ANT 102, which is the course with the lower success rate.</p> <p>Advising and Marketing & Communication to increase interest in the courses.</p>
REVIEW RESULTS	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The courses offered in the Anthropology Department attract and serve a good number of students who wish to study Anthropology for elective/transfer credit and some do further their studies of Anthropology post Associates Degree achievement. Though the faculty teaching in the program are exclusively adjunct faculty members, they are high quality, high impact, and student-learning focused professionals who collaborate when possible. Additional institutional exposure to the Anthropology curriculum would be of benefit as their courses are elective options for a variety of AA, AS, AES, and AAS programs.</p>
<p>Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.</p>	<p>Fall 2021: Meetings with Marketing & Communications occur each semester and programs for special spotlight opportunities are identified. The Assistant Dean of the division will propose that Anthropology is a spotlight program for the next academic year (two semesters).</p> <p>Fall 2022, Spring 2023: The assistant dean of the division will review enrollment rates, as well as success rates, for each Anthropology course as a component of assessing if the program spotlight yielded positive results.</p> <p>Fall 2021: The assistant dean of the division will meet with the Outcomes Assessment Liaisons to discuss strategies for using the assessment management system to implement outcomes assessment with adjunct faculty members.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The assistant dean will work with the outcomes assessment liaisons, Marketing and Communications, advisors, and the adjunct faculty.</p>

ACADEMIC DISCIPLINES	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2016 - FY2020
<i>DISCIPLINE AREA:</i>	Economics
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
1. Prior Review Update Describe any quality improvements or modifications made since the last review period.	Quality improvements include major course learning outcome revisions and alignment as well as curriculum mapping, all of which have been implemented since the last review.
2. How does this discipline contribute to other fields and the mission of the college?	Economics is essential to fulfill graduation or transfer requirements in AA and AS degrees.
REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response
1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? (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 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 semesters, and is comprised of program

	faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
2. How are students informed about or recruited for this program/discipline? (1.2)	Students are informed and recruited for this discipline in their high schools, at the Career Pathways events, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.
3. What, if any, new Academic Transfer options: courses or major options have been added/deleted to the disciplines or division offerings during the last review period? What determined this action? (1.3)	ECN 210: Global Economic Issues was withdrawn during this period. The course was withdrawn because it had been offered several times but has never run due to insufficient enrollment. Additionally, this course is not an IAI course and does not fulfill any degree requirements.
4. How many total courses are offered by the college in this discipline? What courses have the largest enrollment? (1.4)	There are three courses offered by the college in this discipline. The first is Introductory Economics, the second is Microeconomics Principles, and the third is Macroeconomics Principles. Microeconomics is the course that has the largest enrollment as reflected in the data.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
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- 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"> • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • 2 full-time faculty professional development • 1 adjunct faculty <p>There is no perceived difference between the cost of this discipline and other disciplines.</p>
6. What steps can be taken to offer curricula more cost-effectively? (2.2)	Reduce publications by sharing resources already acquired by the library.
7. Does this discipline have a need for additional resources? (2.3)	This discipline does not have a need for additional resources at this time.
INDICATOR 3: QUALITY	RESPONSE
8. Measurable Learning Outcomes: What are the expected outcomes of this Discipline?	<ol style="list-style-type: none"> 1. Apply microeconomics and macroeconomics principles. 2. Use economic tools to analyze firms and current economic issues and policies. 3. Solve economic problems using qualitative and

	quantitative tools.
9. To what extent are course learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.	We have an assessment process for Microeconomics and Macroeconomics Principles. We have planned to collect data every semester and make any necessary adjustment to the discipline based on the results from the data. We are currently assessing ECN 202.
10. What assessment methods are used to ensure learning improvement and student success?	The main assessment methods used to ensure learning improvement and student success include quizzes, homework assignments, discussions, and exams.
11. How does the college determine student success in this discipline? Please outline. (3.10)	Student success is determined by attaining at least 70% (an A, B or C) for each class in the discipline.
12. What curriculum revisions have been made based on the assessment of student learning to improve discipline quality and improve learning?	The main revision consists in the adoption of the curriculum mapping, the development of course learning outcomes, and the use of rubrics. The department has introduced more global awareness content. It has also included more video content in classes to address better quantitative and critical thinking skills.
13. What does the discipline or department review when developing or modifying curriculum? (3.8)	The department reviews the enrollment, the Illinois Articulation Initiative (IAI) and best practices from other institutions.
14. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)	Besides the face to face delivery method, the department offers classes synchronous online, hybrid format, and 100% online.
15. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? (3.2)	Even though we collect data from the classes we teach, we have not yet systematically compared the success rate from different classes. The plan is to start this comparison process in Fall 2021.
16. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)	The discipline has not so far experienced any retention and/or success rates that needed to be addressed. However, the department did put in place three actions to be taken whenever low retention and/or low success rates are observed. The first action is to provide more advising, the second action is to encourage students to seek resources at the college, and the third is to implement any measure from the discipline review in collaboration with the dean.
17. How does the discipline identify and support “at-risk” students? (3.6)	To identify and support at-risk students, the discipline uses the College early alert system and the tutoring services. Once identified, faculty work closely with “at-risk” students to assist them in their reading and assignments. Also, the Dean and faculty work together to address the issue.

18. To what extent is the discipline integrated with other instructional programs and services? (3.7)	The discipline assists students in business classes, healthcare programs, accounting, statistics, and computer sciences. The program is also connected to the Mathematical Science that equips students with the basic mathematical knowledge they need to study economics.
19. How does the discipline assess full-time and adjunct instructor performance in the classroom? (3.3)	The discipline assesses probationary full-time and adjunct instructor performance by using in-class observation and student evaluation done every semester. Tenured faculty are assessed using the post-tenure reflection process.
20. What professional development is offered for full- and/or part-time faculty in this discipline? What additional suggestions do you have for future offerings (3.4)	Faculty have many opportunities for their professional development. These opportunities include seminars, conferences, and certification.
21. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? (3.5)	2 full-time faculty
22. Did the review of Discipline quality result in any consideration of future actions or modifications? Please explain. (3.11)	The review of the program did not result in any actions or modifications.
23. List any barriers encountered while implementing the discipline	
N/A	

PERFORMANCE AND EQUITY	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
ACADEMIC DISCIPLINE AREA	Economics

COURSE TITLE	ECN 100 Introduction to Economics				
COURSE DESCRIPTION	This is a survey course introducing students to the basics of both macroeconomics and microeconomics. The purpose of this course is to introduce the student to the disciplines of economics and provide a basic understanding of how it functions in today's society. Topics studied include the theory of demand and supply and its welfare application, market structures, income distribution, fiscal and monetary policy, and the global economy.				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>

	(2015-2016)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
<i>NUMBER OF STUDENTS ENROLLED</i>	223	251	213	224	211
<i>CREDIT HOURS PRODUCED</i>	669	753	639	672	633
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	61%	69%	72%	72%	61%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S3 900				

<i>COURSE TITLE</i>	ECN 201 Principles of Economics - Microeconomics				
<i>COURSE DESCRIPTION</i>	This course provides an introduction to basic economic principles and the principles of microeconomics. Topics covered include the application of the concepts of supply and demand to the impacts of government policies (price control, taxation, subsidy and trade restriction) on welfare economics and international trade; the behavior of the consumer; resource allocation; the behavior of the firms and their pricing strategies under different market structures, including perfect competition and imperfect competition, the economics of the labor market and the introduction to game theory.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	589	623	681	676	666
<i>CREDIT HOURS PRODUCED</i>	1,767	1,869	2,043	2,028	1,998
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	68%	70%	74%	67%	69%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S3 902				

<i>COURSE TITLE</i>	ECN 202 Principles of Economics - Macroeconomics
<i>COURSE DESCRIPTION</i>	This course provides an introduction to basic economic principles and the principles of macroeconomics. Topics discussed include demand and supply; national income accounting; economic

	growth; economic fluctuations; inflation, unemployment, income distribution; the determination of the equilibrium real gross domestic product (GDP), fiscal policy and public debt; money, banking and monetary policy; and international economics including international trade and finance.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	438	504	465	420	436
<i>CREDIT HOURS PRODUCED</i>	1,314	1,512	1,395	1,260	1,308
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	72%	75%	80%	79%	75%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S3 901				

<i>COURSE TITLE</i>	ECN 210 Global Economic Issues				
<i>COURSE DESCRIPTION</i>	This course involves the analysis of current socioeconomic issues by actively applying basic economic principles and the evaluation of policy solutions from an economic perspective. Topics may include: income distribution and poverty, labor markets, international trade, immigration, environmental policy, health care, and education.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</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>	Eastern Illinois University 7/9/19 Illinois State University 8/29/19 Northern Illinois University 7/18/19 Southern Illinois University 10/29/19 University of Illinois at Chicago 7/23/19 University of Illinois at Urbana Champaign 7/22/19				

COURSE TITLE	ECN 296 Special Topics Economics				
COURSE DESCRIPTION	This course offers in-depth exploration of a special topic, issue or trend in the economics field. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	YEAR 1 (2015-2016)	YEAR 2 (2016-2017)	YEAR 3 (2017-2018)	YEAR 4 (2018-2019)	YEAR 5 (2019-2020)
NUMBER OF STUDENTS ENROLLED	0	0	1	0	0
CREDIT HOURS PRODUCED	0	0	3	0	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	0	100%	0	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Eastern Illinois University 7/9/19 Illinois State University 11/26/18 Northern Illinois University 7/18/19 Southern Illinois University 10/7/19 University of Illinois at Chicago 7/15/19				

24. Outline the disciplines goals for course enrollment, and success rates. How does the data support the course goals outlined? Elaborate.	Even though the outbreak of the coronavirus pandemic has impacted enrollment across the college and other institutions, the enrollment in economics remains solid. Nonetheless, the program intends to keep its momentum by improving teaching practices based on assessment data. These improvements include practices focused on learning styles and content delivered using different modalities. While the enrollment is impacted by the college trend, the discipline success rate remains in line with state standards based on the data on course summary report by subject.
25. What disaggregated data was reviewed?	The data reviewed include credit hours generated, total students enrolled, success rates excluding withdrawals, withdrawal rates, fall to spring retention, and enrollment by race, gender and age.
26. Were there identifiable gaps in the data? Please explain.	Yes, the data reveals the presence of some gender gaps in enrollment. While around 55.5% of students enrolled at Waubonsee are females, the proportion of females enrolled in Economics is 41%. The data also reveals that the enrolled black students end up dropping by the end of the semester.
27. What suggestions do you have to overcome any identifiable gaps?	We will introduce equity- and inclusion- promoting strategies in our classes. In particular, we will <ul style="list-style-type: none"> • Use effective and inclusive classroom techniques • Create an information flier, page and video on female and black economists with notable contribution. • Include assignment based on global awareness rubrics. • Provide more learning resources or contents and more model assignments to increase our success rate and attract diversity in economics.

GOAL PLANNING	
28. What are the discipline's strengths?	The strengths of the program include, but are not limited to, full-time faculty collaboration and solid teaching, which has permitted us to transfer students to some of the best schools of economics in the United States, such as the University of Michigan Anne Arbor.
29. What are the identified or potential weaknesses of the discipline?	<ul style="list-style-type: none"> • Lack of collaboration between full-time and par- time faculty in the coordination in assignments and delivered content. • Enrollment of students not meeting the mathematics requirement.
30. Describe actions that can be implemented to turn potential weaknesses into strengths.	<ul style="list-style-type: none"> • Faculty collaboration with adjunct faculty to coordinate course contents, assignments, and textbook choice. • Collaborate with the Mathematical Science Department to lift the mathematical foundation of enrollment students.
31. Discipline Goals: List three measurable goals to work on for the next 5 years that address needs identified in this review and that align with the Educational Affairs Plan.	<ul style="list-style-type: none"> • Create a department website that will house instructional and practice videos. • Shoot instructional videos that will be available to all students to complement classroom teaching. The videos will have a practice video section besides the instructional ones. • Implement homework questions that integrate the use of rubrics. • Use more active learning techniques such as Think-Pair-Share, iclicker and peer instruction.
32. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).	<p>To reach the goals listed above, we need:</p> <ul style="list-style-type: none"> • Time. • We will certainly need a video editing program such as Final Cut Pro which costs about \$300.
REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	While the success rate of the program meets state requirements, there is always a window for improvement. This improvement in the success rate can attract more students to the program and to the institution. To reach a higher success rate, there is a need to make more instructional materials such as videos, and solved practice problems available to students to achieve equity.
Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.	<p>The following actions are planned to meet the discipline goals.</p> <ol style="list-style-type: none"> 1. Hour biweekly meetings for full- time faculty. 2. Monthly meetings with adjunct faculty. 3. Request a discipline web page in March. 4. Start posting instructional practice videos titled "How To" in Spring 2021.
Responsibility Who is responsible for completing or implementing the modifications?	Full-time faculty

<i>ACADEMIC DISCIPLINES</i>	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2016 - FY2020
<i>DISCIPLINE AREA:</i>	Education
<i>REVIEW SUMMARY</i>	
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.	
1. Prior Review Update Describe any quality improvements or modifications made since the last review period.	Continued with minor improvements.
2. How does this discipline contribute to other fields and the mission of the college?	This discipline contributes to other fields and the mission of the college by providing transfer and elective courses for students.
<i>REVIEW ANALYSIS</i>	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response
1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? (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 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 semesters, and is comprised of program faculty, academic deans, and other staff directly involved in curriculum. The Council is chaired by the Vice President

	of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
2. How are students informed about or recruited for this program/discipline? (1.2)	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. Also, students are informed in EDU classes about other required and elective EDU courses.
3. What, if any, new Academic Transfer options: courses or major options have been added/deleted to the disciplines or division offerings during the last review period? What determined this action? (1.3)	Elementary and Secondary Education transfer options offered according to individual four-year institutions students are transferring to the Paraprofessional Program certificate has been eliminated from WCC.
4. How many total courses are offered by the college in this discipline? What courses have the largest enrollment? (1.4)	Seven courses are offered in this discipline. The largest sections are Introduction to Education and Introduction to Special Education.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
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- and part-time faculty are maintained for this discipline?) (2.1)	The costs associated with this program are department instructional expenses, and faculty pay which is \$162,350.78. There is one full-time and, usually, one part-time faculty member in the department.
6. What steps can be taken to offer curricula more cost-effectively? (2.2)	Options for both full face-to-face classes and online classes continued to be developed to respond to needs such as the COVID crisis.
7. Does this discipline have a need for additional resources? (2.3)	There are only teaching classroom resources needed, for example, display boards, Elmo, computer, online access, projectors, storage cabinets, and additional classroom supply materials. No resources in addition to those already supplied are needed.
INDICATOR 3: QUALITY	RESPONSE
8. Measurable Learning Outcomes: What are the expected outcomes of this Discipline?	The Learning Outcomes for EDU 202, the capstone clinical course is: develop an introductory level teaching philosophy that incorporates self-reflection; and develop an educational portfolio that reflects classroom experiences.

<p>9. To what extent are course learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>100% of students passed with 81% and higher for the overall EDU 202 course outcomes. Outcomes are being achieved through various educational projects and assignments along with courses that are needed for transfer and electives required.</p>
<p>10. What assessment methods are used to ensure learning improvement and student success?</p>	<p>Lesson plans, observations, interviews, tests, projects, portfolios, and teaching licenses required.</p>
<p>11. How does the college determine student success in this discipline? Please outline. (3.10)</p>	<p>Completion of classes with grades for transfer courses of C or higher.</p>
<p>12. What curriculum revisions have been made based on the assessment of student learning to improve discipline quality and improve learning?</p>	<p>Assignments have been revised or modified for all learning modalities that have needed to take place, especially due to the current COVID pandemic.</p>
<p>13. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>Test scores, portfolio, grades, and completed individual assignments such as lesson plans are reviewed.</p>
<p>14. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)</p>	<p>Flexible methods such as sync online classes have been developed due to the current Covid situation.</p>
<p>15. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? (3.2)</p>	<p>By looking at completion of required assignments and final grades.</p>
<p>16. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)</p>	<p>Numbers are examined and alternative times and delivery methods are always considered based on student needs.</p>
<p>17. How does the discipline identify and support “at-risk” students? (3.6)</p>	<p>Academic support of various kinds is offered to help struggling students such as early alert to notify students who may be struggling.</p>
<p>18. To what extent is the discipline integrated with other instructional programs and services? (3.7)</p>	<p>Early childhood classes in other instructional programs the EDU courses are integrated with.</p>
<p>19. How does the discipline assess full-time and adjunct instructor performance in the classroom? (3.3)</p>	<p>The discipline assesses adjunct instructor performance in the classroom through the assistant dean. Full-time instructor performance will be evaluated through the Post-tenure Review Process with a peer-to-peer evaluation process.</p>
<p>20. What professional development is offered for full- and/or part-time faculty in this discipline? What additional suggestions do you have for future offerings (3.4)</p>	<p>Only elective choices (outside of WCC) for full-time instructors is offered. These include graduate level courses that are appropriate for educators in the discipline.</p>

21. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? (3.5)	None currently but the EDU electives are not IAI courses.
22. Did the review of Discipline quality result in any consideration of future actions or modifications? Please explain. (3.11)	Nothing other than continuing to measure results in the discipline.
23. List any barriers encountered while implementing the discipline	
Restrictions for having to go fully online due to the pandemic. Assignments have been altered or modified to make needed adjustments for students. Dual Credit assessment data is not formally collected. A goal for this discipline will be to create a formal process to collect assessment data from participating high schools.	

PERFORMANCE AND EQUITY	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
ACADEMIC DISCIPLINE AREA	Education

COURSE TITLE	EDU 100 Strategies for the Paraprofessional Educator				
COURSE DESCRIPTION	This course provides an overview of the roles and responsibilities of a paraprofessional educator. Team building, instructional strategies, classroom management/organization techniques, diversity in the classroom, and the ethical and legal aspects of the role are considered. Students will identify ethical and legal strategies to create a safe, creative or healthy learning environment.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	1	3	4	0	0
<i>CREDIT HOURS PRODUCED</i>	3	9	12	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>	Eastern Illinois University 7/23/19 Illinois State University 8/20/19 Northern Illinois University 8/6/19 Southern Illinois University 11/14/19 University of Illinois at Chicago 8/1/19 University of Illinois at Urbana Champaign 7/22/19				

<i>COURSE TITLE</i>	EDU 200 Introduction to Education				
<i>COURSE DESCRIPTION</i>	This course provides an introduction to the profession of teaching in the context of the American educational system. The historical, philosophical, social and legal foundations of education are introduced, and ethical issues in a diverse society, the organizational structure of school systems and school governance are examined. Lesson planning, mandatory reporting, and specialized training will be emphasized.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	159	170	140	155	185
<i>CREDIT HOURS PRODUCED</i>	477	510	420	465	555
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	79%	78%	78%	77%	79%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	Eastern Illinois University 7/23/19 Illinois State University 8/20/19 Northern Illinois University 12/2/19 Southern Illinois University 11/14/19 University of Illinois at Chicago 8/1/19 University of Illinois at Urbana Champaign 7/22/19				

<i>COURSE TITLE</i>	EDU 202 Clinical Experience in Education
<i>COURSE DESCRIPTION</i>	This 45-hour documented clinical experience allows students considering a career in teaching to observe and interact with children and teachers in classroom settings. Focused on the subject and age category in which the students are planning to teach, the clinical experience is planned, guided, and evaluated by a cooperating teacher and the college instructor using various documented educational assignments. A weekly on-campus seminar explores such topics as effective teaching methods, classroom management techniques, and learning styles, and assists students in assessing their commitment to teaching as a career. Note: To be approved for placement in the clinical experience, the student is required to pass and pay for a criminal background check. Also, the number of EDU202 Clinical

	Experience in Education transferable hours will be determined by the transfer institution.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	69	36	28	50	56
<i>CREDIT HOURS PRODUCED</i>	207	108	84	150	168
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	75%	83%	79%	74%	86%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	Eastern Illinois University 7/23/19 Illinois State University 8/20/19 Northern Illinois University 8/6/19 Southern Illinois University 11/14/19 University of Illinois at Chicago 8/1/19 University of Illinois at Urbana Champaign 7/22/19				

<i>COURSE TITLE</i>	EDU 205 Introduction to Technology in Education				
<i>COURSE DESCRIPTION</i>	This course introduces students entering the teaching profession to the knowledge and skills required to demonstrate proficiency in the current technology standards that have been established for educators. The course focuses on both knowledge and performance, and it includes hands-on technology activities that are used with diverse student populations. Recommended Prereq: Keyboarding; basic skill in word processing, spreadsheet and database programs.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	83	66	70	67	66
<i>CREDIT HOURS PRODUCED</i>	249	198	210	201	198
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	86%	83%	87%	84%	88%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	Eastern Illinois University 7/23/19 Illinois State University 8/20/19 Northern Illinois University 8/6/19 Southern Illinois University 11/14/19 University of Illinois at Chicago 8/1/19 University of Illinois at Urbana Champaign 7/22/19				

<i>COURSE TITLE</i>	EDU 210 Educational Psychology				
<i>COURSE DESCRIPTION</i>	This course studies the psychological principles that provide the foundation for educational practice. The theories of cognitive and psychological development, human learning and motivation are discussed, with an emphasis on application for instruction and assessment. Learner-centered instruction and diversity issues are also addressed.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	70	65	73	61	96
<i>CREDIT HOURS PRODUCED</i>	210	195	219	183	288
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	96%	95%	93%	87%	94%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	Eastern Illinois University 7/23/19 Illinois State University 9/12/19 Northern Illinois University 8/6/19 Southern Illinois University 10/7/19 University of Illinois at Chicago 8/1/19 University of Illinois at Urbana Champaign 7/22/19				

<i>COURSE TITLE</i>	EDU 220 Introduction to Special Education				
<i>COURSE DESCRIPTION</i>	This survey course introduces the historical, philosophical and legal foundations of special education. Topics include an overview of the characteristics of individuals with disabilities; a review of the provisions of the Individuals With Disabilities Education Act (IDEA) and its associated programs; and an examination of the diverse nature of exceptional populations, with an emphasis on the relationship between personal and student cultural perspectives.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	73	66	61	47	60
<i>CREDIT HOURS PRODUCED</i>	219	198	183	141	180
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	86%	88%	92%	98%	90%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	Eastern Illinois University 7/23/19 Illinois State University 8/20/19 Northern Illinois University 8/6/19 Southern Illinois University 10/17/19				

	University of Illinois at Chicago 8/1/19 University of Illinois at Urbana Champaign 7/22/19
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<i>COURSE TITLE</i>	EDU 296 Topics/Issues for Education				
<i>COURSE DESCRIPTION</i>	This course offers in-depth exploration of a special topic, issue or trend in the field of education. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</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>	Eastern Illinois University 7/23/19 Illinois State University 8/20/19 Northern Illinois University 8/6/19 Southern Illinois University 11/14/19 University of Illinois at Chicago 8/1/19 University of Illinois at Urbana Champaign 7/22/19				

24. Outline the disciplines goals for course enrollment, and success rates. How does the data support the course goals outlined? Elaborate.	<p>Increase the current enrollments of all sections especially EDU 200 and EDU 202 by 5% if courses remain face to face. If we are forced to go back to a remote learning environment, we do realize that this will affect our enrollment goals.</p> <p>The success rate goal of the college is 70% or better. The overall student success rate for this discipline on average is above 85%, so we would like to keep the goal at 85%.</p>
25. What disaggregated data was reviewed?	Data on enrollments, withdrawals and success rates by race, age and gender was reviewed.
26. Were there identifiable gaps in the data? Please explain.	There are differences in success rates by race, age and gender. These differences are not consistent across years, however. In some years, achievement gaps are not as severe or are eliminated. This is likely due to the fact that instructors use equity-based and inclusive strategies with students.
27. What suggestions do you have to overcome any identifiable gaps?	To continue to remain flexible and look at success rates and overall course enrollment needs.

GOAL PLANNING	
28. What are the discipline's strengths?	Offerings that align with dual credit and transfer students' needs along with having all EDU courses serve as electives.
29. What are the identified or potential weaknesses of the discipline?	An area for opportunity for this discipline is better collaboration with high school dual credit faculty. A more robust collaboration is needed in order to meet the needs of the students in the discipline and to ensure that assessment data is being collected and analyzed from all sections including dual credit.
30. Describe actions that can be implemented to turn potential weaknesses into strengths.	Work with districts to help align the transfer needs between high school and Waubonsee to four-year institutions.
31. Discipline Goals: List three measurable goals to work on for the next 5 years that address needs identified in this review and that align with the Educational Affairs Plan.	<ol style="list-style-type: none"> 1. Develop course assessment for both Waubonsee and high schools teaching Dual Credit to ensure the outcomes of the courses are being met across modalities and sections. 2. Expand the EDU offerings to provide more accessibility to courses for students. 3. Develop partnerships with high schools and four-year colleges in order to create seamless transitions. 4. Continue mitigating achievement gaps through equity-based and inclusive teaching practices.
32. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).	Working with other dual credit high schools and four-year colleges. Also, allowing for instructors to stay current with the needs of EDU students.
REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Due to the lack of a formal data collection process we will continue to work with all faculty in the discipline to ensure that the data is being collected to improve student learning.
Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> 1. To work with high school dual credit faculty to ensure that we are collecting the necessary assessment data. Additionally, we have to get the high school dual credit faculty engaged in AEFIS so that the data collection process is seamless 2. Ensure that the course students need to complete are being offered. 3. Have a meeting with four-year institutions, dual credit high schools and Waubonsee's internal articulation person to create agreements for students to continue their education.
Responsibility Who is responsible for completing or implementing the modifications?	It is the responsibility of the discipline faculty and administration to implement any needed changes or modifications.

ACADEMIC DISCIPLINES	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2016-FY2020
<i>DISCIPLINE AREA:</i>	Political Science
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
1. Prior Review Update Describe any quality improvements or modifications made since the last review period.	Continued with minor improvements.
2. How does this discipline contribute to other fields and the mission of the college?	Political Science contributes to Waubonsee Community College's transfer education through providing many choices for courses that meet the general education requirements within the area of Social and Behavioral Sciences. Multiple courses in the political science curriculum provide foundational knowledge in career degrees such as human services, nursing, business, education, criminal justice, social work, and fire science. The Political Science Discipline contributes to the mission of the college by providing a high-quality, accessible, and innovative education through entry-level courses for students interested in political science.
REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response
1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)	Any programmatic changes are discussed at our departmental meetings and would go through the curriculum council and curriculum review committee. After being proposed by the Political Science Department, and with the curriculum review committee's approval, new courses would be added or removed from our curriculum. We review our curriculum every year through our program annual update. We assess all of our courses on a five-year rotation and update our course outlines in Curricunet. Our curriculum is very stable but we do have a process to consider a change in our curriculum if needed.
2. How are students informed about or recruited for this program/discipline? (1.2)	The political science discipline has very stable enrollments and offers a variety of courses and sections. We generally need limited recruiting since students tend to be interested in our discipline. Our introductory level course, PSC 100: Introduction to American Government, serves as a good entry to the discipline, and generally fuels student interest in taking additional 200-level

	<p>courses in political science. Model Illinois Government, Student Government at the college, and various ongoing programs such as Congress-to-Campus, also generate interest in the courses that are offered in the political science discipline. Ongoing political election cycles also tend to keep interest and relevance high for the study of political science.</p>
<p>3. What, if any, new Academic Transfer options: courses or major options have been added/deleted to the disciplines or division offerings during the last review period? What determined this action? (1.3)</p>	<p>No courses have been added or deleted from the discipline since the last review period. Our courses transfer as general education requirements credit, political science major credit, and elective credit. Whether classes transfer to other schools, and as what type of credit, varies according to the individual schools that students are transferring to. Our highest enrollment sections are PSC 100: Introduction to American Government and this course transfers to almost all schools as a general education requirement credit and is articulated through the Illinois Articulation Initiative. The following courses all have been articulated through the Illinois Articulation Initiative for easy transfer: PSC 100: Introduction to American Government, PSC 220: Comparative Government, PSC 240: State & Local Government, PSC 260: Introduction to International Relations, and PSC 280: Introduction to Political Philosophy.</p>
<p>4. How many total courses are offered by the college in this discipline? What courses have the largest enrollment? (1.4)</p>	<p>Five courses are offered by the political science discipline, but the PSC 296: Special Topics for Political Science course is not typically offered. PSC 100: Introduction to American Government is offered in fall, spring, and summer terms, and has the largest enrollments for the discipline.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</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- and part-time faculty are maintained for this discipline?) (2.1)</p>	<p>The costs are relatively low for this program and are a result of the full-time and part-time faculty salaries. Any equipment or resources used are minimal. The costs associated with this program are Department Instructional Expenses, and Faculty Pay which is listed as \$164,847.03 (for total faculty pay and benefits). The combined tuition and course fee revenue for this program is listed as \$228,628.50. Our program costs are in line with the similar average costs of other transfer disciplines. This is likely due to only having one full-time faculty member. There are currently one full-time faculty member and one part-time faculty member teaching in the Political Science department.</p>
<p>6. What steps can be taken to offer curricula more cost-effectively? (2.2)</p>	<p>Since our budget is very minimal, there are no steps that currently can be taken to offer curricula more cost-effectively.</p>
<p>7. Does this discipline have a need for additional resources? (2.3)</p>	<p>Additional monies allocated to publication subscriptions and professional membership dues would be welcome. Recent budget cuts in this area have made it more difficult to stay current in the field.</p> <p>We may need resources for the replacement of the full-time faculty in the department should a retirement occur in the next 5-10 years. There are currently enough</p>

	scheduled courses to support one full-time faculty and one part-time faculty.
INDICATOR 3: QUALITY	RESPONSE
8. Measurable Learning Outcomes: What are the expected outcomes of this Discipline?	<ol style="list-style-type: none"> 1. Apply key concepts and principles in Psychology. 2. Demonstrate psychological information literacy and scientific reasoning. 3. Apply ethical standards to evaluate psychological science and practice.
9. To what extent are course learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.	Currently, students are consistently succeeding at a 70-80% rate for the courses in the political science discipline. We plan to enhance the connections with the course learning outcomes as we move forward.
10. What assessment methods are used to ensure learning improvement and student success?	The online sections of PSC 100 currently are using the Connect platform through McGraw-Hill which provides analytics that help us to pull this data in from across all of our sections. This includes the full-time faculty member in the discipline. In all course sections, homework assignments, quizzes, and tests are used, in addition to papers and projects utilizing rubrics to assess outcome performance.
11. How does the college determine student success in this discipline? Please outline. (3.10)	Students that complete courses in political science earning a grade of C or better are considered successful. Earned letter grades of D or F, along with withdrawals or incompletes, are not considered student successes.
12. What curriculum revisions have been made based on the assessment of student learning to improve discipline quality and improve learning?	The implementation of McGrawHill's Connect for Political Science and MindTap from Cengage in many of our classes was a tool that could be used to improve student learning, as well as provide feedback to improve discipline quality and learning. These online homework tools increase accessibility and provide additional support to students while working independently. They include aspects of adaptive learning to gauge where students need additional support and then coach students on finding information in the text or additional practice to master course concepts.
13. What does the discipline or department review when developing or modifying curriculum? (3.8)	We refer to the American Political Science Association Program Guidelines. We also comply with the Illinois Articulation Agreement course descriptions for the Political Science panel.
14. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)	We currently teach this discipline in many different delivery methods including, but not limited to online, late-start, accelerated, hybrid, sync online, and traditional face-to-face. We have a full-time faculty member at the Sugar Grove campus, and part-time faculty at other college campuses. We have full-time faculty teaching during all semesters and times available. We have a consistently broad range of offerings available to students.
15. If the college delivers the course in more than one method, how does the college compare success rates of each	Overall, the majority of our courses generally have very high rates of success across all modalities. Even though we collect data from the classes we teach, we have not

delivery method? (3.2)	yet systematically compared success rates across modalities. The plan is to start this comparison process in the future.
16. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)	Currently, most of our courses have very high retention and success rates, especially for the entry level courses. One of our classes with the lowest retention and success rates is PSC 280: Introduction to Political Philosophy. For this class, some of the reasons for the lower retention and success rates can be the nature of the content of the class. This class is geared towards political science majors, and the subject matter is especially challenging for the casual student. Since PSC 280 is an elective and not a required course, students may drop this class due to the challenging content. We are addressing this course by trying to provide additional supports and processes through the curriculum.
17. How does the discipline identify and support “at-risk” students? (3.6)	Our discipline relies on our experienced faculty members to identify and support “at-risk” students. We will refer identified students for Academic and Personal Counseling, Access Center, and Student Success Services. We will use the Academic alert process or other individualized processes within our courses to help students seek additional supports.
18. To what extent is the discipline integrated with other instructional programs and services? (3.7)	We are somewhat integrated with other departments such as the Education, Sociology, Philosophy, and Economics Departments, as many of their students take a number of our courses and have shared interests with the Political Science Department.
19. How does the discipline assess full-time and adjunct instructor performance in the classroom? (3.3)	The discipline assesses adjunct instructor performance in the classroom through the assistant dean. Full-time instructor performance will be evaluated through the Post-tenure Review Process with a peer-to-peer evaluation process. All faculty also utilize student feedback through the student evaluation surveys that are employed by the college.
20. What professional development is offered for full- and/or part-time faculty in this discipline? What additional suggestions do you have for future offerings (3.4)	Many opportunities exist for professional development through the Faculty Development and Engagement Department, Faculty Development Days, and external conferences. Since we are generally a well-connected and networked senior faculty, our training needs are minimal. We would continue to ask for effective training on new teaching technologies as they emerge, such as Canvas, Zoom, and other emergent technologies. Additional monies allocated to publication subscriptions and professional membership dues would be welcome. Recent budget cuts in this area have made it more difficult to stay current in the field.
21. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? (3.5)	We have had the full-time faculty member actively involved in IAI panel review for courses in this discipline for over the last 18 years and the prior review period.
22. Did the review of Discipline quality result in any consideration of future actions or modifications? Please explain. (3.11)	On the whole, the Political Science Department continues to perform at a very consistently high level. We will continue to monitor our performance and make improvements within individual classes, and in our high enrollment classes to maintain our high levels of

	performance.
23. List any barriers encountered while implementing the discipline	
<p>We are a relatively small department with many sections and only one full-time faculty member and one part-time faculty member. We have been successful in gathering assessment data across our many sections despite not having departmental chairs. The full-time faculty would like to maintain the ability to decide our course schedules and course offerings, and to provide input on who serves as part-time faculty in the this high-quality, high-performing department. Maintaining our quality as a department is difficult, if not impossible, without decision-making ability regarding our processes at the discipline, departmental, and institutional levels.</p>	
<p>PERFORMANCE AND EQUITY</p> <p>Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.</p>	
ACADEMIC DISCIPLINE AREA	Political Science

COURSE TITLE	PSC 100 Introduction to American Government				
COURSE DESCRIPTION	This course provides an introduction to the structure and operation of the American national government. Political institutions and American political process are included, with a focus on such topics as: the principles of democracy, federalism, the U.S. and Illinois Constitutions, elections, civil liberties, domestic and foreign policy, and executive, legislative and judicial processes.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	471	474	471	467	460
<i>CREDIT HOURS PRODUCED</i>	1,413	1,422	1,413	1,401	1,380
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	82%	83%	80%	84%	80%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S5 900				

COURSE TITLE	PSC 220 Comparative Government
COURSE DESCRIPTION	This course offers a comparative examination of political systems and institutions, placing an emphasis on: common governmental

	problems, causes of political instability and revolution, and the techniques of political analysis. The impact of historical, economic, political, and social factors is included in this analysis. Global examples are studied, including both Western European and non-Western political systems and institutions.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	22	30	27	26	22
<i>CREDIT HOURS PRODUCED</i>	66	90	81	78	66
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	86%	93%	70%	73%	86%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI: S5 905				

<i>COURSE TITLE</i>	PSC 240 State and Local Government				
<i>COURSE DESCRIPTION</i>	This course examines the powers, structures, functions and the contemporary issues of state and local governments in the United States. Emphasis is placed on the political, social and economic influence on the government affairs of the State of Illinois as well as local governmental entities in the greater Chicagoland metropolitan area. Federalism, and the evolution of the state governmental power, is also explained.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	12	12	11	20	27
<i>CREDIT HOURS PRODUCED</i>	36	36	33	60	81
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	92%	92%	91%	75%	89%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S5 902				

