



ICCB Program Review Report



WAUBONSEE
COMMUNITY COLLEGE



September 2022

Waubonsee Community College
 ICCB Program Review 2022

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 630-466-2280
<i>FISCAL YEAR REVIEWED:</i>	FY21
DIRECTORY OF REVIEWS SUBMITTED	
<i>AREA BEING REVIEWED</i>	<i>PAGE NUMBERS</i>
<i>CAREER AND TECHNICAL EDUCATION</i>	56-166
<i>ACADEMIC DISCIPLINES</i>	3-43
<i>CROSS-DISCIPLINARY INSTRUCTION</i>	
<i>STUDENT AND ACADEMIC SUPPORT SERVICES</i>	182-203
<i>PRIOR REVIEW SUPPLEMENTAL INFORMATION</i>	
<i>OTHER ATTACHMENTS AS NECESSARY</i>	220-221

**Program Review Report 2022
Waubonsee Community College**

Table of Contents

<i>Academic Disciplines – Communications</i>	3
<i>Academic Disciplines – English</i>	17
<i>Academic Disciplines – Mass Communications</i>	43
<i>Career & Technical Education – Audio Production</i>	56
<i>Career & Technical Education – Computer Software Development</i>	72
<i>Career & Technical Education – Computer Support</i>	88
<i>Career & Technical Education – Cybersecurity</i>	103
<i>Career & Technical Education – Health Information Technology</i>	117
<i>Career & Technical Education – Massage Therapy</i>	131
<i>Career & Technical Education – Office Software Specialist</i>	152
<i>Career & Technical Education – Website Development</i>	166
<i>Student and Academic Support Services – Admissions and Recruiting</i>	182
<i>Student and Academic Support Services – Registration and Records</i>	203
<i>Addendum A: Demographic Data</i>	220
<i>Addendum B: Assessment Overview</i>	221

Academic Disciplines	
College Name:	Waubonsee Community College
Academic Years Reviewed:	FY17-FY21
Discipline Area:	Communications
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Outcomes 1. What are the outcomes of the discipline?	<ol style="list-style-type: none"> 1. Employ communication theories, perspectives, principles, and concepts. 2. Create competent messages appropriate to the audience, purpose, and context. 3. Critically analyze messages and meanings.
2. To what extent are these outcomes being achieved? <i>How do you know the extent to which they are being achieved?</i>	<p>Our department collects data from the COM 100 Fundamentals of Speech Communication course each academic year on three course outcomes which align with our discipline outcomes. One of our course outcomes also aligns with the institutional learning outcome for <i>Oral Communication</i> at Waubonsee.</p> <p>The data show that our students are successfully meeting outcomes.</p> <p>The three course outcomes we assess are:</p> <ol style="list-style-type: none"> 1. Explain the roles individuals and group members need to perform to meet small group challenges and fulfill leadership functions according to communication theory. To assess this outcome, we created a common rubric for a group activity. 2. Create presentations using appropriate organizational formats that fit the audience, the occasion, or a specified purpose. To assess this outcome, we created a common rubric for an informative speech presentation. 3. Evaluate communicative behavior in a presentation by its content, organization and delivery. To assess this outcome, we created a common rubric for a speech evaluation. <p>Additionally, faculty are collecting data in COM 120, COM 121 and COM 150 which will be analyzed in the coming review period.</p>

<p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?</i></p>	<p>We use the information gained from assessments to revise our course lessons and curriculum to improve student learning.</p> <p>Some examples of revisions that faculty have made after reviewing the data collected from the COM 100 course include:</p> <ol style="list-style-type: none"> 1. For the group communication outcome, data indicated an opportunity for students to improve their recognition of roles in small groups. <ul style="list-style-type: none"> • In "reflections" after their group projects, students were relatively strong at recognizing phases of group development and evidence of leadership within their teams. However, they were not as strong with the recognition of roles within their teams. An assignment was added to help students work together in less formal contexts (e.g. small group quizzes on chapter material). The goal was to increase students' time together, which may increase their ability to recognize roles. • Made adjustments to lesson plans/instructions on group communication. • A video and group quiz were created to help students recognize group roles. • Revised group activity reflection questions.
<p>4. How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?</p>	<p>COM 100 is a general education requirement recognized by the Illinois Articulation Initiative.</p> <p>COM 120 and COM 150 are recognized by the Illinois Articulation Initiative as communication major courses.</p> <p>COM 100 or COM 121 are general education requirements for many CTE AAS degrees.</p> <p>All courses promote inclusion and access for all students. Communication and critical thinking are two of the college's institutional learning outcomes. Critical thinking is rooted in the part of the cognition known as self-talk. Regardless of content, the tie that binds together careers and endeavors is the speaking and listening (reading and writing to a lesser extent). COM 100 promotes life-long learning because communication is a life skill.</p>
<p>Review Team 5. Please identify the names of faculty and staff who were major participants in the review of this program.</p>	<p>The following faculty and staff were major participants in the review of this program:</p> <ul style="list-style-type: none"> • Vicky Archos, Assistant Professor of Communications • John Bitterman, Associate Professor of Communications • Jennifer McGuire, Associate Professor of Communications • Larry Modaff, Professor of Communications • Sharon Garcia, Executive Dean for Liberal Arts and Sciences
<p>Prior Review Update 6. Describe any quality improvements or modifications</p>	<p>We developed and expanded our modalities for course delivery as a result of the COVID-19 Pandemic. Currently, we offer traditional, hybrid, synchronous online, and online courses.</p> <p>We streamlined the process of recording speeches in the classroom for students. Many classrooms in Bodie Hall are equipped with ceiling</p>

made since the last review period.	<p>mounted web cameras and high-quality drop-down microphones. We use Kaltura to record and store videos and then upload them to Canvas. Students learn from writing structured self-evaluations of their speech videos.</p> <p>We transferred and redeveloped all of our courses as the college moved away from Blackboard and adopted a new LMS, Canvas. In doing so, we streamlined the process of collecting data using Canvas and AEFIS, the College's tool for collecting student learning assessment data.</p>
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Review Analysis

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

Indicator 1: Need	Response
7. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)	<p>Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty collaborate with their deans on curricular changes that address discipline needs and review information provided during the semester. Each academic division has a specific counselor assigned as a mechanism to gather feedback from students and from transfer institutions. All proposed changes are reviewed by the Curriculum Council. A checklist is in place to be completed prior to 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 and is comprised of program faculty and chaired by the Vice President of Educational Affairs. The Curriculum Council meetings provide a venue for additional programmatic discussions. Through a formal process, faculty approve changes or make recommendation for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.</p>
8. How will students be informed or recruited for this discipline? (1.2)	<p>Through general "promotion" of the college. The Waubonsee Community College Marketing and Communications Team facilitates frequent student focus groups, designs promotional messages and makes media choices to promote the college to a variety of audiences. Once a student arrives and starts on the pathway to a degree, COM 100 becomes a required course on that pathway. Waubonsee counselors and advisors work closely with students to create schedules that include COM 100. Students are often guided to take COM 100 sometime within their first academic year.</p> <p>COM offers three popular/successful electives: COM 120 - Interpersonal Communication, COM 121 - Communication in the Workplace (required in some CTE Programs), and COM 150 - Intercultural Communication. These courses are marketed to students through word-of-mouth advertising, as well as collaboration with faculty in other disciplines, the WCC Academic Advising Team and Waubonsee's Marketing and Communications Team.</p>

	Faculty are engaged in various campus events to promote communication courses.
9. What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? (1.3)	COM 100 is a general education requirement as well as an "academic discipline." As such, no degrees/major options have been added or deleted during the current review period.
10. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)	COM curriculum currently includes six courses. As a General Education requirement, COM 100 sees the largest enrollment every semester. Enrollments in COM 120, 121, and 150 vary with each semester. COM 115 - Digital Communication and COM 200 - Advanced Public Speaking are offered intermittently and are currently under review for potential withdrawal from the curriculum.
Indicator 2: Cost Effectiveness	Response
11. 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)	Full-time and adjunct faculty salaries and benefits: \$554,074.37 Annual materials costs of approximately: \$2,415.45 The costs associated with COM are 7% lower than the Institutional Average of \$2,201.15 per load hour. Communications Department has four full-time and nine Adjunct Faculty.
12. What steps can be taken to offer curricula more cost-effective? (2.2)	In FY 2019, the COM discipline ran at a surplus of approximately \$207,000. Since the last review period, one full-time faculty member resigned and was not replaced. At this time, there are no plans to further reduce hard costs. Faculty and deans regularly monitor course scheduling to keep low enrollment sections to a minimum.
13. Is there a need for additional resources? (2.3)	We anticipate the need to update and/or expand our video/audio recording capabilities in the coming 5-year review period. Exact dates of these upgrades/expansion are to be determined.

Indicator 3: Quality	Response																																										
<p>14. Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.) (3.1)</p>	<p>The communication discipline offers a creative mix of modalities: face-to-face, sync online, asynchronous online, and hybrid, which provides flexible scheduling for our students.</p>																																										
<p>15. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods? (3.2)</p>	<p>The college does track success rates across the different modalities:</p> <table border="1" data-bbox="523 618 1485 875"> <thead> <tr> <th>Success Rate by Modality</th> <th>Traditional/Face2Face</th> <th>Online</th> <th>Hybrid</th> <th>Flex</th> <th>Sync Online</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY2017</td> <td>58%</td> <td>50%</td> <td>68%</td> <td></td> <td></td> <td>56%</td> </tr> <tr> <td>FY2018</td> <td>59%</td> <td>51%</td> <td>76%</td> <td></td> <td></td> <td>57%</td> </tr> <tr> <td>FY2019</td> <td>62%</td> <td>57%</td> <td>59%</td> <td></td> <td></td> <td>61%</td> </tr> <tr> <td>FY2020</td> <td>78%</td> <td>74%</td> <td>75%</td> <td></td> <td></td> <td>76%</td> </tr> <tr> <td>FY2021</td> <td>83%</td> <td>73%</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>76%</td> </tr> </tbody> </table> <p>The college provides online and technical support such as: Canvas orientation and help, online and remote services, Wi-Fi access, computer labs, equipment loans such as laptops, software and any internet needs.</p>	Success Rate by Modality	Traditional/Face2Face	Online	Hybrid	Flex	Sync Online	Total	FY2017	58%	50%	68%			56%	FY2018	59%	51%	76%			57%	FY2019	62%	57%	59%			61%	FY2020	78%	74%	75%			76%	FY2021	83%	73%	76%	72%	76%	76%
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<p>16. What assessments does the discipline use to measure fulltime and adjunct instructor performance in the classroom? (3.3)</p>	<p>Adjuncts participate in an in-class observation conducted by the dean/assistant dean. Non-tenured full-time faculty participate in an in-class observation conducted by the dean and Assistant VP of Education and Workforce Development. All faculty undergo evaluations by students each semester in each class that is taught.</p>																																										
<p>17. What professional development is offered for full-and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty? (3.4)</p>	<p>The department engages in professional development of various kinds at each professional development days event at the beginning of each semester. Those opportunities include development in topics such as course design, syllabus design, outcomes and assessment, and other topics. These sessions are available for full-time and part-time faculty.</p> <p>The Faculty Development and Engagement (FDAE) Department also offers professional development available for full-time and part-time faculty. For example, participants who complete the ACUE course in 'Effective Teaching Practices' earn a certificate in Effective College Instruction. In addition, ACUE offers a teaching toolkit and 'Inclusive Teaching' series. Every semester, the college offers faculty development days. Full-time faculty are offered a yearly stipend to pursue professional development.</p>																																										
<p>18. How many faculty have been actively involved in IAI panel review for courses in this</p>	<p>One full-time faculty member was actively involved in the IAI panel review for courses.</p>																																										