<i>COURSE TITLE</i>	PSC 260 Introduction to International Relations
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<i>COURSE DESCRIPTION</i>	An introduction to the basic theories, concepts, actors, and issues of international relations. This course provides an overview of international relations, focusing on sociological, economic, historical, and political factors that impact the interactions of nations. An analysis of contemporary problems in world politics, examining both causes for conflict and potential solutions on the global stage.				
	<i>YEAR 1</i> <i>(2013-2014)</i>	<i>YEAR 2</i> <i>(2014-2015)</i>	<i>YEAR 3</i> <i>(2015-2016)</i>	<i>YEAR 4</i> <i>(2016-2017)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	10	18	28	17	32
<i>CREDIT HOURS PRODUCED</i>	30	54	84	51	96
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	100%	72%	75%	82%	69%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S5 904				

<i>COURSE TITLE</i>	PSC 280 Introduction to Political Philosophy				
<i>COURSE DESCRIPTION</i>	This course provides a survey of the major political philosophers and the historical evolution of political thought. This course focuses on classical and modern theorists, with emphasis on such themes as justice, equality, power, liberty, and civil rights, as well as examining common issues that impact the role of government in society.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	9	26	20	23	35
<i>CREDIT HOURS PRODUCED</i>	27	78	60	69	105
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	78%	58%	50%	57%	51%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: PLS 913				

COURSE TITLE	PSC 296 Special Topics for Political Science				
COURSE DESCRIPTION	This course offers in-depth exploration of a special topic, issue or trend in the field of political science. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</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>	Form 13 Eastern Illinois University 7/24/19 Form 13 Illinois State University 9/20/19 Form 13 Northern Illinois University 7/18/19 Southern Illinois University 7/16/19 University of Illinois at Chicago 7/23/19 University of Illinois at Urbana Champaign 8/8/19				

24. Outline the disciplines goals for course enrollment, and success rates. How does the data support the course goals outlined? Elaborate.	We would like to see our success rates for all sections of PSC 100 classes be above 80%. This continues to maintain our high standard we are currently achieving with PSC 100: Introduction to American Government sections. In addition, we would like to see our success rates for all other course offerings (PSC 220, PSC 240, PSC 260, PSC 280) be above 70%. This continues to maintain our high standard we are currently achieving with the PSC 100 Introduction to American Government sections. We will work to improve the success rates in the political science major courses, and we should also consider the potential influence of students being in remote learning as a result of COVID-19 restrictions.
25. What disaggregated data was reviewed?	We analyzed data looking at success, enrollment, and withdrawal rates by age, race, and gender.
26. Were there identifiable gaps in the data? Please explain.	The typical ages of our students are between 18-21. The largest group by race was identified as white.
27. What suggestions do you have to overcome any identifiable gaps?	These gaps may be a reflection of other influences. Our students, being aged primarily between 18-21, could be a reflection of our courses meeting general education requirements and the overall demographics of Waubensee Community College students. Our 18-21-year-olds are interested in transfer degrees and meeting

	<p>general education requirements, whereas our older students may be interested in seeking degrees or certificates only. We have seen our equity gaps reduce slightly over the last five years which could be due to the increased supports available through using adaptive tools like Connect Political Science and other changes faculty have made to curriculum and practices to support students.</p>
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GOAL PLANNING	
28. What are the discipline's strengths?	<p>We have an experienced full-time and adjunct faculty, which provides a great amount of consistency and stability within our program. We have a very wide range of offerings of our classes at varied times, formats, and locations to make it easy for our students to get the classes they need. We are consistently a discipline with high enrollments across many of our courses and sections, and political science is a popular major for Waubonsee students. Our department has been consistently innovative in the modality of course delivery, including: face-to-face, online, and hybrid formats. We consistently engage with the larger college community through such activities as: Model Illinois Government, the Congress-to-Campus Program, various town hall formats, and interacting with the college's Student Senate.</p>
29. What are the identified or potential weaknesses of the discipline?	<p>We are a relatively small department with only one full-time faculty member and one adjunct faculty member. There is currently very little interaction between the full-time and part-time faculty members, so just staying consistent and coordinated across our department can be challenging. We will continue to work hard to stay up-to-date with emerging tools and technologies to teach classes in remote formats effectively and support in person classes with tools and resources that promote learning.</p>
30. Describe actions that can be implemented to turn potential weaknesses into strengths.	<p>We have currently transitioned to a new LMS - Canvas and will continue to develop skills to most effectively use Canvas for both our in-person and remote classes. Connect Political Science and other supportive tools, and e-textbooks will also continue to be used and are systematically improved as the technologies improve and will provide even more opportunities for faculty including assessing written assignments or tests. Fostering a collaborative environment between the full-time and part-time faculty would also be beneficial.</p>
31. Discipline Goals: List three measurable goals to work on for the next 5 years that address needs identified in this review and that align with the Educational Affairs Plan.	<ol style="list-style-type: none"> 1. Maintain the high standards that currently exist for the political science program. 2. To continue to learn and increase our proficiencies on technologies for remote learning including Canvas, Zoom, and explore other available online classroom technologies. 3. To look for ways to keep textbook costs down for our students while still providing high quality resources. 4. Pursue progress in reducing achievement gaps and increase student equity.
32. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to	<p>We will need access to training on technology as needed which may be provided by Waubonsee or through outside educational programs, courses, or conferences. We will need support through our dean's office, our publisher representatives, and Waubonsee's bookstore to coordinate any new products or processes for</p>

<p>sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<p>providing textbooks or tools to our students. Ongoing professional development should also be a priority. Professional organization membership, and current discipline focused periodicals should readily be made available to faculty.</p>
<p>REVIEW RESULTS</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Many of our courses consistently have high rates of enrollment, retention, and success. Our budget for our discipline is minimal. We contribute to the overall retention of students at the college through maintaining involvement with such activities as: Model Illinois Government, the Congress-to-Campus Program, various town hall formats, and interacting with the college’s Student Senate. We utilize teaching technologies that support educational equity within our courses and provide a practical means to collect assessment data across our high enrollment, full-time and part-time courses, to make adjustments to our curriculum as needed. Our curriculum is aligned with standards proposed by the American Political Science Association, and are in line with the course objectives for the Illinois Articulation Initiative’s Political Science Panel. We have made progress in closing some of our equity gaps and will continue to strive to achieve more progress. Our future modifications and goals are to strengthen what we are already doing well and to continue to work towards closing equity gaps and increasing opportunities for student success.</p>
<p>Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Maintain the high standards that currently exist for the political science program. Ongoing across the 5 years. Full-time faculty will be responsible for finding training opportunities, both within and outside of the college, that are the best fit for their needs. This can include improving on current pedagogies and applications of technology, and mastering the technology itself. Full-time faculty and the dean’s office can encourage and support part-time faculty in utilizing Waubonsee training and free resources outside of the college and online. 2. To continue to learn and increase our proficiencies on technologies for remote learning including Canvas, Zoom, and explore other available online classroom technologies. Ongoing across the 5 years. Full-time faculty will be responsible for finding training opportunities both within and outside of the college that are the best fit for their needs. This can include improving on current applications of technology, and mastering the technology itself. Full-time faculty and the dean’s office can encourage and support part-time faculty in utilizing Waubonsee training and free resources outside of the college and online. 3. To look for ways to keep textbook costs down for our students while still providing high-quality resources. Years 1-2. Full-time faculty will investigate ways to keep textbook costs down for our students while still providing high quality resources. This could include looking into inclusive access, bundling, open source content and other mediums.
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The full-time and part-time political science faculty, with support from our dean’s office and other applicable staff at Waubonsee as needed, is responsible for completing or implementing each of the modifications.</p>

ACADEMIC DISCIPLINES	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2016-FY2020
<i>DISCIPLINE AREA:</i>	Psychology
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
1. Prior Review Update Describe any quality improvements or modifications made since the last review period.	Continued with minor improvements.
2. How does this discipline contribute to other fields and the mission of the college?	Psychology contributes to Waubonsee Community College's transfer education through providing many choices for courses that meet the general education requirements within the area of Social and Behavioral Sciences. Multiple courses in the psychology curriculum provide foundational knowledge in career degrees such as human services, nursing, business, education, criminal justice, social work, and fire science. The Psychology Discipline contributes to the mission of the college by providing a high-quality, accessible, and innovative education through entry-level courses for students interested in psychology.
REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response
1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)	Any programmatic changes are discussed at our departmental meetings and would go through the curriculum council and curriculum review committee. After being proposed by the Psychology Department, and with the curriculum review committee's approval, new courses would be added or removed from our curriculum. We review our curriculum every year through our program annual update. We assess all of our courses on a five-year rotation and update our course outlines in Curricunet. Our curriculum is very stable but we do have a process to consider a change in our curriculum if needed.
2. How are students informed about or recruited for this program/discipline? (1.2)	Our discipline has very high enrollment and a large number of courses and sections. We generally need limited recruiting since students are very interested in our discipline. Our introductory level course, Introduction to Psychology,

	<p>serves as a good preview to pique interest in taking additional courses in psychology. Our student club, Psi Beta/Psychology Club encourages interested students to become active in our discipline, which may lead to them to taking additional coursework in psychology.</p>
<p>3. What, if any, new Academic Transfer options: courses or major options have been added/deleted to the disciplines or division offerings during the last review period? What determined this action? (1.3)</p>	<p>No courses have been added or deleted from the discipline since the last review period. Our courses transfer as general education requirements credit, psychology major credit, and elective credit. Whether classes transfer to other schools, as these different types of credit, varies according to the individual schools that students are transferring to. Our highest enrollment sections are PSY 100 Introduction to Psychology and transfers to almost all schools as a general education requirement credit and is articulated through the Illinois Articulation Initiative. The following courses all have been articulated through the Illinois Articulation Initiative for easy transfer: PSY 205 Lifespan Psychology; PSY 215 Adulthood and Aging; PSY 220 Child Psychology; PSY 226 Adolescent Psychology; PSY 235 Social Psychology; PSY 240 Abnormal Psychology. Courses without IAI numbers that do transfer to many area schools as either Psychology major credit or transfer elective credit are: PSY 200 Research Methodology; PSY 250 Theories of Personality; and PSY 245 Industrial/Organizational Psychology. Transfer options vary according to the individual schools that students are transferring to.</p>
<p>4. How many total courses are offered by the college in this discipline? What courses have the largest enrollment? (1.4)</p>	<p>Eleven courses total are offered by this discipline, but the Special Topics in Psychology course is not typically offered, and PSY200 Research and Methodology in Psychology is only offered alternating spring semesters. Introduction to Psychology and Life-Span Psychology have the largest enrollments.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</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- and part-time faculty are maintained for this discipline?) (2.1)</p>	<p>Our costs are relatively low for this program and are a result of the full-time and part-time faculty salaries. Any equipment or resources used are minimal. The costs associated with this program are department instructional expenses, and faculty pay which is \$714,627.88. Our costs are slightly higher than the average cost of other transfer disciplines, likely due to having a more experienced and higher degreed faculty earning higher salaries. There are 4 full-time faculty members and approximately 5-7 part-time faculty members which can vary by semester.</p>
<p>6. What steps can be taken to offer curricula more cost-effectively? (2.2)</p>	<p>Since our budget is very minimal, there are no steps that currently can be taken to offer curricula more cost-effectively.</p>
<p>7. Does this discipline have a need for additional resources? (2.3)</p>	<p>We may need resources for the replacement of FTE faculty in the department following retirements if they occur in the next five years. This could include having a period of overlap for five full-time faculty. We have more than enough full courses to support five full-time faculty.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>

<p>8. Measurable Learning Outcomes: What are the expected outcomes of this Discipline?</p>	<ol style="list-style-type: none"> 1. Apply key concepts and principles in psychology. 2. Demonstrate psychological information literacy and scientific reasoning. 3. Apply ethical standards to evaluate psychological science and practice.
<p>9. To what extent are course learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>Our two largest classes with the most sections are PSY100 Introduction to Psychology and PSY205 Lifespan Psychology.</p> <p>For Lifespan Psychology, we assessed in Fall 2018 and Spring 2019: 17 sections of Lifespan Psychology were included.</p> <p>We found that most outcomes were being met at the 80% or greater level. The few below level outcomes could be because of certain times of day, certain formats, etc.</p> <p>In Fall 2019 and Spring 2020: 13 sections of Lifespan Psychology were included in the analysis. We found that the SmartBook/LearnSmart outcomes were well above the target with 95% or higher in all content areas, but some of the specific outcomes, such as application of psychological concepts, showed more mixed results. We will continue to track data on these outcomes since we have limited data.</p> <p>For Introduction to Psychology, we assessed in Fall 2017 and Spring 2018: 17 sections of Introduction to Psychology for the outcomes and 31 sections for the content domains, students completed specific assignments from which the outcomes were aligned and reported student performance on each of the outcomes and/or content domains. We found that all outcomes were being met at the 80% or greater level except for 2 that were at 78% which were: 1) using scientific reasoning to interpret psychological phenomena and 2) interpret, design, and conduct basic psychological research. Averages within the content domains were all above 86%.</p> <p>In Fall 2018 and Spring 2019: 21 sections of Introduction to Psychology met all the outcomes at 79.25% or higher for all of the content domains except for the scientific reasoning outcome.</p> <p>In Fall 2019 and Spring 2020: 33 sections of Introduction to Psychology met all the outcomes at 74% or higher for all of the content domains including the scientific reasoning outcome. The LearnSmart outcomes were at their highest with the lowest percentages around 95% which is well above the target.</p> <p>We are seeing improvements in the number of sections reporting data and the overall performance for the outcomes.</p> <p>Individual sections of courses offered typically 1-2 sections per semester continue to report performance on</p>

	their outcomes following the 5-year cycle for program review.
10. What assessment methods are used to ensure learning improvement and student success?	We are using the Connect platform through McGraw-Hill which provides analytics that help us to pull this data in from across all of our sections. This includes the full-time and part-time faculty members in our two classes that have the most sections which are Introduction to Psychology and Lifespan Psychology. These utilize homework assignments and quizzes. In individual sections we are using homework assignments, quizzes, and tests, in addition to papers and projects utilizing rubrics to assess outcome performance.
11. How does the college determine student success in this discipline? Please outline. (3.10)	Students who complete courses in psychology earning a grade of C or better are considered successful. Earned letter grades of D or F, along with withdrawals or incompletes, are not considered student successes.
12. What curriculum revisions have been made based on the assessment of student learning to improve discipline quality and improve learning?	The implementation of Connect Psychology and MindTap from Cengage in many of our classes was both a tool that could be used to improve student learning, as well as provide feedback to improve discipline quality and learning. These online homework tools increase accessibility and provide additional support to students while working independently. They include aspects of adaptive learning to gauge where students need additional support and then coach students on finding information in the text or additional practice to master course concepts.
13. What does the discipline or department review when developing or modifying curriculum? (3.8)	We refer to the American Psychological Association Undergraduate Program Guidelines. We also refer to Illinois Articulation Agreement course descriptions.
14. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)	We teach this discipline in many different delivery methods including, but not limited to online, late-start, accelerated, team-taught, hybrid, sync online, and face-to-face. We have full-time faculty members at both the Sugar Grove and Aurora campuses and we have full-time faculty teaching during all semesters and times available. We have a broad range of offerings to students.
15. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? (3.2)	Overall, our courses generally have very high rates of success across all modalities. Even though we collect data from the classes we teach, we have not yet systematically compared success rates across modalities. The plan is to start this comparison process in Fall 2021.
16. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)	Currently, our courses have very high retention and success rates especially for the entry level courses. Two of our classes with the lowest retention and success rates are PSY 200 and PSY 250. For both of these classes, some of the reasons for the lower retention and success rates can be the nature of the content of the classes. These classes are geared towards psychology majors and learning the process of engaging in the scientific method and collecting and analyzing data, which many students find to be extremely challenging content. Since

	<p>PSY 200 and PSY 250 are electives and not required courses, students may drop these classes due to the challenging content and the fact that they do not need them to graduate.</p> <p>We are addressing these courses by trying to provide additional supports and processes through the curriculum. Each step of the research process is made more accessible for students through a series of smaller graded assignments with more feedback. This has been successful in increasing retention and success rates in PSY 250 over the last 2 years but is harder to see in PSY 200 because of the course running only once every two years. We will continue to track PSY 200 and look to continue to improve these rates.</p> <p>We also find that recruiting students, especially psychology majors, to participate in Psychology Club/Psi Beta also helps increase retention and student success, which is consistent with what Psi Beta has found collecting data from students at the national level. We will continue to keep our chapter active which also helps recruit and retain students for our courses and discipline.</p>
<p>17. How does the discipline identify and support “at-risk” students? (3.6)</p>	<p>Our discipline relies on our experienced faculty members to identify and support “at-risk” students. We will refer identified students for Academic and Personal Counseling, Access center, and Student Success Services. We will use the Academic alert process or other individualized processes within our courses to help students seek additional supports.</p>
<p>18. To what extent is the discipline integrated with other instructional programs and services? (3.7)</p>	<p>We are somewhat integrated with other departments such as the Education, Nursing, and Human Services Departments, as many of their students take a number of our courses and are in our Psi Beta/Psychology Club due to shared interests with psychology departments.</p>
<p>19. How does the discipline assess full-time and adjunct instructor performance in the classroom? (3.3)</p>	<p>The discipline assesses adjunct instructor performance in the classroom through the assistant dean. Full-time instructor performance will be evaluated through the Post-tenure Review Process with a peer-to-peer evaluation process.</p>
<p>20. What professional development is offered for full- and/or part-time faculty in this discipline? What additional suggestions do you have for future offerings (3.4)</p>	<p>Many opportunities exist for professional development through the Faculty Development and Engagement Department, Faculty Development Days, and external conferences. Since we are generally a well-connected and networked senior faculty, our training needs are minimal. We would continue to ask for effective training on new teaching technologies as they emerge, such as Canvas, Zoom, and other emergent technologies.</p>
<p>21. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? (3.5)</p>	<p>We have not had faculty actively involved in IAI panel review for courses in this discipline over the last review period. We would be interested in our full-time faculty participating when the next opportunity to be on IAI panel is available.</p>
<p>22. Did the review of Discipline quality result in any consideration of future actions or modifications? Please explain. (3.11)</p>	<p>On the whole, our department continues to perform at a very consistently high level. We will continue to monitor our performance and make improvements within individual classes, and in our high enrollment classes to</p>

	maintain our high levels of performance.
23. List any barriers encountered while implementing the discipline	
<p>We are a large department with many sections and adjuncts. We have been successful in gathering assessment data across our many sections despite not having departmental chairs. Full-time faculty would like to maintain the ability to decide our course schedules and who serves as part-time faculty to protect our high-quality, high-performing department. Maintaining our quality as a department is difficult, if not impossible, without decision-making ability regarding our processes at the discipline, departmental, and institutional levels.</p>	

PERFORMANCE AND EQUITY	
Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
ACADEMIC DISCIPLINE AREA	Psychology

COURSE TITLE	PSY 100 Introduction to Psychology				
COURSE DESCRIPTION	This course provides a survey of the study of psychological phenomena such as mental processes and behavior, emphasizing the scientific methods and ethical standards of contemporary psychological investigation. Topics include an introduction to the psychological content domains of: biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior and individual differences.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	2,369	2,447	2,251	2,179	2,187
<i>CREDIT HOURS PRODUCED</i>	7,107	7,341	6,753	6,537	6,561
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	79%	77%	76%	76%	75%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S6 900				

COURSE TITLE	PSY 200 Research and Methodology in Psychology				
COURSE DESCRIPTION	This course provides comprehensive coverage of the main concepts of research methodology in psychology. Students learn basic statistical analyses, in addition to learning the challenges, strengths and weaknesses of different approaches in research methods. Students will learn to apply the American Psychological Association ethical guidelines in designing, interpreting, reporting and collecting data. Students have the opportunity to create their own empirical, quantitative research proposal.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	17	0	21	0	19
<i>CREDIT HOURS PRODUCED</i>	51	0	63	0	57
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	53%	0%	52%	0%	63%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	Eastern Illinois University 7/24/19 Illinois State University 10/2/19 Northern Illinois University 7/18/19 University of Illinois at Chicago 7/23/19 University of Illinois at Urbana Champaign 6/23/20				

COURSE TITLE	PSY 205 Life-Span Psychology				
COURSE DESCRIPTION	This course provides an introduction to current theory and research on the developmental psychological content domains including the physiological, cognitive, personality and social development of individuals from conception through childhood, adolescence, young adulthood, middle adulthood, and older adulthood. Human development is examined in light of contemporary research and ethical standards.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	859	900	869	794	736
<i>CREDIT HOURS PRODUCED</i>	2,577	2,700	2,607	2,382	2,208
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	83%	80%	81%	81%	83%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND</i>	IAI Code: S6 902				

<i>INSTITUTIONS)</i>	
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<i>COURSE TITLE</i>	PSY 215 Adulthood and Aging				
<i>COURSE DESCRIPTION</i>	This course provides an integration of the theory and research regarding the developmental processes across the adult lifespan. Discussed are the aging and adulthood developmental psychological content domains which focus on the changes that occur from early adulthood through the last stages of life including: career choice and development; mate selection and marriage; conventional and non-conventional families; theories of adult personality development; mid and late-life transitions; aging; and dying, death and bereavement. Adulthood and aging is examined with regards to scientific research and the application of ethical standards in psychology.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	51	59	64	64	65
<i>CREDIT HOURS PRODUCED</i>	153	177	192	192	195
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	65%	85%	83%	80%	75%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	Eastern Illinois University 7/24/19 Illinois State University 10/2/19 Northern Illinois University 7/18/19 Southern Illinois University 5/20/20 University of Illinois at Chicago 7/25/19 University of Illinois at Urbana Champaign 6/23/20				

<i>COURSE TITLE</i>	PSY 220 Child Psychology				
<i>COURSE DESCRIPTION</i>	This course introduces the theory and research on the biological, physical, cognitive, socio-emotional and personality development of the child from the point of conception to adolescence. Child developmental psychological content domain topics may include genetic factors, prenatal development, sensory and perceptual changes, motor system development, language acquisition, social learning, cultural influences and aspects of abnormal development. Child psychology is examined with regards to scientific research and the application of ethical standards in psychology.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>

<i>NUMBER OF STUDENTS ENROLLED</i>	127	146	105	107	100
<i>CREDIT HOURS PRODUCED</i>	381	438	315	321	300
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	75%	82%	88%	87%	84%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S6 903				

<i>COURSE TITLE</i>	PSY 226 Adolescent Psychology				
<i>COURSE DESCRIPTION</i>	This course provides an introduction to the development of adolescents, emphasizing the physical and physiological changes and the social and cognitive development that occur during adolescence. Adolescent psychological content domain topics may include changing relationships with family and peers, identity and value development, sexuality, school experiences and career goals, and adolescent problems and delinquency. Adolescent psychology is examined with regards to scientific research and the application of ethical standards in psychology.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	95	95	92	94	100
<i>CREDIT HOURS PRODUCED</i>	285	285	276	282	300
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	84%	89%	87%	79%	84%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S6 904				

<i>COURSE TITLE</i>	PSY 235 Social Psychology
<i>COURSE DESCRIPTION</i>	This course provides a systematic introduction to theory and research on the ways social factors influence individual and group behavior. Key theories and empirical research findings addressed cover the topics of attitudes, social perception, social cognition,

	the establishment of norms, conformity, leadership, group dynamics and research methods, emphasizing their effects on the individual. Students will have the opportunity to summarize and evaluate research in social psychology with regards to the American Psychological Association ethical guidelines. Student will also apply social psychological findings to real-life examples or social problems.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	73	84	69	90	97
<i>CREDIT HOURS PRODUCED</i>	219	252	207	270	291
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	90%	86%	87%	80%	82%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S8 900				

<i>COURSE TITLE</i>	PSY 240 Abnormal Psychology				
<i>COURSE DESCRIPTION</i>	This course introduces and differentiates between the major theoretical perspectives of abnormal behavior, while incorporating the scientific method of inquiry as it applies to research in the field of abnormal development. Scientific research is discussed with an emphasis on both the diagnosis of mental illness and its treatment. Additional topics are to be the biological, psychological, and sociocultural origins of abnormal behavior; research methods and experimental data; the defining of, assessment, and categorization of mental illness; treatment modalities for mental illness; prevention of mental illness; and ethical standards when dealing with mental illness.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	137	149	134	138	118
<i>CREDIT HOURS PRODUCED</i>	411	447	402	414	354
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	82%	93%	94%	80%	78%

<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: PSY 905
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<i>COURSE TITLE</i>	PSY 245 Industrial/Organizational Psychology				
<i>COURSE DESCRIPTION</i>	This course introduces students to the psychological methods and theories that apply to solving organizational problems. Emphasis is on promoting ethical standards of behavior and promoting human welfare for individuals in industrial/organizational psychological contexts.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	13	16	17	23	22
<i>CREDIT HOURS PRODUCED</i>	39	48	51	69	66
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	62%	63%	76%	91%	91%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	Eastern Illinois University 7/24/19 Illinois State University 10/2/19 Northern Illinois University 7/18/19 University of Illinois at Chicago 7/25/19 Southern Illinois University 12/4/18 University of Illinois at Urbana Champaign 6/23/20				

<i>COURSE TITLE</i>	PSY 250 Theories of Personality				
<i>COURSE DESCRIPTION</i>	This course explores the major theoretical perspectives in personality psychology and current research. Further explored is how human behavior can be understood through the scientific study of individual differences and the strengths and weaknesses in personality psychology research. Topics include: research methods, assessment techniques, theoretical approaches in personality, and ethical standards in personality research.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	67	66	55	52	45
<i>CREDIT HOURS PRODUCED</i>	201	198	165	156	135
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT</i>	85%	76%	69%	75%	67%

<i>STUDENTS</i>					
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	Eastern Illinois University 7/24/19 Illinois State University 10/2/19 Northern Illinois University 7/18/19 University of Illinois at Chicago 7/25/19 University of Illinois at Urbana Champaign 6/23/20				

<i>COURSE TITLE</i>	PSY 296 Special Topics in Psychology				
<i>COURSE DESCRIPTION</i>	This course offers in-depth exploration of a special topic, issue or trend in the field of psychology. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</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>	Eastern Illinois University 7/24/19 Illinois State University 10/2/19 Northern Illinois University 7/18/19 Southern Illinois University 7/16/19 University of Illinois at Chicago 7/23/19				

24. Outline the disciplines goals for course enrollment, and success rates. How does the data support the course goals outlined? Elaborate.	<p>We would like to see our success rates for all classes be above 70%. This continues to maintain our high standard we are currently achieving with PSY 100 Introduction to Psychology and PSY 205 Lifespan Psychology since we have so many sections of these courses and they apply to general education requirements. We will work to improve the success rates in the psychology major courses that include data collection and research components. When we do analyze the data for meeting these goals, we should also consider the potential influence of students being in remote learning as a result of COVID-19 restrictions</p>
25. What disaggregated data was reviewed?	<p>We analyzed data looking at success, enrollment, and withdrawal rates by age, race, and gender.</p>
26. Were there identifiable gaps in the data? Please explain.	<p>We found that more female students take our courses than male students, with the average percentage of females between 60-65% and males between 40-35%. The typical ages of our students are between 18-21. The enrollment by race showed us that our students are primarily Latinx and white.</p>

	<p>Gender. Withdrawals by gender stayed approximately the same with fewer males taking psychology classes overall. Males have a slightly higher withdrawal rate (only 1-3% higher).</p> <p>Males have lower success rates in the 4-6% lower range.</p> <p>Age. Withdrawals by age is very consistent in the 18-45 range with withdrawals in the 7-12% range. Withdrawals in the 0-17, 46-55, 56-99 groups fluctuate more, with the most fluctuation in the 56-99 range. This fluctuation is a result of these groups having such low numbers that any withdrawals change the percentages dramatically.</p> <p>For those who continue, success rate is uniformly high across the groups, slightly higher for the 46-55 and 56-99-year-old groups in some cases, with success rates around 92-94%. Again, low numbers in these groups could skew these results.</p> <p>Race. Withdrawals by race in the other category vary the most widely. Most likely because of low numbers in this category with the range being from 3-14%. Otherwise the withdrawals rates are very consistent in the range between 7-10% with most current rates staying around 8-9%, lower than previous rates ranging from 10-14%. (This is one of our current reductions in equity gaps.)</p> <p>Success rates have stayed the same or increased by race. For our black students, we have seen success rates go from 65% to 73-75% from 2016-2020. While black and Latinx students had percentages currently that range from 73-78%, compared to 82-92% of other groups, their percentage success rates have consistently improved since 2016.</p>
<p>27. What suggestions do you have to overcome any identifiable gaps?</p>	<p>These gaps may be a reflection of other influences. Our students being aged primarily between 18-21 could be a reflection of our courses meeting general education requirements and the overall demographics of Waubensee Community College students. Our 18-21-year-olds are interested in transfer degrees and meeting general education requirements, whereas our older students may be interested in seeking degrees or certificates only. Further, since many career paths in psychology require master or doctoral degrees, younger students may be more interested in psychology as a potential career path regardless of the lengthier time required in education, whereas older students may be looking for a quicker route to a career.</p> <p>The pattern with more female, Latinx, and white students taking our psychology classes is not that dissimilar from the patterns seen by the American Psychological Association for graduate students in psychology. The APA finds females outnumber males by 2.5 to 1. Further, they find about 70% of students are white, 11% are Latinx, 9% are black, and 6% are Asian in graduate psychology programs.</p> <p>We have seen our equity gaps reduce slightly over the last five years, which could be due to the increased supports available through using adaptive tools like Connect Psychology and other changes faculty have made to curriculum and practices to support students.</p>

GOAL PLANNING

<p>28. What are the discipline's strengths?</p>	<p>We have an experienced full-time and adjunct faculty which provides a great amount of consistency and stability within our program. We have a very wide range of offerings of our classes at varied times, formats, and locations to make it easy for our students to get the classes they need. We are consistently a discipline with very high enrollment across all of our courses and sections, and psychology is a very popular major for Waubonsee students. Our department has been consistently innovative using a wide range of technologies including virtual laboratory equipment, wireless audience response systems, adaptive online testing, interactive web-based simulations such as virtual child/teen, and interactive classroom equipment such as mechanical babies. The current technologies are used as consistently as is practically applicable. Many teaching tools needed to be adapted with the current COVID-19 protocols and could not be safely used in the classroom. Many of these tools will be used again in the future with new technologies potentially being introduced such as web-based interactive tools were introduced for class participation, activities, and assignments.</p> <p>We have consistently had a strong and active student organization with Psi Beta Honor Society/Psychology Club which is both accessible to all students and honors high-performing students, providing opportunities for students to engage with other students, faculty members, and their communities.</p>
<p>29. What are the identified or potential weaknesses of the discipline?</p>	<p>We are a large department with many adjuncts so just staying consistent and coordinated across our department can be challenging; however, because of our stability in our full-time faculty, our adjunct faculty, and our processes we are able to coordinate efforts. We will continue to work hard to stay up-to-date with emerging tools and technologies to teach classes in remote formats effectively and support in-person classes with tools and resources that promote learning.</p>
<p>30. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>We have currently all transitioned to the Canvas LMS and will continue to develop skills to most effectively use Canvas for both our in-person and remote classes. Connect Psychology and other supportive tools, and e-textbooks will also continue to be used and are systematically improved as the technologies improve and will provide even more opportunities for faculty including assessing written assignments or tests.</p>
<p>31. Discipline Goals: List three measurable goals to work on for the next 5 years that address needs identified in this review and that align with the Educational Affairs Plan.</p>	<ol style="list-style-type: none"> 1. To continue to learn and increase our proficiencies on technologies for remote learning including Canvas, Zoom, and explore other available online classroom technologies. 2. To look for ways to keep textbook costs down for our students while still providing high quality resources. 3. To support and find opportunities for students to have experiential learning opportunities such as service learning, volunteer work and/or hands-on learning experiences. 4. We will continue our work in closing achievement gaps, so we will continue in that same direction and find ways to improve within our current framework as we always have.
<p>32. Resources and Support: List and describe resources and support needed to implement the goals listed</p>	<p>We will need access to training on technology as needed which may be provided by Waubonsee or through outside educational programs, courses, or conferences.</p>

<p>above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<p>We will need support through our dean's office, our publisher representatives, and Waubonsee's bookstore to coordinate any new products or processes for providing textbooks or tools to our students. We will need support through our dean's office and if needed to coordinate experiential learning opportunities that cannot be coordinated and managed by faculty. This may include administrative support, or other forms of tangible support depending on the nature of the experience.</p>
<p>REVIEW RESULTS</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Our courses consistently have high rates of enrollment, retention, and success. Our budget for our discipline is minimal. We contribute to the overall retention of students at the college through maintaining our active chapter of Psi Beta/Psychology Club. We utilize teaching technologies that support educational equity within our courses and provide a practical means to collect assessment data across our high enrollment, full-time and part-time courses, to make adjustments to our curriculum as needed. Our curriculum is aligned with standards proposed by the American Psychological Association for undergraduates in psychology. We have made progress in closing some of our equity gaps and will continue to strive to achieve more progress. Our future modifications and goals are to strengthen what we are already doing well and to continue to work towards closing equity gaps and increasing opportunities for student success</p>
<p>Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.</p>	<p>For Goal 1: Ongoing across the 5 years Full-time faculty will be responsible for finding training opportunities, both within and outside of the college, that are the best fit for their needs. This can include improving on current pedagogies and applications of technology and mastering the technology itself. Full-time faculty and the dean's office can encourage and support Part-time faculty in utilizing Waubonsee training, and free resources outside of the college and online.</p> <p>For Goal 2: Years 1-2 Full-time faculty will investigate ways to keep textbook costs down for our students while still providing high-quality resources. This could include looking into inclusive access, bundling, open source content, etc.</p> <p>For Goal 3: Years 3-5 Full-time and part-time faculty will support and find opportunities for students to have experiential learning opportunities such as service learning, volunteer work and/or hands-on learning experiences, with the support of our dean's office. With the pandemic, this goal is currently very difficult to achieve, but as we emerge from this time there will be great need on the part of volunteer organizations. Students who have not previously had these types of opportunities due to the pandemic will be actively seeking experience in their chosen fields to help them decide and confirm their career interests. We can use our courses and our club in psychology to connect students to these opportunities.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The full-time and part-time psychology faculty, with support from our dean's office, and other applicable staff at Waubonsee as needed, is responsible for completing or implementing each of the modifications.</p>

ACADEMIC DISCIPLINES	
<i>COLLEGE NAME:</i>	Waubonsee Community College
<i>FISCAL YEAR IN REVIEW:</i>	FY2016-FY2020
<i>DISCIPLINE AREA:</i>	Sociology
REVIEW SUMMARY	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
1. Prior Review Update Describe any quality improvements or modifications made since the last review period.	Continued with minor improvements.
2. How does this discipline contribute to other fields and the mission of the college?	Sociology teaches critical thinking, global awareness, communication, quantitative analysis, and information literacy aligning with the college's learning outcomes. Sociology offers quality, transferable courses that satisfy general education requirements at four-year colleges but at an affordable cost. More broadly, a sociology education contributes to a literate, democratic society.
REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response
1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? (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 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 semesters 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.
2. How are students informed about or recruited for this program/discipline? (1.2)	Students are recruited by their academic advisors, through word of mouth from other students, and through the Sociology bulletin board located in a public hallway. Faculty also participate in recruiting events such as the annual Exploring Majors Fair. Additionally, SOC 100 serves as a recruiting tool for the advanced courses.
3. What, if any, new Academic Transfer options: courses or major options have been added/deleted to the disciplines or division offerings during the last review period? What determined this action? (1.3)	During the last review period, SOC 140 was added to the catalog specifically to address a need of future NIU transfer students pursuing a degree in non-profit administration.
4. How many total courses are offered by the college in this discipline? What courses have the largest enrollment? (1.4)	Eight courses are offered in Sociology. SOC 100 Introduction to Sociology has the largest enrollment. SOC 120 Racial and Ethnic Relations and SOC 230 Social Problems have the second largest enrollment, offering 1-2 sections each semester.
INDICATOR 2: COST EFFECTIVENESS	
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- and part-time faculty are maintained for this discipline?) (2.1)	<p>The direct instructional costs associated with sociology are primarily the salaries and benefits for the instructors. There is also a small cost associated with departmental instructional expenses. Sociology costs \$1,414.86 per load hour compared to the average transfer cost per load hour of \$1,943.93.</p> <p>There are two full-time instructors and three strong adjuncts who support the department.</p>
6. What steps can be taken to offer curricula more cost-effectively? (2.2)	<p>Staffing is being offered in the most cost-effective way. As the department already operates significantly below the average cost per load hour for transfer courses, sociology must be mindful to not sacrifice quality.</p> <p>In Fall 2020, SOC 100 shifted to a free, open-source textbook providing significant cost savings for students. We continue to review materials for the other courses to make sure we are being cost-effective for our students.</p>
7. Does this discipline have a need for additional resources? (2.3)	An institutional subscription to JSTOR and other sociological resource subscriptions would improve the ability of the instructors to stay current and integrate new concepts into the classroom.
INDICATOR 3: QUALITY	
RESPONSE	
8. Measurable Learning Outcomes: What are the expected outcomes of this Discipline?	<p>Apply sociological theories to explain social phenomena.</p> <p>Evaluate explanations of human behavior.</p> <p>Apply scientific principles to the social world.</p> <p>Analyze social science data.</p>

<p>9. To what extent are course learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>After a complete turnover of the full-time faculty, the Fall 2020 semester is the first when a formal review of outcomes will take place. The first course that is under review is SOC 210 Social Problems. An estimation of outcome achievement based on grade achievement is over 70% of students are achieving the course outcomes in SOC 100 Introduction to Sociology.</p>
<p>10. What assessment methods are used to ensure learning improvement and student success?</p>	<p>Learning outcomes are assessed using a combination of traditional written assignments and quizzes/exams in both formative and summative assessment types. Group projects and presentations are also employed for assessment.</p>
<p>11. How does the college determine student success in this discipline? Please outline. (3.10)</p>	<p>Waubonsee defines student success as achieving an A, B, or C in the course. While student success is largely determined by final course grades, achieving competency in course outcomes is also an important metric of success. Additionally, student engagement in sociology outside of the classroom and in future academic work is informally considered student success by instructors in this department.</p>
<p>12. What curriculum revisions have been made based on the assessment of student learning to improve discipline quality and improve learning?</p>	<p>Student financial barriers to acquiring the textbook were identified as detrimental to student learning. This barrier was eliminated in SOC 100, our largest course.</p>
<p>13. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>Current Illinois Articulation Initiative guidelines are reviewed. Trends in the sociology profession and recent scholarship are also utilized when developing or modifying curriculum.</p>
<p>14. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? (3.1)</p>	<p>This discipline is currently offered in asynchronous online, synchronous online and face-to-face modalities. Full 16-week sessions, 12-week sessions, and 8-week sessions are used in different courses. SOC 100 has the most delivery options as it is the Sociology course with the highest enrollment. Due to the COVID-19 pandemic, courses are currently being offered online in asynchronous and synchronous modalities. We expect to resume various in-person modalities after the pandemic.</p>
<p>15. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? (3.2)</p>	<p>The college does not generally disaggregate the data to analyze this.</p>
<p>16. When a course has low retention and/or success rates, what is the process to address these issues? (3.9)</p>	<p>No courses currently exhibit these characteristics. If and when low retention and/or success rates become an issue for the course, the full-time faculty would meet to review the course's structure, selected textbook, student feedback, and peer review to assess and adjust to raise retention and success rates.</p>
<p>17. How does the discipline identify and support "at-risk" students? (3.6)</p>	<p>Identification of "at-risk" students is done at the individual faculty level and relies upon a variety of strategies, including informal observation, individual and group communication exercises, written assessments, individual</p>

	conferences and advising meetings, and formal evaluation exercises. Faculty report “at-risk” students to their academic advisors through the campus early alert program at 5 weeks, 8 weeks, and 12 weeks into the semester.
18. To what extent is the discipline integrated with other instructional programs and services? (3.7)	The discipline has cross-relevant content with psychology, political science, humanities, and anthropology but no formal integration.
19. How does the discipline assess full-time and adjunct instructor performance in the classroom? (3.3)	Both full-time instructors are on the tenure-track so they are observed by the division dean each semester. They are also observed annually by the assistant vice president and undergo an annual performance review. Adjunct instructors are observed by the assistant dean of the division.
20. What professional development is offered for full- and/or part-time faculty in this discipline? What additional suggestions do you have for future offerings (3.4)	The college’s Faculty Development Office provides professional development opportunities for full-time and part-time faculty. This includes offering webinars and workshops on a wide range of subjects. 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. One full-time faculty member completed the course in FY2020 and the other full-time faculty member is currently enrolled. The Faculty Development Office also organizes the semi-annual Faculty Development Days which is open to both full- and part-time faculty. Each full-time faculty member also has \$2500 of professional development funds to maintain currency in the discipline. Adjunct faculty should have access to professional development funds to attend conferences, maintain subscriptions in professional organizations, etc.
21. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? (3.5)	None. Both full-time faculty are recent additions to Waubensee.
22. Did the review of Discipline quality result in any consideration of future actions or modifications? Please explain. (3.11)	Future actions and modifications to courses are always under consideration based on student feedback, best practices in the discipline, and collaboration between the instructors. No specific actions or modifications are the result of a review of discipline quality.
23. List any barriers encountered while implementing the discipline	
There have been no barriers encountered while implementing the discipline.	