<p>discipline over the last review period? (3.5)</p>	
<p>19. How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports? (3.6)</p>	<p>The discipline identifies at-risk students through collaboration with faculty and the Academic Support, and Academic and Career Advising Departments. Faculty are invited each semester to recommend or require students to visit the Tutoring Center and work with an academic coach. Free online and face-to-face tutoring and academic coaching is available to all students. Faculty also utilize an Academic Early warning system for struggling students. These students receive emails and follow-up calls from counselors and advisers. In addition, a satisfactory academic status report is completed at the end of each term by the Registrar’s Office. A student is considered at-risk when their GPA falls below a 2.0. At-risk students are required to schedule an appointment with an adviser or a counselor to create a success plan.</p> <p>Additional supports include the Access Center for Disability Resources, which coordinates services to students with both physical and learning disabilities. Services include interpreters, note takers, readers, book-on-tape, specialized testing services, real -time captioning and other assistive technologies.</p>
<p>20. To what extent is the discipline integrated with other instructional programs and services? (3.7)</p>	<p>Communication coursework is integrated within degree requirements as general education courses in the following programs: Associate in Fine Arts (AFA); Associate of Applied Science (AAS); Associate in Arts (AA); and Associate in Science (AS).</p>
<p>21. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>The discipline consults with external organizations when developing and modifying curriculum such as the National Communication Association. We also regularly review the Illinois Articulation Initiative (IAI), which provides curricular recommendations from faculty panels and experts in the field.</p>
<p>22. When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities? (3.9)</p>	<p>The college addresses and assists with any disparity in student population by offering Waubonsee’s free tutoring, academic coaches, support from the Access Center for Disability, and TRIO.</p> <p>For the 2020/2021 years, withdrawal rates have decreased bringing the total to 7%.</p> <p>For COM 100, the number of students that earned an A, B, C, has increased to 78% for 2020/2021.</p>
<p>23. How does the college determine student success in</p>	<p>Student success in the Communications discipline equates to a final course grade of C or better for students. This standard mirrors the IAI requirement for course transferability.</p>

<p>this discipline? (3.10)</p>	
<p>24. Did the review of quality result in any actions or modifications? Please explain. (3.11)</p>	<p>Based on review and the success rate in the COM discipline, faculty will continue to present content, instruction, and student support in a similar fashion in the subsequent semesters.</p>

List any barriers encountered while implementing the discipline.

The COVID-19 Pandemic was a barrier we encountered in the last 5 years; however, the college and faculty have worked tirelessly to ensure student success in our COM courses.

No other discernible barriers at this time.

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	Communications				
Course Title	COM 100 Fundamentals of Speech Communication				
Course Description	This basic course in speech communication serves three primary goals: introduction to the theories of human communication, classroom experiences in a variety of communication situations, and evaluation of individual communicative behavior.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	2406	2325	2218	2058	1876
Credit Hours Produced	7311	7038	6729	6861	6297
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	57%	57%	61%	78%	78%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: C2 900				

Course Title	COM 115 Digital Communication
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Course Description	This course provides an introduction to fundamental dimensions of computer-mediated communication (CMC). Basic principles of effective communication are integrated with the identification of the common language, modes, strengths, and limitations inherent to CMC. Consideration of aspects of diversity, society, ethics, ambiguity, and effectiveness are applied to the contexts of interpersonal, group, workplace, and e-commerce/business (global) communication situations				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	13	54	39	6	0
Credit Hours Produced	39	168	123	18	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	24%	43%	44%	100%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Eastern Illinois University 1/20/21 Illinois State University 5/6/21 Southern Illinois University 4/26/21 University of Illinois at Urbana-Champaign 7/7/21				

Course Title	COM 120 Interpersonal Communication				
Course Description	This course is a study of interpersonal communication with emphasis on the communication process, self perception, self expression, verbal and nonverbal communication, and listening behavior. Students also study interpersonal relationships and conflict resolution.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	24	0	31	32	32
Credit Hours Produced	72	0	96	105	108
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69%	0	61%	77%	67%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: MC 901				

Course Title	COM 121 Communication in the Workplace
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Course Description	This course develops effective communication skills for a variety of business and professional settings. Areas of emphasis include informal presentations, communicating in multi-cultural workplaces, verbal and nonverbal communication principles, interviewing, ethical influence and persuasion in customer-service settings, working in groups and teams, creating positive communication climates, and conflict resolution.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	32	40	45	46	48
Credit Hours Produced	96	120	135	162	177
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	45%	51%	57%	69%	73%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: MC 901				

Course Title	COM 125 Communication Strategies for Health Care Careers				
Course Description	This course explores the theory and practice of selected health-related models of communication, roles and responsibilities for individuals in the health care field. Verbal and non-verbal communication in professional-client, professional-professional, and family relationships is stressed. Conflict resolution, informed consent, ethical responsibility, professionalism, and effective intercultural communication are also emphasized. This course is designed for individuals interested in a career as a medical assistant, phlebotomist, registered nurse, licensed practical nurse, nurse assistant, or other health care fields. Note: COM125 cannot be substituted for other communication courses required in a degree or certificate.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	191	179	187	148	0
Credit Hours Produced	386	364	378	334	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	49%	58%	52%	80%	0

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Eastern Illinois University 1/20/21 Illinois State University 5/6/21 Southern Illinois University 4/26/21 University of Illinois at Urbana-Champaign 7/7/21
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Course Title	COM 150 Intercultural Communication				
Course Description	This course introduces students to the study of communication and culture. Students examine their own cultural identity and how it influences communication with others. Theories and concepts related to communication and culture are discussed including values, beliefs, norms, linguistic and nonverbal differences between cultures, cultural bias, ethnocentrism, globalization, and cultural adjustment. Moreover, major theories of intercultural communication will be discussed to help students build communication skills to improve intercultural communication, manage conflicts successfully and build intercultural relationships.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	9	38	18	30	22
Credit Hours Produced	27	120	54	105	87
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	19%	53%	48%	77%	69%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: MC 904				

Course Title	COM 200 Advanced Speech Communication				
Course Description	Fundamentals of Speech Communication (COM 100), this course provides advanced skill development in the art of speechmaking. Topics include goals, audience, purpose, and context of public speaking and modalities and techniques used to accomplish communicative goals. An additional focus is on rhetorical backgrounds in public speaking to contextualize what is commonly seen in public address.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Eastern Illinois University 1/20/21 Illinois State University 5/6/21 Southern Illinois University 1/29/21 University of Illinois at Urbana-Champaign 7/7/21				

25. How does the data support the course goals? Elaborate.	<p>COM 100: Data shows that students are consistently meeting course outcomes 1, 2, and 3.</p> <p>COM 115: Data was not collected for this course. This course has not run since 2019-2020.</p> <p>COM 120: Data collection for institutional learning outcomes (ILO) <i>Oral Communication</i> and <i>Critical Thinking</i> will be piloted in the fall 2021 semester.</p> <p>COM 121: Data collection for the ILO <i>Critical Thinking</i> was piloted in fall semester of 2018. In spring of 2021, data was collected and reported for ILO <i>Global Awareness</i>. Data collection and reporting for at least one course outcome will be piloted in fall 2021.</p> <p>COM 150: Data collection was piloted in spring 2021 using Canvas and AEFIS to collect data. Students are meeting ILO <i>Global Awareness</i> (knowledge of cultural worldview frameworks; cultural self-awareness).</p> <p>COM 200: This course has not run. There is no data to assess.</p>
26. What disaggregated data was reviewed?	The data that were reviewed are enrollments, withdrawals, success rates and grade distribution based on age, race and gender.
27. Were there identifiable gaps in the data? Please explain.	In COM 100, we have a high withdrawal rate. Looking at the demographic breakdown, there is not consistency in which groups tend to withdraw, except for males. It seems that males tend to withdraw more often than females.

Goal Planning

28. What are the discipline's strengths?	<ol style="list-style-type: none"> 1. A major strength of the discipline is an experienced, dedicated, motivated full-time faculty. Another strength is consistent interaction with representatives of COM adjunct faculty. As the data indicates, students in this discipline perform at a high success rate regardless of any demographic background. 2. COM's approach to speech recording/distribution has evolved since the last review period. More than ever before, adjunct faculty are using our innovative classroom system for recording and distributing speeches to students. 3. Course offerings include a variety of modalities: face-to-face, variations on hybrid design, and both synchronous and asynchronous online. 4. In 2018, COM full-time faculty collaborated on a department Vision/Mission statement. This statement serves as a "map" and a "compass" for general
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	<p>pedagogy and specific course offerings. COM Department Vision/Mission statement is:</p> <p><i>Communication is the tie that binds every field of study with every endeavor, career, and relationship to which that study might lead. Our mission is to help students become more competent, creative communicators who can adapt their reading, writing, speaking, and listening skills to any situation. Competent, creative communication is appropriate, effective, and synergistic in any context.</i></p> <p><i>It's been said that the quality of one's life is the quality of one's communication. If that's true, then the study of communication is the study of life. With a mix of theory and plenty of practice, the COM Department advances the skills students will use to flourish in life.</i></p>
<p>29. What are the identified or potential weaknesses of the discipline?</p>	<ol style="list-style-type: none"> 1. Speech recording/review hardware and software evolve very quickly. Although our current system is effective and user-friendly, staying on top of the most recent trends (and deciding cost-effectiveness of the latest options) can be a challenge. 2. Course completion rates are strong but should always be on the radar for improvement.
<p>30. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<ol style="list-style-type: none"> 1. Waubonsee has created a Faculty Development and Engagement Team. This team includes personnel versed in the latest technologies. COM faculty can work more directly with the technology experts on that FDAE Team as well as the Waubonsee Media Services Department to stay on top of emerging/cost-effective options. 2. COM faculty can/does continue to work with Waubonsee advisors and counselors to both prevent and react to withdrawals from COM 100.
<p>Program Goals 31. List the program goals identified in the last Annual Update. If completed, list three new 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. Create a 12-15 minute "edutainment" video titled <i>A World of Language...Waubonsee Style</i>. Goal is to have the video available for use in fall 2022. This aligns with Strategic Plan Pillar of Student Equity and Success, Goal #2 in the Educational Affairs Plan. 2. Research and design "Time Management" activities for COM 100. This aligns with Strategic Plan Pillar of Student Equity and Success, Goal #2 of the Educational Affairs Plan. 3. Re-construct the COM 100 Resource Shell in Canvas. Although this was listed in our most recent Annual Update in fall 2020, the work toward this goal is still in progress. This aligns with the Strategic Plan Pillar of Student Equity and Success, Goal #1 of the Educational Affairs Plan.
<p>32. Indicate progress made on last years measurable program goals aligned with the educational affairs plan.</p>	<ol style="list-style-type: none"> 1. ACCOMPLISHED: Canvas and AEFIS are now linked and being used to capture data on all three course outcomes as well as the institutional learning outcome <i>Oral Communication</i>. 2. IN PROGRESS: Some, but not all, of the COM 100 Resource/Course shell has been updated for use in Canvas.

	<p>3. IN PROGRESS: Informal discussions have taken place between COM faculty and faculty in other programs. Adjunct engagement in the outcomes process, for example, is a continuing challenge for COM and other programs.</p>
<p>33. If program goals are not being met, what action steps will be taken to achieve them?</p>	<p>As with all goals, if they are not met, a dialogue will address the issues related to their not being met. Action plans will be redesigned and re-executed.</p>
<p>Academic Course Review Results</p>	
<p>Intended Action Steps 34. Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ol style="list-style-type: none"> 1. COM full-time faculty leading the “World of Language” Project will invite interested faculty from other disciplines. Students will be filmed/recorded in spring 2022. “Post-production” and editing is slated for summer 2022. Goal date for the video release is fall 2022. 2. COM faculty members on the project will research appropriate time-management activities in summer 2022. Goal date for incorporation into the course has yet to be determined. 3. COM full-time faculty members on the project should have the updated COM 100 Resource Shell ready for adjunct use by fall 2023.
<p>Performance and Equity 35 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Our department is reviewing demographic data from our courses to identify equity gaps. In general, demographics in our courses match the demographics of the college district.</p>
<p>Rationale 36. Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The Communication Discipline’s goals are aligned with the College Institutional Learning Outcomes (ILO) as well as COM 100 course outcomes. The Communications faculty are actively collecting data each semester to improve student learning. Data show that our students are successfully meeting outcomes. Faculty use information gained from assessment to revise course lessons and curriculum.</p>
<p>Resources and Support 37. 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. World of Language Goal: Since the finished product will carry the Waubensee logo (i.e. it will be “branded”), the Director of Marketing and Communications will be involved early on. After that, Marketing and Communication’s Multi-Media Coordinator(s) will assist with each part of the production. 2. Time Management Module Goal: Databases for researching/benchmarking such programs are readily available. At the initial stages of this project, no additional resources are needed. 3. COM 100 Resource Shell Goal: Interested COM 100 Adjunct Faculty will be asked for input for the redesigned shell. Support from the Faculty Development and Engagement Department as well as the Technical Assistance Center may be needed to handle “migration” of the current Blackboard-based shell to Canvas as well as Canvas design support.

Responsibility 38. Who is responsible for completing or implementing the modifications?	Faculty in the Communications Department Dean and Assistant Deans
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Academic Disciplines	
College Name:	Waubensee Community College
Academic Years Reviewed:	FY17-FY21
Discipline Area:	English
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.	
<p>Program Outcomes</p> <p>1. What are the outcomes of the discipline?</p>	<ol style="list-style-type: none"> 1. Develop rhetorical skills in written communication through standard usages of U.S. English, rhetorical conventions, and documentation skills in various writing contexts. 2. Constructing arguments and solving rhetorical problems. 3. Develop Information Literacy through the judicial selection and ethical use of research. 4. Develop textual analytical skills. 5. Develop an appreciation for written texts. 6. Develop an appreciation for English as a discipline. 7. Students will be transfer ready at the completion of foundational writing and literature courses.
<p>2. To what extent are these outcomes being achieved? <i>How do you know the extent to which they are being achieved?</i></p>	<p>The English Department has aligned these program outcomes to the outcomes for each course. The English Department has a cyclical outcomes assessment process for each of its courses. They are assessed on a rotating basis. ENG 101 and 102 courses are assessed in the following fashion: 1) Students are introduced to “I Can” statements at the beginning of the semester. These statements have been created from the outcomes for each course and are worded in a way that is accessible to students. 2) Students are asked to write a self-reflection at the end of the semester addressing whether or not they feel they have achieved the “I Can” statements. 3) Students also take an anonymous survey and answer the “I Can” statements using a Likert scale. These answers are collected and reported in the aggregate to provide a sense of how the students themselves feel they are achieving the course outcomes. 4) The end of the semester reflection is included in a final portfolio. Faculty evaluate the complete portfolio and assess the students using a standard rubric. 5) Faculty report out how many of their students were rated in each level of the rubric. 6) These numbers are added together and reported out to the department at the beginning of the following semester and a departmental discussion follows.</p>

<p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?</i></p>	<p>The department faculty sets aside time to discuss the data. We measure the results against previous results, and then we decide if the issue is student performance, whether the outcome is clear and appropriate, whether the instrument is accessible to students, and any revisions we need to make to the process. If we determine that student performance is the issue, then we calibrate our assignments and expectations for mastery of the skills being emphasized. We have done workshops on calibration with our rubrics, and we have adjusted assignment parameters. Then, we align our course activities once again with those adjustments in mind and communicate to all faculty.</p>
<p>4. How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?</p>	<p>The majority of courses taught at Waubensee are in English, and therefore, requires that students have a certain fluency with the language in order to excel. Additionally, most academic majors in the humanities, the natural sciences, and the social sciences require research writing, critical thinking and argumentation skills, and a knowledge of the conventions of the APA style of documentation, all of which are taught in English 102. These fields also require students to be familiar with library databases such as Academic Search Complete that they are introduced to in English 101 and 102. To succeed, students need to be able to differentiate between a quality peer-reviewed source and a less credible source of information...yet another skill learned in ENG 101 and 102.</p> <p>In regards to equity, more courses (of all modalities and types...composition, literature, creative and business writing) need to be offered at all of our campuses and not only at the Sugar Grove Campus. More full-time English (and other department) faculty need to teach at the Aurora Downtown Campus, as well as the Aurora Fox Valley and Plano Campuses, whenever possible. Students at these other campuses should be assured that their sections of English (and other disciplines) will not be cancelled a week or two before the start of the semester. especially when the classes have as many as 6, 7, 8, or 9 students enrolled in them. Face-to-Face, hybrid, online, synchronous, and regular Flex and hyflex courses should be offered at all four campuses. Many residents in downtown Aurora and in our southwest corridor do not have access to steady, reliable, or any transportation to get them to the Sugar Grove Campus. All of our students, regardless of socio-economic status, race, or zip code, must have the same access to classes needed to fulfill the requirements of their individual desired majors.</p>
<p>Review Team 5. Please identify the names of faculty and staff who were major participants in the review of this program.</p>	<p>Gary Clark, Professor of English Billy Clem, Professor of English Todd Laufenberg, Assistant Professor of English Kim Livingston, Professor of English Jeanne McDonald, Professor of English Jon Nichols, Assistant Professor of English Dan Portincaso, Associate Professor of English Sarah Quirk, Associate Professor of English Sharon Garcia, Executive Dean for Liberal Arts and Sciences</p>

Prior Review Update

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

Reducing D, F, and W grades in First-Year Composition courses by identifying at-risk population groups and strategizing how to better help those students complete the sequence has been complicated by the pandemic and the move to online instruction. As we gradually get used to other modalities, we will need to review all the data for impact on the success rates of various student populations. However, our equity data show that Latinx and African American student populations success rate is 10% less than other student populations. The “B, C, D” percentages are nearly the same for all populations, and the withdrawal rates have been dramatically reduced to 4% and under for all populations. This may have to do with the college implementing later withdrawal dates due to the pandemic. The pilot ENG 101 co-requisite ENG 099 Supplemental First-Year Composition I course has been determined a student success requirement by the State of Illinois for developmental education. However, data collection is being carried out in a different division, and they are just getting started. Data will be shared with the English Department as it comes in. There have been joint meetings between the English Department and Developmental Division to assure a more seamless interface. All transfer degree-seeking students take ENG 101 and ENG 102 to be applied to their degree. CTE degree-seeking students often take ENG 152 and ENG 153. All ENG 101 & 102 courses are offered in a variety of modalities with 16-week, 12-week, 8-week, 4-week and 3-week lengths.

All literature courses that transfer to four-year institutions are IAI courses. Students intending to transfer as English majors can consider taking major courses ENG 221, ENG 222, ENG 211. The department has been informed that literature courses must be cut in number. We are working to make recommendations for literature course rotation.

The department has made no headway in securing a faculty writing program coordinator, if not a department chair. These requests would have to be agreed upon in the collective bargaining process, and while being discussed, the administration has no interest so far. This department has great stability in the faculty, but relatively frequent turnover in administration. The department would benefit from more long-term and specialized faculty leadership. Also, frequent reorganization by administration interrupts what stability we have.

The Writing Tutoring Centers at all campuses with extended hours has been implemented.

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

<p>7. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)</p>	<p>Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty collaborate with their deans on curricular changes that address discipline needs and review information provided during the semester. Each academic division has a specific counselor assigned as a mechanism to gather feedback from students and from transfer institutions. All proposed changes are reviewed by the Curriculum Council. A checklist is in place to be completed prior to submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month and is comprised of program faculty and chaired by the Vice President of Educational Affairs. Curriculum Council meetings also provide a venue for additional programmatic discussions. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.</p>
<p>8. How will students be informed or recruited for this discipline? (1.2)</p>	<p>Students will be informed and recruited for this discipline in their high schools, 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, college open houses, as well as in community events such as Aurora First Fridays and other community events.</p>
<p>9. What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? (1.3)</p>	<p>No new transfer degrees/major options have been made and/or deleted within English.</p>
<p>10. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)</p>	<p>The total number of courses offered by the college in this discipline is 24. By far, the largest needs are for sections of ENG 101: First-Year Composition I and ENG 102: First-Year Composition II. For example, at the time of the previous program review, ENG 101 and ENG 102 saw enrollments of 2,160 and 1,951 respectively. This is because these courses are both required classes at Waubensee as well as at transfer institutions.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>11. 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</p>	<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 • Publications and dues • Full-time faculty professional development

associated with this discipline? How many full- and part-time faculty are maintained for this discipline?) (2.1)																																											
12. What steps can be taken to offer curricula more cost-effective? (2.2)	The department is already as cost-effective as possible and is in line with comparable departments.																																										
13. Is there a need for additional resources? (2.3)	As we work to meet our discipline goals, we may need additional funds.																																										
Indicator 3: Quality	Response																																										
14. Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.) (3.1)	<p>Our department offers courses in all modalities currently available at Waubensee Community College:</p> <ol style="list-style-type: none"> 1. Face-to-Face 2. Hybrid 3. Synchronous Online 4. Online 5. Flex <p>English courses are also offered in 3-week, 4-week, 8-week, 12-week, and 16-week formats. Additionally, ENG 101 and 102 courses currently are offered at both the Sugar Grove and Aurora Downtown Campuses.</p>																																										
15. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods? (3.2)	<p>The college does compare the success rates of each delivery method:</p> <table border="1"> <thead> <tr> <th>Success Rate by Modality</th> <th>Traditional /Face2Face</th> <th>Online</th> <th>Hybrid</th> <th>Flex</th> <th>Sync Online</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY2017</td> <td>58%</td> <td>50%</td> <td>68%</td> <td></td> <td></td> <td>56%</td> </tr> <tr> <td>FY2018</td> <td>59%</td> <td>51%</td> <td>76%</td> <td></td> <td></td> <td>57%</td> </tr> <tr> <td>FY2019</td> <td>62%</td> <td>57%</td> <td>59%</td> <td></td> <td></td> <td>61%</td> </tr> <tr> <td>FY2020</td> <td>78%</td> <td>74%</td> <td>75%</td> <td></td> <td></td> <td>76%</td> </tr> <tr> <td>FY2021</td> <td>83%</td> <td>73%</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>76%</td> </tr> </tbody> </table> <p>The college provides online and technical support such as: Canvas orientation and help, online and remote services, Wi-Fi access, computer labs, equipment loans such as laptops, software and any internet needs. Online tutoring and writing help are available at no cost, 24/7, to any Waubensee student via Smarthinking Tutoring. Smarthinking Tutoring has live, on-demand tutoring; an online writing lab; a place to ask questions; and opportunities to make an appointment with a tutor.</p>	Success Rate by Modality	Traditional /Face2Face	Online	Hybrid	Flex	Sync Online	Total	FY2017	58%	50%	68%			56%	FY2018	59%	51%	76%			57%	FY2019	62%	57%	59%			61%	FY2020	78%	74%	75%			76%	FY2021	83%	73%	76%	72%	76%	76%
Success Rate by Modality	Traditional /Face2Face	Online	Hybrid	Flex	Sync Online	Total																																					
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FY2021	83%	73%	76%	72%	76%	76%																																					
16. What assessments does the discipline use to measure fulltime and adjunct instructor performance in the classroom? (3.3)	Adjuncts participate in an in-class observation conducted by the dean/assistant dean. Non-tenured full-time faculty participate in an in-class observation conducted by the dean and Assistant VP of Education and Workforce Development. All faculty undergo evaluations by students each semester in each class that is taught.																																										
17. What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development	The department engages in professional development of various kinds at each professional development days at the beginning of each semester. Those opportunities include development in topics such as course design, syllabus design,																																										