PERFORMANCE AND EQUITY

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

ACADEMIC DISCIPLINE AREA	Sociology
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COURSE TITLE	SOC 100 Introduction to Sociology				
COURSE DESCRIPTION	Introduction to Sociology includes the study of the major theories and concepts of sociology. Analyses of culture and social structure, socialization and the principles of individual and group interactions, deviance, and social inequalities are addressed using sociological imagination. Topics discussed are poverty and social stratification, race, gender and sexualities. Social forces and social movements on population and environment are examined.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
NUMBER OF STUDENTS ENROLLED	1,142	1,149	1,021	991	1,033
CREDIT HOURS PRODUCED	3,426	3,447	3,063	2,973	3,099
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	69%	66%	72%	66%	60%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI Code: S7 900				

COURSE TITLE	SOC 120 Racial and Ethnic Relations				
COURSE DESCRIPTION	Racial and Ethnic Relations analyzes the theoretical explanations of prejudice, discrimination and stratification on racial, religious, and ethnic groups in American society. This course examines the persistence of group identity, impact of group conflict, changes in majority-minority group relations and current trends in racial identity. Government policy and related social problems are discussed.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
NUMBER OF STUDENTS ENROLLED	216	267	238	174	162

<i>CREDIT HOURS PRODUCED</i>	648	801	714	522	486
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	79%	75%	76%	75%	80%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S7 903D				

<i>COURSE TITLE</i>	SOC 130 Sociology of the Family				
<i>COURSE DESCRIPTION</i>	Sociology of Family is the study of the institution of family and the theoretical context of family patterns within society. The impact of changing American demographics and culture on the structure of family in society is emphasized, and the areas of economy, social class, aging, and crises are examined in the social context of family. Sociological study of family focuses on socialization, gender roles, pair bonding and sexuality, marriage, divorce and remarriage, and parenting and childhood.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	147	160	133	84	58
<i>CREDIT HOURS PRODUCED</i>	441	480	399	252	174
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	76%	77%	58%	73%	69%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S7 902				

<i>COURSE TITLE</i>	SOC 140 Community and Civic Engagement
<i>COURSE DESCRIPTION</i>	This course introduces students to concepts such as public service, community leadership, volunteering, activism, philanthropy, and charitable giving to provide contextual depth to their understanding of civic engagement, especially in the nonprofit sector. Students will gain insight about the roles nonprofits play in contributing to a civil society while also learning some of the technical realities facing nonprofit organizations.

	Nonprofit subsectors ranging from education and health to environmental and international are described and discussed independently and in relationship to government and business sectors. Students are also exposed to many of the enduring societal challenges (e.g. hunger, poverty, homelessness, etc.) that nonprofit organizations work to alleviate as well as some operational aspects associated with running a nonprofit agency.				
	<i>YEAR 1</i> (2015-2016)	<i>YEAR 2</i> (2016-2017)	<i>YEAR 3</i> (2017-2018)	<i>YEAR 4</i> (2018-2019)	<i>YEAR 5</i> (2019-2020)
<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>	Eastern Illinois University 7/24/19 Northern Illinois University 7/18/19 Southern Illinois University 7/31/19 University of Illinois Chicago 7/29/19 University of Illinois at Urbana Champaign 8/19/19				

<i>COURSE TITLE</i>	SOC 210 Social Problems				
<i>COURSE DESCRIPTION</i>	This course offers an introductory survey of the major social problems that are exhibited within contemporary American society. The focus is on the behavior, causes, prevention and/or treatment of such social problems as poverty, crime, drug abuse and addiction, marital conflicts and child rearing, mental illness, racism and sexism using a sociological imagination.				
	<i>YEAR 1</i> (2015-2016)	<i>YEAR 2</i> (2016-2017)	<i>YEAR 3</i> (2017-2018)	<i>YEAR 4</i> (2018-2019)	<i>YEAR 5</i> (2019-2020)
<i>NUMBER OF STUDENTS ENROLLED</i>	145	133	134	114	45
<i>CREDIT HOURS PRODUCED</i>	435	399	402	342	135
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	78%	71%	63%	51%	62%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S7 901				

COURSE TITLE	SOC 230 Sociology of Sex and Gender				
COURSE DESCRIPTION	Sociology of Sex and Gender examines the multifaceted complexities between sex and gender using sociological theories. Social construction of gender and its impact on individuals in environments and groups are explored. The gendered individual and social consequences on changing social definitions in family, work, intimate relationships, education, economy, health, communication and violence are discussed.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	47	46	47	25	0
<i>CREDIT HOURS PRODUCED</i>	141	138	141	75	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	98%	96%	98%	88%	0%
<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	IAI Code: S7 904D				

COURSE TITLE	SOC 240 Sociology of Deviance				
COURSE DESCRIPTION	Sociology of Deviance examines the sociological study of the causes and control of social deviance and deviant behavior. Emphasis is placed on the major sociological theories of deviance. Special attention is given to individual and group deviance within the context of social deviance. Topics discussed are physical violence, family violence, sexual deviance, self targeted deviance, medicalization of deviance, internet crime, substance use and abuse, and privileged and underprivileged deviance. Stigma of deviant identity among specific groups is analyzed.				
	<i>YEAR 1</i> <i>(2015-2016)</i>	<i>YEAR 2</i> <i>(2016-2017)</i>	<i>YEAR 3</i> <i>(2017-2018)</i>	<i>YEAR 4</i> <i>(2018-2019)</i>	<i>YEAR 5</i> <i>(2019-2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	26	24	22	30	0
<i>CREDIT HOURS PRODUCED</i>	78	72	66	90	0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	85%	96%	77%	77%	0%

<i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i>	<p style="text-align: center;">Eastern Illinois University 7/24/19 Illinois State University 10/2/19 Northern Illinois University 7/18/19 Southern Illinois University 7/31/19 University of Illinois at Chicago 7/29/19 University of Illinois at Urbana Champaign 8/19/19</p>
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COURSE TITLE	SOC 296 Special Topics in Sociology				
COURSE DESCRIPTION	This course offers in-depth exploration of a special topic, issue or trend in the sociology field. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	<i>YEAR 1 (2015-2016)</i>	<i>YEAR 2 (2016-2017)</i>	<i>YEAR 3 (2017-2018)</i>	<i>YEAR 4 (2018-2019)</i>	<i>YEAR 5 (2019-2020)</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>	<p style="text-align: center;">Eastern Illinois University 7/24/19 Illinois State University 10/2/19 Northern Illinois University 7/18/19 Southern Illinois University 7/16/19 University of Illinois at Chicago 7/23/19</p>				
	24. Outline the disciplines goals for course enrollment, and success rates. course goals outlined? Elaborate.				

24. Outline the disciplines goals for course enrollment, and success rates. How does the data support the course goals outlined? Elaborate.	Now that the department has filled the full-time faculty positions, the goal for the next five years is to build enrollment across courses back to previous levels. The data suggests that there is demand for classes other than SOC 100 Introduction to Sociology.
25. What disaggregated data was reviewed?	Sociology Department-level data on enrollment, withdrawal, and success for FY2016-2020, disaggregated by race, age and gender was reviewed. In addition, data was reviewed on enrollment, withdrawal, and success for FY2016-2020, disaggregated by course number.
26. Were there identifiable gaps in the data? Please explain.	This data is of limited value because one of the principal variables, the faculty, was not consistent throughout the last five years. Our current full-time faculty configuration is only reflected in the latter half of FY2020, which was also the start of the

	<p>pandemic. Comparative analysis across the fiscal years would not lead to valid conclusions. However, it is worth focusing on FY2020 data for a partial snapshot. Withdrawal rates across most racial/ethnic and age cohorts were in the 0-3% range, a significant decrease over previous years. Asian students and students aged 46-55 were outliers with higher withdrawal rates but had such tiny populations that one student could skew the data. In FY2020, sociology had a higher percentage of BIPOC student enrollment, specifically Latinx students, and female students than average for credit classes at Waubensee, demonstrating an interest in the subject from historically marginalized groups.</p>
<p>27. What suggestions do you have to overcome any identifiable gaps?</p>	<p>Collect data with current full-time faculty configuration. Disaggregate data by modality as well as by campus for face-to-face classes. Expand the categories for gender data collection to better reflect the student body. By the next ICCB review, sociology will have enough data collected from the current full-time faculty to make meaningful analysis of the enrollment, withdrawal, and success data disaggregated by race, gender and age.</p>

GOAL PLANNING	
<p>28. What are the discipline's strengths?</p>	<p>Sociology has finally achieved stability in full-time staffing. The courses are popular and gaining in popularity as the faculty become known by the student body. The two full-time instructors complement each other's strengths and areas of focus. The discipline is cutting edge and dealing with topics and ideas that today's students are interested in and what is relevant to them and their lives now.</p>
<p>29. What are the identified or potential weaknesses of the discipline?</p>	<p>There are no prerequisites set for any of the courses. Students entering 200 level sociology courses may not have taken a sociology class in the past. There is a large imbalance between the interest and enrollment in SOC100 as compared to the other courses. Additionally, with full-time faculty in flux for the past several years, much of the administrative work of the department, such as updating course materials and reviewing curriculum and course objectives, was not done or was not done to a high standard.</p>
<p>30. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>After a full turnover of the full-time faculty, the current full-time faculty are trying to rebuild the reputation of the Sociology Department. As students gain familiarity and comfort with the new instructors and new material, the number of students taking multiple sociology courses is likely to increase. This trend has already begun and shows promise. Prerequisites are being considered for some sociology courses but have not yet been implemented out of concern for depressing enrollment numbers. As more students take multiple sociology courses and students progressing through the department's offerings become more regular, prerequisites for the 200 level courses will be implemented. Having new faculty brings fresh eyes to the administrative work of reviewing curriculum and updating materials. This will take time, but the work has already begun.</p>
<p>31. Discipline Goals: List three measurable goals to work on for the next 5</p>	<p>Goals for the next 5 years.</p> <ol style="list-style-type: none"> 1. Increase number of students progressing through multiple

<p>years that address needs identified in this review and that align with the Educational Affairs Plan.</p>	<p>Sociology courses.</p> <ol style="list-style-type: none"> 2. Revise and expand course offerings, expand 200-level courses. 3. Launch and maintain a Social Justice Club. 4. Improve collaboration and communication between full-time and adjunct faculty. 5. Continue to support and engage students in the pursuit of equity for all demographic groups within sociology. The goal is to eliminate achievement gaps between white and non-white (specifically black) students.
<p>32. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<ol style="list-style-type: none"> 1. Provide students rewarding and engaging content and classroom experiences. 2. Consultation with Curriculum Council administrative support to revise and expand course offerings. Coordinate between full-time faculty to establish departmental course offerings and progression through courses. 3. New student organization resources from Student Life for Sociology Club. 4. Advisor training and leadership mentoring from Student Life.
<p>REVIEW RESULTS</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>After some stagnation due to faculty turnover, the Sociology Department is again fully staffed and seeing increasing enrollments and expanded course offerings. The Sociology Department is a popular one among transfer students and the instructors are respected and well-liked. As the department continues to grow in popularity and enrollment, future modifications include the addition of more course offerings, prerequisites for select 200-level courses, and expansion of the use of OER textbooks in courses beyond SOC 100.</p>
<p>Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.</p>	<p>Maintain and increase the advertising of the Sociology Department through student word of mouth and engagement through public space billboards in the APC building. —Ongoing</p> <p>Launch and maintain a “Social Justice Club” that is open to students of all disciplines to bring awareness of sociological study to students not enrolled in sociology courses. —Spring 2022</p> <p>Review options for OER textbook resources for Social Problems, Race and Ethnic Relations, and Sociology of the Family courses. —Spring 2022</p> <p>Review enrollments in consideration of resuming offering sections of Sociology of Deviance and Sociology of Sex and Gender. —Fall 2022</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Both full-time faculty members are responsible for implementing the modifications. The full-time faculty members are collegial and cooperate well on departmental tasks. Adjunct instructors will be given an opportunity to weigh in on OER textbooks and course offerings, but ultimately the decision will be made by the full-time instructors.</p>

CAREER & TECHNICAL EDUCATION

COLLEGE NAME:

Waubonsee Community College

ACADEMIC YEARS REVIEWED:

FY2016-FY2020

PROGRAM IDENTIFICATION INFORMATION

<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>
Advanced Manufacturing Technology	AAS degree	60	15.0613	CNC Operator (23 credit hours) CNC Programmer (24 credit hours)

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

1. Past Program Review Action

What action was reported last time the program was reviewed? Were these actions completed?

The Advanced Manufacturing Technology Program was not active during the last program review conducted for this CIP code and related disciplines. However, since that period, the program was reactivated, revised, and was a part of the Illinois Network for Advanced Manufacturing (INAM) TAACCCT/DOL consortium grant project. During the grant, many innovations and improvements occurred with the program including, but not limited to, additional equipment, tools and resources, curriculum updates, articulation agreements with secondary and four-year institutions, and processes for Credit for Prior Learning were implemented (and ultimately scaled across other CTE programs). In addition, all of the program changes and innovations were sustained and additional activities include NIMS Program accreditation. The program was a recipient of the DART Foundation grant and the Haas Foundation grant which provides direct tuition and fees support for students enrolled in the program.

CTE PROGRAM REVIEW ANALYSIS

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

<p>2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.</p>	<p>At this time, there are no prerequisites required for entry into the Machine Tool Technology Program. Upon entry, students will need requisite math and reading skills comparable to at least the eighth grade level. Students who do not meet the requisite requirements for math and reading skills are placed in or recommended to take remedial math and reading. The program also incorporates general education coursework that will aid in skill building for all students regardless of the skills they enter the program with.</p>
<p>3. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Machine Tool Technology Program offers an Advanced Manufacturing Technology Associate in Applied Science degree that requires 60 semester hours for program completion. In addition to the AAS degree, the program also offers two Certificate of Achievement programs (CNC Operator – 23 semester hours and CNC Programmer – 24 semester hours), which do not exceed the 30 or 60 hours recommended for total hours.</p>
<p>4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Ne'Keisha Stepney – Executive Dean for Business, Technology, and Workforce Education</p> <p>Derek Schreiner - Assistant Dean for Business, Technology, and Workforce Education</p> <p>Brandon Blagg - Assistant Professor of Manufacturing Technology</p>
<p>5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Career and Technical Education programs at Waubensee meet twice a year (fall/spring) for Advisory Committee meetings to engage employer partners and stakeholders.</p> <p>Faculty engage with students at least annually to ascertain if additional elements are needed to meet personal and/or their employer's needs.</p> <p>Both groups provide advice on future subjects and continuous program improvements.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>6. What is the labor market demand for this program? Include district and regional need (1.1)</p>	<p>The national average for an area comparable in size is 11,541 employees, while there are 8,987 within the area.</p> <p>In the Waubensee district ZIP Codes, there are 391 jobs.</p> <p>Regional breakdown: Cook County, IL: 4,231 jobs Dupage County, IL: 1,573 jobs Lake County, IL: 1,322 jobs Kane County, IL: 628 jobs Will County, IL: 495 jobs</p>

<p>7. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>From 2015 - 2020, Waubonsee district labor demands have increased from 322 - 391 jobs (21.4%).</p> <p>From 2020 - 2025, it is expected to grow from 391-416 jobs (6.5%).</p>
<p>8. What labor market information sources are utilized? (1.3)</p>	<p>Anecdotal data and occupational/program reports based upon data and feedback that faculty gather through engagement with employers. In addition, we utilize EMSI Gap Analysis reports and other features to forecast, plan and evaluate.</p> <p>Emsi Data www.economicmodeling.com</p>
<p>9. Does your enrollment have the capacity to meet the readiness of business and industry?</p>	<p>There is a labor shortage and demand for skilled workers. While the program prepares students for entry (readiness) for the industry, we are not currently positioned to meet the capacity required by industry based upon vacancies and growth.</p>
<p>10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)</p>	<p>Students learn about the program through strategic recruiting and marketing efforts and relationships with local manufacturers. The program engages in recruitment and awareness through college/division sponsored events. In addition, we have relationships with local high schools and a new dual enrollment high school program that will provide an additional pipeline of students being exposed to the program and the career pathway.</p>
<p>11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Waubonsee holds multiple advisory committee meetings per year that consists of local manufacturing leaders that provide input for program and curriculum improvement depending on current trends and technologies.</p> <p>Efforts for program evaluation and continuous improvement include the college’s Curriculum Council, the Outcomes and Assessment Council, Advisory Committees, Annual Program reports, the Program Review process and annual budget and planning meetings.</p>
<p>12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>The above resulted in recommendations to consider expanded program offerings, the expansion of employer partnerships, strengthening the Advanced Manufacturing Advisory Committee, the launch of a dual enrollment program and the evaluation of facilities and future needs of the program.</p> <p>Curriculum will be calibrated to improve print-reading skills and offset-making capabilities for students. In addition, the curriculum will also be updated to include more mold-making practices and more of an emphasis and focus on fundamental practices.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>13. How does the institution assess cost-effectiveness for CTE programming? Consider:</p>	<p>Direct Instructional Program Costs: \$127,111.06</p> <p>Tuition and Course Fee Revenue: \$62,488.32</p>

<ul style="list-style-type: none"> • 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>The total direct instructional program costs which include salary, benefits, and instructional expenses are supported by institutional funds. The associated costs are comparable to other CTE programs that require specialized tools, equipment and resources. The college supports this program with educational funds; however, grants are utilized on occasion.</p>
<p>14. 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>During the review period, the Machine Tool Technology Program has participated in the Perkins Program of Study process and there was funding associated with the improvements to the program and support for the NIMS accreditation process. However, the program is supported by the college's operational funds.</p>
<p>15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)</p>	<p>The associated costs are comparable to other CTE programs that require specialized tools, equipment and resources.</p>
<p>16. 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>	<ul style="list-style-type: none"> • In-district/online students: \$130.00 per credit hour • Out-of-district students: \$378.28 per credit hour • Out-of-state students: \$411.82 per credit hour <p>Associated costs include tuition, books and fees. There is financial aid and several scholarships available for students including a program specific grant that provides support for tuition, fees and books awarded by the Haas Foundation.</p>
<p>17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)</p>	<p>The associated costs are comparable to other CTE programs that require specialized tools, equipment and resources.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>
<p>18. Program Learning Outcomes: What are the expected outcomes of the program?</p>	<ul style="list-style-type: none"> • Interpret mechanical drawings. • Use precision measuring equipment. • Set up and operate computer numerically controlled lathes. • Set up and operate computer numerically controlled mills. • Manually program computer numerically controlled mills. • Use computer aided manufacturing software to program computer numerically controlled machine tools. • Perform cutting operations on a manual lathe. • Perform cutting operations on a manual mill.
<p>19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>Results are generally achieved. If a specific student does not achieve, further time is spent re-training to the proper level.</p> <p>Data is examined each semester in a number of</p>

	<p>classes and evaluated. Modifications to instruction (if needed) are made. If a result is not achieved, many factors are examined and considered including curriculum, instruction and methods, as well as student engagement and motivation (which impacts their grade).</p>
<p>20. What assessment methods are used to ensure student success? (3.17)</p>	<p>Evaluation of one or more of the following: performance assessments with rubrics, labs, team assignments, written assessments, discussions, case-studies.</p>
<p>21. How are these results shared with others at the internally for continuous improvement? (3.18)</p>	<p>Machine Tool Technology Program consists of one primary instructor and adjunct instructors. Primary instructor communicates improvements and necessary changes with adjunct instructors through email and verbal communication.</p>
<p>22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)</p>	<p>In an effort to improve program quality and student learning, there is a focus on fundamentals. The faculty strive to not over-complicate topics and overwhelm students and to provide more hands-on experiences with machines and processes.</p>
<p>23. What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>Current delivery methods include hybrid, online and face-to-face instruction. The faculty compare the success rates of each delivery system through evaluation of course outcome success rates. The data points used to assess this include success and withdrawal rates, as well as the instruction modality by course.</p>
<p>24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? 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>This program has been supported by Perkins and to date, the Program of Study application/approval process is being prepared for submission.</p>
<p>25. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<p>Yes. Waubonsee uses labor market data to design sector focused programs, engage employers in program development through advisory meetings that lead to jobs in high demand industries, and ensure access and appropriate services for students.</p> <p>The program utilizes labor market data to inform labor market need and to validate the requisite entry-level skills required for employers/employees (including competencies, skills, and relevant industry recognized credentials). The program also implemented NIMS credentials and received NIMS accreditation. In addition to using data to identify high-wage, high-growth and in-demand careers (through the use of EMSI), the program has regular and meaningful engagement with employers/employees partners.</p> <p>The program incorporates continuous improvement through regularly updated curriculum dependent on current industry trends, developing relationships with</p>

	<p>local manufacturers, and providing students connections with local manufacturers for potential job opportunities.</p> <ul style="list-style-type: none"> The program incorporates opportunities for early college credit and establishes a pathway into the automation program. Recently, the college became an approved DOL Registered Apprenticeship Program for Industrial Maintenance. We regularly partner with the EFE and secondary partners to inform, deliver programming and serve as a resource. Likewise, we engage and partner with agencies that support industry and the workforce. <p>We provide career exploration opportunities/events and provide academic advising, academic support, and robust career cruising experience for our students.</p> <p>Students have the opportunity to participate in work-based learning, and instruction aligns with concepts that they will experience in the field. In addition to basic and technical skills, the program also incorporates employability skills.</p> <p>We provide stackable credentials and program offerings, early college credit and opportunities for students to earn credit for prior learning. Instruction incorporates various modes and methods to meet the varying needs of learners.</p> <p>We incorporate transition advisors and partner with internal and external stakeholders to serve learners at all skill levels.</p> <p>We incorporate partnerships with key stakeholders, and the division where the program is housed supports work-based learning and education for academic credit programs as well as workforce education programming that supports individual learners and industry organizations.</p>
<p>26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)</p>	<p>Unique hands-on exercises and projects have been shared with other machine tool instructors through conferences and advisory meetings.</p>
<p>27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)</p>	<p>The program provides early college credit (dual and/or articulated) through partnerships with several high schools including: Oswego High School and Batavia High School. During FY21, the program launched a dual enrollment program with Batavia High School.</p>
<p>28. Identify work-based learning opportunities available and integrated into the curriculum. How do these opportunities improve the quality of the program?</p>	<p>Students get the opportunity to complete projects that would be common in actual industry. For example, students have to interpret a mechanical drawing and successfully go through an entire manufacturing process - in multiple courses. The program also offers</p>

<p>In what ways can these opportunities be improved? (3.8)</p>	<p>NIMS credentials to prove to employers that students possess a certain set of skills.</p> <p>These opportunities prepare students for real-world scenarios that will be encountered in industry, which greatly improves quality of program.</p> <p>Internships are offered and some students take advantage of the opportunity.</p>
<p>29. 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>While not required, Waubonsee has successfully volunteered to seek and has earned accreditation through NIMS.</p>
<p>30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>Yes, the program incorporates several industry recognized credentials.</p> <ul style="list-style-type: none"> • NIMS Mill Programming Setup and Operations • NIMS Lathe Programming Setup and Operations • NIMS Job Planning, Benchwork, and Layout • NIMS Measurement, Materials, and Safety • OSHA 10-hour general industry safety training
<p>31. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>At this time, there is no apprenticeship associated with the Machine Tool Technology Program.</p>
<p>32. If applicable, please list the licensure examination pass rate. (3.12)</p>	<p>N/A</p>
<p>33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)</p>	<p>Yes, the program has an articulation agreement with Northern Illinois University for Advanced Manufacturing Technology (2+2 and 3+1 programs).</p>
<p>34. 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, we strive to meet employers where they are and engage meaningfully, whether it is a working or strategic relationship. Some partners include: NIMS, NN Inc., Hy-Tek Manufacturing, Progressive Turnings, Montana, Shank Manufacturing, and Jake's Machining.</p>
<p>35. 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 Faculty Development and Engagement (FDAE) Division provides professional development offerings regularly throughout the year (both planned and on-demand). In addition to the training provided by FDAE, faculty are encouraged to utilize budgeted professional development funds for industry specific opportunities. During this past year, professional development opportunities were impacted by the pandemic. However, some of the industry specific training that faculty engaged in includes: Haas Technical Education, ACUE, conferences, virtual conferences, Mitutoyo CMM training, etc. The faculty seeks professional development opportunities aimed at continuous improvement of the program.</p>

36. What is the status of the current technology and equipment used for this program? (3.16)	Technology and equipment are fairly new and still relevant for today's machine tool instruction.
37. How satisfied are students with their preparation for employment? (3.20)	An annual CTE Student Survey is administered; however, there are future plans for a program specific survey to be developed and administered. Based upon current mechanisms for student feedback, it appears that they are satisfied.
38. How is student satisfaction information collected? (3.21)	An annual CTE Student Survey is administered and there are future plans for a program specific survey. In the meantime, student satisfaction is provided word of mouth to instructors and collected in end of course surveys.
39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)	The program utilizes Advisory Committees to validate the requisite entry-level skills required or employers/employees (including competencies, skills and relevant industry recognized credentials). We strive for regular and meaningful engagement with employers/employees partners who review, validate, provide feedback and employment/work-based learning opportunities.
40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)	The committee contributes to quality by providing feedback and suggested improvements to the program to produce students that will be more employable within their companies/the industry. Engagement can be improved by getting more local manufacturing companies to attend meetings.
41. How satisfied are employers in the preparation of the program's graduates? (3.24)	Satisfaction information is collected during advisory committee meetings and occasional surveys.
42. How is employer satisfaction information collected? (3.25)	Satisfaction information is collected during advisory committee meetings
43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)	Yes, faculty will keep improving the curriculum/program with the help of the advisory committee and develop more meaningful relationships with local manufactures to aid in student employment and unfilled positions.

44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

- Course sequencing - being sure to implement prerequisites without creating a bottleneck in the program, resulting in unintended student progress/completion of coursework in the optimal scope and sequence
- Class size - finding balance when it comes to class size and the number of machines/instructors available to be sure students get the experience and guidance they deserve

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>	Advanced Manufacturing Technology (Machine Tool Technology)				
<i>CIP CODE</i>	15.0613				
	<i>YEAR 1</i> (FY2016)	<i>YEAR 2</i> (FY2017)	<i>YEAR 3</i> (FY2018)	<i>YEAR 4</i> (FY2019)	<i>YEAR 5</i> (FY2020)
<i>NUMBER OF STUDENTS ENROLLED</i>	25	27	27	29	33
<i>NUMBER OF COMPLETERS</i>	2	2	4	6	4
<i>OTHER (PLEASE IDENTIFY)</i>					
45. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above? Elaborate.	<ul style="list-style-type: none"> • Continue presenting to local high schools about the program and industry. • Continue educating high school and college counselors on Machine Tool Technology Program/industry so that they can guide “ideal” prospective students to the program. • Generate awareness to parents and young adults on the positive aspects of a career in manufacturing. • Keep students engaged and excited about machine tool technology. • Keep students optimistic on future opportunities if entire program and certificates are completed. 				
46. What disaggregated data was reviewed?	Yes				
47. Were there gaps in the data? Please explain.	<p>An identified gap for the program is a low representation of non-traditional (gender) students enrolled in the program. The division often participates in strategies to attract non-traditional students into programs where they are underrepresented.</p> <p>In addition, it was identified that students are enrolling at a higher rate than those that complete the program.</p>				
48. What suggestions do you have to overcome any identifiable gaps?	Additional targeted advertising and working with high school counselors (and other gatekeepers) to encourage non-traditional students to explore non-traditional careers/programs. In addition, working with internal stakeholders on persistence.				
49. Are the students served in this program representative of the total student population? Please explain.	No. The majority of the students are males, while the college as a whole has a mostly even number of males vs. females.				
GOAL PLANNING					
50. What are the program’s strengths? (3.1)	<ul style="list-style-type: none"> • Quality of equipment and machinery • Instructor knowledge and enthusiasm over subject matter • A strong focus on fundamentals and hands-on experience 				
51. What are the identified or potential weaknesses of the program? (3.2)	Course prerequisites have created bottlenecks for students, and there needs to be a review and realignment to ensure efficient sequencing.				
52. Describe actions that can be implemented to turn potential weaknesses into	A review and alignment of the prerequisite protocol and course sequencing.				

strengths.	
53. Program Goals: List three measurable goals to work on over the next five years that address needs identified in this review. Make sure that each aligns with the Educational Affairs plan.	<ul style="list-style-type: none"> • Continue curriculum improvement for all courses associated with program by assessing the needs of local manufacturing companies through advisory committee meetings. • Find more effective ways to market program for increased enrollment. • Correct prerequisite structure for the program to ensure smooth course sequence.
54. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).	<ul style="list-style-type: none"> • More time to focus on important matters, such as course improvement and organization • Lab assistants/instructors
REVIEW RESULTS	
55. Action	<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)
56. Summary Rationale Please provide a brief rationale for the chosen action above.	The Machine Tool Technology Program will be continued with minor modifications as outlined in the enrollment/recruitment/completion goals, program sequencing, as well as those identified for growth and expansion of the program.
Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> • Work with Marketing and Communication on the programmatic marketing strategy. • Revise program sequencing and share program updates and plans with Student Development who are integral to recruitment, enrollment and retention. • Based upon programming data and employer/industry engagement, identify facility needs that will be incorporated in budgeting and planning.
Responsibility Who is responsible for completing or implementing the modifications?	The faculty, administration and staff within the Business, Technology, and Workforce Education Division are responsible for the maintenance and identified goals of the Machine Tool Technology Program.

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>ACADEMIC YEARS REVIEWED:</i>		FY2016-FY2020		
PROGRAM IDENTIFICATION INFORMATION				
<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>
Auto Body Repair	AAS Degree	60	47.0603	Basic Auto Body Repair (16 credit hours) Advanced Auto Body Repair (38 credit hours)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
1. Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Since the last review, additional equipment, tools, certification opportunities and resources have been added to enhance the knowledge, skills and abilities of students. It is critical for the program to keep up with the latest technological advances. In addition, employer partner relationships and advisory committee participation has been strengthened. There has been a continuation of the live, hands-on practical nature of the program that produces qualified and skilled technicians. Students continue to take a series of ASE exams and complete all associated tasks.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.		The Auto Body Repair Program has placement and course prerequisites on courses throughout the program. The program is conducted as a cohort, so the scope/sequence is critical to completion and the success of the students. Faculty provide documents/information to counselors and academic advisors to help steer students towards general education and elective classes that are appropriate for them.		

<p>3. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The Associate in Applied Science degree program does not exceed 60 hours for completion, and the Basic Auto Body Repair Certificate of Achievement requires 16 hours (thus not exceeding the 30 hours referenced). However, the Certificate of Achievement program requires 38 hours for completion in order for students to gain the required competencies and skills (and education training hours) required by the NATEF/ASE accreditation. Please note that 100% of the courses in the Certificate of Achievement stacks into the full AAS degree.</p>
<p>4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Andrew MacDonald, Assistant Professor of Auto Body Repair</p>
<p>5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Career and Technical Education programs at Waubensee meet twice a year (fall/spring) for Advisory Committee meetings to engage employer partners and stakeholders.</p> <p>Faculty engage with students regularly to ascertain if additional elements are needed to meet personal and/or their employer's needs.</p> <p>Internally, assistance in completion of this report is reliant upon collaboration with Institutional Effectiveness and Outcomes and Assessment (data).</p> <p>All groups and data points provide insight on future subjects and continuous program improvements.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>6. What is the labor market demand for this program? Include district and regional need (1.1)</p>	<p>The EMSI data reviewed provided information on jobs, compensation and job posting demand.</p> <p>For 2015-2020: Waubensee Community College area is a hotspot and the national average for an area this size is 4,297* employees, while there are 4,969 here.</p> <p>Earnings are high in the area. The national median salary for automotive body and related repairers is \$42,744, compared to \$46,561 here.</p> <p>Job posting activity is about average in the area. The national average for an area this size is 58* job postings per month, while there are 61 here.</p> <p>*National average values are derived by taking the national value for automotive body and related repairers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.</p>

	<p>For 2020 - 2025: The Waubonsee area is a hotspot for this kind of job. The national average for an area this size is 4,167* employees, while there are 4,866 here.</p> <p>Earnings are high in the area. The national median salary for automotive body and related repairers is \$42,744, compared to \$46,561 here.</p> <p>Job posting activity is low in the area. The national average for an area this size is 110* job postings per month, while there are 78 here.</p> <p>*National average values are derived by taking the national value for automotive body and related repairers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.</p>
7. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	The jobs demand from 2015 - 2020 declined by 2.1% in the Waubonsee greater parameter and 9.7% within the associated zip codes. However, the data for 2020 - 2025 shows an increase of 1.8% in the Waubonsee parameter area and a 1% increase in the associated zip codes.
8. What labor market information sources are utilized? (1.3)	EMSI data
9. Does your enrollment have the capacity to meet the readiness of business and industry?	No, the cohort program has a capacity of 20 enrollment per academic year. The program runs during the day only; however, a future consideration is to run an afternoon and/or evening cohort to increase capacity and availability of collision repair technicians.
10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)	Faculty personally visit all feeder high schools and provide a presentation on careers in the collision repair industry and how Waubonsee can be their pathway to success. The program hosts an annual open house for all feeder schools and other members of the community. Faculty also participate in SkillsUSA.
11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)	Efforts for program evaluation and continuous improvement include the college’s Curriculum Council, the Outcomes and Assessment Council, Advisory Committees, Annual Program reports, the Program Review process and annual budget and planning meetings.
12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)	The program enjoys robust industry relationships and yes, based upon stakeholder engagement, there are additional considerations including the expansion of offerings (afternoon and evening cohort) and expanded curriculum (estimates programming).

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
<p>13. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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>The total direct instructional program costs for the Auto Body Repair Program is \$185,448.70. The average cost per load hour for the ABR program is \$3,566.32, which is higher than the average cost of all CTE programs, which is \$2,838.08. The tuition and course fee revenue is \$102,578.12, of which \$91,663.12 is associated with tuition and \$10,915 is associated with course fees.</p> <p>The costs associated with this program are supported by institutional/ed funds. Grants (Perkins) provide support for instructional supplies, equipment and tools where appropriate.</p>
<p>14. 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>The program is largely supported by educational funds and has received support from Perkins where appropriate.</p>
<p>15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)</p>	<p>Increase the enrollment capacity of the program. This would increase the number of students enrolled in the program which will increase tuition revenue.</p>
<p>16. 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>Associated costs include tuition, books and fees. There are several scholarships available for students.</p>
<p>17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)</p>	<p>The associated costs are comparable to other CTE programs that require specialized tools, equipment and resources. The need to maintain equipment and current technology lends itself to the program being more expensive to run. However, expanding program capacity could result in additional enrollments that may offset the costs. The goal is to create qualified and skilled technicians.</p>
INDICATOR 3: QUALITY	RESPONSE
<p>18. Program Learning Outcomes: What are the expected outcomes of the program?</p>	<p>Auto Body Repair AAS:</p> <ul style="list-style-type: none"> • Apply OSHA standards in an industrial work environment. • Analyze automotive damage to determine repair. • Calculate basic estimates for auto body repair. • Develop a repair plan. • Demonstrate the ability to remove, install, or repair glass. • Locate and repair surface irregularities. • Prepare panel surface to seal and prime. <p>Advanced Auto Body Repair Certificate:</p> <ul style="list-style-type: none"> • Apply OSHA standards in an industrial work

	<p>environment.</p> <ul style="list-style-type: none"> Analyze damage to determine repair. Develop a repair plan. Demonstrate the ability to remove, install, or repair glass. Identify surface defects. Prepare panel surface to seal and prime. <p>Basic Auto Body Repair Certificate:</p> <ul style="list-style-type: none"> Apply OSHA standards in an industrial work environment. Analyze automotive damage to determine repair. Develop a repair plan. Identify surface defects. Prepare panel surface to seal and prime.
<p>19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>Success is defined as students meeting 80% of the skill level across all courses.</p> <p>Data is examined each semester/AY across the program and at the course level. Modifications to instruction (if needed) are made. If a result is not achieved, many factors are examined and considered including curriculum, instruction and methods, as well as student engagement and motivation, and students are provided more time on task for mastery.</p>
<p>20. What assessment methods are used to ensure student success? (3.17)</p>	<p>Evaluation of one or more of the following: labs, ASE tasks, team assignments, written assessments and/or discussions.</p>
<p>21. How are these results shared with others at the internally for continuous improvement? (3.18)</p>	<p>Faculty evaluate the scores and sections where students may show weakness and use that to improve or change as needed to target areas where students need more exposure or more practice.</p>
<p>22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)</p>	<p>Faculty has adjusted task lists and provided additional time on task for students (including open lab sessions outside of the scheduled class time).</p>
<p>23. What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>As with most CTE programs reliant upon hands-on, practical instruction, the ABR program was adversely impacted by the pandemic. Modifications to classes were made, hands-on and make-up labs were scheduled. However, for the fall semester, all students were back in a face-to-face format.</p>
<p>24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? 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>Yes, it is part of our program of study.</p> <ol style="list-style-type: none"> Instructors use data from multiple sources to analyze the job market and needs of industry to ensure we are doing our part to put students in the best position to gain employment Instructors have many partnerships with manufacturers, tool suppliers, parts suppliers, dealerships, local shops, and maintenance

	<p>companies. They help in offering knowledge, advice, and information that we use to improve our program.</p> <ol style="list-style-type: none"> 3. Instructors continually receive at least 20 hours of professional development each year, often much more to keep current on the automotive industry. 4. Instructors use data collected by Waubonsee to evaluate our programs. 5. Instructors have incorporated additional career readiness standards into our curriculum through additional online training for students as well as referring them to various offices on campus that can help them with their soft skill development. 6. Courses are sequenced in a way that allow flexibility. The program incorporates recommended prerequisites to ensure that students do not put themselves in a position to not be successful. 7. The program has articulation agreements in place with secondary partners. 8. Faculty utilize the academic advisor's office as well as act as advisors to our students. We have published a few documents to share with advisors to inform them of the intricacies of our program and the transfer process to the schools we have agreements with. 9. Faculty utilize many different learning strategies in our classes to ensure that the needs of all students are met and that they are getting a personalized education. 10. Assessments are NATEF/ASE based using the same criteria, content, and often times questions that the students would be assessed against in the real world. Instructors do hands-on practical assessments as well as written assessments to ensure they are giving all students a fair opportunity to show what they have learned.
<p>25. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<ol style="list-style-type: none"> 1. Instructors meet with all stakeholders and take input to improve our program: advisory groups, student groups, industry personnel, former students in the industry. This helps us make changes to what we do. Employer engagement occurs through advisory committees held twice a year. 2. The program specifically meets the needs of special sectors of the collision repair industry (refinishing and collision). 3. Faculty consult NATEF/ASE and industry to align

	<p>training curriculum to what they require and deem necessary for success in the industry.</p> <ol style="list-style-type: none"> 4. The college has employees at Waubonsee that work to secure Perkins funding and ensure that we are doing all that we can to stay as current as possible. 5. This program is aligned with our Automotive Technology Program and with all policies set in place for the automotive industry 6. Faculty use NATEF and ASE as guides for our assessment as well as curriculum development. We are performing assessments in both a written and performance-based format. 7. Students can utilize EMSI Career Coach to take a career assessment, browse careers and programs, and develop their resume. 8. Waubonsee is actively engaged with WIOA partners through the workNet Batavia/LWIA5 through monthly partner meetings, partner cross-training, the Business Services Team, and the Career Pathways Committee. 9. Opportunities for credit for prior learning are listed on the Industry Certification to College Credit crosswalk. 10. Student support is available through Academic and Career Advising, Personal Counseling, Tutoring, Technology Loans, the Access Center for Disability Services, the Perkins Support Program, and the Emergency Needs Program. Students may also be referred to WIOA partners for other available supports. 11. Disaggregated data for the Automation Program is available through IE Equity reports.
<p>26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)</p>	<p>The implementation of live hands-on work is what sets our school apart from most others. Giving the students the experience that they will encounter in the world of work is the best way to prepare them for their future, but most schools do not do that because it is more difficult on the instructors to run a shop environment like that.</p>
<p>27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)</p>	<p>Yes, the program offers opportunities for early college credit for introductory major program requirements.</p>
<p>28. Identify work-based learning opportunities 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>The entire program is based on live hands-on work on real cars with real problems. Classes are conducted as if the students were working in a functional shop. This gives them the same experience they would have in the real world, only with the ability to learn while doing it instead of being in a production environment. This is what makes our students stand out from other schools. Faculty consistently hear from employers that students are well prepared due to the quality instruction done in a live shop environment.</p>

<p>29. 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>Yes, to be a quality transfer school and receive industry support and donations, you must be certified by ASE/NATEF.</p>
<p>30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>Yes, the program embeds several industry recognized credentials and testing opportunities for students to demonstrate competency.</p>
<p>31. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>No</p>
<p>32. If applicable, please list the licensure examination pass rate. (3.12)</p>	<p>N/A</p>
<p>33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)</p>	<p>Currently, there are no articulation agreements with four-year institutions. However, the program does offer articulated credit for secondary partners.</p>
<p>34. 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, with FixAuto and I-CAR.</p>
<p>35. 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>Per NATEF requirements, faculty are all required to go to 20 hours of update training each year, which they do through a series of online trainings, webinars, automotive training conferences, and certification programs.</p> <p>The Faculty Development and Engagement (FDAE) Division provides professional development offerings regularly throughout the year (both planned and on-demand). In addition to the training provided by FDAE, faculty are encouraged to utilize budgeted professional development funds for industry specific opportunities. During this past year, professional development opportunities were impacted by the pandemic.</p>
<p>36. What is the status of the current technology and equipment used for this program? (3.16)</p>	<p>The program utilizes industry standard equipment and resources that are regularly evaluated for maintenance, replacement and/or improvement.</p>
<p>37. How satisfied are students with their preparation for employment? (3.20)</p>	<p>Anecdotally, it seems that many are extremely satisfied. Employers regularly recruit from the program and take time to visit in class/lab annually with students.</p>
<p>38. How is student satisfaction information collected? (3.21)</p>	<p>We are coming to this conclusion by the number of students that come back to visit us after graduation thanking us for what we have done for them and sharing their success stories with us and current students.</p> <p>An annual CTE student survey is administered and there are future plans for a program specific survey. In the meantime, student satisfaction is provided by word</p>

	of mouth to instructors and collected in end of course surveys.
39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)	Faculty work very closely with many local employers. They provide feedback on what they are seeing in the field, how students are working out with them, and provide donations to aid in program improvements. They even help with curriculum design and information. Employers come in on regular basis to recruit students. The program enjoys robust and supportive relationships with employers.
40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)	They work very closely with us in planning for the future of the program and helping us see the challenges that are present in the workforce and how we can intervene early to make sure our students are prepared for it.
41. How satisfied are employers in the preparation of the program's graduates? (3.24)	They are very satisfied as they verbally share their joy with us, but also continue to come to us looking for employees.
42. How is employer satisfaction information collected? (3.25)	By interaction with them and their continued support of the program. We are currently exploring additional mechanisms to collect more employer feedback in a more systematic way.
43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)	Due to an ever-changing industry, faculty are always engaging with new technology and developing new skills. Faculty continually make improvements based on the training and professional development.

44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

The program operates as a cohort, so program and course sequencing are built into the system. An identifiable barrier or challenge can be identified from 2016 to 2019 with retention in the cohort from fall to spring. The retention rate during this period averaged 66%. However, for 2020, the retention rate increased to 100% resulting in an average of 72.8% during the reporting period. This was as a result of additional supports and resources available to the faculty for the students.

While the program has ample square footage, the lab, classroom and supporting spaces could have a better configuration and lend to a better instructional environment for faculty and students.

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>	Auto Body Repair				
<i>CIP CODE</i>	47.0603				
	<i>YEAR 1</i> (FY2016)	<i>YEAR 2</i> (FY2017)	<i>YEAR 3</i> (FY2018)	<i>YEAR 4</i> (FY2019)	<i>YEAR 5</i> (FY2020)
<i>NUMBER OF STUDENTS ENROLLED</i>	44	48	43	34	43

<i>NUMBER OF COMPLETERS</i>	19	14	21	21	16
<i>OTHER (PLEASE IDENTIFY)</i>					
45. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above? Elaborate.	<p>At this time, more students persist and complete the Certificate of Achievement programs than those that complete the fill degree. Between 2019 and 2020, 100% of the students persisted from fall to spring. Some planned activities would be to:</p> <ul style="list-style-type: none"> • Create a marketing campaign for non-traditional careers and something that would appeal to a diverse audience. • Work with Academic Support and other stakeholders to create a plan for student persistence. However, it is important to point out that students can become gainfully employed with the COA and any associated industry credentials earned in the program. 				
46. What disaggregated data was reviewed?	For this report, faculty reviewed course, Program Summary and Equity reports.				
47. Were there gaps in the data? Please explain.	The program enrollment is 92% male and 8% female, and more students complete the Certificate of Achievement programs than the associates degree.				
48. What suggestions do you have to overcome any identifiable gaps?	It may be advisable to create a marketing campaign for non-traditional careers and something that would appeal to a diverse audience. It is important to communicate the features and benefits of the program to those who may not fit the traditional definition or perception of an ABR student/professional.				
49. Are the students served in this program representative of the total student population? Please explain.	<p>The program enrollment is 92% male and 8% female, whereas Waubensee is 56% female and 44% male. The data indicates that the district makeup is 48% female and 39% male.</p> <p>Program enrollment by race is:</p> <ul style="list-style-type: none"> • 37% White • 53% Latinx • 3% Black • 5% Asian • 3% Prefer not to answer <p>Enrollment by race for the college as a whole is:</p> <ul style="list-style-type: none"> • 54% White • 32% Latinx • 8% Black • 4% Asian • 1% Other <p>In addition to recruiting non-traditional students (by gender) into the program, there should be consideration given to recruitment strategies for diverse populations. To some degree, students served are representative of the population.</p>				
GOAL PLANNING					
50. What are the program's strengths? (3.1)	<ul style="list-style-type: none"> • Strong enrollment • Required internship/work-based learning coursework • Articulation agreement with secondary partners • Hands-on, live work environment 				

	<ul style="list-style-type: none"> Experienced and credentialed faculty Employer partnerships
51. What are the identified or potential weaknesses of the program? (3.2)	<ul style="list-style-type: none"> The lack of an afternoon and evening cohort
52. Describe actions that can be implemented to turn potential weaknesses into strengths.	<ul style="list-style-type: none"> Exploration of how to add capacity for additional cohorts
53. Program Goals: List three measurable goals to work on over the next five years that address needs identified in this review. Make sure that each aligns with the Educational Affairs plan.	<ul style="list-style-type: none"> Implement estimatics curriculum to provide an additional career pathway for students AY21-22 Evaluate the feasibility of adding capacity for additional cohorts AY21-23 Develop at least one articulation agreement with a four-year institution in order to provide additional education pathways for students in ABR AY21-24
54. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).	<ul style="list-style-type: none"> Faculty professional development Engagement with industry experts on estimatics, software and associated tools/resources need to be acquired
REVIEW RESULTS	
55. Action	<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)
56. Summary Rationale Please provide a brief rationale for the chosen action above.	The Auto Body Repair Program will be continued with minor modifications as outlined in the goals section, as well as those identified for growth and expansion of the program
Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> Implement estimatics curriculum to provide an additional career pathway for students AY21-22. Evaluate the feasibility of adding capacity for additional cohorts AY21-23. Develop at least one articulation agreement with a four-year institution in order to provide additional education pathways for students in ABR AY21-24.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, with the support of the division, will be responsible for implementing the modifications.



¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>ACADEMIC YEARS REVIEWED:</i>		FY2016-FY2020		
PROGRAM IDENTIFICATION INFORMATION				
<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>
Automation Technology	AAS Degree	60	15.0406	Automation Technology (31 credit hours)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
1. Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Since the last report, the program has undergone a name change from Industrial Maintenance to Automation Technology, program outcomes have been updated, and the curriculum has been updated. In addition to the previously mentioned changes, the program was also included in the DOL TAACCT grant project through the Illinois Network for Advanced Manufacturing.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.		At this time, there are no prerequisites required for entry into the Automation Technology Program. Upon entry, students will need requisite math and reading skills comparable to at least the eighth grade level. Students who do not meet the requisite requirements for math and reading skills are placed in or recommended to take remedial math and reading. The program also incorporates general education coursework that will aid in skill-building for all students regardless of the skills they enter the program with.		
3. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The Automation Technology Program offers an Associate in Applied Science degree that requires 60 semester hours for program completion. The Certificate of Achievement requires 31 semester hours		

	<p>for completion. The 31-semester-hour program is comprised of the core entry-level competencies required to develop the knowledge and skills needed for the industry. Employers want a prospective employee to have critical knowledge, skills and abilities. The required hours are the minimum and allows the teaching of fundamentals.</p>
<p>4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Shawn Ballee, Assistant Professor of Industrial Systems Technology</p> <p>Toni Ford, Program Development Coordinator</p> <p>Ne'Keisha Stepney, Executive Dean for Business, Technology, and Workforce Education</p>
<p>5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Career and Technical Education programs at Waubonsee meet twice a year (fall/spring) for Advisory Committee meetings to engage employer partners and stakeholders.</p> <p>Faculty engage with students at least annually to ascertain if additional elements are needed to meet personal and/or their employers' needs.</p> <p>Both groups provide advice on future subjects and continuous program improvements. This must be weighed by a limiting time factor. In order for the program to expand into different areas, there may be a need to add, omit and/or refresh content.</p>
INDICATOR 1: NEED	RESPONSE
<p>6. What is the labor market demand for this program? Include district and regional need (1.1)</p>	<p>There are many local employers that consistently call seeking candidates, and many of the students work at least full time while attending school. As with many industries, there is a labor shortage resulting in job vacancies that go unfilled. There are not enough graduates to fill available jobs in the area according to feedback from advisory committee members and/or based on outreach from companies seeking qualified entry-level employees. Based on data from EMSI, the Waubonsee Community College district is about average for this occupation. The national average for an area this size is 86,881 employees, while there are 90,167 for the represented area. Earnings are about average and the national median salary for the occupations is \$48,516, compared to \$50,509 within the college's area. Job posting activity is low (3,312) for the area as the national average for an area this size is 4,050 job postings per month. Regional employment is about equal to the national average and the Waubonsee's district has a projected 3.3% increase and 0.9% for the state over the next 10 years.</p>
<p>7. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>Waubonsee's district has a projected 3.3% increase and 0.9% for the state over the next 10 years. Faculty observation is that demand will continue to grow for two main reasons: increased automation in</p>

	manufacturing and other related industry sectors, and increase in the rate of retirements in this field. These two factors have remained consistent.
8. What labor market information sources are utilized? (1.3)	Anecdotal data and occupational/program reports based upon data and feedback that faculty gathers through engagement with employers. In addition, we utilize EMSI Gap Analysis reports and other features to forecast, plan and evaluate.
9. Does your enrollment have the capacity to meet the readiness of business and industry?	There is a labor shortage and demand for skilled workers. While the program prepares students for entry (readiness) for the industry, we are not currently positioned to meet the capacity required by industry based upon vacancies and growth. It is feasible to say that the program enrollment could multiply and still would not meet the demand of local industry. We employ strategic programmatic marketing strategies targeted at specific program pathways and the Automation Technology Program has been a particular focus.
10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)	Most students hear about this program through word of mouth from other employees or their employers directing them to the program for advancement and skills attainment. Students also learn about the program through strategic recruiting and marketing efforts. The program engages in recruitment and awareness college/division sponsored events. In addition, a new dual enrollment high school program in Automation Technology will provide an additional pipeline of students being exposed to the program and the career pathway.
11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)	Efforts for program evaluation and continuous improvement include the college’s Curriculum Council, the Outcomes Assessment Council, Advisory Committees, Annual Program reports, the Program Review process and annual budget and planning meetings.
12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)	The above resulted in recommendations to consider expanded program offerings, the expansion of employer partnerships, strengthening the Advanced Manufacturing Advisory Committee, the launch of a dual enrollment program and the evaluation of facilities and future needs of the program. A larger footprint is needed to support additional or expanded programming at the Sugar Grove Campus. A smaller lab space has been created at the Plano Campus to support Workforce Education programming.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
13. How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on 	The total direct instructional program costs which includes salary, benefits instructional expenses for a total of \$234,000 of which all are supported from institutional funds. The associated costs are comparable to other CTE programs that require specialized tools, equipment and resources. During this year, no grant funding has been utilized to support the

<p>campus?</p> <ul style="list-style-type: none"> How is the college paying for this program and its costs (e.g. grants, etc.)? (2.1) 	<p>direct operational costs of the program.</p>
<p>14. 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>During this year, no grant funding has been utilized to support the direct operational costs of the program.</p>
<p>15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)</p>	<p>The associated costs are comparable to other CTE programs that require specialized tools, equipment and resources.</p>
<p>16. 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>Associated costs include tuition, books and fees. The faculty for the program creates lab manuals and materials to support instruction and ancillary costs are thus minimal for students. There are several scholarships available for students (mostly to full-time), but most students are part-time due to work requirements.</p>
<p>17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)</p>	<p>The associated costs are comparable to other CTE programs that require specialized tools, equipment and resources.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>
<p>18. Program Learning Outcomes: What are the expected outcomes of the program?</p>	<p>AMT AAS Program Outcomes</p> <ul style="list-style-type: none"> Describe the application of automation in industry. Evaluate safety concerns in relation to the operation of automated systems. Explain the operations of subsystems in a complex automated system. Explain hydraulic, pneumatic, mechanical, and electrical systems. Use tools to complete common maintenance tasks. <p>AMT Certificate Program Outcomes</p> <ul style="list-style-type: none"> Apply the Code of Federal Regulations (CFR) safety regulations to automated systems. Solve technical engineering problems in a variety of technology fields. Interpret industrial schematics and blueprints commonly used in automated systems. Diagnose automated systems to the component level.

<p>19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>Results are generally achieved. If a specific student does not achieve, further time is spent re-training to the proper level.</p> <p>Data is examined each semester in a number of classes and evaluated. Modifications to instruction (if needed) are made. If a result is not achieved, many factors are examined and considered including curriculum, instruction and methods, as well as student engagement and motivation (which impacts their grade).</p>
<p>20. What assessment methods are used to ensure student success? (3.17)</p>	<p>Evaluation of one or more of the following: labs, team assignments, written assessments, discussions, case-studies.</p>
<p>21. How are these results shared with others at the internally for continuous improvement? (3.18)</p>	<p>Results are discussed with part-time faculty as well as the assistant dean and dean. Reports are generated and submitted for review.</p>
<p>22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)</p>	<p>More time is spent reviewing basic mathematical concepts (eighth grade or lower) and logic. Most students lack these basic skills.</p>
<p>23. What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>A variety depending on the class: completely online, hybrid (online and on-ground labs). Data is examined each semester and modifications to instruction (if needed) are made to the curriculum and/or the mode of delivery where needed. The data points used to assess this include success and withdrawal rates, as well as the instruction modality by course.</p>
<p>24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? 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>In the past, this program has been supported by Perkins and to date, the Program of Study application/approval process is being prepared for submission.</p>
<p>25. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<p>Employer engagement occurs through advisory committees held twice a year.</p> <p>Students can utilize EMSI Career Coach to take a career assessment, browse careers and programs, and develop their resume.</p> <p>Automation Certificate and AAS are approved for WIOA support.</p> <p>Waubonsee is actively engaged with WIOA partners through the workNet Batavia/LWIA5 through monthly partner meetings, partner cross-training, the Business Services Team, and the Career Pathways committee.</p> <p>Opportunities for credit for prior learning are listed on</p>

	<p>the Industry Certification to College Credit Crosswalk.</p> <p>AMT courses are offered as 8-week classes in online/hybrid formats.</p> <p>Student support is available through the Academic and Career Advising, Personal Counseling, Tutoring, Technology Loans, the Access Center for Disability Services, the Perkins Support Program, and the Emergency Needs Program. Students may also be referred to WIOA partners for other available supports.</p> <p>Disaggregated data for the Automation Program is available through IE Equity Reports.</p>
26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)	Students are held to rigid requirements for attendance, timeliness, and completion. Only by doing this can we ensure students graduating meet local employers' requirements and expectations.
27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)	Yes. AMT 100 (Introduction to Manufacturing Automation Systems) is a course offered in the dual enrollment program with Batavia High School.
28. Identify work-based learning opportunities 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)	Internships are offered and some students take advantage of the opportunity. This improves the quality of the program by having a mentor (the full-time faculty) interact with the student with specific relation to their work. They —in essence— have a consultant to help them with problems they are currently experiencing at work. This could be improved upon by getting more employers involved with the program.
29. 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)	No. A few industry credentials exist, but are not widely accepted, recognized, or required by employers.
30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)	OSHA 10-hour general industry safety training
31. Is this an apprenticeship program? If so, please elaborate. (3.11)	Some employers have apprenticeship programs. Most employers define their own internships (picking and choosing courses they want their employees to take). However, recently the college was recognized by the DOL for a Registered Apprenticeship Program in Industrial Maintenance.
32. If applicable, please list the licensure examination pass rate. (3.12)	N/A
33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)	Northern Illinois University CEET and Technology. 2+2 and 3+1 programs.

<p>34. 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>Partnerships tend to come and go as employers need new hires. Faculty are in contact with numerous local employers that want and need to hire students. We strive to meet them where they are and engage meaningfully, whether it is a working or strategic relationship. There are some employers that do not want further involvement (such as donations or committees).</p>
<p>35. 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 Faculty Development and Engagement (FDAE) Division provides professional development offerings regularly throughout the year (both planned and on-demand). In addition to the training provided by FDAE, faculty are encouraged to utilize budgeted professional development funds for industry specific opportunities. During this past year, professional development opportunities were impacted by the pandemic.</p>
<p>36. What is the status of the current technology and equipment used for this program? (3.16)</p>	<p>Additional trainers were added to the Programmable Logic Controllers (PLC) lab to expand capacity, and other labs need to be expanded accordingly including facilities. The technology that is used is applicable, but needs updating. Updating to new trainers would be cost prohibitive at the current level of funding.</p>
<p>37. How satisfied are students with their preparation for employment? (3.20)</p>	<p>An annual CTE Student Survey is administered; however, there are future plans for a program specific survey to be developed and administered. Based upon current mechanisms for student feedback, it appears that they are satisfied.</p>
<p>38. How is student satisfaction information collected? (3.21)</p>	<p>An annual CTE Student Survey is administered and there are future plans for a program specific survey. In the meantime, student satisfaction is provided word of mouth to instructors and collected in end of course surveys.</p>
<p>39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)</p>	<p>The program utilizes Advisory Committees to validate the requisite entry-level skills required for employers/employees (including competencies, skills and relevant industry recognized credentials). We strive for regular and meaningful engagement with employers/employer partners who review, validate, provide feedback and employment/work-based learning opportunities.</p>
<p>40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)</p>	<p>It allows them a chance to bring up the most important aspects that are lacking in new hires, which informs the program/curriculum. It also allows employers that are willing to attend to actually see our labs and facilities. Many employers are not aware of the scope of offerings and capabilities.</p>
<p>41. How satisfied are employers in the preparation of the program's graduates? (3.24)</p>	<p>Based upon feedback from employer partners to the faculty, students have a reputation and are hired both locally and nationally which indicates satisfaction with the knowledge, skills and abilities of students.</p>
<p>42. How is employer satisfaction information collected? (3.25)</p>	<p>Satisfaction information is collected during advisory committee meetings, feedback from companies that hire AMT students and word of mouth.</p>

<p>43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)</p>	<p>The PLC lab was expanded to reduce a bottleneck in two classes and now allows a capacity of 16 students (which is the capacity of other lab classes).</p>
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44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

At times, students display a lack of preparation including basic math and reading skills, as well as logical thinking skills, needed for technical programs.

Counselors and advisors do a fine job of supporting retention, placement, etc.

Course sequencing has been impacted by COVID (mainly lack of enrollment). However, since a hybrid model was developed (online and in-person labs) students may complete the program faster if they choose.

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>	Automation Technology				
<i>CIP CODE</i>	15.0406				
	<i>YEAR 1 FY2016</i>	<i>YEAR 2 FY17</i>	<i>YEAR 3 FY18</i>	<i>YEAR 4 FY19</i>	<i>YEAR 5 FY20</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	38	54	55	59	48
<i>NUMBER OF COMPLETERS</i>	1	4	10	6	9
<i>OTHER (PLEASE IDENTIFY)</i>					

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

- Increase enrollment – ensure that this program is a priority on the strategic programmatic marketing plan. Sustained marketing efforts previously resulted in an increase in enrollment. Undoubtedly the pandemic made a significant impact on these efforts.
- Increase completion – craft a persistence plan to increase completion of the Certificate of Achievement program. Undoubtedly many students do not complete for various reasons: personal and family, hired into a new position (based on classes they have completed so far), and others. Some students only take one class a semester and may never complete. Data in itself do not support student success goals, it shows trends. Student success goals are supported by developing relationships between faculty-student and mentoring, which is done for students in this program.

46. What disaggregated data was reviewed?	Yes
47. Were there gaps in the data? Please explain.	There is a distinct lack of female students that is worrisome, but typical for this career path. However, female students that are in the program go on to make just as much as their male counterparts. The division often participates in strategies to attract non-traditional students into programs where they are underrepresented.
48. What suggestions do you have to overcome any identifiable gaps?	Additional targeted advertising, a renewal of high school technical classes (shop classes) and specifically that high school counselors encourage female students to explore non-traditional careers and enroll in these classes. Only by changing the way that people view the skilled trades will enrollment increase. This must start at an early age and be supported by parents.
49. Are the students served in this program representative of the total student population? Please explain.	Similarly, with the exception that females are less represented, more technically-minded Latinx students tend to be more interested in the program. Since most of our Latinx students are bilingual, they do exceptionally well both in school and the workplace.
GOAL PLANNING	
50. What are the program's strengths? (3.1)	<ul style="list-style-type: none"> • Intensive lab experience • Learning basic engineering principles that the student can apply to a wide variety of situations • Subject matter expertise of faculty
51. What are the identified or potential weaknesses of the program? (3.2)	In order to expand the program/offerings, additional facilities are needed, along with industrial level trainers that can be very expensive, which directly impacts the program.
52. Describe actions that can be implemented to turn potential weaknesses into strengths.	Additional support from local manufacturers. They reap the benefits of hiring Waubensee completers, but do not contribute to the program (donations, etc.).
53. Program Goals: List three measurable goals to work on over the next five years that address needs identified in this review. Make sure that each aligns with the Educational Affairs plan.	<p>Facilities - Secure more area (square footage) for the program to expand.</p> <p>Program Development – create programming that incorporates electrical construction, lifting and rigging and/or process control. These programming ideas are based upon feedback and needs identified via data and industry engagement.</p>
54. Resources and Support: List and describe resources and support needed to	<ul style="list-style-type: none"> • Square footage/larger footprint • Monetary and donation support from industry • Monetary support from federal, state, and local government

<p>implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<ul style="list-style-type: none"> Recruitment plan for part-time instructors are also very difficult to find that are competent and willing to teach
<p>REVIEW RESULTS</p>	
<p>55. Action</p>	<p>X 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>56. Summary Rationale Please provide a brief rationale for the chosen action above.</p>	<p>The Automation Technology Program will be continued with minor modifications as outlined in the enrollment/recruitment goals, as well as those identified for growth and expansion of the program</p>
<p>Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> Work with Marketing and Communication on the programmatic marketing strategy Share program updates and plans with Student Development who are integral to recruitment, enrollment and retention Work with Program Development to identify high-wage, high-growth and in-demand programming opportunities that support the needs for Automation Technology and Industrial Maintenance Based upon programming data and employer/industry engagement, identify facility needs that will be incorporated in budgeting and planning
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The faculty, administration and staff within the Business, Technology, and Workforce Education Division are responsible for the maintenance and identified goals of the Automation Technology Program.</p>

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>ACADEMIC YEARS REVIEWED:</i>		FY2016-FY2020		
PROGRAM IDENTIFICATION INFORMATION				
<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>
Automotive Technology	AAS degree	65	47.0604	Automotive Brake and Suspension (11 credit hours) Automotive Electrical/Electronics (15 credit hours) Automotive Maintenance (50 credit hours) Automotive Transmission & Driveline (17 credit hours) Engine Performance (24 credit hours) Automotive Recycling (3 credit hours) Light Duty Diesel Repair (14 credit hours)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
1. Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Since the last review, additional equipment, tools, certification opportunities and resources have been added to enhance the knowledge, skills and abilities of students. It is critical for the program to keep up with the latest technological advances. In addition, employer partner relationships and advisory committee participation has been strengthened. There has been a continuation of the live, hands-on practical nature of the program that produces qualified and skilled		

	technicians. Students continue to take a series of ASE exams and complete all associated tasks.
CTE PROGRAM REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.	The Automotive Technology Program does not have any required prerequisites, as that has proven to be a barrier to timely completion of the program. Students are provided with recommended prerequisites and a program sequence to follow. In addition, faculty provide documents/information to counselors and academic advisors to help steer students towards classes that are appropriate for them.
3. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Associate in Applied Science and Certificate of Achievement programs do not exceed 60 hours for the degree nor 30 hours for the certificate.
4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Guy Tiberio, Assistant Professor of Automotive Technology; and Ken Kunz, Professor of Automotive Technology, continually discuss the program and courses to ensure that it meets ASE/NATEF standards and industry needs.
5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Faculty engages with the Advisory Committee twice per year, as well as instructors from feeder high schools to make sure we are correctly bridging the gap from high school to industry, and that we are meeting their needs and constructing our program and curriculum to ensure it meets student and industry needs. Faculty also have a number of past graduates who come back to serve as advisory members that provide feedback on the program, the field and/or to talk about their career/educational journey and experience (including completion of a bachelor's degree) with current students.
INDICATOR 1: NEED	RESPONSE
6. What is the labor market demand for this program? Include district and regional need (1.1)	Right now, there are 18,516 automotive jobs in our region, and 682 in the district. The district is about 2.4% higher than the national and state average. Right now, there are 322 job postings in the region, and we currently have students employed in 14 different states.
7. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	In the past five years, the demand has dropped 1.2% (the same percentage as the rest of the state). In the future, we are projected to grow 4.2% which is higher than the state average. However, it is unclear if the projected data is accounting for the high numbers of current technicians that are nearing retirement age and leaving the industry. Many automotive organizations have begun to discuss the future exodus of the largest

	group of technicians and are worried that they will not be able to replace all of those that are close to retirement age, while keeping up with the growing needs of the industry.
8. What labor market information sources are utilized? (1.3)	Anecdotal data and occupational/program reports based upon data and feedback that faculty gathers through engagement with employers. In addition, faculty utilize EMSI reports (including Gap Analysis reports) and other features to forecast, plan and evaluate.
9. Does your enrollment have the capacity to meet the readiness of business and industry?	No, enrollment is limited due to a need to expand facilities, which is the only means to grow the program. The program has five feeder high schools with students that are looking to continue their education at the community college. However, the program can only enroll 20 freshmen for full-time days. On the first day of registration, classes close within 10 minutes, thus the program has not been able to meet student and/or industry demand. This has been the case for over 20 years. Because of the limited space, we cannot supply the local shops with enough technicians, nor can we assist the students in our community in meeting their educational goals and dreams. Our advisory board, counselors, high school instructors, principals, past graduates, parents, dealerships, and local businesses continue to ask when are we going to have a facility to expand capacity and meet the needs of students and industry.
10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)	Instructors personally visit all feeder high schools and provide a presentation on careers in the automotive industry and how Waubensee can be their pathway to success. The program hosts an annual open house for all five feeder schools and other members of the community to see our program. Faculty also participate in SkillsUSA, host Boy Scout merit badge days and Vehicle Inspection day for community members. We have also been named top school in the nation twice. Our achievements and community activities continue to bring positive attention to our program which increases the demand to enroll.
11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)	Enrollment is capped based upon space limitations. The program currently has space for only 20 full-time day students each academic year. For over 20 years we have had full enrollment with registration closing within 10 minutes of start. We have not made any changes to meet the demand the community and industry have requested of our program.
12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)	There has been some talk before the pandemic about a new CTE building. However, the talks were only focused on meeting the current needs of the program so students were not working outside. There has been no talk about meeting the demand of the community and industry to expand the total number of students who could enroll in the program. We could easily have 100 freshmen enrolled in our program instead of 20.