<p>offered to both full time and adjunct faculty? (3.4)</p>	<p>outcomes and assessment, and other topics. These sessions are available for full-time and part-time faculty.</p> <p>The Faculty Development and Engagement Department also offers professional development available for full-time and part-time faculty throughout the year.</p> <p>In addition, full-time faculty can be reimbursed for their professional development activities for taking graduate courses or attending professional conferences.</p>
<p>18. 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>One faculty member, Sarah Quirk, continues to serve on the IAI General Education Fine Arts and Humanities panel. This panel includes our literature course offerings and interdisciplinary humanities courses.</p>
<p>19. How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports? (3.6)</p>	<p>We have begun departmental analysis of data regarding D’s, W’s, and F’s in courses to identify at-risk student groups. We encourage faculty to participate in the Early Alert system and other initiatives across all campuses, send students to the writing and Tutoring Center, and work with struggling students more closely. Other methods of identifying at-risk students include diagnostic essays given at the outset of courses in order to help determine struggling students.</p> <p>Beginning in fall 2022, Professors Fuller and Nichols will be implementing a new bridge program under the Aspire grant and modeled on CUNY Start, to bolster and “train up” incoming students who have been identified as having challenges with reading and writing. Upon completing this program, students will, as of the current schema in the planning stages, enter ENG 101 as a cohort.</p>
<p>20. To what extent is the discipline integrated with other instructional programs and services? (3.7)</p>	<p>The credit side of our department is closely aligned with the developmental side of the house. Students who place into and pass ENG 085, 095, and 099 with a grade of “C” or better move into ENG 101 and 102. ENG 099/101 consists of several 100-level students who are taking the class for 3 hours of college credit and several other students who are taking the class for 3 hours of college credit AND who are taking the supplementary 50-minute 099 component.</p> <p>The Library and the English Departments have a close relationship. Not only do the librarians offer instruction sessions for our English 101 courses (in different formats due to the ongoing pandemic), but they are also extremely helpful in acquiring books and other resources for our courses. Working in conjunction with other groups, the department can bring guest writers and speakers to campus.</p>
<p>21. What does the discipline or department review when developing or modifying curriculum? (3.8)</p>	<p>The department typically tasks faculty with specialties for specific courses to develop or modify curriculum. Courses such as Composition are developed and modified as a group with all faculty who teach the courses. This is done in consultation with the standards of professional associations in the discipline of English.</p>

<p>22. When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities? (3.9)</p>	<p>The English Department has met to discuss how courses can improve success and retention rates based on data regarding the demographics of students enrolled in those courses. These discussions include ideas to adjust the curriculum to be more inclusive of diverse voices and ways that the course can be taught with equity in mind. These conversations often take place during or around scheduling meetings where the faculty discuss how often and when each course should be run to benefit students taking English courses. In spring of 2019, the college created degree pathways to help guide students to achieve their desired credentials. The English Department participated in this process and created a pathway for English majors.</p>
<p>23. How does the college determine student success in this discipline? (3.10)</p>	<p>The college determines success based on final course grades, with A, B, and C indicating successful completion. Grades of D, F or W indicate that a student did not succeed in the course. Additionally, the English Department has a five-year assessment plan in place to collect and report data on all of our current course offerings. The outcomes assessment process, as a whole, facilitates our understanding of what constitutes student success within a course.</p>
<p>24. Did the review of quality result in any actions or modifications? Please explain. (3.11)</p>	<p>We are analyzing our student success rates by requesting more disaggregated data to help us modify curriculum and/or student support services.</p>
<p>List any barriers encountered while implementing the discipline.</p>	
<p>Because English is required for a vast majority of students, faculty in this discipline see the barriers that students across all disciplines and programs encounter. To assist student success the college should consider creating equitable wraparound services for students. These services should include childcare, transportation to the Sugar Grove campus, food insecurity, and housing. Expansion of financial assistance for technology and books.</p> <p>While the college offers tutoring for the English discipline, but it functions separately from the English Department. Students would benefit from a closer working relationship with the Tutoring Center.</p> <p>Creating educational momentum for developmental English students to successfully complete the English gateway courses.</p>	
<p>Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</p>	
<p>Academic Discipline Area</p>	<p>English</p>
<p>Course Title</p>	<p>ENG 101 English Composition I</p>
<p>Course Description</p>	<p>This course focuses on the writing and revising of academic essays or writing projects and is the first in a two-course sequence. First-Year Composition I develops awareness of writing processes; provides strategies for inventing, organizing and editing; stresses a variety of uses for writing while analyzing audiences, purposes, or contexts in texts; and emphasizes critical skills in reading, thinking and writing.</p>

	Academic writing is distinguished from various discourse communities by formality, conventions, and multi-sourced content.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	2563	2187	2066	2198	2108
Credit Hours Produced	7770	6621	6261	7254	7008
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	56%	60%	64%	79%	77%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: C1 900.				

Course Title	ENG 102 English Composition II				
Course Description	<p>This course focuses on the writing, researching, and revising of academic essays, and writing projects. The second of a two-course sequence, First-Year Composition II continues to develop awareness of writing processes; provides more complex strategies for inventing, organizing and editing; stresses a variety of uses for writing while analyzing audiences, purposes, or contexts in texts; and emphasizes critical skills in reading, thinking, and writing. Academic writing is distinguished from various discourse communities by formality, conventions, and multi-sourced content. Students will write critically reflective and analytical, academic research papers.</p>				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	2298	2051	1883	1894	1833
Credit Hours Produced	6936	6198	5700	6276	6231
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	57%	62%	64%	82%	80%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: C1 901R				

Course Title	ENG 152 Business Communication
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Course Description	This basic communication course for the occupational or technical student is intended to improve the student's written communication process and skills. Major emphasis is on using techniques and conventions essential in effective professional writing, including various kinds of computer based writing projects or correspondence for business and industry.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	47	60	69	67	66
Credit Hours Produced	141	180	207	219	222
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66%	47%	58%	85%	76%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Illinois State University 11/26/18 Southern Illinois University 12/4/18 University of Illinois at Chicago 11/19/18 University of Illinois at Urbana-Champaign 7/6/21				

Course Title	ENG 153 Technical Writing				
Course Description	This course emphasizes technical writing basics including defining an audience, understanding style and format, using graphic elements and visual aids, evaluating purpose and format, and document handling with business ethics in mind. Students develop business-related documents such as proposals, reports, user manuals, and technical brochures. Sentence-level mechanics, conciseness, paragraph structure, organization, and language precision are addressed. Collaboration and revision are emphasized.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	47	64	59	54	59
Credit Hours Produced	144	195	183	204	204
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	38%	31%	49%	60%	65%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Eastern Illinois University 10/26/18 Illinois State University 11/19/18 Northern Illinois University 11/9/18 Southern Illinois University 12/13/18 University of Illinois at Chicago 11/6/18 University of Illinois at Urbana-Champaign 7/6/21				

Course Title	ENG 204 Creative Writing: Fiction				
Course Description	This course provides guided practice in writing creative fiction with emphasis on the elements of craft, forms, genres, and current trends in writing fictional narratives. It is designed to help new and experienced writers produce and develop their own fictional stories utilizing a workshop environment and a close examination of craft from a diverse selection of short stories and novels. Students will produce a portfolio of work and will explore publishing opportunities related to creative writing.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	36	46	39	27	37
Credit Hours Produced	111	138	120	93	132
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	47%	71%	54%	72%	66%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Eastern Illinois University 10/26/18 Illinois State University 11/19/18 Northern Illinois University 11/9/18 Southern Illinois University 12/13/18 University of Illinois at Chicago 11/6/18 University of Illinois at Urbana-Champaign 7/7/21				

Course Title	ENG 205 Creative Writing: Poetry				
Course Description	This course offers practice and guidance in the writing of poetry with emphases on fundamental elements of image, trope, metaphor, voice, line, diction, syntax, and rhythm. Students will read and write lyric, narrative, and dramatic poems and work toward discovering and developing their own voices in a collaborative, workshop setting. Students will also read poetry by established poets.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	17	0	11	0	0
Credit Hours Produced	51	0	33	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70%	0	61%	0	0

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Eastern Illinois University 10/26/18 Illinois State University 11/19/18 Northern Illinois University 11/9/18 Southern Illinois University 12/13/18 University of Illinois at Chicago 11/6/18 University of Illinois at Urbana-Champaign 7/7/21
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Course Title	ENG 206 Creative Writing: Non-Fiction				
Course Description	This course provides guided practice in writing creative non-fiction with focus on the elements of craft, forms of memoir and journalism, and research techniques utilized in producing creative non-fiction narratives. Students will explore creative presentations of truth as both new and experienced writers discover and develop their own creative non-fiction narratives in a workshop environment. Students will produce a portfolio of work and will explore publishing opportunities related to creative non-fiction writing.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	0	10	16	20	13
Credit Hours Produced	0	30	48	66	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	56%	55%	73%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Eastern Illinois University 11/9/18 Illinois State University 11/19/18 Northern Illinois University 11/9/18 Southern Illinois University 12/13/18 University of Illinois at Chicago 11/14/18 University of Illinois at Urbana-Champaign 7/7/21				

Course Title	ENG 211 American Literature to 1865				
Course Description	This course is a survey of representative works illustrating the development of American literature from its beginnings to the Civil War, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. Critical analyses of representative works with attention to the elements of various genres through primary and secondary resources will be required. Note: Recommended for the IAI English major or Gen Ed elective. IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	18	0	13	0	0

Credit Hours Produced	54	0	39	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	0	75%	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 914				

Course Title	ENG 212 American Literature From 1865				
Course Description	This course explores writings in the United States from the end of the Civil War to the present with emphases on major literary movements such as Realism, Regional Realism, Naturalism, Modernism, Postmodernism, and Multiculturalism or writing circles such as the Chicago Renaissance and Harlem Renaissance understood in relation to their intellectual, social and political contexts. Critical analyses of representative works with attention to the elements of various genres through primary and secondary resources will be required. Note: Recommended for the IAI English major or Gen Ed elective. IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	0	0	17	0	22
Credit Hours Produced	0	0	51	0	72
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	80%	0	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 915				

Course Title	ENG 215 Masterpieces of American Literature				
Course Description	This course emphasizes the development and treatment of major themes and ideas in the works of significant American authors. Such representative writers as Bradford, Edwards, Franklin, Hawthorne, Poe, Melville, Emerson, Thoreau, Twain, James, Dickinson, Faulkner, Hemingway, Steinbeck and others are read. Understanding, appreciation, and the influence of the assigned readings is emphasized along with intellectual, social and political contexts. Note: IAI English majors should				

	be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	26	0	21	0	0
Credit Hours Produced	78	0	69	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	68%	0	63%	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 915				

Course Title	ENG 220 Multicultural Literatures of the United States				
Course Description	This course is an introduction to multicultural literary works of the United States. Students will read, understand, and explore issues of race, ethnicity, class, caste, gender, sex, sexuality, nation, region, disability, age, or ecosystem within a variety of literary genres. Considerations of history, formal dynamics, ideas, and the personal as political (activism) will also be explored. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	26	21	21	22	0
Credit Hours Produced	78	63	63	69	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66%	61%	55%	96%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 910D				

Course Title	ENG 221 British Literature to 1800
Course Description	This course is a chronological study of British masterpieces from Beowulf through the pre-Romantics. The history of ideas may be studied to show the relationship between an idea and its literary embodiments.