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
<p>13. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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>The Automotive Program in total costs \$623,061 to run. We are slightly higher than similar CTE average costs.</p> <p>This degree program costs no additional money to run in conjunction with the Automotive Technology Program.</p> <p>Per load hour, we (auto tech) are \$3,894, whereas CTE average cost is \$2,838 per load hour.</p> <p>The program is support by educational funds and about 1/3 is paid for through tuition and fees. Grants (Perkins) provide support for instructional supplies, equipment and tools where appropriate.</p>
<p>14. 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>The program is largely supported by educational funds and has received support from Perkins where appropriate.</p>
<p>15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)</p>	<p>Increase the enrollment capacity of the program. This would increase the number of students enrolled in the program which will increase tuition revenue.</p>
<p>16. 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>Our program costs students \$445 per class. We help the students by soliciting scholarship opportunities for them from local industry and support members. We also guide them with finding alternate scholarships from other sources not associated with Waubensee or the local automotive industry.</p>
<p>17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)</p>	<p>It has not, as our costs are mostly fixed operations that cannot be changed. A larger, more modern facility that can accommodate more students can have a dramatic increase on revenue through enrollment and fees.</p>
INDICATOR 3: QUALITY	RESPONSE
<p>18. Program Learning Outcomes: What are the expected outcomes of the program?</p>	<p>Employment. The best thing a college education can provide to their students is employment/career. The outcome of this program is to ensure that students leave with the necessary skills to have gainful employment in the automotive service industry. The feedback we get from our graduates and employers reassures us that our program is meeting its goals/outcome, employment.</p> <p>Automotive Technology AAS:</p> <ul style="list-style-type: none"> • Identify internal combustion engine service issue. • Demonstrate the ability to inspect, adjust and replace transmissions. • Diagnose and repair steering and suspension systems. • Use appropriate tools and equipment to perform brake service.

- Diagnose issues with electrical systems.
- Diagnose and repair heating and air conditioning units.

Breaks and Suspension Certificate:

- Diagnose and repair steering and suspension systems.
- Use appropriate tools and equipment to perform brake service.
- Diagnose issues with electrical systems.
- Diagnose and repair heating and air conditioning units.

Electrical/Electronic Certificate:

- Evaluate battery starting and charging system issues.
- Use appropriate tools to repair shorts, opens and high resistance electrical faults.
- Diagnose and repair faulty motor-driven accessory circuits.
- Diagnose and repair lighting systems.
- Demonstrate the ability to repair electrical connectors, terminals and wiring harness.

Auto Maintenance Certificate:

- Diagnosis OBD II related drivability problems.
- Use appropriate tools or equipment to perform maintenance on timing chains, water pumps and cylinder heads.
- Diagnose and repair break and suspension issues.
- Use appropriate tools to diagnose electrical/electronic circuit problems.
- Demonstrate the ability to repair manual and automatic transmission/transaxle issues.
- Evaluate HVAC system performance and service as required.

Transmission/Driveline Certificate:

- Demonstrate the procedures required to service an automatic transmission.
- Use a scan tool to diagnose and repair electronic transmission controls.
- Demonstrate the necessary steps to remove and reinstall automatic transmission or transaxle assembly.
- Diagnose, service and repair clutch related issues.
- Use appropriate tools to inspect, service and replace CV joint and universal joint couplings.
- Diagnose, service and repair differentials.

Engine Performance Certificate:

- Diagnose the cause of emission or drivability concerns associated with OBDII systems.
- Evaluate OBDII related sensors and actuators with a graphing multimeter or DSO.

	<ul style="list-style-type: none"> • Assess ignition primary or secondary components to perform necessary service or repair. • Determine necessary repair for fuel delivery system components. • Demonstrate the ability to check for module communication. • Use service information to perform step-by-step diagnosis of OBDII fault codes. <p>Recycling Certificate:</p> <ul style="list-style-type: none"> • Demonstrate recommended and safe practices associated with working in an automotive recycling facility. • Explain the basic purpose or operation of major vehicle systems or components. • Demonstrate the necessary steps to prepare automotive parts for resale. • Demonstrate the correct use of fluid extraction equipment. <p>Light Duty Diesel:</p> <ul style="list-style-type: none"> • Inspect and repair diesel engine service issues. • Inspect, maintain or repair drive train components including the clutch, transmission, driveshaft and universal joints and drive axles. • Use appropriate tools and equipment to perform break service for air and hydraulic breaks. • Diagnose and repair suspension and steering components for diesel vehicles. • Diagnose issues with diesel vehicle electrical system. • Repair Heating, Ventilation, And Air Conditioning units for diesel vehicles. • Inspect CAB instruments and controls, safety equipment and hardware. • Inspect hydraulic system components and fluids.
<p>19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>Data is examined each semester in a number of classes and evaluated. Modifications to instruction (if needed) are made.</p>
<p>20. What assessment methods are used to ensure student success? (3.17)</p>	<p>The faculty use ASE proctored test in the capstone course (AUT 240) that evaluates the students' automotive knowledge in all 8 ASE areas. They also use ASE style tests with questions pulled from an ASE test bank in each course to evaluate student learning and how well outcomes have been met.</p>
<p>21. How are these results shared with others at the internally for continuous improvement? (3.18)</p>	<p>Faculty evaluate the scores and sections where students may show weakness and use that to improve or change what do in those specific courses to target areas where they need more exposure or more practice. Ken Kunz and Guy Tiberio look over the results and discuss changes needed and then share</p>

<p>22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)</p>	<p>them with other instructors.</p> <p>Faculty have been tweaking curriculum to reflect current ASE test questions and knowledge requirements but have not used student achievement data to guide anything yet because we are still developing these courses.</p>
<p>23. What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>This semester due to COVID, classes have all been offered in a hybrid format. This format is not nearly as successful as traditional face-to-face lab; however, with COVID restrictions and our limitation on space, hybrid is the only way they could be offered to provide students with lab experiences. However, for the fall semester, all students were back in a face-to-face format.</p>
<p>24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? 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>Yes, it is part of our program of study.</p> <ol style="list-style-type: none"> 1. Instructors use data from multiple sources to analyze the job market and needs of industry to ensure we are doing our part to put students in the best position to gain employment. 2. Instructors have many partnerships with manufacturers, tool suppliers, parts suppliers, dealerships, local shops, and maintenance companies. They help in offering knowledge, advice, and information that we use to improve our program. 3. Instructors continually receive at least 20 hours of professional development each year, often much more to keep current on the automotive industry. 4. Instructors use data collected by Waubonsee to evaluate our programs...like this report. 5. Instructors have incorporated additional career readiness standards into our curriculum through additional online training for students, as well as referring them to various offices on campus that can help them with their soft skill development. 6. Courses are sequenced in a way that allows flexibility. The program incorporates recommended prerequisites to ensure that students do not put themselves in a position to not be successful. 7. The program has credit transfer agreements with the two most prestigious 4-year automotive schools in the country: SIU and Ferris State. 8. Faculty utilize the academic advisor's office as well as act as advisors to our students. We have published a few documents to share with advisors to inform them of the intricacies of our program and the transfer process to the schools

	<p>we have agreements with.</p> <ol style="list-style-type: none"> 9. Faculty utilize many different learning strategies in our classes to ensure that the needs of all students are met and that they are getting a personalized education. 10. Assessments are NATEF/ASE based using the same criteria, content, and often times, questions that the students would be assessed against in the real world. Instructors do hands-on practical assessments, as well as written assessments, to ensure they are giving all students a fair opportunity to show what they have learned.
<p>25. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<ol style="list-style-type: none"> 1. Instructors meet with all stakeholders and take input to improve our program: advisory groups, student groups, industry personnel, former students in the industry. This helps us make changes to what we do. Employer engagement occurs through advisory committees held twice a year. 2. The program specifically meets the needs of special sectors of the automotive industry with specific courses that apply to specialty areas. We are building our Diesel and Hybrid/Electric Program. 3. Faculty consult NATEF, ASE, and SIU to align our training curriculum to what they require and deem necessary for success in the industry. 4. The college has employees at Waubensee that work to secure Perkins funding and ensure that we are doing all that we can to stay as current as possible. 5. This program is aligned with our Automotive Technology Program and with all policies set in place for the automotive industry 6. Faculty use NATEF and ASE as guides for our assessment as well as curriculum development. We are performing assessments in both a written and performance-based format. 7. Students can utilize EMSI Career Coach to take a career assessment, browse careers and programs, and develop their resume. 8. Waubensee is actively engaged with WIOA partners through the workNet Batavia/LWIA5 through monthly partner meetings, partner cross-training, the Business Services Team, and the Career Pathways Committee.

	<p>9. Opportunities for credit for prior learning are listed on the Industry Certification to College Credit crosswalk.</p> <p>10. Student support is available through Academic and Career Advising, Personal Counseling, Tutoring, Technology Loans, the Access Center for Disability Services, the Perkins Support Program, and the Emergency Needs Program. Students may also be referred to WIOA partners for other available supports.</p> <p>11. Disaggregated data for the Automation Program is available through IE Equity reports.</p>
<p>26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)</p>	<p>The implementation of live hands-on work is what sets our school apart from most others. Giving the students the experience that they will encounter in the world of work is the best way to prepare them for their future, but most schools do not do that because it is more difficult on the instructors to run a shop environment like that. Most schools use new/newer purchased shop vehicles for students to practice working on.</p>
<p>27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)</p>	<p>Yes, the program offers dual credit and articulated credit at all feeder high schools and career centers for the AUT 100 course. In addition, high school students participate in introductory industry specific training through the program's partnership with Fiat Chrysler. This helps to prepare students for the continued coursework at Waubensee.</p>
<p>28. Identify work-based learning opportunities 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>The entire program is based on live hands-on work on real cars with real problems. Classes are conducted as if the students were working in a functional shop. This gives them the same experience they would have in the real world, only with the ability to learn while doing it instead of being in a production environment. This is what makes our students stand out from other schools. Faculty consistently hear from SIU that they always know a Waubensee transfer student because of how well prepared they are. That is because of the quality instruction we do in a live shop environment.</p>
<p>29. 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>Yes, to be a quality transfer school and receive industry support and donations, you must be certified by NATEF and ASE, which we are. The program also provides instruction on two manufacturer-based training programs: Mercedes and FCA MOPAR LOCAL.</p>
<p>30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>Yes, we have over 150 industry recognized credentials within the program. The program is manufacturer supported training programs for MOPAR/FCA, Mercedes Benz, AC Delco, and Navistar, as well as NC3/Snap-On and many other 3rd party credentials.</p>
<p>31. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>No</p>

32. If applicable, please list the licensure examination pass rate. (3.12)	N/A
33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)	We have articulation agreements with SIU, which is the number one Bachelors of Automotive Program in the country, as well as Ferris State in Michigan.
34. 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)	Yes, Mercedes Benz, Navistar, and AC Delco
35. 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)	Per NATEF requirements, faculty are all required to go to 20 hours of update training each year, which they do through a series of online trainings, webinars, automotive training conferences, and certification programs. In order for the college to offer Mercedes and FCA MOPAR Local, instructors must complete their training requirements.
36. What is the status of the current technology and equipment used for this program? (3.16)	We are fairly current but lack the budget to keep up with the ever-changing technology in this field. We are always a few years behind, and when we get newer technology, we do not get enough of it for all students to use.
37. How satisfied are students with their preparation for employment? (3.20)	Anecdotally, it seems that many are extremely satisfied.
38. How is student satisfaction information collected? (3.21)	<p>We are coming to this conclusion by the number of students that come back to visit us after graduation thanking us for what we have done for them and sharing their success stories with us and current students.</p> <p>An annual CTE student survey is administered and there are future plans for a program specific survey. In the meantime, student satisfaction is provided word of mouth to instructors and collected in end of course surveys.</p>
39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)	Faculty work very closely with many local employers. They provide feedback on what they are seeing in the field, how students are working out with them, and provide donations to aid in program improvements. They even help with curriculum design and information. Employers come in on a regular basis to recruit students. The Automotive Technology Program has one of the closest working relationships with employers out of any program.
40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)	They work very closely with us in planning for the future of the program and helping us see the challenges that are present in the workforce and how we can intervene early to make sure our students are prepared for it.
41. How satisfied are employers in the preparation of the program's graduates? (3.24)	They are very satisfied as they verbally share their joy with us, but also continue to come to us looking for employees.

42. How is employer satisfaction information collected? (3.25)	By interaction with them and their continued support of the program. We are currently exploring additional mechanisms to collect more employer feedback in a more systematic way.
43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)	<p>Not on a major scale. Because our industry is always changing with new technology and skills, we continually are making improvements based on the training and professional development we as instructors receive. So, by the time we have to fill out this report every five years, we have already made changes to move with the times.</p> <p>Any other major changes that would not be the result of our continuing training with new technology or adjustments made to help students meet outcomes needs appropriate facilities to make happen.</p>

44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.					
The current size of our facility is our biggest barrier. With capacity for only 20 full-time day students each year, we are unable to meet the needs of the industry and the educational dreams and goals of our young community members.					
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>	Automotive Technology				
<i>CIP CODE</i>					
	<i>YEAR 1</i> (FY2016)	<i>YEAR 2</i> (FY2017)	<i>YEAR 3</i> (FY2018)	<i>YEAR 4</i> (FY2019)	<i>YEAR 5</i> (FY2020)
<i>NUMBER OF STUDENTS ENROLLED</i>	153	166	156	170	168
<i>NUMBER OF COMPLETERS</i>	112	102	120	131	139
<i>OTHER (PLEASE IDENTIFY)</i>					
45. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above? Elaborate.	Goals: Continue building the courses that are unique to this degree and continue obtaining equipment and training aids to make the courses have better practical lab experience.				

46. What disaggregated data was reviewed?	For this report, faculty reviewed Course and Program Summary reports.
47. Were there gaps in the data? Please explain.	No
48. What suggestions do you have to overcome any identifiable gaps?	I am not sure this requires any “overcoming” gaps, as the data is not useful to those that understand how our program works. This is just another way for students to gain more skills and opportunities and we had to find a creative way to package it so it met transfer requirements and NATEF and ASE standards.
49. Are the students served in this program representative of the total student population? Please explain.	No, automotive students are not the typical college student. They are in our program for four full days a week and then most work full/part time in auto shops to hone their skills while attending school. Many of them are already working in the field they are trying to gain training and credentials in.
GOAL PLANNING	
50. What are the program’s strengths? (3.1)	<ul style="list-style-type: none"> • Strong enrollment • Articulation agreement with SIU • Completion/transfer to SIU for degree completion • Hands-on, live work environment • Experienced and credentialed faculty • Relationships with secondary partners • Employer partnerships/industry relationships
51. What are the identified or potential weaknesses of the program? (3.2)	Space limitation has not allowed the college to serve the industry nor the potential students who are wanting to reach their educational goals here at Waubensee.
52. Describe actions that can be implemented to turn potential weaknesses into strengths.	Larger facility to accommodate more students, more instructors, and more sections of classes so all students have the ability to get through the program in a timely manner.
53. Program Goals: List three measurable goals to work on over the next five years that address needs identified in this review. Make sure that each aligns with the Educational Affairs plan.	<ul style="list-style-type: none"> • Begin to go through courses and update the content and change the courses to reflect the current automotive market. • Begin the planning of the new facility and how to effectively build the program within a larger facility. • Create more opportunities for students to complete on time. • Assess the technology needs of the future and begin to assemble curriculum to ensure that we can teach it as it comes to market.
54. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).	<p>“SPACE” - We cannot currently meet the demand of industry and potential students.</p> <p>Computers so all students in the classes can test in one area. Currently, students must be divided into two different rooms because there are not enough computers.</p> <p>Electrical trainers (Atech) - There are not enough trainers to provide our students with the learning opportunities to meet the outcomes of some of our courses.</p>
REVIEW RESULTS	

55. Action	<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)
56. Summary Rationale Please provide a brief rationale for the chosen action above.	There is not much we can do with our current space limitations, so we will continue to make the small improvements we can in the course content and try to create as many experiences for our students until we have the ability to expand and make the needed changes to benefit the students.
Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.	All instructors complete the required training by industry partners Mercedes and FCA MOPAR Local.
Responsibility Who is responsible for completing or implementing the modifications?	All full-time and adjunct faculty will complete Mercedes and MOPAR Local training.

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>ACADEMIC YEARS REVIEWED:</i>		FY2016-FY2020		
PROGRAM IDENTIFICATION INFORMATION				
<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>
Automotive Transportation Service Technology	AAS degree	60	47.0604	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
1. Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Since the last review, additional equipment, tools, certification opportunities and resources have been added to enhance the knowledge, skills and abilities of students. It is critical for the program to keep up with the latest technological advances. In addition, employer partner relationships and advisory committee participation has been strengthened. There has been a continuation of the live, hands-on practical nature of the program that produces qualified and skilled technicians. Students continue to take a series of ASE exams and complete all associated tasks.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.		The Automotive Technology Program does not have any required prerequisites, as that has proven to be a barrier to timely completion of the program. Students are provided with recommended prerequisites and a program sequence to follow. In addition, faculty provide documents/information to counselors and academic advisors to help steer students towards classes that are appropriate for them.		
3. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The Associate in Applied Science and Certificate of Achievement programs do not exceed 60 hours for the degree nor 30 hours for the certificate.		

<p>4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Full-time faculty Guy Tiberio, Assistant Professor of Automotive Technology; and Ken Kunz, Professor of Automotive Technology, continually discuss the program and courses to ensure that it meets ASE/NATEF standards and industry needs.</p>
<p>5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Faculty engages with the Advisory Committee twice per year, as well as instructors from feeder high schools, to make sure we are correctly bridging the gap from high school to industry, and that we are meeting their needs and constructing our program and curriculum to ensure it meets student and industry needs. Faculty also have a number of past graduates who come back to serve as advisory members that provide feedback on the program, the field and/or to talk about their career/educational journey and experience (including completion of a bachelor's degree) with current students.</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>6. What is the labor market demand for this program? Include district and regional need (1.1)</p>	<p>Right now, there are 18,516 automotive jobs in our region and 682 in the district. The district is about 2.4% higher than the national and state average. Right now, there are 322 job postings in the region, and we currently have students employed in 14 different states.</p>
<p>7. 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, the demand has dropped 1.2% (the same percentage as the rest of the state). In the future, we are projected to grow 4.2% which is higher than the state average. However, it is unclear if the projected data is accounting for the high numbers of current technicians that are nearing retirement age and leaving the industry. Many automotive organizations have begun to discuss the future exodus of the largest group of technicians and are worried that they will not be able to replace all of those that are close to retirement age, while keeping up with the growing needs of the industry.</p>
<p>8. What labor market information sources are utilized? (1.3)</p>	<p>Anecdotal data and occupational/program reports based upon data and feedback that faculty gathers through engagement with employers. In addition, we utilize EMSI reports (including Gap Analysis reports) and other features to forecast, plan and evaluate.</p>
<p>9. Does your enrollment have the capacity to meet the readiness of business and industry?</p>	<p>No, enrollment is limited due to a need to expand facilities, which is the only means to grow the program. The program has five feeder high schools with students that are looking to continue their education at the community college. However, the program can only enroll 20 freshmen for full-time days. On the first day of registration, classes close within 10 minutes, thus the program has not been able to meet student and/or industry demand. This has been the case for over 20 years. Because of the limited space, we cannot supply the local shops with enough technicians, nor can we assist the students in our community in meeting their educational goals and dreams. Our advisory board, counselors, high school instructors, principals, past</p>

	<p>graduates, parents, dealerships, and local businesses continue to ask when are we going to have a facility to expand capacity and meet the needs of students and industry.</p>
<p>10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)</p>	<p>Instructors personally visit all feeder high schools and provide a presentation on careers in the automotive industry and how Waubensee can be their pathway to success. The program hosts an annual open house for all five feeder schools and other members of the community to see our program. Faculty also participate in SkillsUSA, host Boy Scout merit badge days and Vehicle Inspection day for community members. We have also been named a top school in the nation twice. Our achievements and community activities continue to bring positive attention to our program which increases the demand to enroll.</p>
<p>11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Efforts for program evaluation and continuous improvement include the college’s Curriculum Council, the Outcomes and Assessment Council, Advisory Committees, Annual Program reports, the Program Review process and annual budget and planning meetings.</p> <p>Faculty are unsure of the involvement of campus leadership in the needs of our program. The dean and assistant dean are always trying to help faculty make improvements and regularly discuss items that are in need of changing, but faculty are unsure how additional campus leadership is involved in decision making beyond the division level.</p>
<p>12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>There has been some talk before the pandemic about a new CTE building. However, the talks were only focused on meeting the current needs of the program so students were not working outside. There has been no talk about meeting the demand of the community and industry to expand the total number of students who could enroll in the program. We could easily have 100 freshmen enrolled in our program instead of 20.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>13. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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>The Automotive Program in total costs \$623,061 to run. We are slightly higher than similar CTE average costs.</p> <p>This degree program costs no additional money to run in conjunction with the Automotive Technology Program.</p> <p>Per load hour we (auto tech) are \$3,894, whereas CTE average cost is \$2,838 per load hour.</p> <p>The program is supported by educational funds and about 1/3 is paid for through tuition and fees. Grants (Perkins) provide support for instructional supplies, equipment and tools where appropriate.</p>

14. 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 program is largely supported by educational funds and has received support from Perkins where appropriate.
15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)	A larger facility would allow more students to enroll and generate more revenue through that method. The college also makes money from the auto repairs students perform as part of their coursework. Profits from this work is deposited into the general fund. To help offset the costs of the program, the funds should be placed into the automotive operating budget to offset the cost of running the program.
16. 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)	Our program costs students \$445 per class. We help the students by soliciting scholarship opportunities for them from local industry and support members. We also guide them with finding alternate scholarships from other sources not associated with Waubensee or the local automotive industry.
17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)	It has not, as our costs are mostly fixed operations that cannot be changed. A larger, more modern facility that can accommodate more students can have a dramatic increase on revenue through enrollment and fees.
INDICATOR 3: QUALITY	RESPONSE
18. Program Learning Outcomes: What are the expected outcomes of the program?	<ol style="list-style-type: none"> 1. Identify internal combustion engine service issue. 2. Demonstrate the ability to inspect and replace transmissions. 3. Diagnose and repair steering and suspension systems. 4. Use appropriate tools and equipment to perform brake service. 5. Diagnose issues with electrical systems. 6. Diagnose and repair heating and air conditioning units.
19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.	Course outcomes that are specific to this degree are not being measured yet. The courses we are collecting data on are part of the automotive technology degree. This degree program is most of the courses from the Automotive Technology degree coupled with advanced level and specialty courses. This degree program was a way to add additional classes to our curriculum without removing other classes that are needed for transfer to SIU.
20. What assessment methods are used to ensure student success? (3.17)	The faculty use ASE proctored test in the capstone course (AUT 240) that evaluates the student's automotive knowledge in all 8 ASE areas. They also use ASE style tests with questions pulled from an ASE test bank in each course to evaluate student learning and how well outcomes have been met.
21. How are these results shared with others at the internally for continuous improvement? (3.18)	Faculty evaluate the scores and sections where students may show weakness and use that to improve or change what they do in those specific courses to target areas where students need more exposure or more practice. Ken Kunz and Guy Tiberio look over the

	<p>results and discuss changes needed and then share those with other instructors.</p>
<p>22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)</p>	<p>The five specialty courses new to the program have only run twice, so faculty are still in the development stage and tweaking them as we continue to buy equipment and training aids for these courses.</p> <p>Faculty have been tweaking curriculum to reflect current ASE test questions and knowledge requirements but have not used student achievement data to guide anything yet because we are still developing these courses.</p>
<p>23. What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>This semester due to COVID, classes have all been offered in a hybrid format. This format is not nearly as successful as traditional face-to-face lab; however, with COVID restrictions and our limitation on space, hybrid is the only way they could be offered to provide students with lab experiences. However, for the fall 2020 semester, all students were back in a face-to-face format.</p>
<p>24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? 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>Yes, it is part of our Program of Study.</p> <ol style="list-style-type: none"> 1. Instructors use data from multiple sources to analyze the job market and needs of industry to ensure we are doing our part to put students in the best position to gain employment. 2. Instructors have many partnerships with manufacturers, tool suppliers, parts suppliers, dealerships, local shops, and maintenance companies. They help in offering knowledge, advice, and information that we use to improve our program. 3. Instructors continually receive at least 20 hours of professional development each year, often much more to keep current on the automotive industry. 4. Instructors use data collected by Waubensee to evaluate our programs...like this report. 5. Instructors have incorporated additional career readiness standards into our curriculum through additional online training for students as well as referring them to various offices on campus that can help them with their soft skill development. 6. Courses are sequenced in a way that allow flexibility. The program incorporates recommended prerequisites to ensure that students do not put themselves in a position to not be successful. 7. The program has credit transfer agreements with the two most prestigious 4-year automotive schools in the country: SIU and Ferris State. 8. Faculty utilize the academic advisor's office as

	<p>well as act as advisors to our students. We have published a few documents to share with advisors to inform them of the intricacies of our program and the transfer process to the schools we have agreements with.</p> <p>9. Faculty utilize many different learning strategies in our classes to ensure that the needs of all students are met and that they are getting a personalized education.</p> <p>10. Assessments are NATEF/ASE-based using the same criteria, content, and often times, questions that the students would be assessed against in the real world. Instructors do hands-on practical assessments as well as written assessments to ensure they are giving all students a fair opportunity to show what they have learned.</p>
<p>25. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<ol style="list-style-type: none"> 1. Instructors meet with all stakeholders and take input to improve our program. advisory groups, student groups, industry personnel, former students in the industry. This helps us make changes to what we do. Employer engagement occurs through advisory committees held twice a year. 2. The program specifically meets the needs of special sectors of the automotive industry with specific courses that apply to specialty areas. We are building our Diesel and Hybrid/Electric Program. 3. Faculty consult NATEF, ASE, and SIU to align our training and curriculum to what they require and deem necessary for success in the industry. 4. The college has employees at Waubonsee that work to secure Perkins funding and ensure that we are doing all that we can to stay as current as possible. 5. This program is aligned with our Automotive Technology Program and with all policies set in place for the automotive industry 6. Faculty use NATEF and ASE as guides for our assessment as well as curriculum development. We are performing assessments in both a written and performance-based format. 7. Students can utilize EMSI Career Coach to take a career assessment, browse careers and programs, and develop their resume. 8. Waubonsee is actively engaged with WIOA

	<p>partners through the workNet Batavia/LWIA5 through monthly partner meetings, partner cross-training, the Business Services Team, and the Career Pathways Committee.</p> <p>9. Opportunities for credit for prior learning are listed on the Industry Certification to College Credit crosswalk.</p> <p>10. Student support is available through Academic and Career Advising, Personal Counseling, Tutoring, Technology Loans, the Access Center for Disability Services, the Perkins Support Program, and the Emergency Needs Program. Students may also be referred to WIOA partners for other available supports.</p> <p>11. Disaggregated data for the Automation Program is available through IE Equity reports.</p>
<p>26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)</p>	<p>The implementation of live hands-on work is what sets our school apart from most others. Giving the students the experience that they will encounter in the world of work is the best way to prepare them for their future, but most schools do not do that because it is more difficult on the instructors to run a shop environment like that. Most schools use new/newer purchased shop vehicles for students to practice working on.</p>
<p>27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)</p>	<p>Yes, the program offers dual credit and articulated credit at all feeder high schools and career centers for the AUT 100 course. In addition, high school students participate in introductory industry specific training through the program's partnership with Fiat Chrysler. This helps to prepare students for the continued coursework at Waubensee.</p>
<p>28. Identify work-based learning opportunities 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>The entire program is based on live hands-on work on real cars with real problems. Classes are conducted as if the students were working in a functional shop. This gives them the same experience they would have in the real world, only with the ability to learn while doing it instead of being in a production environment. This is what makes our students stand out from other schools. Faculty consistently hear from SIU that they always know a Waubensee transfer student because of how well prepared they are. That is because of the quality instruction we do in a live shop environment.</p>
<p>29. 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>Yes, to be a quality transfer school and receive industry support and donations, you must be certified by NATEF and ASE, which we are. The program also provides instruction on two manufacturer-based training programs: Mercedes and FCA MOPAR LOCAL.</p>
<p>30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>Yes, we have over 150 industry recognized credentials within the program. The program has manufacturer supported training programs for MOPAR/FCA, Mercedes Benz, AC Delco, and Navistar, as well as NC3/Snap-On and many other 3rd party credentials.</p>

31. Is this an apprenticeship program? If so, please elaborate. (3.11)	No
32. If applicable, please list the licensure examination pass rate. (3.12)	N/A
33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)	The program has an articulation agreement with Southern Illinois University (SIU) which is the number one Bachelors of Automotive Program in the country, as well as Ferris State in Michigan.
34. 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)	Yes, Mercedes Benz, Navistar, and AC Delco.
35. 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)	Per NATEF requirements, faculty are all required to go to 20 hours of update training each year, which they do through a series of online trainings, webinars, automotive training conferences, and certification programs. In order for the college to offer Mercedes and FCA MOPAR Local, instructors must complete their training requirements.
36. What is the status of the current technology and equipment used for this program? (3.16)	The program is fairly current but lack the budget to keep up with the ever-changing technology in this field. The program is always a few years behind, and when newer technology is acquired, we do not always get enough of it for all students to use.
37. How satisfied are students with their preparation for employment? (3.20)	Anecdotally, it seems that many are extremely satisfied.
38. How is student satisfaction information collected? (3.21)	<p>We are coming to this conclusion by the number of students that come back to visit us after graduation thanking us for what we have done for them and sharing their success stories with us and current students.</p> <p>An annual CTE student survey is administered and there are future plans for a program specific survey. In the meantime, student satisfaction is provided by word of mouth to instructors and collected in end of course surveys.</p>
39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)	Faculty work very closely with many local employers. They provide feedback on what they are seeing in the field, how students are working out with them, and provide donations to aid in program improvements. They even help with curriculum design and information. Employers come in on a regular basis to recruit students. The Automotive Technology Program has one of the closest working relationships with employers out of any program.
40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)	They work very closely with us in planning for the future of the program and helping us see the challenges that are present in the workforce and how we can intervene early to make sure our students are prepared for it.

41. How satisfied are employers in the preparation of the program's graduates? (3.24)	They are very satisfied as they verbally share their joy with us, but also continue to come to us looking for employees.
42. How is employer satisfaction information collected? (3.25)	By interaction with them and their continued support of the program. We are currently exploring additional mechanisms to collect more employer feedback in a more systematic way.
43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)	<p>Not on a major scale, because our industry is always changing with new technology and skills. We continually are making improvements based on the training and professional development we as instructors receive, so by the time we have to fill out this report every five years, we have already made changes to move with the times.</p> <p>Any other major changes that would not be the result of our continuing training with new technology or adjustments made to help students meet outcomes needs appropriate facilities to make happen.</p>

44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

As always, the largest barrier is space. Faculty do not have adequate space to instruct; have labs where students can work independently; or storage for equipment, tools, or training aids. This has a major impact on students' ability to perform work in the lab and the training experiences that can be offered.

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>	Automotive Transportation Technology				
<i>CIP CODE</i>	47.0604				
	<i>YEAR 1</i> (FY2016)	<i>YEAR 2</i> (FY2017)	<i>YEAR 3</i> (FY2018)	<i>YEAR 4</i> (FY2019)	<i>YEAR 5</i> (FY2020)
<i>NUMBER OF STUDENTS ENROLLED</i>	0	4	5	5	7
<i>NUMBER OF COMPLETERS</i>	0	2	0	0	0
<i>OTHER (PLEASE IDENTIFY)</i>					
45. Outline goals for program enrollment, completion, persistence, and success. How does the	Goals: Continue building the courses that are unique to this degree and continue obtaining equipment and training aids to make the courses have better practical lab experience.				

<p>data provided support student success goals outlined above? Elaborate.</p>	<p>The data provided does not show any significant information because it is not necessarily being shown in how students are utilizing the courses. This degree option was utilized by the Automotive Program to introduce new classes that are relevant to the current automotive industry. Because our Automotive Technology degree already had 65 credit hours, we were not able to add the 5 additional courses to that program, so faculty put another degree together that utilizes most of the courses from the Automotive Technology degree and replaced a few of them with these 5 specialty courses. What we have found is that most students still go through the path of the Automotive Technology degree, and then just take the additional 5 classes when they are offered. What that means is the enrollment is much higher than the data Waubonsee is presenting. Waubonsee only looks at students that declare this specific degree as their major code, and as can be seen by the numbers, it is 4 or 5 students per year, when the true picture says that AUT 248 had 16 enrollments, AUT 249 had 24, AUT 250 had 46, and AUT 251 had 32. This does not include the 3 sections of those classes that are currently running, so this data is really useless to make any determination on the success of this degree program.</p>
<p>46. What disaggregated data was reviewed?</p>	<p>For this report, faculty reviewed Course and Program Summary reports.</p>
<p>47. Were there gaps in the data? Please explain.</p>	<p>Yes, there was no enrollment data for Fall 2020, and the data is not representative of how these classes are utilized by students. See 45 above.</p>
<p>48. What suggestions do you have to overcome any identifiable gaps?</p>	<p>It is not evident that this requires any “overcoming” gaps, as the data is not useful to those that understand how the program works. This is just another way for students to gain more skills and opportunities, and faculty found a creative way to package it so it met transfer requirements and NATEF and ASE standards.</p>
<p>49. Are the students served in this program representative of the total student population? Please explain.</p>	<p>No, automotive students are not the typical college student. They are in our program for 4 full days a week and then most work full/part time in auto shops to hone their skills while attending school. Many of them are already working in the field they are trying to gain training and credentials in.</p>
<p>GOAL PLANNING</p>	
<p>50. What are the program’s strengths? (3.1)</p>	<ul style="list-style-type: none"> • Relationships with industry partners and advisory members. • The dedication of the faculty have to provide the absolute best opportunities for students.
<p>51. What are the identified or potential weaknesses of the program? (3.2)</p>	<ul style="list-style-type: none"> • The ability to move students through the program in a timely manner due to space limitations and enrollment capacity due to space.
<p>52. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<ul style="list-style-type: none"> • A larger facility to accommodate more students, more instructors, and more sections of classes so all students have the ability to get through the program in a timely manner.
<p>53. Program Goals: List three measurable goals to work on over the next five years that address needs</p>	<ul style="list-style-type: none"> • Begin to go through courses and update the content and change the courses to reflect the current automotive market. • Begin the planning of the new facility and how to effectively

<p>identified in this review. Make sure that each aligns with the Educational Affairs plan.</p>	<p>build the program within a larger facility.</p> <ul style="list-style-type: none"> • Create more opportunities for students to complete on time. • Assess the technology needs of the future and begin to assemble curriculum to ensure that we can teach it as it comes to market.
<p>54. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<p>More training aids, more space, more tools and equipment specific to the specialty classes, professional development on some of the specialized subjects so more instructors can teach the specialty courses.</p>
<p>REVIEW RESULTS</p>	
<p>55. Action</p>	<p>X 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>56. Summary Rationale Please provide a brief rationale for the chosen action above.</p>	<p>There is not much that can be done with the current space limitations, so we will continue to make the small improvements we can in the course content and try to create as many experiences for our students until we have the ability to expand and make the needed changes to benefit the students.</p>
<p>Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> • Fall 2021/Spring 2022 - Professional development for faculty in hybrid/electric vehicles and diesel. • Spring 2022 - Use what was gained in professional development to update/improve AUT 249, AUT 250, and AUT 251. • Promote this particular degree program to specialty areas such as parts stores, diesel repair shops, and shops that desire to work on hybrid/electric vehicles.
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The new full-time faculty that will be hired in January/February. This faculty member will be teaching the specialty courses in this program, so it will be their responsibility to implement these items.</p>

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>ACADEMIC YEARS REVIEWED:</i>		FY2016-FY2020		
PROGRAM IDENTIFICATION INFORMATION				
<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>
Early Childhood Education	AAS Degree	60	19.0709	Child Care Worker (32 credit hours) Director Level 1 (6 credit hours) Early Childhood Education Level 2 (15 credit hours) Early Childhood Education Level 3 (29 credit hours) ESL and Bilingual Credential-Level 2 (6 credit hours) ESL and Bilingual Credential-Level 3 (9 credit hours) ESL and Bilingual Credential-Level 4 (12 credit hours) Infant and Toddler Level 2 (18 credit hours) Infant and Toddler Level 3 (32 credit hours)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
1. Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Waubonsee has become one of only four colleges and universities in the state to become part of the ESL/ELL credential pilot. The need for students to be able to teach in multilingual classrooms is great. This has necessitated two additional courses in ESL/ELL be offered in the program to meet competencies for these new credentials.		