	Critical analysis of primary and secondary resources is required. Note: Recommended for the IAI English major or Gen Ed elective. IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	27	15	0	21	0
Credit Hours Produced	81	45	0	69	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50%	76%	0	70%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 912				

Course Title	ENG 222 British Literature From 1800				
Course Description	This course is a chronological study of the evolving world of British literature. Major works of poetry, drama and fiction from the Romantic, Victorian, Modern and contemporary periods are studied. Students will forge connections between authors, works, eras and genres through critical analysis and synthesis of both primary and secondary resources. Note: Recommended for the IAI English major or Gen Ed elective. IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	0	0	0	12	0
Credit Hours Produced	0	0	0	51	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	59%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 913				

Course Title	ENG 225 Masterpieces of British Literature				
Course Description	<p>This course emphasizes the major themes, ideas and eras of British literature. Selections include Shakespeare, Milton, Swift, the Romantic, Victorian and Modern eras, and contemporary British literature. Understanding, appreciation, and the influence of the assigned readings is emphasized along with intellectual, historical, and sociological contexts. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.</p>				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	21	0	0	17	0
Credit Hours Produced	63	0	0	54	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	56%	0	0	83%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 913				

Course Title	ENG 226 Introduction to Shakespeare				
Course Description	<p>This course is an introduction of the works of Shakespeare for understanding, appreciation and the influence of representative plays. Topics of interest include Shakespearean genres such as comedy, tragedy, history, romance, and sonnets. Recurrent themes, historical and ideological contexts, intertextuality will be explored through the use of primary and secondary resources. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.</p>				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	12	0	12	0	0
Credit Hours Produced	36	0	36	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	0	63%	0	0

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 905
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Course Title	ENG 228 Children's Literature				
Course Description	Children's Literature introduces the students to the major genres of children's books, both in print and digital formats. The class focuses on authors, illustrators and trends in children's literature for emerging readers through middle school students. The impact of popular culture, caregiver and educator influence and societal trends on children's literature and literacy development will be investigated. Selection of age and reading level appropriate materials, introducing children to books, and storytelling are also emphasized. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	14	2	23	23	24
Credit Hours Produced	45	6	69	69	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	43%	14%	88%	87%	88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 918				

Course Title	ENG 229 Introduction to Literature				
Course Description	This course is a critical study of three forms of fiction (short story, novella, and novel) from classic and contemporary selections. It includes critical analysis, study of techniques, historical background and thematic interpretations of the works read. The course emphasizes the correlation of literary elements such as plot, character, setting, symbolism, or theme, and it studies relationships between fiction forms. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	12	22	16	0	22

Credit Hours Produced	36	69	48	0	75
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	47%	65%	36%	0	76%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 900				

Course Title	ENG 230 Introduction to Poetry				
Course Description	This course is a critical study of world poetry, including a variety of styles from the Renaissance to recent times. It teaches students to interpret meaning through analyses of major elements of poetry such as structure, symbolism, and tone, and to defend their interpretation. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	13	25	0	11	0
Credit Hours Produced	39	75	0	33	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	60%	56%	0	82%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 903				

Course Title	ENG 235 Short Stories to Novels: Examining Fiction				
Course Description	This course is a critical study of three forms of fiction (short story, novella, and novel) from classic and contemporary selections. It includes critical analysis, study of techniques, historical background and thematic interpretations of the works read. This course emphasizes the correlation of literary elements such as plot, character, setting, symbolism, or theme. It also studies the relationships between fiction forms. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Number of Students Enrolled	0	11	0	0	0
Credit Hours Produced	0	33	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	71%	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 901				

Course Title	ENG 240 Introduction to Drama as Literature				
Course Description	This course explores the literary aspects, concepts and principles of drama. It includes the critical study of various types of plays from a variety of periods. Consideration is given to the technical aspects of dramatic production, as well as backgrounds of the physical theatre, historical development of the drama form and selected authors. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 902				

Course Title	ENG 245 World Literature				
Course Description	This course is a survey of representative literary texts ranging from ancient Greek and Roman epics to 19th and 20th century short stories, poems, or drama originating in continental Europe, post-colonial Latin America, Africa, or Asia from ancient times to the present. The course emphasizes the significance of the selections as human documents as well as their importance as literature. Although this course focuses primarily upon Western literature, representative texts from other cultures may be				

	integrated into the syllabus. A cross selection of literary genres ranging from Greek and Roman epics to modern plays, love sonnets, and modern short stories constitutes the course reading list. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	10	0	0	0	0
Credit Hours Produced	30	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67%	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 906				

Course Title	ENG 255 Women's Literature				
Course Description	This course introduces students to novels, short stories, poetry, essays, memoir, drama, journals and other literary genres written by women in English across several centuries. Authors represent a variety of racial, ethnic, sexual, class, disability, age, regional, and national backgrounds. Students explore how systems of race, ethnicity, class, caste, gender, sex, sexuality, disability, age, region, nation, and ecosystem affect the conditions under which women write as well as what they write. Students also explore differences and continuities in women writers' perspectives and their uses of form, content, and subject. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	24	24	24	19	13
Credit Hours Produced	72	72	72	63	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82%	68%	63%	76%	80%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 911D
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Course Title	ENG 265 Latinx Literatures of the United States				
Course Description	This course is an introduction to the literatures and cultures of Latinx writings in the United States and focuses on the ways in which identity, displacement, bilingualism, code-switching, political conflict, exile, immigration, transculturation, transnationalism, refugee status, colonialism, imperialism, and memory influence and emerge in literary works. Students will read texts in a variety of genres--fiction, poetry, drama, memoir, essay, newspaper columns, testimonios, speeches, corridos--including but not limited to works by writers with roots in Cuba, The Dominican Republic, Mexico, Puerto Rico, and throughout South, Central, and North Americas. Students will identify and understand the social and cultural impacts of Latinx Literature. The works will be read in English. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI Code: H3 910D				

Course Title	ENG 296 Special Topics in Literature				
Course Description	This course offers in-depth exploration of a special topic, issue or trend in literature. Repeatable to a maximum of 16 semester hours for different special topics; 6 semester hours may apply to a degree or certificate. Note: IAI English majors should be aware that universities may not accept elective literature courses other than British and American survey courses for the major when transferring.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	1	0	0	1	0

Credit Hours Produced	3	0	0	3	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	0	0	100%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Eastern Illinois University 11/9/18 Illinois State University 11/19/18 Northern Illinois University 11/9/18 Southern Illinois University 11/19/18 University of Illinois at Chicago 11/6/18 University of Illinois at Urbana-Champaign 7/7/21				

25. How does the data support the course goals? Elaborate.	One of the overarching course goals to is to reduce withdrawals and failures. Starting with the 2020 year, probably due to the coronavirus pandemic, the data showed a dramatic drop in withdrawals for English courses. This is probably due to increased accessibility to professors through virtual learning and a relaxation of the withdrawal policies at Waubensee. It seems reasonable to assume that allowing students to withdraw later allows them time to catch up in their coursework, so they don't have to withdraw from a course at all. This, coupled with a relaxation of deadlines in courses, likely contributed to a decrease in withdrawals.
26. What disaggregated data was reviewed?	The data that was reviewed are the departmental equity, program comparison, and course reports based on race, age, and gender. Additionally, we review grade distribution based on race, age and gender.
27. Were there identifiable gaps in the data? Please explain.	We need to cross reference the success rates by modality with equity data. We also need to cross reference outcomes with equity data as well as high schools in our district and national data.

Goal Planning

28. What are the discipline's strengths?	<p>The English Department possesses many strengths:</p> <p>The department offers a wide variety of coursework for required general education; major courses; non-major writing, literature, film, and creative writing courses; humanities courses; and elective courses. Encompassing the academic fields of composition, technical and business writing, creative writing, film, literature, and special, interdisciplinary topics, the department offers both individual and sequenced courses that allow students to learn, improve upon, and perfect necessary critical thinking, reading, and writing skills. These courses prepare students for further education, local, national, and global democratic participation, and employment/work/jobs.</p> <p>In conjunction with the Academic Support Division, the department offers the co-requisite composition course that enables students to take both ENG 099 and ENG 101 simultaneously. The course allows students to bridge</p>
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	<p>developmental and college-level writing requirements and skills, to feel included within established (required) college curricula, and to make their ways through necessary coursework while earning credit and progressing in a timely manner through a certificate program and/or Associate degree and/or the first two years of transfer-level coursework.</p> <p>The department offers coursework in all existing modalities and in different, timed options, at least two campuses. Face-to-face, synchronous, asynchronous, flex, and hybrid courses in English as well as multiple options for time-scheduling are available to student's morning, afternoon, evening, and weekends through 16-week, 12-week, 8-week, 4-week, and 3-week durations in all scheduled semesters: fall, spring, and summer. This great flexibility gives all students many options from which to choose coursework as such work meets their demanding schedules of work, family, and educational and life commitments.</p> <p>The department continues to reduce the prevalence of D, F, and W grades through dedicated teaching, collaboration between and among faculty, students, and tutors, and formal and informal professional development.</p> <p>The department offers many courses that earn IAI distinction, which allows for such courses to transfer to other institutions. The department also offers courses that cannot be tagged as IAI, yet many of these courses also transfer to colleges and universities and enable students to explore and refine their critical thinking, creativity, and various, necessary literacies so that they may attempt to live and work in late-stage US capitalism.</p>
<p>29. What are the identified or potential weaknesses of the discipline?</p>	<p>The English Department possesses few weaknesses. Such weaknesses include:</p> <ul style="list-style-type: none"> • the lack of dedicated computer classrooms and necessary, appropriate technologies at both the Sugar Grove and Downtown Campuses and in many places on both campuses. Members of the department have asked and advocated for such necessary spaces for at least two decades. English Departments across the US have combined innovations in computer technologies with the teaching of English studies (composition, mainly) because information and technological literacies are simply required to live and work with/in the twenty-first century global economy; • collaboration with the Waubensee Tutoring Center. The English Department desires to work closely with the Tutoring Center so that the tutors are familiar with the curriculum and teaching practices so that they can better assist students; • not offering viable micro credentials in creative writing to better suit students' career interests;

	<ul style="list-style-type: none"> • develop more equitable pedagogy and coursework.
<p>30. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>The English Department desires (with no implied order of importance):</p> <ol style="list-style-type: none"> 1. Appropriate technology be made available everywhere for ENG courses immediately so that all students can gain the knowledge and skills required to be critical thinkers, readers, and writers, so that students can function in an ever-changing world dominated by emerging technologies and globalization; 2. to work with the Waubensee Tutoring Center to create a form that allows both tutors and instructors to understand individual student needs and articulate curriculum so tutors better understand the courses to help students more effectively; 3. establish micro credentials in creative writing; 4. to continue to develop course design and teaching strategies to ensure that courses offer a variety of perspectives so that students can learn that living and working in a global, interconnected economy requires knowledge and acceptance of diverse peoples, ideologies, and ways of being, past, present, and future; and 5. Increase funding for visiting writers.
<p>Program Goals 31. List the program goals identified in the last Annual Update. If completed, list three new 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>	<p>GOAL 1: Improving scheduling of literature courses to ensure maximum number offered without competition between courses (Aligns with Transformational Goal #3: Reduce time to completion by reducing cancelled classes.)</p> <p>GOAL 2: Establish technological support for students with available computers for research and writing needs in classes.</p> <p>GOAL 3: Establish a writing program coordinator. A writing program coordinator would provide leadership within the department by keeping current with trends in teaching composition through multiple modalities, understanding the potential curricular impact of state and federal legislation, and maintaining an active voice in professional organizations within composition teaching. Further, an individual in this position could facilitate conversations with full-time and adjunct composition colleagues as needed to coordinate curriculum, manage the assessment process and maintain sample syllabi and other instructional documentation. Within the college's structure, a writing program coordinator would be a logical fit for the Outcomes Advisory Council, any committee tasked with incoming student placement and assessment, and could collaborate with the dean on scheduling courses and modalities that best fit the needs of the incoming student population. Quite simply, this role would provide a consistent and coherent voice for a set of high-enrollment general education.</p>

<p>32. Indicate progress made on last years measurable program goals aligned with the educational affairs plan.</p>	<p>GOAL 1: We are currently engaged in a project to reduce D, F, and W grades in First-Year Composition courses by identifying at-risk population groups and strategizing how to better help those students complete the sequence (Aligns with Transformational Goal #3 - removing barriers to learning and Goal #1 - continued focus on student persistence and completion). The project has a set of measurable goals (decreased numbers of D, F, W grades).</p> <p>RESULTS OF GOAL 1: We have improved completion numbers. For example, in FY2021, we had an 83% completion rate in ENG 101. We had an 88% completion rate in ENG 102. In face-to-face ENG 101 classes, 73% of students complete the course successfully with an A, B, or C.</p> <p>In online ENG 101 classes, 64% complete the course successfully. In face-to-face ENG 102 classes, 74% complete successfully. In online ENG 102, 70% complete successfully.</p> <p>In 200-level face-to- face English courses, 80% complete successfully. In 200-level online English courses, 72% complete successfully. This data applies from Fall 2012 to Fall 2016, regular semesters, fall, spring and summer.</p> <p>We are not yet certain if these results were due to the pandemic or other reasons.</p> <p>GOAL 2: Provide competencies in global cultures and diversity in literature classes (Aligns with transformational Goal #2 – “interconnector of global cultures and diversity”). The success of this goal will be measured with response to relevant questions on the graduate survey, as indicated on the Transformational Goals. We would like to have access to the questions on the survey to ensure that we can meet this goal.</p> <p>RESULTS OF GOAL 2: We have not had access to graduate survey results to determine whether this goal has been met. The department will continue to seek relevant data.</p> <p>GOAL 3: Provide competencies in global cultures and diversity in literature classes (Aligns with transformational Goal #2 – “interconnector of global cultures and diversity”). The success of this goal will be measured with response to relevant questions on the graduate survey, as indicated on the Transformational Goals. We would like to have access to the questions on the survey to ensure that we can meet this goal.</p> <p>RESULTS OF GOAL 3: We have completed a revised sequence of literature courses so that we have no conflict between when they are offered, and we offer a variety from semester to semester. We will continue to revisit this schedule as enrollment and demographics change.</p>
<p>33. If program goals are not being met, what action steps will be taken to achieve them?</p>	<p>By and large, program goals set out in 2017 are being met. Sketching out details with our deans will help articulate our students’ and program’s needs. As a result, the dean can advocate for budgetary items and remodeling as needed for classrooms.</p>

Academic Course Review Results

<p>Intended Action Steps 34. Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Spring 2022: Revisit scheduling of literature and other 200-level courses.</p> <p>Fall 2022: Revisit composition courses in light of new IAI guidance. This would include sharing and comparison of assessment rubrics, assignment prompts, course structures; program coordinator; technological equipment and support.</p> <p>Fall 2023: Conduct grade norming sessions with full and part-time faculty.</p> <p>Spring 2023: Look at gaps in curriculum for additional opportunities or the revision/retirement of courses.</p> <p>Spring 2024: Revisit course alignment for 200-level with IAI guidance. Determine additional action steps as needed in order to best meet our goals.</p>
<p>Performance and Equity 35 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Continue to use Academic Early Alert to recognize and refer students with challenges and additional needs. Make certain our content is current and reflects best practices for student achievement. Monitor transfers via reports from NIU, ISU, and other institutions as available. Be conscious of literature rotation in order to offer classes that reach diverse, contemporary populations. Work with the Student Retention Manager to identify more equitable strategies.</p>
<p>Rationale 36. Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>We have higher success rates in both ENG 101 and ENG 102 than in previous years. The reason for this change is still being analyzed, but the department thinks that faculty are learning new student-friendly policies that will help this success rate to continue to increase.</p> <p>The rationale for future modifications will come from internal departmental conversations regarding protocols for best assisting at-risk students.</p>
<p>Resources and Support 37. 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>Professional Development: time during the semester to coordinate with both full and part-time faculty to address assessment findings, course alignments, scheduling and any need for course outline revisions. Incentives to increase part-time participation in these conversations and planning ahead of time.</p> <p>Tutoring Services: expand English-specific tutoring across our campuses and during high demand periods.</p> <p>Early Academic Alert: gather data on the effectiveness of early interventions.</p> <p>Course Outcome Data: adapt common rubric to evaluate program outcomes, upload and have available on Canvas, and have data drawn into AEFIS and analyzed.</p>

	<p>Release time for a full-time faculty member to serve as a writing program coordinator. This would add stability and uniformity to the First-Year composition course sequence.</p> <p>Technology for students within the classroom would add a much-needed boost to research and writing skills.</p> <p>Additional funds to bring in guest speakers.</p>
<p>Responsibility 38. Who is responsible for completing or implementing the modifications?</p>	<p>Responsibility falls on the faculty of the English Department as well as the staff of tutoring and Academic Support. Success in this matter will require constant and close communication.</p> <p>Assistant Deans, while assisting in disseminating information to new hires and to part-time faculty, the addition of a writing program coordinator would bring the necessary support in pedagogy, content, and assessment work with disciplinary expertise.</p> <p>The Dean would help advocate for budgetary and equipment needs.</p>

Academic Disciplines	
College Name:	Waubonsee Community College
Academic Years Reviewed:	FY17-FY21
Discipline Area:	Mass Communications
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<p>Program Outcomes</p> <p>1. What are the outcomes of the discipline?</p>	<ol style="list-style-type: none"> 1. Create connections with industry professionals. 2. Demonstrate production skills that reflect industry standards. 3. Examine current operations in radio/television/film. 4. Research current operations in radio/television/film.
<p>2. To what extent are these outcomes being achieved? <i>How do you know the extent to which they are being achieved?</i></p>	<ol style="list-style-type: none"> 1. Students have the opportunity to meet with industry professionals both on campus and during visits to local Mass Communications companies. Students learn about current and future industry production needs and requirements—comparing them with Waubonsee’s Mass Communication curriculum designs and classroom production hardware and software. 2. Mass Communication students demonstrated use of production technology and set-up procedures (waveform monitor/vector scope). The Waubonsee Community College Mass Communication Program is adhering to the content technical standards and current methods of production in the field according to National Television Systems Committee (NTSC) and the Advanced Television Systems Committee (ATSC). 3. Mass Communication students were able to view live television production activity—both studio and on-location sports programs.
<p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?</i></p>	<ol style="list-style-type: none"> 1. Information from industry professionals has confirmed that the technical information and skills provided in MCM 140/MCM 243/MCM 240 are relevant to field and studio production requirements for careers in Mass Communications. 2. No curriculum changes have been made.

<p>4. How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?</p>	<ul style="list-style-type: none"> ● Mass Communication allows students to understand how information and forms of technology are pivotal to education and journalism. ● The discipline also enables students to consider how modes of video and audio production may be applied to careers in business, education and the liberal arts.
<p>Review Team 5. Please identify the names of faculty and staff who were major participants in the review of this program.</p>	<p>John Bitterman, Associate Professor of Communications</p> <p>Sharon Garcia, Executive Dean of Liberal Arts and Sciences</p>
<p>Prior Review Update 6. Describe any quality improvements or modifications made since the last review period.</p>	<p>The resources for Mass Communication production courses have been significantly upgraded. Those upgrades are:</p> <ul style="list-style-type: none"> ● The Television Studio cameras have all been upgraded with new HD studio cameras. This has included all cabling and CCU camera controls. ● The field cameras have all been upgraded with new HD portable cameras. ● The new production control room in Erikson Hall was completed, allowing for taped and live transmission of Waubensee student volleyball and basketball games. ● The Media Lab was completed with 12 iMac computer workstations for student audio and video production.
<p>Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>7. What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.1)</p>	<p>In 2018, it was determined that the AAS degree was not an appropriate degree outcome. Students in the Mass Communication Program were advised to pursue an AA degree, allowing them to more efficiently transfer to 4-year programs in Broadcasting and Mass Communication. Industry professionals advised for this change to enhance entry and advancement in the production field.</p>
<p>8. How will students be informed or recruited for this discipline? (1.2)</p>	<p>Students have been informed of the program changes in the Waubensee Community College catalog, and through academic advisors. The Mass Communication faculty have continued to inform students through classroom updates.</p>
<p>9. What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action? (1.3)</p>	<p>As the Mass Communication Program has become an AA degree discipline, more 4-year colleges and universities have contacted faculty and academic advisors. The change to an AA discipline, away from a career/technical emphasis, enhanced student opportunities for efficient transfer of courses and more effective career advancement.</p>