CTE PROGRAM REVIEW ANALYSIS

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

2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.	There are no prerequisites for this program and no plans to add them at this time.
3. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Infant Toddler Level 3 and Child Care Worker certificates are both 32 credit hours. The credit hours for these certificates exceed 30 credit hours because of the requirements outlined for the Gateways Credentials.
4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Linda O'Connell-Knuth, Associate Professor of Early Childhood Education Janette Funaro, Dean for Social Sciences, Education and World Languages Sharon Garcia, Executive Dean for Liberal Arts and Sciences
5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Career and Technical Education programs at Waubensee meet twice a year (fall/spring) for Advisory Committee meetings to engage employer partners and stakeholders. Faculty engage with students regularly to ascertain if additional elements are needed to meet personal and/or their employer's needs. Internally, assistance in completion of this report is reliant upon collaboration with Institutional Effectiveness and Outcomes and Assessment (data). All groups and data points provide insight on future subjects and continuous program improvements.
INDICATOR 1: NEED	RESPONSE
6. What is the labor market demand for this program? Include district and regional need (1.1)	Trends regionally according to EMSI indicate an increase in jobs by 10.7% between 2019 and 2024. In addition, the median hourly earnings are \$11.07 per hour, which is well below the living wage for the nation of \$11.71 per hour.
7. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	Demand for Child care workers in the last five years has increased by 8.6%. The projection for change over the next five years shows an increase of 9.5%.
8. What labor market information sources are utilized? (1.3)	The labor market sources used is EMSI Burning Glass, Illinois Department of Employment Security data, and the U.S. Bureau of Labor Statistics.
9. Does your enrollment have the capacity to meet the readiness of business and industry?	The demand for child care workers is great as faculty have directors of programs reaching out to recruit Waubensee Community College early childhood education students on a regular basis. The pandemic has shown a real need for childcare workers, and the

	need for educated early childhood teachers has become a state and national topic. My students are already working in the field or immediately have job opportunities after graduation.
10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)	The faculty participates in open houses, high school on-site and off-site visits/events and VALEES involvement. The Early Childhood Senior High School Visit Day, specifically targeting junior and senior students who are interested in early childhood education, will be resumed Spring 2022 after cancellation due to Covid. We continue to work with the State Credentialing system, Gateways, to ensure we are keeping up with current standards.
11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)	Waubonsee holds multiple advisory committee meetings per year that consists of local Early Childhood Program directors that provide input for program and curriculum improvement depending on current trends and technologies. Efforts for program evaluation and continuous improvement include the college’s Curriculum Council, the Outcomes and Assessment Council, Advisory Committees, Annual Program reports, the Program Review process and annual budget and planning meetings.
12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)	As stated above, Waubonsee has become one of only four colleges and universities in the state to become part of the ESL/ELL credential pilot. The need for students to be able to teach in multilingual classrooms is great. This has necessitated two additional courses in ESL/ELL be offered in the program to meet competencies for these new credentials.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
13. How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • 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 costs associated with this discipline are full-time and adjunct faculty pay and benefits and other departmental instructional expenses. The prefix cost per load hour for this discipline is \$3,490.50, which is significantly more than the average cost per load hour for all transfer programs and 18% more than all CTE programs. Please note that this cost is higher because there are two full-time faculty listed and as of today there is only one. The college is paying for this program through the general college education fund.
14. 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 majority of the costs associated with this program comes from the general college education fund. Any grants received are used to sponsor special recruiting events.
15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)	The costs associated with this program have significantly decreased due to the retirement of one full-time faculty member and as of right now there are no plans to replace the position.

<p>16. 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>	<ul style="list-style-type: none"> • In-district/online students: \$130.00 per credit hour • Out-of-district students: \$378.28 per credit hour • Out-of-state students: \$411.82 per credit hour <p>Associated costs include tuition, books and fees. There is financial aid and several scholarships available for students.</p> <p>ECE scholarships are offered through Waubensee Community College Foundation. Gateway offers tuition scholarships for students who are currently working in a licensed Early Childhood Education Program.</p>
<p>17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)</p>	<p>The review of the program costs did not result in any future actions at this time.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>
<p>18. Program Learning Outcomes: What are the expected outcomes of the program?</p>	<p>Early Childhood Education AAS:</p> <ul style="list-style-type: none"> • Create learning environments for young children’s characteristics or needs. • Develop early childhood education philosophies. • Use data from a variety of observation, documentation or assessment sources to inform professional practices, such as curriculum planning, guiding children or creating supportive learning environment. • Apply positive guidance techniques or strategies that support a child’s development. • Design lesson plans according to early learning standards. <p>Childcare Worker Certificate:</p> <ul style="list-style-type: none"> • Create learning environments for young children’s characteristics or needs. • Develop early childhood education philosophies. • Use data from a variety of observation, documentation or assessment sources to inform professional practices, such as curriculum planning, guiding children or creating supportive learning environment. <p>Early Childhood Education Level 2 Certificate:</p> <ul style="list-style-type: none"> • Develop learning environments for young children’s characteristics or needs. • Develop early childhood education philosophies. • Apply positive guidance techniques or strategies that support a child’s development. <p>Infant Toddler Level 2 Certificate:</p> <ul style="list-style-type: none"> • Describe learning environments for the characteristics or needs of children birth through 36 months. • Use data from a variety of observation, documentation or assessment sources to inform professional practices, such as curriculum

	<p>planning, guiding children or creating supportive learning environment for infants and toddlers.</p> <ul style="list-style-type: none"> • Apply positive guidance techniques or strategies that support an infant or toddler’s development. <p>Early Childhood Education Level 3 Certificate:</p> <ul style="list-style-type: none"> • Create learning environments for young children’s characteristics or needs. • Develop early childhood education philosophies. • Apply positive guidance techniques or strategies that support a child’s development. <p>Infant and Toddler Level 3 Certificate:</p> <ul style="list-style-type: none"> • Create learning environments for the characteristics or needs of children birth through 36 months. • Use data from a variety of observation, documentation or assessment sources to inform professional practices, such as curriculum planning, guiding children or creating supportive learning environment. • Apply positive guidance techniques or strategies that support a child’s development. <p>Director Level 1 Certificate:</p> <ul style="list-style-type: none"> • Demonstrate ethical and professional attitudes, behavior, and human relations skills toward all members of the educational community including children, teachers and staff, parents, administrators, and community college personnel. • Analyze organizational framework of early childhood education program. • Create working environment conducive to provide quality care for children and families in early childhood program. <p>ESL & Bilingual Level 2 Certificate:</p> <ul style="list-style-type: none"> • Describe learning environment, characteristics or needs for multilingual children. • Design appropriate language arts activities supportive of multilingual young children. • Discuss the ways that cultural and linguistic heritage influence language development. <p>ESL & Bilingual Level 3 Certificate:</p> <ul style="list-style-type: none"> • Create learning environment, characteristics or needs for multilingual children. • Develop early childhood education philosophy specific to multilingual learners. • Implement appropriate learning activities supportive of multilingual young children.
<p>19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>At this time, the faculty are working on developing strategies for assessing student learning outcomes. This will be added as a goal to be completed by the next review period.</p>

20. What assessment methods are used to ensure student success? (3.17)	Tests, case studies, group projects, rubrics, student presentations, capstone class with active participation in a classroom.
21. How are these results shared with others at the internally for continuous improvement? (3.18)	The college is currently working with the AEFIS system to set up a program to collect all of the assessment data and share results with all invested parties.
22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)	During the pandemic, course offering modality was changed to remote. I am continually reviewing student progress and implementing new strategies to meet student needs based on assessments and student feedback.
23. What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)	This program offers face-to-face, online and hybrid. Since March 2020 all of the courses have been offered online synchronous and online asynchronous formats.
24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹ ? 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)	This program is not currently a part of the Program of Study as defined by Perkins. The application is in progress.
25. Does this program meet the definition of a career pathway program ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)	<p>This program does have pathways in place for students to move through different certificates. Each certificate that is offered builds on the previous certificate.</p> <p>The pathway that students earn their associates degree in ECE begins with a Level 2 ECE certificate; additional classes are required for the Level 3 certificate which is also considered the transfer degree pathway for a bachelors program. The Level 4 certificate is equivalent to the associates degree in ECE.</p> <p>Students are also able to follow pathways to additional certificates including the infant/toddler certificates 2-4 and the ESL/Bilingual certificate 2-4. Additionally, after completing the associates degree, students are able to follow the pathway to a director certificate level. These certificates align with the Gateways credentials which are recognized in the industry.</p>
26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)	Students will have more contact hours with Early Childhood Education Programs in the community, which align with activities within the courses.

<p>27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)</p>	<p>COM 100 Fundamentals of Speech Communication</p> <ul style="list-style-type: none"> • Batavia High School • Oswego High School • Oswego East High School • West Aurora High School <p>ENG 101 First-Year Composition I</p> <ul style="list-style-type: none"> • Batavia High School <p>ENG102 First-Year Composition II</p> <ul style="list-style-type: none"> • Batavia High School • Marmion Academy • Oswego High School • Oswego East High School • West Aurora High School • Yorkville High School
<p>28. Identify work-based learning opportunities 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>Several of our classes include work-based learning opportunities. These include required internships, practicum hours, observation assignments, and service learning projects in the Early Childhood Programs in the community. Many students are currently employed in Early Childhood Programs, so they can apply information from the courses on a daily basis. In addition, we have added two classes for the ESL Credential which adds additional hours for students to practice teaching strategies in multilingual classrooms.</p>
<p>29. 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>While there are no specific industry accreditation requirements for this program, the credentials that students earn are overseen by Illinois Gateways. Additionally, the curriculum is designed to meet the requirements set by the Illinois Department of Children and Family Services.</p>
<p>30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>Yes, we align with Gateways competencies which provide credentials. ECE Level 2-4, Infant/Toddler Levels 2-4, Director Level 1 and ESL/Bilingual Credential Level 2-4. There is no pass rate. Credentials are competency based.</p>
<p>31. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>There is no apprenticeship at this time for this program.</p>
<p>32. If applicable, please list the licensure examination pass rate. (3.12)</p>	<p>There is no licensure associated with this career.</p>
<p>33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)</p>	<p>There are no current articulation or cooperative agreements in place; however, the faculty is working with Northern Illinois University to build pathways to a baccalaureate degree. This will be a goal to be completed by the next review period.</p>
<p>34. 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>All partnerships continue to grow as stated last year, and more work continues to build new partnerships with community programs and services. In addition, relationships with Early Childhood Programs that have multilingual classrooms. Students will also be strengthened as students will be completing hours working with children for the two new ESL classes.</p>

<p>35. 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>All faculty (full-time and part-time) are invited to participate in all aspects of Faculty Development Days, which precede the start of the fall and spring semesters. Programming during this three-day conference varies by semester, but encompasses best practices in teaching and learning, assessment, and trends in the educational field. The division for Faculty Development and Engagement also invites faculty (full-time and part-time) to submit statements of interest for open positions as faculty liaisons. Additionally, the faculty will be taking professional development graduate courses to improve ESL/ELL knowledge to provide students with up-to-date training and current research material for the two new ESL/ELL classes.</p>
<p>36. What is the status of the current technology and equipment used for this program? (3.16)</p>	<p>The need for technology and equipment for this program is sufficient at this time.</p>
<p>37. How satisfied are students with their preparation for employment? (3.20)</p>	<p>This information is not collected at this time.</p>
<p>38. How is student satisfaction information collected? (3.21)</p>	<p>This information is not collected at this time.</p>
<p>39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)</p>	<p>Employers are included in the advisory committee which meets twice a year. Curriculum design, review and work-based learning is discussed at each advisory meeting.</p>
<p>40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)</p>	<p>The advisory committee provides feedback on current areas of need, both in trainings and workplace skills. We meet twice a year. We collaborate with the high school ECE Programs to assist in curriculum pathways. The advisory committee also suggests training topics for meetings such as the recent advisory meeting in which we discussed strategies for the classroom in dealing with trauma. In the Fall 2021, we will have additional information shared on early intervention programs.</p>
<p>41. How satisfied are employers in the preparation of the program's graduates? (3.24)</p>	<p>This information is not currently being tracked.</p>
<p>42. How is employer satisfaction information collected? (3.25)</p>	<p>This information is not currently being tracked.</p>
<p>43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)</p>	<p>The review of the program quality resulted in program goals being set for assessment and for more defined articulation agreements.</p>

44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

- Class cancellation deny students the ability to complete degrees and certificates/credentials.
- Classes going remote due to pandemic.
- Online classes should have smaller enrollment to help with retention.
- More hybrid options also might be a solution.
- Lack of on-site lab.

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>	Early Childhood Education				
<i>CIP CODE</i>	19.0709				
	<i>YEAR 1 (FY2016)</i>	<i>YEAR 2 (FY2017)</i>	<i>YEAR 3 (FY2018)</i>	<i>YEAR 4 (FY2019)</i>	<i>YEAR 5 (FY2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	155	163	131	111	118
<i>NUMBER OF COMPLETERS</i>	18	37	31	27	24
<i>OTHER (PLEASE IDENTIFY)</i>					
45. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above? Elaborate.	<p>Program enrollment has decreased due to the smaller number of course offerings. It is expected to increase as more state and national funds will be channeled into early childhood education and teachers of ECE. Additionally, the ECE Program is made up of mostly part-time students who work full time in the field and who take a longer amount of time to complete.</p> <p>We would like to see the enrollment and completion increase by 10% by the halfway mark of the next review period and 15% by the end of the next review period.</p>				
46. What disaggregated data was reviewed?	ECE Course success summary data				
47. Were there gaps in the data? Please explain.	<p>Student enrollment in this area is mostly made up of white and Latinx students. The majority of students who take these courses are between the ages of 18-21. This field is an entry level job. Enrollment broken out by gender reveals significantly more female students take these courses than male students. Success rates in these courses are lowest every year for black students. This may be related to accessibility issues, particularly in 2020, due to the pandemic.</p>				
48. What suggestions do you have to overcome any identifiable gaps?	Identify accessibility issues early in the semester and make students more aware of student resources if there is an issue.				

<p>49. Are the students served in this program representative of the total student population? Please explain.</p>	<p>The students enrolled in the Early Childhood Education Program do not represent gender equally in the student population. The ECE field is traditionally a female predominate field based on cultural norms but also because of the low rate of pay offered in the field of ECE, which is below the national average.</p> <p>The students served in this program are representative of the total student population by race.</p>
<p>GOAL PLANNING</p>	
<p>50. What are the program's strengths? (3.1)</p>	<p>Students can use workplace experience to enhance their learning.</p> <p>Another strength is involvement in the community and all that is available for the field of ECE.</p> <p>Full-time faculty work closely with adjunct faculty to develop curriculum and communicate requirements and resources to meet credential requirements in all classes. Waubonsee is one of four colleges and universities in the state of Illinois to take part in the pilot program for ESL/ELL credential.</p>
<p>51. What are the identified or potential weaknesses of the program? (3.2)</p>	<p>Setup of new Aurora Campus is incomplete. Thus, utilization of the space does not meet full potential. Lack of on-campus experiences with children for students. In particular, multilingual and infant/toddler labs that would both serve the program, college and community as a model quality program, thus raising the level of care for the community.</p> <p>Classes being canceled due to low enrollment which prevents students from completing certificates and degrees.</p> <p>Pandemic made it necessary to go remote with all classes. Lack of on-site lab.</p>
<p>52. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>Things that can be done to turn potential weaknesses into strengths is to invest in ECE programming which would include a lab for children and families, return to face-to-face classes and minimize class cancellations.</p>
<p>53. Program Goals: List three measurable goals to work on over the next five years that address needs identified in this review. Make sure that each aligns with the Educational Affairs plan.</p>	<ol style="list-style-type: none"> 1. Set up assessment of student learning outcomes. 2. Develop articulation with four-year institutions so students can have an opportunity to complete a baccalaureate degree. 3. Increase program enrollment and completion rates by 10% halfway through the review period and 15% by the end of the review period. 4. Create partnerships, multilingual placement sites.
<p>54. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<ol style="list-style-type: none"> 1. Support from the Learning Outcomes, Curriculum and Program Development Department to create assessments and learn more about the system that houses them. 2. Information on who in the college that is in charge of articulations and potential partnerships with four-year schools. Also, the process and procedure to execute an articulation agreement. 3. Support form Marketing and Communication in building a strong advertising campaign. More information on how students are considered completed.

REVIEW RESULTS	
55. Action	<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)
56. Summary Rationale Please provide a brief rationale for the chosen action above.	The ECE Program is solid and well enrolled. With the goals set above, this will help to ensure that students are meeting the learning outcomes and have opportunities beyond Waubensee.
Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.	To set up outcomes and assessments over the next year. Work with Marketing and Communications to build a strong plan to promote ECE. Understanding the process of building partnerships outside of the college.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty and administration for the Early Childhood Education Program

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>ACADEMIC YEARS REVIEWED:</i>		FY2016-FY2020		
PROGRAM IDENTIFICATION INFORMATION				
<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>
Emergency Medical Technician	AAS Degree	62	51.0801	Emergency Medical Technician-Basic (9 credit hours) Emergency Medical Technician-Paramedic (38 credit hours)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
1. Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Continued with minor improvements.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.		No revisions need to be made at this time.		
3. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The EMT-Paramedic AAS degree currently is 62 hours. This is largely due to the amount of time required to meet the minimum skill competencies and program level learning outcomes. Paramedic students are required to show proficiency as an entry level paramedic in the affective, psychomotor, and cognitive domains which takes a considerable amount of time working in the clinical and field settings.		

<p>4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Andrea Montgomery, Assistant Professor of Fire Science Technology/EMT completed components related to the EMT basic course.</p> <p>Evan Darger, Adjunct Instructor for EMT-Paramedic/Program Coordinator provided data and goals for EMT-Paramedic Program.</p> <p>Jeffrey Gregor, Dean for Health Professions and Public Service assisted in completing and reviewing this document for completeness and accuracy.</p>
<p>5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Southern Fox Valley EMS houses the Paramedic Program and assists in facilitating the educational process.</p> <p>Dean for Learning Outcomes, Curriculum and Program Development</p>
<p>INDICATOR 1: NEED</p>	<p>RESPONSE</p>
<p>6. What is the labor market demand for this program? Include district and regional need (1.1)</p>	<p>According to labor market reports, there will be a 3.4% increase in EMT/Paramedic positions in our district, a 3.8% increase in our state between 2020 and 2025 which is slightly higher than the projected national increase over this period of 2.9%.</p>
<p>7. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>Based on the EMSI data from 2015-2020, there was actually a 13.1% decrease in jobs in our district compared to a national 6.7%, and 7.0% in the state increase in jobs. The job outlook has improved significantly from 2015-2020 with the increased demand now higher in our district than the national average as stated above.</p>
<p>8. What labor market information sources are utilized? (1.3)</p>	<p>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. EMSI looks at job postings, college enrollment and completion in degree programs.</p>
<p>9. Does your enrollment have the capacity to meet the readiness of business and industry?</p>	<p>Currently, there are more employment opportunities than student graduates. Some recent projections from IDPH imply there could be as much as a 30% plus shortage of vacant positions.</p>
<p>10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)</p>	<p>Our college has a strong relationship with not only local fire and EMS agencies, but our local high schools as well. We have two high school career centers whose students feed into our EMT Program. This provides the opportunity to reach out to students earlier who express an interest in EMS.</p>
<p>11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Program changes are initiated by faculty through review of enrollment and performance data and by incorporating suggestions from the advisory committee.</p>

<p>12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>No changes made to program. The Paramedic Program receives more than enough applicants each year to fill a program cohort.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>13. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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>Faculty continue to review ways to keep costs as low as possible and continuously look for ways to reduce costs when possible.</p> <p>Although tuition and standard fees are comparable to the costs of other similar programs, there are some course specific fees to support the cost of specialized equipment and supplies.</p> <p>There are additional costs to pay Southern Fox Valley EMS to assist in facilitating the course which is much less than the cost of hiring a full-time program coordinator.</p> <p>The college uses a combination of funding sources from both state and federal sources as well as some offset costs by student fees.</p>
<p>14. 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>Program costs are not primarily offset by grant funding.</p>
<p>15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)</p>	<p>Waubonsee works with Southern Fox Valley EMS during the application cycle to admit the number of students to maximize the established student-to-instructor ratio. These ratios are generally a 4:1 for lab/skill components. The program will accept 24 students, for example, instead of 22 filling each group. The structure of the program itself is by design a cost saving measure by outsourcing many of the primary program operational functions to Southern Fox Valley EMS. This allows Waubonsee to only hire adjuncts to teach in the Paramedic Program.</p>
<p>16. 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>Each semester hour costs \$132.00. The Paramedic AAS Program has a total of 62 semester hours. Students may have transfer credit applied or have completed and passed some of the general education courses prior to starting the EMT Program.</p> <p>Books and skill supplies cost on average \$275. Students do have options in renting or purchasing used books.</p> <p>Waubonsee offers assistance with financial aid, veterans programs and scholarships.</p>

17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)	The review of program cost did not result in any consideration of future actions or modifications.
INDICATOR 3: QUALITY	RESPONSE
18. Program Learning Outcomes: What are the expected outcomes of the program?	Paramedic students are required to show proficiency as an entry level paramedic in the affective, psychomotor, and cognitive domains in accordance with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) standards. In addition, the Paramedic Program prepares its graduates to participate in and pass the National Registry for Emergency Medical Technician-Paramedic exam.
19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.	In April of 2020, the State of Illinois Paramedic Certification exam changed to the national registry of emergency medical technicians. As a result, the program learning outcomes are being assessed by the NREMT exam pass rates.
20. What assessment methods are used to ensure student success? (3.17)	The EMT Program uses a combination of skill evaluations with rubrics established by the state and National Registry for EMT's along with a series of "high-stakes" written exams. The Paramedic Program uses the Platinum Education Program to administer exams. This program allows for exams that have been tested nationally to be used and provide statistical analysis of the students' strengths and weaknesses. The Paramedic Program also uses this platform to track students' progress in completing skills competencies.
21. How are these results shared with others at the internally for continuous improvement? (3.18)	This data is reviewed by the Southern Fox Valley EMS staff and Waubensee Community College faculty.
22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)	Using the Platinum Education platform, data is provided to identify student deficiencies or trend data. This data is reviewed and program changes are made as needed. The program recently reduced the number of pediatric assessments to align the program with the accreditation standards based on input from the advisory committee.
23. What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)	Both the EMT-Basic and Paramedic Programs are taught in a face-to-face format primarily. During the COVID-19 pandemic, some courses shifted to a hybrid model with the lecture/didactic delivered through a virtual platform with labs/clinical still conducted face-to-face.
24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹ ? 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)	No. The college is currently working on looking into approval for a Program of Study.

<p>25. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<p>No. Although the program does align with some of the education offered at the secondary education career centers, the program does not have a direct pathway to other areas or have multiple entry points. One recent change to the program was the implementation of Joint Advisory committees with secondary and other post-secondary components to work on a seamless pathway.</p>
<p>26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)</p>	<p>The program is a collaborative program between the local regional EMS office and the college. The Paramedic Program is housed in a local hospital providing the students with a tremendous amount of access to clinical resources. This partnership also allows for a seamless integration into the local requirements for EMS providers.</p>
<p>27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)</p>	<p>We have very successful dual credit opportunities for our students. We have two career centers: Indian Valley Vocational Center and the Fox Valley Career Center that offer the EMT Basic course. Students can complete this course for 9 credit hours at the centers during their senior year of high school.</p>
<p>28. Identify work-based learning opportunities 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 participate in a large number of both hospital-based and field clinical experiences. Ten of the 62 credit hours in this program are focused on clinical/field experiences. During the field courses, students ride with local EMS agencies giving them a first-hand exposure to the requirements of working as EMS providers. The Paramedic Program has a prescribed list of competencies students are required to meet during this time, providing them with a well-rounded experience. These competencies are reviewed and discussed as part of the Advisory Committee meetings.</p>
<p>29. 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 required for this program. In April 2020, the state of Illinois transitioned to a state requiring EMT and paramedics to take the National Registry of Emergency Medical Technician Certification exams. For a student to be eligible to take this exam at the paramedic level, a program must be an accredited program. The EMS Program is accredited by CAAHEP.</p>
<p>30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>Yes. Students receive their National Registry of Emergency Medical Technician Certification at either the EMT or paramedic level.</p>
<p>31. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>No.</p>
<p>32. If applicable, please list the licensure examination pass rate. (3.12)</p>	<p>The paramedic program transitioned to a national requirement for paramedics in April of 2020. Prior to this change, there was no requirement for a national license and students took a state exam. 2020: Pending final results on National Registry exam 2019: 20 of 21 students - 100% pass rate on state exam 2018: 19 of 21 students - 91% pass rate on state exam</p>

33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)	None
34. 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)	The EMT/Paramedic Programs have affiliations with Rush Medical Group, Delnor Hospital, and multiple local EMS agencies. The current clinical and field affiliates are more than adequate to meet the needs of the program.
35. 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)	All adjunct faculty for the Paramedic Program are required to maintain a current license. This requires completion of a 48-hour refresher program plus an additional 48 hours of continuing education every two years. In addition, all instructors are required to maintain current certification in both Basic Life Support at the healthcare provider level as well as Advanced Cardiac Life Support to maintain a current paramedic license. Many of the adjuncts also actively work in the field of EMS keeping current on skills and changes in the profession.
36. What is the status of the current technology and equipment used for this program? (3.16)	Current technology and equipment used for this program are all in good to excellent condition.
37. How satisfied are students with their preparation for employment? (3.20)	Very satisfied. Although there is a lower than desired return on surveys, students have consistently shown 100% satisfaction with the program.
38. How is student satisfaction information collected? (3.21)	In accordance with the accreditation, the Paramedic Program collects surveys from recent graduates typically 6 months after program completion. This allows any student who has found employment to respond in more detail.
39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)	Several of the local area employers are current members on the Waubensee Community College EMT/Paramedic Advisory Board. These employers also host our student graduates for externships and give regular feedback on the needs in their facilities.
40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)	<p>The advisory board meets twice a year to discuss curriculum, trends, needs, equipment and supplies. The advisory board consists of industry affiliates who give feedback on our new student graduates' knowledge and skills.</p> <p>Recently, the advisory committee was merged with both the EMT and paramedic members. This group also consisted of secondary educators from the career centers providing a more collaborative approach and seamless pathway for the advisory committee.</p>
41. How satisfied are employers in the preparation of the program's graduates? (3.24)	Very satisfied. Although there is a lower than desired return on surveys, employers have consistently shown 100% satisfaction with the program and the students they employ.
42. How is employer satisfaction information collected? (3.25)	Employer surveys are sent out on an annual basis for the most recent graduate cohort. Feedback is also obtained through the Advisory Committee meetings from industry partners.

<p>43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)</p>	<p>Yes. Through a review and assessment of the students applying for the Paramedic Program, several changes were made to the application process. There was a large number of students scoring very close, which provided some difficulty in determining student admission. After consultation in the advisory committee, the program made changes to the admissions process to include adding the requirement for students to submit an essay component.</p>
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44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

The Paramedic Program is not taught on one of the four campus locations. This distance can provide reduced access to routine student support services for these students. Over the past year, there has been increased communication with the students to remind them of some of the services they have at their disposal, but the geographic distance can still be a barrier.

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>	Emergency Medical Technician				
<i>CIP CODE</i>	51.0810				
	<i>YEAR 1</i> (FY2016)	<i>YEAR 2</i> (FY2017)	<i>YEAR 3</i> (FY2018)	<i>YEAR 4</i> (FY2019)	<i>YEAR 5</i> (FY2020)
<i>NUMBER OF STUDENTS ENROLLED</i>	80	103	96	109	82
<i>NUMBER OF COMPLETERS</i>	98	117	100	99	83
<i>OTHER (PLEASE IDENTIFY)</i>					

<p>45. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above? Elaborate.</p>	<p>The EMT courses offered on campus generally fill to capacity with only a few seats left vacant each semester. This is a good indication the number of course offerings meet the enrollment demand. The Paramedic Program continues to have more applicants than available seats. The Paramedic Program goes through a continuous review of program requirements with the advisory committee to determine areas of improvement and/or targeted content areas to address. One result of this review was a change in the number of pediatric assessment to better align with the required accreditation competencies.</p> <p>The Paramedic Program uses statistical data analysis of exams to determine “high-missed” areas and uses this data for program improvements.</p>
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46. What disaggregated data was reviewed?	The disaggregated data that was reviewed were enrollment, completion and success data based on race, age and gender.
47. Were there gaps in the data? Please explain.	Prior to 2020, very few paramedic students completed their certificate or AAS degree. Between 2019 and 2020, the program went from zero paramedic certificates awarded in 2019 to 20 in 2020, which was 87% of the graduates. Although the number of AAS degrees awarded has not been consistent, approximately between 56-70% of the students do continue and complete the AAS degree. In 2018, there was a significant drop in the number of AAS degrees awarded.
48. What suggestions do you have to overcome any identifiable gaps?	<p>Increased efforts have been made to notify students to apply for graduation for the certificate and AAS degree in paramedic studies.</p> <p>Over the past year, there has been significant interaction with the students from college administration providing students with more information on resources and their ability to complete the AAS. Paramedic students are also now coming to the Fox Valley Campus on occasion to take exams, specialty classes, or use the labs, increasing their awareness.</p>
49. Are the students served in this program representative of the total student population? Please explain.	Yes. This program serves students who are seeking a career in emergency medical services. Students who have an interest in working in fire-based services, private ambulance services, and volunteer services make up a large percentage of the students who apply for this program. These types of agencies represent the employers in our district. The program is open to any student to apply and represents students from any age, sex, ethnicity, or socio-economic background.
GOAL PLANNING	
50. What are the program's strengths? (3.1)	The program has many strengths. The strong promotion between both the secondary and post-secondary institutions provides for continuous interest from students. The partnership between Waubensee Community College and Southern Fox Valley EMS provides students immediate access to the regional EMS office staff and keeps them abreast of changes in the field. This partnership also provides them with immediate access to one of the larger hospital facilities in the area.
51. What are the identified or potential weaknesses of the program? (3.2)	The largest weakness is the direct connection to the college and the support services it provides. The students' program is not geographically located on the campus and may have increased barriers to accessing all of the services provided.
52. Describe actions that can be implemented to turn potential weaknesses into strengths.	The Health Professions and Public Service Division is taking additional steps to reach out to these students. The students are now sent a congratulations email from the dean when they have been accepted into the Paramedic Program. This email provides them with additional information on student services and program completion potential for the AAS degree. Students have also had a couple classes taught on campus to further promote their status as a college student. Future plans include continued outreach and the possibility of having a student services representative attend the student orientation.

<p>53. Program Goals: List three measurable goals to work on over the next five years that address needs identified in this review. Make sure that each aligns with the Educational Affairs plan.</p>	<ol style="list-style-type: none"> 1. Increase returns on Resource Allocation Matrix to 70%. This is a survey that goes to the program faculty, medical director(s) and advisory committee members and is used to evaluate the program resources. 2. Improve first time NREMT-P exam pass rate to 65% from 54%. 3. Expand student opportunities in the clinical setting by adding at least one specialty site for pediatrics.
<p>54. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).</p>	<p>In order to meet the goals listed, faculty will need the support of college administration and external partners that contribute to the success of the program.</p>
<p>REVIEW RESULTS</p>	
<p>55. Action</p>	<p>X 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>56. Summary Rationale Please provide a brief rationale for the chosen action above.</p>	<p>There is an ongoing need for licensed EMT and paramedics in the region and state. The partnership Waubensee Community College has with Southern Fox Valley EMS provides students with increased opportunity to attend clinical and field experiences. The program is an accredited program and goes through a continuous review. Through the use of data analysis, advisory committee input, and evaluation of student learning outcomes, the program makes adjustments to best meet the needs of the students and the industry.</p>
<p>Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Increase returns on Resource Allocation Matrix to 70%. <ol style="list-style-type: none"> a. Identify all stakeholders required to complete. b. Send out surveys to all identified partners. c. Follow up with stakeholders on completing 1. Improve first time NREMT-P exam pass rate to 65% from 54%. <ol style="list-style-type: none"> a. Review Statistical data from current course exams. b. Identify negative trends on specific exams. c. Review content and look for areas of improvement. 2. Expand student opportunities in the clinical setting by adding at least one specialty site for pediatrics. <ol style="list-style-type: none"> a. Identify potential clinical opportunities for expansion. b. Contact site to start discussion on clinical opportunities. c. Establish clinical affiliation agreement. d. Schedule students for rotations.
<p>Responsibility Who is responsible for completing or</p>	<p>Andrea Montgomery, Assistant Professor of Fire Science Technology/EMT</p>

implementing the modifications?	Evan Darger, Adjunct Instructor for EMT-Paramedic/Program Coordinator Jeffrey Gregor, Dean for Health Professions and Public Service
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¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>ACADEMIC YEARS REVIEWED:</i>		FY2016-FY2020		
PROGRAM IDENTIFICATION INFORMATION				
<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>
Management: Human Resources	AAS Degree	60	52.1001	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
1. Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Continued with minor improvements.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.		The program does not have any required prerequisites. Students are provided with recommended prerequisites by course enabling them to follow a defined program sequence.		
3. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The associate in applied science and certificate of achievement programs do not exceed 60 hours for the degree nor 30 hours for the certificate.		
4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.		Paula Hladik, Professor of Business Steven Skaggs, Professor of Business/Information Systems		
5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)		There are many key areas/persons that engaged in this process including, but not limited to, Institutional Effectiveness, Outcomes and Assessment, and general feedback from students. The above-mentioned engagement assisted in the data needed to complete		

Also describe their role or engagement in this process.	this review.
INDICATOR 1: NEED	RESPONSE
6. What is the labor market demand for this program? Include district and regional need (1.1)	According to the EMSI data provided, in 2020, there were 289,720 jobs in the Waubonsee parameters area and 9,081 of those jobs are in Waubonsee district zip codes.
7. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	From 2015 to 2020, the number of jobs has increased by 8.3% in Waubonsee’s new parameter area and 10.8% in the Waubonsee district zip codes. The projections for 2025 show an expected increase of 1.4% in the Waubonsee new parameters area and an increase of 3.8% in the Waubonsee district zip codes.
8. What labor market information sources are utilized? (1.3)	EMSI data was used.
9. Does your enrollment have the capacity to meet the readiness of business and industry?	While we do hope to increase enrollment, we do believe it does have the capacity to meet the readiness of business and industry.
10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)	We rely on the traditional marketing efforts of the institution, along with the relationships we have developed with area high school instructors.
11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)	This program is evaluated every five years. Curriculum is evaluated on a cyclical basis every three years. Efforts for program evaluation and continuous improvement include the college’s Curriculum Council, the Outcomes and Assessment Council, Advisory Committees, Annual Program reports, the Program Review process and annual budget and planning meetings.
12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)	The need for the Human Resources Management Degree Program is supported by the EMSI data. Some areas for improvement have been identified. See below. In addition to EMSI data, a curriculum review should be undertaken to explore benchmarking opportunities that may exist among similar programs across the state.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
13. How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? 	Currently, it appears that only direct instructional costs associated with faculty compensation are considered. According to that measure, the program cost \$32,140.50, while revenue from tuition and course fees was \$91,993.02.