<p>10. How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students? (1.4)</p>	<p>8 courses</p> <p>Largest enrollment:</p> <p>MCM 130 – Introduction to Mass Communication</p> <p>MCM 140 – Television and Media Production I</p> <p>MCM 243 – Film Production</p> <p>MCM 215 – Basic News Writing</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>11. 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 Mass Communication Program requires current production technology and studio/control room/editing facilities. The extreme cost of these upgrades has gone toward the acquisition of High Definition cameras and the associated hardware and software requirements. Production equipment also requires periodic calibration and repairs.</p> <p>At the same time, the production courses require hands-on training and operation-limiting student enrollment, which adds to the overall higher cost of program operation.</p> <p>For this program, the college utilizes one full-time faculty member and usually 2-3 part-time faculty during any academic year.</p>
<p>12. What steps can be taken to offer curricula more cost-effective? (2.2)</p>	<p>The current Mass Communication courses operate with the minimum of technology required to simulate professional standards.</p>
<p>13. Is there a need for additional resources? (2.3)</p>	<p>Previous to 2021, the college operated Educational Television—a staff in charge of the technical standards, maintenance, and trouble-shooting of equipment and software in the Television Studio, Erikson Hall Control Room, and Media Lab. During the Waubensee employment reduction of 2020 (due to the COVID-19 move to online instruction), the Educational Television staff was released. A new technical staff should be identified to support the facility needs and help students reach their educational goals of Mass Communication.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>14. Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.) (3.1)</p>	<p>Asynchronous online has been used in Mass Communication classes not requiring production skills.</p>
<p>15. If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to</p>	<p>At this time the college does not collect this information. The college is, however, working on a process to capture this data across all modalities.</p>

these different course delivery methods? (3.2)	
16. What assessments does the discipline use to measure fulltime and adjunct instructor performance in the classroom? (3.3)	Adjuncts participate in an in-class observation conducted by the assistant dean. Both full-time and adjunct faculty undergo evaluations by students each semester in each class that is taught.
17. What professional development is offered for full-and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty? (3.4)	Participation in WCC faculty development seminars. Both full-time and part-time faculty are able to access resources for continuing skills development. Additionally, faculty are given a yearly budget dedicated to professional development. The college offers reimbursement for courses taken specific to the discipline. Faculty are provided funds for publications to maintain knowledge in their industry.
18. How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period? (3.5)	Since the last review period the Mass Communications faculty has not been actively involved in the IAI panel.
19. How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports? (3.6)	<p>The discipline identifies at-risk students through collaboration with faculty and our Academic Support, and Academic and Career Advising Departments. Faculty are invited each semester to recommend or require students to visit the Tutoring Center and work with an academic coach. Free online, face-to-face tutoring and academic coaching is available to all students. Faculty also utilize an Academic Early warning system for struggling students. These students receive emails and follow-up calls from counselors and advisers. In addition, a satisfactory academic status report is completed at the end of each term by the Registrar’s Office. A student is considered at risk when their GPA falls below 2.0. At-risk students are required to schedule an appointment with an adviser or a counselor to create a success plan.</p> <p>Additional supports include the Access Center for Disability Resources, which coordinates services to students with both physical and learning disabilities. Services include interpreters, note takers, readers, book-on-tape, specialized testing services, real -time captioning and other assistive technologies.</p>
20. To what extent is the discipline integrated with other instructional programs and services? (3.7)	Students in music, art, and graphic design are encouraged to select a number of Mass Communication courses to augment their studies.
21. What does the discipline or department review when developing or modifying curriculum? (3.8)	Input from industry professionals, along with data from 4-year transfer programs—ensuring continuity in course sequencing. The review process examines industry requirements, along with skill performance standards for the operation of production equipment.

<p>22. When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities? (3.9)</p>	<p>Review of current practices in Mass Communication classes has shown that faculty are actively interacting with students—assisting with projects, test performance, and career advising. Recruitment efforts have emphasized high school visits, which allow for interaction with multiple student populations.</p> <p>The program has been in the process of reviewing how to attract and retain students from a variety of backgrounds who have not been as active in past Mass Communication enrollments.</p>				
<p>23. How does the college determine student success in this discipline? (3.10)</p>	<p>Success is defined at the college when students achieve at least a 70% in their courses. Additionally, success is measured by students graduating and transferring to a 4-year program.</p>				
<p>24. Did the review of quality result in any actions or modifications? Please explain. (3.11)</p>	<p>Currently, the Mass Communication Program has lost support staff due to a reduction in force by the college. In previous academic years, the support staff has allowed for a more active and innovative use of equipment to both serve the program and the college. In MCM 240, students were able to produce a weekly musical variety program, ON TRACK, while also televising sport events. Neither of these activities have been allowed with support staff loss. The program is reviewing future procedures for securing necessary production support staff.</p>				
<p>List any barriers encountered while implementing the discipline.</p>					
<p>In 2018, the college moved the management of Mass Communication equipment and facilities from an educational emphasis. The department of Marketing and Communications was given authority to control the physical facilities and educational television staff.</p> <p>Currently Marketing and Communications have eliminated the educational support staff, while simultaneously de-emphasizing the role of the television studio, the Erikson control room, and field production operations. This reduction in devoted resources and personnel have had the following repercussions:</p> <ul style="list-style-type: none"> -The Mass Communication Program has no technical support to oversee equipment setup, maintenance and repair. With the college returning to pre-COVID-19 instructional conditions, production courses will return with no support of any classroom operations. -The reduction of production staff, with minimal campus-wide television operations, minimizes the opportunities for the college to record or televise major campus events. This indirectly impacts student learning opportunities as well. 					
<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>					
<p>Academic Discipline Area</p>	<p>Mass Communication</p>				
<p>Course Title</p>	<p>MCM 130 Introduction to Mass Communication</p>				
<p>Course Description</p>	<p>Introduction to Mass Communication surveys the nature and impact of media on contemporary society focusing on the Telecommunications Act of 1996. Areas of emphasis include: mass communication theory and research, ethics and social responsibilities, historical development, communication technologies, business practices and media regulation and control.</p>				
	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>

Number of Students Enrolled	89	83	91	76	100
Credit Hours Produced	270	252	273	240	315
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	65%	66%	77%	89%	93%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 911				

Course Title	MCM 140 Television and Media Production I				
Course Description	Television and Media Production I provides production experiences in multiple-camera studio production and on-location video production and recording. Production responsibilities, studio and control room equipment operation and set up, script and graphics preparation, set design and lighting, and talent/performance techniques, as well as the U.S. system of regulation and control of broadcasting are emphasized.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	29	30	14	15	0
Credit Hours Produced	87	90	42	45	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78%	97%	78%	93%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 916				

Course Title	MCM 201 Broadcast Writing				
Course Description	This course focuses on writing broadcast copy and scripts for visual and audio presentations for news and special events. Students learn to research, compose, and edit standard script formats for radio and television, as well as to distinguish between broadcast and print writing styles. Students also learn about ethical considerations in the news, libel laws, effective interview techniques, and interview etiquette.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Number of Students Enrolled	14	0	0	0	0
Credit Hours Produced	42	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	56%	0%	0%	0%	0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A				

Course Title	MCM 205 Basic Broadcasting Announcing				
Course Description	This course provides students with a general knowledge of broadcast announcing principles and techniques. Students are required to create, read and deliver commercials, news, interviews, public service announcements and special events. Emphasis is placed upon developing an appropriate broadcasting style, operating broadcast studio equipment and developing impromptu on-air skills including effective breathing, pronunciation, or articulation, expression and eye contact. Additionally, students analyze, edit and deliver broadcast cop.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	8	16	9	8	0
Credit Hours Produced	24	48	27	27	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	73%	94%	78%	89%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 918				

Course Title	MCM 211 Introduction to Radio Production				
Course Description	This course provides learning experiences in audio production techniques and the operation of related equipment and systems. Topics such as microphones and sound capturing techniques, basic radio production protocol, terminology, script writing, editing, producing commercial/public service announcements (PSA) announcements, and newscasting in a studio setting are emphasized.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Number of Students Enrolled	10	10	10	0	0
Credit Hours Produced	30	30	30	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	91%	100%	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 915				

Course Title	MCM 215 Basic News Writing				
Course Description	This course introduces students to the basic elements of clear, concise, accurate and balanced news writing. Students learn the techniques of news gathering, reporting, and interviewing as well as important differences between straight news stories, features, opinion pieces and various other types of news articles. Additionally, the course includes discussion of ethical issues facing the press and laws governing journalists.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	10	16	8	12	13
Credit Hours Produced	30	48	24	39	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69%	88%	73%	85%	87%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	MC 919				

Course Title	MCM 240 Television and Media Production II				
Course Description	This course provides more advanced multi-camera studio television and media production experience with an emphasis toward live-to-record/live-broadcast situations. Students assume production roles both in the control room and studio setting. The history, pre- and post-production, scripting, graphics set design and lighting, system process engineering, and post-production skills are also emphasized. Formats of Standard Definition (SD) /High Definition (HD) /Ultra-High-Definition (UHD) television including scanning, frame rates and aesthetic differences will be discussed.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Number of Students Enrolled	15	15	9	0	0
Credit Hours Produced	45	45	27	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88%	94%	82%	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A				

Course Title	MCM 243 Film Production				
Course Description	This course provides more advanced field television and film production experience with an emphasis toward single-camera electronic field production (EFP) and electronic news gathering (ENG). Students assume production roles as producers, directors, camera operators, and video editors. Pre- and post-production, scripting, graphics, lighting, legal requirements and non-linear video editing skills are emphasized.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	14	9	11	13	0
Credit Hours Produced	42	27	33	45	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72%	75%	69%	87%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A				

Course Title	MCM 245 Mass Media Ethics and Laws				
Course Description	This course examines the legal and judicial systems, governing legislation and regulations, and significant historical/contemporary issues that influence various industries and consumers of mass communication. Special emphasis is given to first amendment rights, libel and invasion of privacy, protection of news sources, free press, and copyright legislation and court rulings.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Number of Students Enrolled	10	8	9	0	0
Credit Hours Produced	39	24	30	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	47%	64%	64%	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A				

Course Title	MCM 280 Mass Communications Capstone: The Business, Media and Careers of TV/Internet/Radio				
Course Description	This course provides students with a deeper understanding of the broadcasting industries—the business and economic structures, current and developing media technologies of acquisition and transmission and the career opportunities within each. Students will also focus on formats, ratings, programming, and state/federal regulations. Digital transmission, video streaming and advances in media technologies will be examined. Hands-on practical information and skills will assist students in the creation of resumes and audition materials while focusing on the development of interview skills.				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	3	3	5	0	0
Credit Hours Produced	9	9	15	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	100%	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A				

Course Title	MCM 297 Radio/TV/Film Internship
Course Description	Combining academic credit with professional experience, this internship allows students to learn about, observe and work in the mass communication field, including various facets of television, film or radio production. The learning objectives are relative to the nature of the business of the site to which the student is assigned or selects. Acquired skills may include: live multi-camera video production, field camera work, graphic design preparation, tape duplications, non-linear audio and video editing, promotions and marketing. Eighty hours are required for 1 credit.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	1	0	0	0	0
Credit Hours Produced	1	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A				

25. How does the data support the course goals? Elaborate.	The data support the course goals in that gaps are identified and gives faculty an opportunity to assist students to close equity gaps. The data also show students' progress, giving faculty an opportunity to assess the outcomes of the course and make changes where needed.
26. What disaggregated data was reviewed?	The college looks at enrollment, withdrawals, success and grade distribution based on race, age and gender.
27. Were there identifiable gaps in the data? Please explain.	The data suggest that Hispanic and African American students have a lower level of enrollment and retention in Mass Communication courses.

Goal Planning

28. What are the discipline's strengths?	<ol style="list-style-type: none"> 1. The Mass Communication discipline provides for student learning of current film and television practices using state-of-the-art facilities and equipment. 2. The pool of students allows for an on-campus learning opportunity—providing the human resources for productions which reflect the people, events, and programs of Waubonsee.
29. What are the identified or potential weaknesses of the discipline?	<ol style="list-style-type: none"> 1. The lack of support to sustain the technology requirements of the program. 2. Not utilizing the production resources to promote and enhance awareness of Waubonsee and the communities it serves. For example, the college holds many special events and speaking events on the campus. Many of these events could be recorded, edited for time, and placed on the Waubonsee Community College website.