<ul style="list-style-type: none"> • 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>On a per load hour basis, the program costs \$1,190.39, while the average for CTE was \$2,838.08, and the average for the institution was \$2,201.15.</p> <p>Based on the cost and revenue information provided, it appears that the program is profitable.</p>
14. 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)	N/A
15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)	The program is presently cost effective.
16. 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>The in-district tuition cost for students is \$132 per credit hour. Students must also pay for required texts and other materials (costs vary).</p> <p>Multiple scholarship opportunities exist for students with financial need who enroll at Waubensee Community College.</p>
17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)	No.
INDICATOR 3: QUALITY	RESPONSE
18. Program Learning Outcomes: What are the expected outcomes of the program?	<ul style="list-style-type: none"> • Apply managerial theory to resolve business issues. • Discuss the legal implications of decisions made in business. • Discuss the role of HR within an organization. • Analyze ethical issues as they apply to business administration.
19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.	Outcome and assessment data are examined and evaluated each semester. Modifications to instruction (if needed) are made.
20. What assessment methods are used to ensure student success? (3.17)	Evaluation of one or more of the following: individual and/or team assignments, written assessments, discussions, case-studies.
21. How are these results shared with others at the internally for continuous improvement? (3.18)	Faculty meet to review outcomes and suggest changes.
22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)	<p>Student learning is continuously evaluated and pedagogical changes are made accordingly. We are in the process of reviewing and making changes to one particular course; MGT 220 HR Management II.</p> <p>Note: Curriculum should also be evaluated by a</p>

	<p>competitive comparison. This self study does not take opportunities or threats into account within the SWOT portion of this document. Programs cannot simply evaluate internal functions and must additionally, consider external variables that impact program growth and student learning. These external variables include impact from the institution as a whole; laws and regulations impacting both education and the human resource management profession; technological changes and advancements both institutionally and professionally; evaluate economic and employment trends locally, nationally and globally.</p>
<p>23. What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>Delivery methods for this AAS degree in HRM vary from traditional, face-to-face, hybrid and online.</p> <p>Success rates are believed to be similar in all three formats but in-depth research has not been completed.</p>
<p>24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? 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>Yes, the program is a part of a program of study. However, the current POS application has not been submitted.</p>
<p>25. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<p>Waubonsee Community College is a two-year college providing an entry-level AAS degree in HR Management. Completers can obtain entry-level employment in an HR-related area of business.</p> <p>Completers obtain hands-on experience and can pursue an advanced degree (bachelors or masters) in HR Management, Business, Management or other related degrees, or work towards successful completion of certification for HR generalist or HR specialist.</p> <ul style="list-style-type: none"> • The program is actively working to strengthen this effort. However, the goal is that employer engagement will occur through advisory committees held twice a year. • Students can utilize EMSI Career Coach to take a career assessment, browse careers and programs, and develop their resume. • Certificate and AAS are approved for WIOA support. • Waubonsee is actively engaged with WIOA partners through the workNet Batavia/LWIA5 through monthly partner meetings, partner cross-training, the Business Services Team, and the Career Pathways committee. • Opportunities for credit for prior learning are available on the Industry Certification to College Credit crosswalk. • Courses are offered in a variety of modalities (face-to-face, online and hybrid).

	<ul style="list-style-type: none"> • Student support is available through Academic and Career Advising, Personal Counseling, Tutoring, Technology Loans, the Access Center for Disability Services, the Perkins Support Program, and the Emergency Needs Program. Students may also be referred to WIOA partners for other available supports. • Disaggregated data for the HRM Program is available through IE Equity Reports.
26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)	<p>Waubonsee has piloted an inclusive access approach to textbooks. Students pay at registration for textbook materials and have access to all online learning materials and e-books on day one of classes.</p> <p>Use of SmartBooks has increased reading access and comprehension. Students use their study time more efficiently.</p>
27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)	There is a dual credit opportunity for students for BUS 100 at Aurora Central Catholic. Students also have an opportunity to earn dual credit for required general education courses.
28. Identify work-based learning opportunities 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)	While we offer an elective option for students to participate in an internship/work base learning, many students work either full-time or part time while taking college courses. These work experiences provide opportunities for students to see and experience HRM concepts applied in the real world of work. These experiences are brought into the classroom and shared through discussions and small group work.
29. 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)	N/A
30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)	There are two credentials associated with HRM: SHRM-CP and SHRM-SCP. Individuals may apply for these credentials after achieving appropriate work experience. These certifications are not embedded in the HRM Program of Study.
31. Is this an apprenticeship program? If so, please elaborate. (3.11)	No.
32. If applicable, please list the licensure examination pass rate. (3.12)	N/A
33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)	There are no articulation agreements presently in place for the AAS in HRM.
34. 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)	No partnerships have been developed. We have begun exploring advisory meetings with area businesses.

<p>35. 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 Society for Human Resource Management is a professional organization that offers many opportunities for professional development for teachers and working managers in the field. However, these conferences are very expensive and often exceed the professional development funds allocated to faculty by the college.</p> <p>The Faculty Development and Engagement (FDAE) Division provides professional development offerings regularly throughout the year (both planned and on-demand). In addition to the training provided by FDAE, faculty are encouraged to utilize budgeted professional development funds for industry specific opportunities. During this past year, professional development opportunities were impacted by the pandemic.</p>
<p>36. What is the status of the current technology and equipment used for this program? (3.16)</p>	<p>Technology used in this program includes computers, laptops, tablets and/or cellular telephones with standard software, microphone, webcam, earbuds, optional stylus and an internet connection. Access to this technology varies across the college's districts.</p>
<p>37. How satisfied are students with their preparation for employment? (3.20)</p>	<p>An annual CTE student survey is administered; however, there are future plans for a program specific survey to be developed and administered. Based upon current mechanisms for student feedback, it appears that they are satisfied.</p>
<p>38. How is student satisfaction information collected? (3.21)</p>	<p>A student satisfaction survey (SSI), is collected, institutionally, every 2-3 years.</p>
<p>39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)</p>	<p>We have begun exploring ways to strengthen advisory meetings with area businesses. Waubensee sponsors three career fairs per year and employers from across the college district have the opportunity to engage with students.</p>
<p>40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)</p>	<p>The Program Advisory committee serves to make recommendations. This committee could be improved by taking them virtual, via zoom.</p>
<p>41. How satisfied are employers in the preparation of the program's graduates? (3.24)</p>	<p>Advisory Committee meeting members appear satisfied.</p>
<p>42. How is employer satisfaction information collected? (3.25)</p>	<p>Verbally from employers at the Advisory Committee meetings.</p>
<p>43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)</p>	<p>Members would like to see Advisory Committee meetings moved to a virtual format.</p>

44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

There may be technological barriers in our college district that may contribute, in part, to the program enrollment and retention data.

EMSI data suggests there may be a slightly higher enrollment for both first time college-students and returning adults. These two populations may have different or shared need for additional support services.

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>	Management: Human Resources				
<i>CIP CODE</i>	52.1001				
	<i>YEAR 1 (FY2016)</i>	<i>YEAR 2 (FY2017)</i>	<i>YEAR 3 (FY2018)</i>	<i>YEAR 4 (FY2019)</i>	<i>YEAR 5 (FY2020)</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	50	51	38	40	42
<i>NUMBER OF COMPLETERS</i>	9	4	4	7	5
<i>OTHER (PLEASE IDENTIFY)</i>					
45. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above? Elaborate.	<p>Based on our previous five-year data report, the HRM AAS degree enrollment goal should be an average of 44 students.</p> <p>Based on our previous five-year data report, the HRM AAS degree completion goal should be an average of 5.8 students.</p> <p>Based on our previous five-year data report, the HRM AAS degree, persistence rate goal should be 60.2%.</p> <p>The goal for student success has been set as 75-80% of students will earn an A, B, or C letter grade in all courses in the AAS in HRM degree.</p>				
46. What disaggregated data was reviewed?	The Waubensee issued equity report and the program comparison report.				
47. Were there gaps in the data? Please explain.	There is a gap in program enrollment by gender: 81% Female and 19% male.				
48. What suggestions do you have to overcome any identifiable gaps?	We suggest further investigation by comparing the Waubensee data to the national average in this category.				
49. Are the students served in this program representative of the total student population? Please explain.	<p>Data indicates that students in this program are 81% female and 19% male, which aligns with the college trend that more females enroll overall. The data shows a greater percentage by race for Latinx students.</p> <p>The data also show that 21% of students enrolled in this program are black compared to 8% overall at the college.</p>				

	(See #7 and #8 on program comparison report.)
GOAL PLANNING	
50. What are the program's strengths? (3.1)	<ol style="list-style-type: none"> 1. Skilled and knowledgeable faculty 2. Program is cost effective and profitable 3. Course and program outcomes are being achieved 4. Few competitors in our geographic area 5. Online program/courses 6. Flexible student learning options 7. Ready access to counseling and advising
51. What are the identified or potential weaknesses of the program? (3.2)	<ol style="list-style-type: none"> 1. No program director/coordinator 2. Not all students have adequate technology 3. Low attendance at Advisory Committee meetings 4. No 2+2 articulation agreements exist for this program 5. Curriculum development, i.e. courses may need alignment for future articulation 6. New/advanced skill sets may be needed for new/modified curriculum.
52. Describe actions that can be implemented to turn potential weaknesses into strengths.	<p>This program has the opportunity to:</p> <ol style="list-style-type: none"> 1. Create a program director position and provide stipend and paid time for future curriculum development and outcomes and internship development opportunities. 2. Administrator and (if new program director approved), can develop 2+2 agreements and improve marketing of the program. 3. Faculty, administrators and staff can assist in connecting students to grant funds available for technological needs and college emergency funds when necessary. 4. Faculty, administrators and staff can improve communications with students about available resources, both financial and academic/personal counseling via academic alert system, counseling referrals and accommodation resources. 5. The program and staff can conduct a trial of virtual advisory committee meetings, include invitations to all stakeholders. 6. The college can explore 2+2 agreements with various four-year schools. 7. Faculty will continue to work on curriculum development and alignment.
53. Program Goals: List three measurable goals to work on over the next five years that address needs identified in this review. Make sure that each aligns with the Educational Affairs plan.	<p>Waubonsee Community College Institutional Strategic Goals: https://www.waubonsee.edu/sites/default/files/docs/2020-08/StrategicPlanBrochure%2720-22%2011.51.20%20AM.pdf</p> <p>The following response demonstrates the alignment of Waubonsee's AAS in HR Management goals with the strategic goals of the institution for 2020, 2021 and 2022.</p> <p>Waubonsee Community Connections Strategic Goal #1: Waubonsee partners with our community members and alumni to promote cultural and economic development, civic partnerships, and lifetime educational opportunities.</p>

<p>56. Summary Rationale Please provide a brief rationale for the chosen action above.</p>	<p>The program will be continued with minor modifications that address the needs for an articulation agreement that create another pathway for students beyond Waubensee; strengthening of the advisory committee to better meet/support the needs of the program/industry/students; a comprehensive review of core major classes; and exploration of a program specific program survey.</p>
<p>Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> • Work with internal stakeholders to develop an articulation agreement with a four-year institution that offer advanced studies in HRM. AY 21-22 • Refine the membership of the advisory committee. AY 21-22 • Review the core program requirements and the supporting courses to determine that the program is in line with industry needs. AY 21-22 • Explore the creation and implementation of a program specific survey tool to gauge both student and employer satisfaction
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Faculty will engage in this work with the support of the academic division and other key stakeholders.</p>

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

CAREER & TECHNICAL EDUCATION				
<i>COLLEGE NAME:</i>		Waubonsee Community College		
<i>ACADEMIC YEARS REVIEWED:</i>		FY2016-FY2020		
PROGRAM IDENTIFICATION INFORMATION				
<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>
Human Services	AAS Degree	60	51.1501	Addictions Counseling (30 credit hours) Alcohol and Drug Counselor Post-Baccalaureate (16 credit hours)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
1. Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Continued with minor improvements.		
CTE PROGRAM REVIEW ANALYSIS				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.		There are no prerequisites for this program with respect to both the AAS degree (Program 650A) and the Addictions Counseling Certificate (Program 652B). Admission to the Post Baccalaureate Certificate (Program 655B) is restricted to students who have obtained a bachelors or graduate degree in human services.		
3. Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		Not applicable.		
4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this		Michael Moran, Assistant Professor of Human Services (Lead Reviewer) Jeff Gregor, Dean, Health Professions and Public Service (Supplemental Reviewer)		

<p>program. Also describe their role or engagement in this process.</p>	<p>Toni Ford, Program Development Coordinator (Supplemental Reviewer)</p>
<p>5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>The following members of the Human Services Advisory Committee provide input and feedback regarding interns, industry trends, and employer needs, as part of a recently completed Program of Study and/or Advisory Committee meetings regarding the Human Services Program:</p> <p>Robert Chapman, Clinical Director, Gateway Foundation</p> <p>Angelica Delgado, Executive Director, IDS Services</p> <p>Steve Fiorito, Director, Tools for Life</p> <p>Jennifer Geltz, Clinical Director, Breaking Free, Inc.</p> <p>Barb Jeffers, Executive Director, Kane County Health Department</p> <p>Jerry Murphy, Executive Director, INC Board</p> <p>Alisa Neary, Clinical Director, Mutual Ground</p> <p>Ron Partch, Director, DUI and Behavioral Health Counseling of Plano</p> <p>Cynthia Pauley, Senior Counselor, Breaking Free, Inc.</p> <p>John Ryan, Program Director, Stepping Stones Treatment Center</p> <p>Stan Rocush, Executive Director, Care Clinics</p> <p>Jim Scarpace, Executive Director, Gateway Foundation</p> <p>Herb Stricklin, Clinical Director, Breaking Free, Inc.</p> <p>Michael Warren, Clinician, Amita Mercy Medical Center</p> <p>In addition, the following college representatives provided input and feedback during the Program of Study:</p> <p>Julie Bechtold, Academic and Career Advising Manager</p> <p>Ulysses Diaz, Counselor/Assistant Professor</p> <p>Bob Cofield, Director of School District Partnerships</p>

	<p>Marques Clark, Adult Education Special Programs Manager</p> <p>Alyson Gaspar, Career and Technical Education Services Manager</p> <p>External College representation was provided by: Alison Arendt, Aurora University School of Social Work</p> <p>Alumni input was provided to the Advisory Committee by recent graduates: Gabrielle Lepperd and Jon Wirsz.</p>
INDICATOR 1: NEED	RESPONSE
6. What is the labor market demand for this program? Include district and regional need (1.1)	Based on EMSI data, labor market demand in the region served by Waubensee Community College is slightly below the national average. In 2020, there were 14,559 jobs in this vocation, which is slightly below the expected 15,920 using the national average.
7. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	There has been slight job growth of 3.6% in the past five years. A continuing slight increase in job growth averaging 5.9% is expected over the next five years.
8. What labor market information sources are utilized? (1.3)	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. EMSI looks at job postings, college enrollment and completion in degree programs.
9. Does your enrollment have the capacity to meet the readiness of business and industry?	The continued development of more flexible course offerings, i.e., online, hybrid and traditional, and development and offering of specialty courses would increase the capacity to meet the business and industry readiness.
10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)	Attracting a significant number of adult/non-traditional students, we continue to recruit by word of mouth, referrals from alumni, local treatment agencies and other certified professionals or as referrals from the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) website. Program faculty are present at college events recruiting students for the health professions, and marketing materials developed by the college Marketing and Communications Department are available in print and online format.
11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)	Program changes are initiated by faculty through review of enrollment and performance data and by incorporating suggestions from the advisory committee and from the Illinois Certification Board, the accrediting body, for the alcohol and other drug counselor certificate. Discussion/review with the department dean precedes submission of the changes to the college’s Curriculum Council.

<p>12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>Indicated modifications are as follows. The program will benefit by expanding the number of internship/fieldwork sites available to students; by increasing the number of specialty human service courses available to students by continuing to expand the flexibility of course delivery; by developing dual credit courses with local high school districts; by developing recruitment materials that target nontraditional students.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>
<p>13. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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>While direct costs related to program faculty are available, the institution is developing a more comprehensive framework for assessing the cost-effectiveness of CTE programs.</p> <p>The costs are comparable to other similar programs at the college. Tuition and standard course fees are the same. This program does not require specialized equipment, keeping the costs to students as low as possible.</p> <p>The college uses a combination of funding sources from both state and federal sources as well as some offset of costs by student fees.</p>
<p>14. 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>The program does not utilize grant funding as a revenue source.</p>
<p>15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)</p>	<p>The college will continue to look at methods to reduce student and material costs for this program, i.e., through the use of Open Educational Resources, and at increasing enrollment to reduce “per student” costs.</p>
<p>16. 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>Student costs are related to tuition and book/material fees. In addition to assisting students in identifying scholarship and grant resources, Perkins funds have been utilized by eligible students for transportation and textbook support.</p>
<p>17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)</p>	<p>See X:\APR_HSV\2020-2021\Program Cost Report for the complete cost report.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>
<p>18. Program Learning Outcomes: What are the expected outcomes of the program?</p>	<p>There are six program outcomes for the AAS in Human Services (Program 650A):</p> <ol style="list-style-type: none"> 1. Perform professional responsibilities in accordance with the values, ethical and legal standards of the human services profession. 2. Write proper documentation in case notes or files. 3. Choose culturally responsive strategies utilized to strengthen professional practice and enhance service outcomes.

	<ol style="list-style-type: none"> 4. Plan appropriate services or intervention strategies for client service needs. 5. Describe appropriate interventions for individuals, families or groups of clients utilizing principles of evidence-based practice for direct care services. 6. Evaluate the outcomes of client services. <p>There are three program outcomes for the Post Baccalaureate Certificate (Program 655B):</p> <ol style="list-style-type: none"> 1. Explain the ethical and legal requirements applicable to the delivery of services in a variety of practices and settings. 2. Demonstrate proficiency in the core functions for Certified Alcohol and Drug Counselors (CADC) identified by the Illinois Alcohol and Other Drug Abuse Professional Certification Association. 3. Apply ethical principles to make decisions regarding client care and service delivery. <p>There are two Program Outcomes for the Addiction Counseling Certificate Program (Program 652 B):</p> <ol style="list-style-type: none"> 1. Administer accurate screenings and assessments of substance use disorders using applicable diagnostic and placement criteria. 2. Use evidence-based strategies to counsel in group, individual or family sessions.
<p>19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>While more comprehensive assessment of program outcomes is underway, Human Services Program outcomes noted above are consistently being achieved in all three programs at the time of student completion.</p> <p>Relying primarily on input from clinical site supervisors, final evaluations of interns at the time of completion have consistently reflected ratings that exceed the minimum standard required for successful completion. Graduates of the program have a 100% pass rate on the statewide certification exam over the past five years.</p> <p>Course learning outcomes are also meeting established targets. If a variance is noted in the achievement of intended outcomes, adjustments are made in the course delivery or instructional methods to improve performance on that outcome. Information about revisions are noted in item #22 below.</p>
<p>20. What assessment methods are used to ensure student success? (3.17)</p>	<p>Outcomes are being assessed using a variety of measures including performance on course examinations, assessment of achievement on class activities and demonstrations, completion of capstone reflection paper, and evaluations by site supervisors of the core functions demonstrated by counselors during</p>

	<p>student internship experiences. Retrospectively student performance on the statewide certification exam for alcohol and drug counselors is being obtained and monitored.</p>
<p>21. How are these results shared with others at the internally for continuous improvement? (3.18)</p>	<p>Results are shared with department dean and assistant dean, Vice President of Educational Affairs, Assistant Vice-President of Education and Workforce Development, adjunct faculty and members of the advisory committee for review and input.</p>
<p>22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)</p>	<p>In the past five years, the following curriculum revisions have been made to improve both learning and program quality. Updated textbooks have been adopted for the following courses: HSV 115, Crisis Intervention; HSV 120, Introduction to Substance Use Disorder; HSV 140, Assessment and Treatment of the Dual-Disordered Client; and HSV 210, Psychopharmacology and the Addictive Process. The use of a student-oriented Electronic Medical Record (EMR) has been incorporated into HSV 220, The Role of Professional Addiction Counselors, to meet agency and accrediting body standards. The use of demonstrations, re-enactments, role-play and active/experiential learning activities has increased. Ten laptop computers with webcams were acquired to allow students to videotape and review their performance of clinical functions, i.e., group facilitation and crisis intervention. An outdated breathalyzer was replaced with a current model to give students experience in using the instrument. Based on input received from the Human Services Advisory Committee, course content was revised to incorporate the clinical skills of motivational interviewing and the constructs of the stages of change model. In addition, updated information regarding the use of medication and medication assisted treatment has been incorporated into three courses, allowing for introduction and reinforcement. Study guides for the certification exam are available to students in their final internship course.</p>
<p>23. What are the delivery methods of this program? (E.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? (3.3)</p>	<p>Courses in the program are available in a variety of delivery methods including traditional, hybrid, and online. Student achievement related to course learning outcomes and institutional learning outcomes are being collected and reviewed for improvement opportunities. The collection of program learning outcomes is now being implemented in a more systematic manner.</p>
<p>24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? 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>No. The college is currently working on looking into approval for a Program of Study.</p>

<p>25. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<p>This program does not meet the definition of a career pathway program. As reflected in this report, the program does incorporate all elements of career pathway programs. Labor data is reviewed on an annual basis to identify and respond to local and statewide trends to prepare students for the current and future workplace. The Human Services Advisory Committee and separate Program of Study Committee have been used to provide workplace-developed input on program educational needs and skill-development approaches that translate to immediate application in the workplace. Accredited by the Illinois Certification Board, the program develops curriculum that corresponds with state-specific employment credentials. These relationships will continue to maintain and enhance the program's relationship with local and regional employers.</p>
<p>26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)</p>	<p>While there are many similarities between the Human Services Program of Waubonsee and other schools, the use of a student-oriented electronic medical record would be useful and of interest to other similar programs.</p>
<p>27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)</p>	<p>While discussions are underway with local school districts, there are no dual credit opportunities at present time.</p>
<p>28. Identify work-based learning opportunities 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>All students enrolled in Program 650A and 652B are required to complete an internship of a minimum of 500 hours at a licensed substance use disorder treatment facility in Illinois. Students enrolled in Program 655B are required to complete an internship of 320 hours at a licensed substance use disorder treatment facility in Illinois.</p>
<p>29. 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 accredited by the Illinois Certification Board leading to certification as an Alcohol and Other Drug Counselor (CADC) in Illinois as both a preparatory and advanced training program for alcohol and other drug counselors in Illinois. The current accreditation period is from September 2019 through August 2021.</p>
<p>30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>The credential referenced above (CADC) is required to work as a substance use disorder counselor in the state of Illinois. As an accredited program, students are provided with the education and supervised clinical experience in the core clinical functions identified by the Certification Board to work as a Certified Alcohol and Other Drug Counselor (CADC) in Illinois.</p>
<p>31. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>Although clinical internships are required, there are no apprenticeships incorporated in this program.</p>
<p>32. If applicable, please list the licensure examination pass rate. (3.12)</p>	<p>Graduates continue to do very well on the certification examination. Since the exam was revised in 2017, we have had a 100% success rate.</p>

<p>33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)</p>	<p>Waubonsee Community College has transfer partnership agreements with the following schools for students completing their associates degree in human services: Chicago School of Professional Psychology, Eastern Illinois University, Franklin University, Governors State University, Indiana Wesleyan University, and Northern Illinois University.</p>
<p>34. 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>In addition to the academic relationships noted above, the Human Services Program is consistently entering into agreements with qualified internship sites. At the present time, we have agreements with 12 licensed SUD treatment providers to serve as internship sites. We continue to seek additional sites to increase the settings and level of care that our students are able to access.</p>
<p>35. 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 Community College provides ongoing faculty development opportunities for full-time and adjunct faculty. Faculty development falls under the auspices of the Office of Faculty Development and Engagement. The office coordinates the provision of instructional support services, i.e., Zoom, Kaltura, Canvas, and also arranges for recurring learning opportunities during faculty development days prior to the fall and spring semester. Targeted opportunities for development in recent years have focused on the use of high impact practices to address equity in learning, the Association of College and University Educators (ACUE) course addressing effective teaching practices, and cultural proficiency. The Assessment unit, housed in the Office of Learning Outcomes, Curriculum, and Program Development, provides faculty support in course design, assessment of learning, learning improvement, and learning improvement cycles.</p>
<p>36. What is the status of the current technology and equipment used for this program? (3.16)</p>	<p>The program has limited technology and equipment needs. As referenced above, the use of a student EMR has been incorporated into the program, along with breathalyzers and laptops with video cameras for skill demonstration.</p>
<p>37. How satisfied are students with their preparation for employment? (3.20)</p>	<p>While student evaluation of courses and instructors occurs each semester, student satisfaction with their preparation for employment has not been formally assessed.</p>
<p>38. How is student satisfaction information collected? (3.21)</p>	<p>As noted above, while this is not currently assessed, a framework for the assessment of this indicator will be developed and implemented by program faculty and the division.</p>
<p>39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)</p>	<p>Employers are engaged in the program in two ways. The first is through their involvement as an internship site, providing work-based learning opportunities for students at the end of the program. In this role, they are providing supervised clinical experiences for students as they enter the profession. The second form of involvement is as members of the Human Services Advisory Committee. This committee is comprised of agency representatives joined by college faculty and staff. Meeting biannually, this committee reviews course requirements and content; provides</p>

	recommendations for content, course design and new course development; reviews intern preparation and performance information with an emphasis on program design that prepares students for employment as a certified SUD counselor.
40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)	The advisory committee contributes to the quality of the program by strengthening the link between theory and practice, i.e., by providing feedback on workplace performance and suggestions on coursework revisions that would strengthen workplace performance. The engagement could be improved by increasing the number of informal contacts/conversations held with committee members outside of the biannual meetings, and by engaging them in classroom learning activities prior to students reaching the final internship stage of the program.
41. How satisfied are employers in the preparation of the program's graduates? (3.24)	While feedback from advisory committee members has been positive and complementary and many graduates have been hired by agencies at which they interned, the feedback is anecdotal.
42. How is employer satisfaction information collected? (3.25)	Similar to Item #38 above, a framework for the assessment of this measure will be developed and implemented by program faculty and the division.
43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)	Based on the information noted here, a method for assessing both student and employer satisfaction with the program will be developed. Efforts to secure additional sites for fieldwork will be implemented to increase student options at the completion of the program.

44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

- The following barriers have been encountered while implementing the program.
- 1) Course-sequencing and open enrollment policies: As an open enrollment institution, students can enroll in courses without accessing advising to determine the optimal course sequencing. This results in knowledge gaps and difficulty successfully completing advanced courses in the sequence. Course deficits can also result in program completion delays due to postponed clinical internships.
 - 2) Limited Course Offerings: The number of entry level courses for the program have been reduced in recent years, and face-to-face classes at the downtown Aurora Campus in the entry courses have been eliminated, requiring students to travel to the Sugar Grove Campus to enroll in traditional, face-to-face classes.
 - 3) Internship site availability and placement: Students enrolled in the program are competing with students enrolled at other schools for limited internship spots, resulting in delays in completing program requirements.
 - 4) Tutoring and support services: With a small program enrollment, students in the program are unable to obtain program/discipline specific tutoring and support from the Academic Support Center.
 - 5) Nontraditional student recruitment: While the program attracts older, non-traditional students, recruitment efforts have not been developed to reach and engage this population of potential students.

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>	Human Services				
<i>CIP CODE</i>	51.1501				
	<i>YEAR 1</i> (FY2016)	<i>YEAR 2</i> (FY2017)	<i>YEAR 3</i> (FY2018)	<i>YEAR 4</i> (FY2019)	<i>YEAR 5</i> (FY2020)
<i>NUMBER OF STUDENTS ENROLLED</i>	125	137	113	64	67
<i>NUMBER OF COMPLETERS</i>	13	29	14	17	12
<i>OTHER (PLEASE IDENTIFY)</i>					
45. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above? Elaborate.	<p>While some of the data referred to in this report are described in additional detail below, the following program goals are the result of this review.</p> <ol style="list-style-type: none"> 1) Program enrollment has been declining over the past five years, with 2020 enrollment at 76.4% of 2016 enrollment. In reflection of this, the program goal is to reverse the decline and reflect a 5% increase in enrollment per year for the coming five-year period. 2) Total program completion has declined, in part, a reflection of program enrollment. Retention as a measure of persistence across all three certificate options has shown slight increases in the past five years. The program goal is to increase completion rate consistent with enrollment increases, while maintaining a retention rate that meets or exceeds the college retention rate. 3) Additional data on student success is reviewed in Items #47 and 48 below. The program goal is to continue to monitor success data across all certificate options and all demographic factors being collected to track and support equitable learning for students. <p>Additional discussion of the data used can be found in Items 46 - 49 below.</p>				
46. What disaggregated data was reviewed?	<p>The data set reviewed included those students enrolled in one of the three certificate options available within this program, sourced from Banner. Data reviewed included: Unduplicated Program Enrollment, Fall-to-Spring Retention, 2020 Enrollment Demographic Breakdown, Withdrawal Demographic Breakdown, and Success Demographic Breakdown (subsets by Race, Gender, and Age Group), Average Terms to Degree/Certificates, and Degrees Earned within three Years. Program data was compared with college with respect to All Credit Enrollment, All Credit Spring-to-Fall Retention, 2020 Credit Enrollment by Race, Gender and Age Group, Average Terms to Degree/Certificates and Degrees Earned within three Years. Additionally, Course Summary Reports reflecting Total Credit Hours, Total Enrollment, Success Rate, Withdrawal Rate, Grade Distribution, and Course Instruction Modality were reviewed.</p>				

<p>47. Were there gaps in the data? Please explain.</p>	<p>Success data over the past five years analyzed by race, gender and age yields the following results:</p> <p>Race: While the total number of Asian students was relatively small (n=11), the success rate for students identifying as Asian (55.75%) was significantly lower than the success rate for all other racial groups. The success rate for the three largest racial groups (Black, Latinx and White) ranged between 78.2% and 84.2%, suggesting minor differences in success between those groups. The total number of students identifying as “Other” is also relatively small (n=8), but their success rate of 85% is in line with the three largest racial groups.</p> <p>Gender: While the total number of female students enrolled is significantly higher than the number of male students, success for each group is comparable. 83.8% of female students have been successful and 80.6% of the males have been successful.</p> <p>Age Group: There are minor variances in success by age. The lowest success rate by age is students in the 26-year-old grouping, with a 78.8% success rate. The highest success rate by age is students in the 56-99-year-old grouping, with a 90.8 % success rate.</p> <p>Looking at persistence as reflected in withdrawal rates, data from the past five years analyzed by race, gender and age yields the following results:</p> <p>Race: Two of the identified racial groups (Asian and Other) had no students withdraw in that time frame. The remaining racial groups have similar withdrawal rates, as noted here in ascending order: Black, 5.6% withdrawal rate; Latinx, 6.2% withdrawal rate; and White, 7.8% withdrawal rate.</p> <p>Gender: Females had a 6.8% withdrawal rate; males had a 7.6% withdrawal rate.</p> <p>Age Group: Students in the 46-55-year-old age group had a significantly lower withdrawal rate of 3.6% compared with all other groups. The range for the remaining age groups was narrow, with a low rate of 6.4% for students in the 55-99-year-old age group and the highest rate of 8.2% for students in the 26-35-year-old age group.</p>
<p>48. What suggestions do you have to overcome any identifiable gaps?</p>	<p>The differences noted here in terms of success and persistence suggest relatively comparable performance for students across the variables of race, gender and age. All measures will continue to be monitored to support equitable learning for students enrolled in the programs.</p>
<p>49. Are the students served in this program representative of the total student population? Please explain.</p>	<p>Students served in this program vary from the total student population as described here:</p> <p>With respect to Enrollment by Race, the percentage of program enrollment over the past five years is compared with college enrollment in 2020. While the largest percentage of enrolled students is categorized as White and Latinx, the program consistently enrolls a higher percentage of White and Black students in comparison to the college-wide enrollment, and is under-represented in the other racial categories.</p>

Race	Program Percentage	College Percentage 2020
Asian	1.17%	4.0%
Black	13.65%	6.0%
Latinx	24.41%	30.0%
Other	.85%	1.0%
White	59.91%	46.0%

With respect to enrollment by Gender, the percentage of program enrollment over the past five years is compared with college enrollment in 2020. Program enrollment is significantly skewed with a higher percentage of females enrolled in comparison to college-wide enrollment.

Gender	Program Percentage	College Enrollment 2020
Female	78.89%	56.0%
Male	21.10%	44.0%

With respect to enrollment by Age Group, again the percentage of program enrollment over the past five years is compared with college enrollment in 2020. Program enrollment is significantly skewed towards students over the age of 22, with the greatest variance found in the 26-35 age group.

Age Group	Program Percentage	College Enrollment 2020
18-21	17.78%	59%
22-25	20.03%	18%
26-35	37.81%	14%
36-45	6.31%	6%
46-55	5.87%	3%
56 -99	12.18%	1%

As is evident, students in this program tend to be non-traditional in several ways, tending to be older than their counterparts at Waubensee Community College, more likely to be female, and more likely to identify as White, followed by Black, followed by Latinx.

GOAL PLANNING

50. What are the program's strengths? (3.1)

Based on feedback from the Human Services Advisory Committee, the primary strength of the program is reflected in the preparedness of program graduates to enter the SUD counseling profession with both the knowledge required to operate in clinical treatment settings and competency in the core functions identified, as essential for certified alcohol and other drug counselors. Program faculty, both full-time and adjunct, bring experience from the SUD treatment environment into the classroom, assisting students in making the link between theory and practice. The program's combination of theoretical and experiential classes provides students with the opportunity to develop their skills before implementing them in the workplace. Results on the statewide certification exam, with a 100% pass rate since the exam was revised in 2017, confirm the program's strength in preparing students for the certification exam. The inclusion of a student friendly electronic medical record strengthens a student's preparation for employment. The use of

	multiple classroom delivery modalities, i.e., traditional, online or hybrid, increases student access to the program.
51. What are the identified or potential weaknesses of the program? (3.2)	With limited full-time faculty, the number of gateway courses for the program has decreased in recent years, limiting the number of students beginning the program, translating to fewer completions per year. Fewer adjunct instructors have been utilized, resulting in less exposure to alternate perspectives in the classroom. The program has become heavily focused on SUD counseling as a result of the accreditation by the Illinois Certification Board, resulting in fewer course offerings for students interested in other aspects of human services besides SUD counseling. As noted in enrollment data, the program has attracted fewer traditional age students than college enrollment in general.
52. Describe actions that can be implemented to turn potential weaknesses into strengths.	Increasing partnerships and linkages with local and regional human service non-SUD treatment employers has the potential to identify additional workforce needs beyond the SUD treatment setting. These additional needs could result in the development of additional courses and the need for additional faculty, providing increased access to the program. Creative strategies for reaching non-traditional students could result in an increase in current enrollment. In addition, partnerships with local secondary schools could create the opportunity for dual credit courses that could attract students to a human service career and increase enrollment in a more traditional college-age population
53. Program Goals: List three measurable goals to work on over the next five years that address needs identified in this review. Make sure that each aligns with the Educational Affairs plan.	The following goals would address the needs identified in this review. <ol style="list-style-type: none"> 1. Expand the Human Services Advisory Committee to include at least one representative from a non-SUD treatment agency. 2. Develop at least one course and/or revise an existing course to address the identified needs of our local human service partners. 3. Establish at least one dual credit course with a secondary partner. 4. Increase enrollment by 10% between secondary and post-secondary students in identified areas of need.
54. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).	The following resources and support would be required to accomplish the goals noted above. <ol style="list-style-type: none"> 1. College administrative and departmental support for expansion of Advisory Committee and creation of additional programs that address the workforce needs of local and regional employers. 2. College administrative and departmental support for expansion of enrollment options and locations for gateway courses of the program. 3. College administrative and marketing support for targeted expanded student outreach and recruitment efforts. 4. College administrative and departmental support for the development of dual credit courses with local secondary schools.

REVIEW RESULTS

<p>55. Action</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>56. Summary Rationale Please provide a brief rationale for the chosen action above.</p>	<p>The actions noted will directly address the goals identified in Item #53 above. Success in these efforts strengthens the program, it's relationship with the network of local and regional human service agencies, and our ability to prepare students to meet current and future workforce needs.</p>
<p>Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Goal: Expand the Human Services Advisory Committee to include at least one representative from a non-SUD treatment agency. <ol style="list-style-type: none"> a. Step 1: Obtain College and Department endorsement of the goal. Target Date: End of Spring 2021 semester. b. Step 2: Identify potential partners for recruitment to advisory committee. Target Date: Fall 2021. c. Step 2: New member join Advisory Committee meeting in Fall 2021. 2. Goal: Develop at least one course and/or revise an existing course to address the identified needs of our local human service partners. <ol style="list-style-type: none"> a. Step 1: Conduct surveys and/or focus groups with local human service (non-SUD) agencies regarding agency employment gaps and needs. Target Date: End of Fall 2021 semester. b. Step 2: Review and analyze data and complete summary report for distribution to college administration, department and advisory committee. Target Date: Early Spring 2022 semester. c. Step 3: Review with Advisory Committee and determine next steps. Target Date: End of Spring 2022 semester. d. Step 4: Prioritize courses and/or course sequences needed to address needs identified above. Review with department and Advisory Committee. Target Date: Fall 2022 semester. a. Step 5: Submit planned program, course revisions or course proposals to Curriculum Council. Target Date: Spring 2023 semester. b. Step 6: Add additional courses or programs to college catalog and course schedule. Target Date: Available Fall, 2023 semester. 3. Goal: Establishing at least one dual credit course with a secondary partner. <ol style="list-style-type: none"> a. Step 1: Arrange meeting with Director of School District Partnerships to facilitate introductions to potential school district partners. Target Date: Fall 2021 semester.

	<ul style="list-style-type: none"> b. Step 2: Coordinate implementation of course with Director of School District Partnerships and established secondary partner. Target Date: Fall 2022. <ul style="list-style-type: none"> 4. Increase enrollment by 10% between secondary and post-secondary students in identified areas of need. <ul style="list-style-type: none"> a. Step 1: Arrange meeting with Marketing and Communications Department and dean to develop coordinated multi-year marketing and outreach plan. Target Date: Fall 2021 semester.
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Primary responsibility is with full-time faculty/Assistant Professor of Human Services, Michael Moran. Secondary responsibility lies with the individuals or departments noted in the action steps.</p>

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

CAREER & TECHNICAL EDUCATION

COLLEGE NAME: Waubonsee Community College

ACADEMIC YEARS REVIEWED: FY2016-FY2020

<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>
Medical Assistant	Certificate	32	51.0801	

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

1. Past Program Review Action

What action was reported last time the program was reviewed? Were these actions completed?

Continued with minor improvements.

CTE PROGRAM REVIEW ANALYSIS

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

2. Review pre-requisites for this program. Please elaborate on any findings or revisions moving forward.

No revisions need to be made at this time.

<p>3. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Per the Medical Assistant Education Review Board, there are 197 competencies that must be taught and evaluated for each student to be eligible to take the CMA(AAMA) national exam. These competencies fall into each of the courses taught in the Medical Assistant Program.</p>
<p>4. Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Lisa Giese, CMA(AAMA) Program Director/Instructor Medical Assistant/Phlebotomy, completed this program review. Jeffrey Gregor, Dean for Health Professions and Public Service, assisted in completing & reviewing this document for completeness and accuracy.</p>
<p>5. Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Medical Assistant Advisory Board; Dean for Learning Outcomes, Curriculum and Program Development</p>
<p><i>INDICATOR 1: NEED</i></p>	<p><i>RESPONSE</i></p>
<p>6. What is the labor market demand for this program? Include district and regional need (1.1)</p>	<p>According to labor market reports, there will be an 8.7% increase in medical assistant positions in our district, a 9% increase in our region, and a 9.4% increase in our state between 2020 and 2025.</p>
<p>7. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>From 2015 to 2020, occupational demand in the district grew by 9.8% and in the state by 13.4%. Over the past five years, growth was not significant, but demand grew in the past two years when hospitals started to buy out physician practices in our geographical area. This led to an increase in medical assistant jobs and a regional compensation increase. Our regional pay is 5% above the national average. The 2018 median wage in our district was \$35,274, while the national average was \$33,613.</p> <p>Since the COVID-19 pandemic, there is an even higher demand for medical assistants in our district. Physician offices and clinics are offering sign on bonuses and increased salaries for their medical assistant positions.</p>

<p>8. What labor market information sources are utilized? (1.3)</p>	<p>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. EMSI looks at job postings, college enrollment and completion in degree programs.</p>
<p>9. Does your enrollment have the capacity to meet the readiness of business and industry?</p>	<p>Currently there are more employment opportunities than student graduates by a large margin. Our goal is to help fill the gap between need and graduates.</p>
<p>10. How does the institution and program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this Program?) (1.4)</p>	<p>During the academic year, Waubonsee Community College will hold CTE events, open houses, pathway events with area high schools, and advertisements on Facebook and Twitter. The college website has easy to find information about the program as well.</p>
<p>11. How are programs need or changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Program changes are initiated by faculty through review of enrollment and performance data and by incorporating suggestions from the advisory committee.</p>
<p>12. Did the review of program need above result in any consideration future actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, and reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>Another pathway was added to the Medical Assistant Program application process. Currently, there are two options to apply for the program. Option A is to pass the PAX exam with documentation of verbal, math and science scores of 50% and a composite score 60%. Option B was added in 2018 with documentation of completion of BIO 260 and HIT 110 with a grade of C or better.</p> <p>In 2018, Waubonsee expanded their externship affiliations in the geographical area by adding Rush Medical Group.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>

<p>13. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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>Faculty continue to review ways to keep costs as low as possible and continuously look for ways to reduce costs when possible.</p> <p>Although Tuition and standard fees are comparable to the costs of other similar programs, there are some course specific fees to assist in the cost of specialized equipment and supplies.</p> <p>The college uses a combination of funding sources from both state and federal sources as well as some offset of costs by student fees.</p>
<p>14. 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>Program costs are not primarily offset by grant funding.</p>
<p>15. What are ways that the college will be increasing the cost- effectiveness of this program? (2.3)</p>	<p>The MA program hired a full-time faculty member to teach and provide program coordination. In response to having a full-time faculty with greater capacity for courses, the program was able to take twice as many students this year.</p> <p>The students' lecture/didactic component overlapped providing the faculty the ability to teach more students with no additional cost associated with workload.</p>
<p>16. 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>Each semester hour costs \$132.00. The MA program has a total of 32 semester hours. Students may have transfer credit applied or have completed and passed some of the general education courses prior to starting the Medical Assistant Program. Books and skill supplies cost on average \$570. Students do have options in renting or purchasing used books.</p> <p>Waubonsee offers assistance with financial aid, Veterans Programs and scholarships.</p>

<p>17. Did the review of program cost result in any consideration of future actions or modifications? Please explain. (2.5)</p>	<p>The review of the program cost did not result in any consideration for future actions or modification at this time.</p>
<p>INDICATOR 3: QUALITY</p>	<p>RESPONSE</p>
<p>18. Program Learning Outcomes: What are the expected outcomes of the program?</p>	<ol style="list-style-type: none"> 1. Perform administrative and clinical medical assisting skills in the delivery of quality patient care. 2. Apply legal standards according to the medical assistant scope of practice. 3. Demonstrate professional and ethical behavior as a health care provider. 4. Communicate effectively with a wide variety of patients from different age groups and cultures.
<p>19. To what extent are course and program learning outcomes being achieved? Give an overview of results from your Plan/Report for Learning Improvement.</p>	<p>Students are being assessed based on the competencies required by the Medical Assistant Education Review Board (MAERB). There are 197 competencies broken down into three categories which are cognitive, psycho motor and affective.</p>
<p>20. What assessment methods are used to ensure student success? (3.17)</p>	<p>The MA program is curriculum mapped with 197 competencies that are met through tests, quizzes, worksheets, presentations, reports and hands-on rubrics.</p> <p>Students fill out course evaluation surveys every 8 weeks. Upon graduation, students complete a graduate survey for the Medical Assistant Program.</p>
<p>21. How are these results shared with others at the internally for continuous improvement? (3.18)</p>	<p>Results are shared with the division dean and assistant dean, Vice President of Educational Affairs, Assistant Vice President of Education and Workforce Development, adjunct faculty and members of the advisory committee for review and input.</p>

<p>22. What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning? (3.19)</p>	<p>Currently we are in the process of adding one lab hour to MLA 210 and MLA 172, as well as one lecture hour to MLA 171 to expedite meeting all cognitive, psychomotor and affective competencies required by the Medical Assisting Education Review Board (MAERB). These revisions are projected to start in the Fall 2021 semester. More revisions to the sequence of courses is being discussed.</p>
<p>23. What are the delivery methods of this program? (E.g. 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 all core classes</p> <p>Online or face to face is offered for non-core courses.</p> <p>During COVID-19, courses were hybrid which consists of face to face and asynchronous online, as well as just online.</p>
<p>24. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? 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>No. The college is currently working on looking into approval for a Program of Study.</p>
<p>25. Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. (3.5)</p>	<p>No. Some of the general education courses are dual credit and can lead to a career pathway. The college is currently reviewing this process.</p>

<p>26. What innovations that contribute to quality or academic success have been implemented within this program that that other colleges would want to learn about? (3.6)</p>	<p>The Waubonsee Community College Medical Assistant Program currently has a 100% pass rate on the CMA(AAMA) national exam. The program does not use simulation; instead it consists of hands-on practice on “real” people (i.e.: other students). We believe that this has led to our success. Our lab is well equipped and mimics an ambulatory care clinic including a physician’s office laboratory.</p>
<p>27. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.7)</p>	<p>PSY100 Introduction to Psychology</p> <ul style="list-style-type: none"> • Batavia High School and West Aurora High School <p>CIS110 Business Information Systems</p> <ul style="list-style-type: none"> • East Aurora High School <p>HIT 110 Medical Terminology</p> <ul style="list-style-type: none"> • Fox Valley Career Center • Indian Valley Vocational Center • West Aurora High School • East Aurora High School
<p>28. Identify work-based learning opportunities 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 will participate in a 160-hour externship at an area outpatient facility once all of the courses in the MA program are passed. Students will build upon the skills they have learned in the classroom with physicians, medical assistants and patients in the clinical setting. This leads to students who are qualified to work as entry level medical assistants in the field. Area clinics comment regularly on the superior quality of the Waubonsee medical assistant graduates.</p>
<p>29. 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 widely preferred for this program. Waubonsee Community College has chosen to voluntarily seek accreditation through MAERB and CAAHEP.</p>
<p>30. Are there industry-recognized credentials embedded within this program? If so, please list. (3.10)</p>	<p>Certified Medical Assistant through the American Association of Medical Assistants (CMA(AAMA))</p>

<p>31. Is this an apprenticeship program? If so, please elaborate. (3.11)</p>	<p>N/A</p>
<p>32. If applicable, please list the licensure examination pass rate. (3.12)</p>	<p>100% pass rate on the CMA(AAMA) national exam</p>
<p>33. What current articulation or cooperative agreements/initiatives are in place for this program? (3.13)</p>	<p>N/A</p>
<p>34. 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. Waubonsee has always had a partnership with Dreyer/Advocate. Since last review, we have added Rush Medical Group, DuPage Medical Group and Northwestern Medical Group.</p>
<p>35. 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>Instructors must retain their CMA(AAMA) status continuously through 60 CEU's every five years or retake the national exam. Waubonsee offers a stipend each fiscal year for national conferences and seminars. There are also professional development courses offered through our Faculty Development Days prior to the start of each semester. Past topics include instructional design, student inclusion, engagement and learning. Training is also provided for technology use in the classroom. Waubonsee has an Office of Faculty Development and Engagement supported by a dean, assistant dean and faculty coordinators.</p>
<p>36. What is the status of the current technology and equipment used for this program? (3.16)</p>	<p>Current technology and equipment used for this program are all in good to excellent condition.</p>
<p>37. How satisfied are students with their preparation for employment? (3.20)</p>	<p>Very satisfied. Students feel well prepared according to the graduate surveys given upon completion of the program.</p>

38. How is student satisfaction information collected? (3.21)	Student satisfaction surveys
39. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.22)	There are employers who are current members on the Waubensee Community College Medical Assistant Advisory Board. These employers also host our student grads for externships and give regular feedback of the needs in their facilities.
40. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.23)	<p>The advisory board meets twice a year to discuss curriculum, trends, needs, equipment and supplies. The advisory board consists of industry affiliates who give feedback on our new student graduates' knowledge and skills.</p> <p>Implementing a Certified Medical Assistant with 5 plus years in the field to our advisory board would be beneficial.</p>
41. How satisfied are employers in the preparation of the program's graduates? (3.24)	Very satisfied according to the employer surveys we send out each November. Most area clinics contact our program director regularly inquiring about and encouraging students to apply for positions before they even finish externships. Open positions are emailed to the program director on a weekly basis from area clinics.
42. How is employer satisfaction information collected? (3.25)	Employer surveys are sent out in November of each year for the most recent graduate cohort.
43. Did the review of program quality result in any consideration of future actions or modifications? Please explain. (3.26)	<p>Adding a Certified Medical Assistant veteran to the advisory board. Condensing the 4-semester program into 3 semesters for appeal to new students.</p> <p>Look into future pathways for the program.</p> <p>Run 2 cohorts per year based on enrollment.</p>

44. List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Students must apply for their graduate certificates from the Medical Assistant Program. These are not automatically generated, therefore, completing student numbers are incorrect. Length of program is long compared to other Medical Assistant Programs of study in the area. Testing accommodations are limited at the Fox Valley Campus which then requires students to test at the Sugar Grove Campus.

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>	Medical Assisting				
<i>CIP CODE</i>	58.0801				
	<i>YEAR 1</i>	<i>YEAR 2</i>	<i>YEAR 3</i>	<i>YEAR 4</i>	<i>YEAR 5</i>
<i>NUMBER OF STUDENTS ENROLLED</i>	12	11	18	24	29
<i>NUMBER OF COMPLETERS</i>	6	3	4	3	13
<i>OTHER (PLEASE IDENTIFY)</i>					
45. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above? Elaborate.	<p>Students must apply for their graduation certificates from the Medical Assistant Program through the Waubensee website. These are not automatically generated and therefore completing student numbers are incorrect. Because of this, as of 2019, students are encouraged and reminded to complete this intent form on a regular basis by their instructor. The program director will also double check that each student has completed the form.</p> <p>Program enrollment has increased due to open houses, CTE events for high schools, and informational events. Current plan to meet with marketing for more ideas on getting the word out to the community during the COVID-19 pandemic.</p> <p>Incorporate an EMR system to better prepare students for employment.</p>				

46. What disaggregated data was reviewed?	Enrollment, withdrawal and success rate based on age, race and gender.
47. Were there gaps in the data? Please explain.	Students did not apply for their certificates of completion from the Medical Assistant Program.
48. What suggestions do you have to overcome any identifiable gaps?	Students need information on how to apply for certificate of completion from instructors. Reminders on completing this form will be given as well.
49. Are the students served in this program representative of the total student population? Please	The students enrolled in the Medical Assistant Program do not represent gender equally in the student population. The medical assisting field is traditionally a female predominate field based on cultural norms.
<i>GOAL PLANNING</i>	
50. What are the program's strengths? (3.1)	There is support from the Medical Assistant Education Review Board enabling competencies to be met. 100% pass rate on CMA national exam. Small lab class sizes for more one-on-one with the instructor. Laboratory and classroom mimic actual area clinics. Most competencies are performed on other students in the program and not through simulation. Excellent reputation in the community.
51. What are the identified or potential weaknesses of the program? (3.2)	Enrollment is low. The Medical Assistant Program is only offered once per year. The program does not currently have an EMR (electronic medical records) course.
52. Describe actions that can be implemented to turn potential weaknesses into strengths.	More marketing, events and visits to area high schools to boost enrollment. Once enrollment and interest are elevated, this would lead to potential offerings of 2 cohorts per year. Look into publishers with EMR training programs.
53. Program Goals: List three measurable goals to work on over the next five years that address needs identified in this review. Make sure that	<ol style="list-style-type: none"> 1. Re-configure program curriculum from 4 semesters into 3 semesters to appeal to current and future students. 2. Add electronic medical records or simulated medical records to the program to strengthen student skills. 3. Marketing of the program during the COVID-19 pandemic.

each aligns with the Educational Affairs plan.	4. Partner and collaborate with industry to ensure the students are learning the current trends in the medical assisting field.
54. Resources and Support: List and describe resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).	<ol style="list-style-type: none"> 1. Program director and Dean for Health Professions and Public Service need to review and revise curriculum. 2. Obtain electronic medical record simulation software or textbook with online simulation activities. Cost to the students or embedded into the program need to be discussed. 3. Meet with Marketing Department for possible ways to promote and advertise the program. 4. A program director should attend national AAMA conference each year for continuing education, innovations, collaboration and ideas for improving the program.
Review Results	
55. Action	<p>X Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
56. Summary Rationale Please provide a brief rationale for the chosen action above.	The Waubonsee Community College Medical Assistant Program went through the re-accreditation process under MAERB and CAAHEP on October 1 & 2, 2020. The visit was very successful and the program is waiting for official re-accreditation status. Due to the increasing need for medical assistants, interest in the program, accreditation status and successful exam pass rate, the Medical Assistant Program will continue with minor improvements.
Intended Action Steps What are the action steps to meet the goals listed above? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> 1. Re-configure program curriculum from 4 semesters into 3 semesters to appeal to current and future students. <ol style="list-style-type: none"> a. Step 1: Evaluate current curriculum to re-organize program pathway. Target Date: Spring 2021. b. Step 2: Obtain Accreditation Approval. Target Date: Spring 2021. c. Step 3: Submit proposed changes to Curriculum Council. Target Date: Spring 2021. d. Step 4: Implement new pathway. Target Date: Fall 2021.

	<ol style="list-style-type: none"> 2. Add electronic medical records or simulated medical record to the program to strengthen student skills. <ol style="list-style-type: none"> a. Step 1: Research existing EMR software products. Target Date: Spring 2021. b. Step 2: Implement new EMR software into program. Target Date: Fall 2021. 3. Implement at least one new marketing strategy to reach more non-traditional students. <ol style="list-style-type: none"> a. Step 1: Reach out to Marketing Department to initiate conversations on possible marketing opportunities. Target Date: Spring 2021. b. Step 2: Implement new marketing product. Target Date: Fall 2022. 4. Increase new agency or veteran representation in Advisory Committee by at least two additional people. <ol style="list-style-type: none"> a. Step 1: Identify underrepresented agencies in college district. Target Date: Fall 2021. b. Step 2: Recruit new Advisory committee members to attend meeting. Target Date: Spring 2022. 5. Increase clinical opportunities for students by adding one additional clinical affiliation site. <ol style="list-style-type: none"> a. Step 1: Identify underrepresented agencies in college district that can provide and enhance clinical experience. Target Date: Fall 2021. b. Step 2: Establish new agreement. Target Date: Spring 2022.
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Lisa Giese, Program Director and Instructor of Medical Assistant/Phlebotomy</p> <p>Jeff Gregor, Dean for Health Professions and Public Service</p>

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity;

(E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

Prior Review Supplemental Information

Include updates on programs or disciplines reviewed in prior years for which action was taken during the current year and/or changes resulted from planning and quality improvement initiatives. This report is only for programs or disciplines that are not already scheduled for review and for which results are not already being reported under another template.

College Name:	Waubonsee Community College
Fiscal Year Reviewed:	FY16-FY20
Review Area/Program or Discipline:	Real Estate Broker
Action	<input type="checkbox"/> Continued with minor improvement <input type="checkbox"/> Significantly modified <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Placed on inactive status <input type="checkbox"/> Scheduled for further review <input checked="" type="checkbox"/> Other, please specify:
Detail all major findings, improvements, or modifications resulting from the prior review.	<p>The Real Estate Broker Certificate of Achievement (Major Code 165B) has been withdrawn and all associated content has been transitioned from credit to non-credit Workforce Education offerings. So while the program was not retained for credit, we are still meeting the needs of this industry by offering the courses for non-credit.</p> <p>This has been a consideration since the last review period, and this past academic year allowed for this change to be implemented. The program is thriving and has been updated to align with the program changes required by the State.</p>

Prior Review Supplemental Information

Include updates on programs or disciplines reviewed in prior years for which action was taken during the current year and/or changes resulted from planning and quality improvement initiatives. This report is only for programs or disciplines that are not already scheduled for review and for which results are not already being reported under another template.

College Name:	Waubonsee Community College
Fiscal Year Reviewed:	FY16-FY20
Review Area/Program or Discipline:	Real Estate Managing Broker
Action	<input type="checkbox"/> Continued with minor improvement <input type="checkbox"/> Significantly modified <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Placed on inactive status <input type="checkbox"/> Scheduled for further review <input checked="" type="checkbox"/> Other, please specify:
Detail all major findings, improvements, or modifications resulting from the prior review.	<p>The Real Estate Managing Broker Certificate of Achievement (Major Code 168A) has been withdrawn and all associated content has been transitioned from credit to non-credit Workforce Education offerings. So while the program was not retained for credit, we are still meeting the needs of this industry by offering the courses for non-credit. This has been a consideration since the last review period, and this past academic year allowed for this change to be implemented. The program is thriving and has been updated to align with the program changes required by the State.</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.

College Name:	Waubonsee Community College
Academic Years Reviewed:	2016-2020
Review Area:	Athletics
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>Waubonsee Community College's Athletics Program consists of 14 teams with approximately 200 student athletes. There is also an intramural program that is open to all students and staff. Waubonsee has scholarships available for 12 of the 14 teams for athletes who reside in Waubonsee District 516. Waubonsee is a member of the Illinois Skyway Collegiate Conference and the National Junior College Athletic Association. There are 13 paid head coaches with 10 paid assistant coaches, along with several volunteers. Supporting them is a full-time staff of an Athletics Manager, Assistant Athletics Manager, Facilities Coordinator, Athletics Trainer and Administrative Assistant. Part-time staff consists of a Sports Information Specialist and an Administrative Assistant. Other staff members include a pool of Game Event Workers, four Federal Work Study positions and a pool of Student Workers. The Athletics Department also works in cooperation with the Counseling Department to have two part-time counselors for the Student-Athletes Taking Academic Responsibility (STAR) and a study hall monitor to focus on the athlete's academic needs. Through our signature STAR program, Waubonsee offers study assistance, counseling and classroom support to keep athletes focused on their education. We provide an environment that is ethical, open, fair, honest, and framed by academic integrity and character building.</p> <p>Facilities for the Athletics Department include a Field House that includes the following: office suite, two basketball courts, turf area, three batting cages, an elevated running track, conference room, classroom, dance studio, concession stand, front foyer, Athletic Training room and locker rooms. Erickson Hall contains the competition gym, locker rooms, Strength and Conditioning room, Esports Arena and the study hall room. Outdoor facilities include a soccer field, softball field, baseball field, batting cages and a cross country/nature trail. In addition, the golf team uses Blackberry Golf Course as their home course and our men and women's tennis teams use Washington Middle School and the Vaughan Tennis Center in Aurora as their home courts. Waubonsee offers limited rental of their facilities to community groups and hosts open gym time for staff and students.</p>

	<p>Waubonsee's Athletics Programs have been tremendously successful over the years and have won more than its share of awards in the past few years. Since 2015, Waubonsee has had numerous NJCAA National Team Finishes including: Baseball 7th in 2016, Women's Basketball 11th in both 2015 and 2016, Men's Basketball 12th in 2017, Men's Soccer 12th in 2017, Softball 12th in 2017, Volleyball 14th in 2019, Men's Cross Country 20th in 2015, Men's Golf 20th in 2015 and Women's Tennis 24th in 2016.</p> <p>Waubonsee was ISCC All-Sports Champions in 2016-17 and 2018-19. During this span of time, Waubonsee teams won 17 ISCC Championships; 13 Region IV Championships; 15 players selected to an NJCAA All-American team; 245 players selected to the ISCC All-Conference team; 157 players selected to the NJCAA All-Region IV team; and 23 student-athletes who advanced to the NJCAA Finals as an individual.</p>
<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<p>The college has also focused on providing high-quality facilities for our student athlete including developing programs, securing staffing and building facilities. The following list highlights some of the changes to our facilities and programs:</p> <ul style="list-style-type: none"> • Added a new NJCAA sanctioned Esports Program and designed an Esports arena for competition. • Established a Student Athlete Advisory Committee. • Created a website: GoChiefs.com. • Created a Twitter handle @WaubonseeChiefs that currently has 1,383 followers. • Require mandatory CPR training for all coaches. • Live stream and broadcast 50% of our volleyball and basketball games. • Purchased new electric golf cart for our Athletic Trainer. • Installed safety netting in the Field House to protect fire alarms and sprinkler heads. • New branding in the Field House and Strength and Conditioning Room. • Windscreens for the tennis courts and soccer fields were purchased. • Team benches were installed in the baseball dugouts. • Baseball field was leveled and new irrigation system put in. • Purchased a portable press box that can be used for multiple sports. • Softball pitching machine was replaced.

	<ul style="list-style-type: none"> • New nets for baseball and softball hitting tunnels. • Installed sound system and LED lighting in Erickson Hall. • Revised Student Orientation Program. • Created a survey for athletes to take at the end of the semester. (Due to COVID we have only done this one time). • Revamped our facility rental procedures to closely work with Campus Operations on contracts and insurance. • In conjunction with the NJCAA, Region IV and the Waubonsee COVID team, we established numerous protocols and procedures in response to the world-wide pandemic.
<p>What are the program/service strengths?</p>	<p>The strength of Waubonsee’s Athletics Department includes: 1) staffing, including the coaching team; 2) academic integrity; 3) the campus location; and 4) athletic facilities.</p> <p>The college has part-time and full-time positions that allow it to function at an efficient level. We have the staffing resources to maintain facilities, host tournaments and serve the needs of our teams. The employees for these positions are outstanding individuals who are committed to Waubonsee and are role-models to the students.</p> <p>Waubonsee is one of the top-rated community colleges in the United States with the highest marks by the North Central Accreditations. Within the Athletics Department, the STAR program is a unique and successful program that promotes academic integrity and graduation. In 2015, 45% of the athletes had a 3.0 GPA or higher and approximately 90% of the sophomores transferred on to a four-year institution annually.</p> <p>In addition to our successes on the field, Waubonsee Athletics is proud of our student athletes’ success in the classroom: 50 students were Academic All-American; 214 students were All-Academic for the ISCC; 37% of our athletes were a 3.0 GPA or higher (45% in 2015); 21 teams were honored as academic all NJCAA; and approximately 90% of the sophomore athletes transfer on to a four-year institution each year.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>Waubonsee’s Sugar Grove Campus is a beautifully groomed wooded campus that helps us recruit student athletes. It is located in the country just outside the Chicago suburbs off of I-88 for easy access for students. Waubonsee also has top-notch, collegiate facilities for team practice and games.</p> <p>Even successful programs have challenges, and Waubonsee’s Athletics Program is no exception. One challenge is that the college does not offer any scholarships to out-of-district athletes. In addition, all athletes must live in the district to receive in-district rates.</p>

	<p>Both of these policies prove very challenging to our coaches in their recruiting efforts. Another challenge is that Waubonsee does not allow coaches to be employed at the college in any capacity. This eliminates the opportunity to have a coach who is a full-time or part-time employee who can also serve as a coach. Waubonsee only hires part-time coaches which results in increased turnover which can make some programs harder to sustain. Every time there is a change in head coaches, there is a learning curve that has to take place. Only having part-time coaching positions also impedes the department's ability to promote itself and the college within the community. Another challenge is having visible, but unusable tennis courts on campus. Waubonsee also needs to examine the idea of streaming outdoor games and using social media to more effectively promote athletics.</p>
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>Mission Statement: The mission of Waubonsee Community College's Athletics Department is to provide students the opportunity to learn life lessons through sports by participating in intercollegiate athletics. It is also to provide non-athletes the opportunity to be involved with sports via intramurals or open gym time.</p> <p>Vision: To have Waubonsee's Athletics Department be a leader in Athletics. We aim to be a model program with outstanding collegiate facilities, academic integrity and engaged coaches and staff who develop successful teams in the Illinois Skyway Conference, the National Junior College Athletic Associations, both Region IV and nationally. The Athletics Department will reach out to their students by providing an intramural program and open gym times to foster an environment that encourages exercise and a sense of community.</p> <p>Goals: The goals of the Athletics Department are:</p> <ul style="list-style-type: none"> • To field complete teams that are competitive. This goal is measured by: 1) final team records for competitiveness; 2) number of team members; and 3) a year-end report for each team. • To hire competent coaches who promote sportsmanship and follow Waubonsee guidelines. This goal is measured by: 1) observation by the Athletics Manager in practice and game coaching; and 2) an annual coaches evaluation report. • Recruit and attract individuals to best represent Waubonsee, with a focus on in-district athletes. This goal is measured by: 1) number of in-district athletes signed to Letter of Intent; and 2) the number of in-district athletes on rosters. • To administer an extensive intramural program. This goal is measured by: 1) master schedule offerings; and 2) number of participants.

- To maintain academic integrity among the student athletes. This goal is measured by: 1) report on individual and team GPA's; 2) recording of games suspended for missed study hall; and 3) monthly staff meetings.
- To be involved in the leadership roles of the Illinois Skyway Collegiate Conference (ISCC) and NJCAA Region IV athletics. This goal is measured by: 1) listing of leadership involvement by staff; 2) hosting of events (post COVID); and 3) seminars attended.
- To develop a master facilities plan to address long-term and short-term goals for the Athletics Department. This goal is measured by: 1) creating plan with Facilities Coordinator; and 2) completion of projects on the plan.
- To host all events in a professional manner. This goal is measured by: 1) feedback from visitors; and 2) staff meetings to review.
- Create an exciting, fun, family atmosphere. This goal is measured by: 1) students attending home events; 2) community groups being invited and attending home events; and 3) alumni returning for events.
- To promote Waubonsee Athletics to the community. This goal is measured by: 1) social media analytics; 2) number of events (camps, tournaments, etc.) hosted; 3) number of article releases; and 4) number of streamed and televised games.

To follow all legal guidelines with Title IX, FERPA and Clery Act to reduce liability and promote safety. This goal is measured by: 1) record keeping of all incidences; and 2) completion of mandatory training.

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.

College Name:	Waubonsee Community College
Academic Years Reviewed:	FY16-FY20
Review Area:	Student Life
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>Student Life enhances the educational experience by providing opportunities for students to connect, engage and develop leadership skills through quality programs and services. Student Life centers programs around four areas: civic engagement, leadership development, student organizations and events. In addition, the staff also work with the Gustafson Scholar Program and the Skyway Co-Curricular Conference events.</p>
<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<p>Student Life has implemented many changes since the last review and has had staff transition. Here is an outline of changes by area:</p> <p><u><i>Civic Engagement:</i></u> Student Life created and implemented an Alternative Spring Break program which was one of the goals for this area. This program has been successful for five years and took a hiatus during Spring 2020 due to the pandemic. Projects included: building the Cumberland Trail in Tennessee, working with Beans and Rice in Virginia, Habitat for Humanity in Kentucky, Hurricane Harvey relief in Texas and for Spring 2020, the Mississippi River clean-up was the identified project. Most recently, the staff identified and created learning outcomes for ASB that align with the Institutional Learning Outcomes. This was to be assessed in Spring 2020. In addition, Student Life has also increased service events for students and tracked student organization volunteer hours. Lastly, Student Life staff co-chaired the 50 Hours of Service initiative for the college during Waubonsee's 50th anniversary. Students, faculty and staff were challenged to complete 50 hours of service in the academic year. Individuals could do this in a team or individual format.</p> <p><u><i>Leadership Development:</i></u> In the Fall of 2015, Student Life sponsored a new honor society on campus focusing on leadership development. The response to the chartering of the National Society of Leadership and Success (NSLS) was overwhelming. This was the impetus and support needed to create a leadership development program for students. A cross-functional team of faculty, staff, and administrators created the Engaging Leaders program. Over the past five years, student feedback in the program has been crucial to its current structure. Engaging Leaders began in the Fall of 2016 and has evolved into a nine-week leadership program that is offered to students each semester at no cost. This program has identified learning outcomes that</p>

align with the Institutional Learning Outcomes and the assessment data is used to refine and improve the program. Many students who complete Engaging Leaders have gone on to be student panelists during New Student Orientation, student leaders and other opportunities to use their skills. NSLS still exists today with a strong student executive team and hosts 15-20 events a semester with its own twelve-hour leadership development program within the organization.

Student Organizations: Student organization training and support has increased over the past five years. Officer and advisor trainings are offered each semester, as well as individual trainings. Processes for student organizations has moved to an electronic format and open on the web for students to access as needed. Communication on student organization events has increased between the Student Life Office and the officers to enhance support for the students. Student Life staff also worked in conjunction with Student Senate to pilot and implement an annual student organization allocation process. This provides student organizations a chance to begin the academic year with funds for programming readily available, instead of fundraising all year for one event. It streamlines the process and provides an opportunity for students to learn and practice budgeting skills. This has enhanced our student organizations so that we have more consistent organizations from year to year. In addition, Student Life helped create a group fundraiser for student organizations that benefits all who participate.

Events: Traditional events are still offered such as Veterans Day, Involvement Fair, Joint Honor Induction Ceremony, etc. However, these events have evolved and changed as the students' needs have changed. For example, Involvement Fair is now Engagement Fair and includes community agencies who are looking for volunteers and a Department Resource Fair. Resources to the Rescue has been sunset, but the key components have continued on through the Department Resource Fair and Welcome Tents. By sunsetting this program due to lack of interest and response, it created other opportunities to support new initiatives such as the Sexual Violence and Awareness Prevention programming, cinema Saturday's, philanthropic events and create and implement awards to recognize student organizations to name a few.

Gustafson Scholar Program: The Gustafson Scholar Program is a joint effort between the Admissions Office for recruitment and selection and Student Life for the two years that the students are at Waubensee. Admissions transitioned the in-person portion of the Gustafson Program in the Fall of 2016 to Student Life. There are approximately 120 scholarship students each year that are required to do twenty-hours of college and community service each semester and attend leadership seminars. These are part of the requirements to keep the scholarship, with the support of staff to ensure students

	<p>are able to achieve them. Student Life staff has evaluated the program to determine needs and any changes that make sense for the current students. With this information, the staff have redesigned the leadership seminars, communication to the Scholars and how college requests for Gustafson volunteers were made. This has led to less students being on probation or forfeiting the scholarship and more engagement during leadership seminars.</p> <p><u>Skyway Co-Curricular Conference Events:</u> The Student Life Manager provides support to the faculty coordinators for each of the four competitions: Jazz, Writing, Art and STEM. This role represents the college for the co-curricular events, ensures participation in a minimum of two events a year and assists in coordinating these events when Waubonsee hosts. Waubonsee has hosted the Writing, STEM and Art competitions. In addition, when not hosting, the Student Life Manager has also been in a leadership role within Skyway.</p> <p><u>Staff Transitions:</u> The Student Life Coordinator role has had three different staff members in the past five years, which has made it challenging to maintain consistency. However, it also provided an opportunity to grow and explore new ideas. Student Life has also added two graduate assistants to the staff through a partnership with Northern Illinois University. The graduate students provide support for the office, advise a student organization, assist in programs and represent the office as needed. Students who have held this role have been pursuing a higher education and/or counseling degree. This partnership has allowed the office to expand and enhance their offerings to students.</p>
<p>What are the program/service strengths?</p>	<p>The strengths of the Student Life Office are:</p> <ol style="list-style-type: none"> 1) The ability to evaluate, enhance and streamline programs and services for students. 2) Provide support for student organizations. 3) Offer innovative engagement opportunities. 4) Collaborate across the college-the staff continue to support and engage with many cross functional teams to support the recruitment and retention of students. <p>The office continues to evolve and change as the students' needs change, provide support to new initiatives such as the Council for Access and Inclusion theme month programming and Waubonsee Cares. The staff remained focused on the four areas and sunset events or programs as appropriate.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The challenges for the Student Life Office are:</p> <ol style="list-style-type: none"> 1) Communication to the student body at large to increase engagement. 2) Establish learning outcomes for Gustafson Scholars and student organizations. 3) Streamline offerings and continue to be innovative with program and services.

Intended Action Steps

Please identify strategies or actions steps based on the challenges listed.

To address the challenges, the Student Life Office will:

- 1) Create a closer relationship with Marketing and Communications, faculty and staff to create more avenues for students to engage.
- 2) Create, identify and implement learning outcomes for the Gustafson Scholar Program and student organizations aligning these outcomes with the Institutional Learning Outcomes.
- 3) Continue to evaluate programs and services on a yearly cycle to determine effectiveness along with seeking new and innovative ideas.