<p>30. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<ol style="list-style-type: none"> 1. Collaboration of new Multimedia Coordinators with Mass Communications faculty to maintain and upgrade production equipment and facilities. 2. Coordinate on-campus events allowing students access to hands-on learning opportunities.
<p>Program Goals 31. List the program goals identified in the last Annual Update. If completed, list three new 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. Reestablish staff support for Mass Communications equipment and facilities for student use. 2. Coordinate student course production efforts to reflect Waubensee's people, programs and activities. 3. To assess MCM130, MCM140 and MCM243 by the next five-year review period.
<p>32. Indicate progress made on last years measurable program goals aligned with the educational affairs plan.</p>	<p>Assessment activities have been included in the disciplines' five-year goals. Faculty will continue to collect data, analyze and make improvements as necessary.</p>
<p>33. If program goals are not being met, what action steps will be taken to achieve them?</p>	<p>Faculty plans to assess select Mass Communications courses over the five years.</p>
<p>Academic Course Review Results</p>	
<p>Intended Action Steps 34. Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ol style="list-style-type: none"> 1. Work with the Dean on a plan to reestablish support for Mass Communications facilities and equipment. (2022-2024) 2. Collaboration of new Multimedia Coordinators with Mass Communications faculty to connect on broadcasting opportunities across the college. (2023-2025) 3. Faculty will create an assessment schedule for assessing select courses. (2022-2023)
<p>Performance and Equity 35 To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The Mass Communications Program is reviewing plans for additional efforts for recruitment, retention, and support of students—ensuring racial and gender equity.</p>
<p>Rationale 36. Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Students are missing the full production experience due to the lack of support in this area. If the support was reestablished then students would have the opportunity to create programming that would enhance their learning experience and help students reach the outcomes of the discipline.</p>

<p>Resources and Support 37. 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. The support needed to realize the goals listed above is additional staff to assist with production, programming and equipment management which includes preparing the labs for student use. 2. Working with the new Sr. Assessment Coordinator for support in the assessment activities of the discipline.
<p>Responsibility 38. Who is responsible for completing or implementing the modifications?</p>	<p>The faculty and the administration of the division are responsible for completing or implementing the modifications.</p>

Career & Technical Education

College Name:	Waubonsee Community College
Academic Years Reviewed:	FY17-FY21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Audio Production Technology	Certificate	17	100203	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

<p>Program Outcomes</p> <p>1. What are the learning outcomes of the program? (<i>i.e. What are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p> <p>2. To what extent are these outcomes being achieved? Please detail how achievement of program outcomes are being measured or assessed? How do you know if and how outcomes are being achieved? (<i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting program learning outcomes, etc.</i>)</p> <p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?</i></p>	<ol style="list-style-type: none"> 1. Create music utilizing computer hardware, software or other technology equipment used in the audio production field. 2. Demonstrate the proficient application of mixing and mastering techniques. 3. Create professional quality portfolios. 4. Demonstrate the ability to test, troubleshoot or repair equipment used in the audio production field. <p>The Audio Production Technology Program is centered around hands-on lab coursework. Students are assigned projects and a final portfolio to demonstrate their proficiency in regards to the content instructed. Each student participates in class presentations that are critiqued by the instructor. Evidence of outcomes achievement is through productions and presentations.</p> <p>Outcomes evidence is also being collected via the third project of the semester. Project 3 involves mixing and mastering a professionally recorded song with 26-tracks of a wide range of instruments. The track contains drums, bass, electric guitar, acoustic guitar, synthesizer, piano, main vocals, and backing vocals. Students are required to have all instruments mixed in a natural and musical way. In addition, they will master the project to the industry standard for streaming at -14 LUFS, Loudness Units at full scale.</p> <p>Students are meeting or exceeding outcomes based on the assessments above.</p> <p>Information gained from assessment of student learning provides opportunities to review curriculum and revisions are done on a yearly basis.</p> <p>Assessment results provided the basis for significant upgrades to the audio studio at Waubonsee.</p>
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	<p>Assessment results are currently being used to redesign the Audio Production Technology Certificate.</p>
<p>Past Program Review Action 4. What action was reported the last time the program was reviewed? Were these actions completed?</p>	<p>In 2018 the college began to have meetings and conversations about the building remodel. This was finally completed during the summer of 2020. The architects worked with the full-time faculty member to design a new recording studio and live room. This was going to be a major upgrade from the classrooms with recording technology that was being used. Though COVID-19 was an issue regarding using the studio, as classes have eased back to face-to-face this past year (2021) there have been major improvements to the quality of projects and portfolios students are making.</p> <p>In addition, the Music Department participated in an updating of all the courses across the department. This included modifying course descriptions, outcomes, and general housekeeping. This allowed the full-time faculty in the department to reassess our courses to make them relevant for the 21st century, as most of the classes had not been updated since the early 2000s.</p> <p>One of the major changes was to MUS211 Introduction to the Recording Studio and MUS213 Audio Synthesis and MIDI sequencing. The Introduction to the Recording Studio was redesigned to focus purely on acoustic recording. This allows the course content to specifically focus on microphone placement, mixing, audio effects and mastering. Outcomes were redesigned to reflect the modified course material. The Advanced recording class was changed to Audio Synthesis/MIDI sequencing. This focused the course content on audio synthesis, sequencing, sampling, and other techniques for music production. Both of these modifications were presented in Audio Production Advisory Committee meetings with Gremlin and Sound Sculpting Inc. They both agreed that this course of action was a good move forward in giving our students the instruction needed in for careers in the audio world.</p>
<p>Review Team 5. Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Prof. Mark Popowitch. Assistant Professor of Music. Mark is the full-time audio production instructor who develops and implements the courses.</p> <p>Sharon Garcia, Executive Dean for Liberal Arts/Sciences. Sharon provides support for course and program development, in addition to equipment and software procurement down to the instructor.</p>
<p>Stakeholder Engagement 6. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p>	<p>Jeremy Kollross, the owner and operator of Gremlin Studios in Aurora, IL. He sent out representatives to help the Music faculty understand the needs of employers in our district regarding audio production jobs and opportunities. In addition, they also recommended how curriculum could be aligned to meet their needs for entry level employees to their organization.</p>

<p>Also describe their role or engagement in this process.</p>	<p>Dan Yotz, Sound Sculptor Recording Studio. He is the owner and operator of this studio. Dan also helped Music faculty understand the needs of employers regarding the job opportunities in our district.</p> <p>Both of these individuals also expressed interest in taking on interns from the Music Program and advised on course content, classes, and design of our Audio Production Certificate.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>7. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>This program includes recommended pre-requisites only. Since required pre-requisites are not embedded in the curriculum, they were not analyzed in this review.</p>
<p>8. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>This certificate does not exceed 30 hours.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>9. What is the labor market demand for the program?</p> <p>Cite district and regional labor market information. (1.1)</p>	<p>According to Bureau of Labor Statistics (BLS), this occupation is expected to grow 21% in the United States. However, there is no growth expected for the Waubensee region and a 4.1% growth across the state.</p> <p>Though this is true, many students find themselves in the “Gig Economy” which does not get reported. Freelancing and being an independent contractor is very prolific in the audio production world. Many students will find themselves picking up side gigs doing recording, mixing, video work, live sound reinforcement, podcasting, audio books, and a host of other one-off projects that do not have continued employment after the project is done.</p>
<p>10. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>Over the past five years and then because of COVID-19, demand for studio audio production has increased. As we have been in lock-down audio and video production has become the standard way everyone is communicating. The needs of different industries for this new way of communication have increased workloads for recording studios and contractors in this industry. This was reflected by information presented in the past few Audio Production meetings from participating industry leaders. Both engineers at Gremlin and Sound Sculpting Inc. have reported a large increase in work compared to the years leading up to COVID-19.</p>

11. Does your enrollment have the capacity to meet the readiness of business and industry?	Yes, our enrollment has the capacity to meet this need.
12. What labor market information sources are utilized and how often are LMI data reviewed? (1.3)	<p>The labor market information that the college uses comes from Lightcast, Bureau of Labor Statistics (BLS) and the Illinois Department of Employment Security.</p> <p>Faculty are provided with labor market information annually and upon request.</p>
13. How does the institution/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>Students are recruited via open campus career events hosted at Waubonsee. Waubonsee invites high school students and other members of the community to tour Waubonsee’s facilities, hear about the curriculum in instructor-led presentations, and also marketing documentation of certificate and course descriptions.</p> <p>The Audio Production Department has also sent representatives out to district high schools for their career fairs to showcase the studio, curriculum and certificate program.</p>
14. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)	Instructors keep well-informed of current developments in industry and incorporate new curriculum to ensure alignment. Our Advisory Committee keeps us up-to-date of industry needs. Faculty meet periodically to discuss curriculum changes. When there is a need to change curriculum, it is presented at Curriculum Council and is voted on by the entire committee. Curriculum is overseen by the college’s Curriculum Council along with the Vice President of Educational Affairs who serves as the chair.
15. Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. (1.6)	<p>Yes, Faculty are currently developing an audio effect processing class that was suggested at the spring 2022 Advisory Committee meeting. This will be presented to curriculum council in the beginning of spring 2023 for consideration. In addition, the careers in music class is being modified and updated to Introduction to Music Business. That class is also scheduled for review in spring 2023. This class is over 30 years old and needs to be brought into the 21st century. After announcing to students about the development of these courses, a large majority of them have shown interest in taking these courses.</p> <p>Due to these course changes, the Audio Production Certificate is also being modified. It was last modified around 10 years ago, and will reflect these new industry changes and course modifications.</p> <p>Gremlin and Sound Sculpting Inc. committed to providing internships for Waubonsee students.</p>
Indicator 2: Cost Effectiveness	Response

<p>16. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.) • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency <p style="text-align: right;">(2.1)</p>	<p>The institution assesses cost-effectiveness for CTE programming by looking at the direct cost associated with:</p> <ul style="list-style-type: none"> • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software, and services • Publications and dues • Full-time faculty professional development <p>The total direct instructional program cost which includes salary, benefits and instructional expense for AUD is a total of \$40,987.89 of which are all supported from institutional funds. The associated costs are higher than other CTE programs that require specialized tools, equipment, and resources. During this year, no grant funding has been utilized to support the direct operational costs of the program.</p> <p>Compared to other CTE programs, AUD has a higher cost per load hour. AUD is \$3,415.66 per load hour compared to \$2,838.08 per load hour for other CTE programs based on the FY 2020 expense report provided by the data team</p>
<p>17. What are the findings of the cost-effectiveness analysis?</p> <p style="text-align: right;">(2.2)</p>	<p>The findings of this analysis show that the tuition collected is less than the associated expenses for this program.</p>
<p>18. 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.</p> <p style="text-align: right;">(2.3)</p>	<p>Though the Audio Production Program has utilized grants in the past, this is not a primary way the program is funded.</p>
<p>19. How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs.)</p> <p style="text-align: right;">(2.5)</p>	<p>Cost to the student is standardized as the per credit cost is the same across the college for all credit courses. The lab fee also does not go directly back into the Music Department nor the Audio Production Program. Rather, Waubensee allocates those funds to the General Education Fund where it is then redistributed campus wide. Additionally, this program is comparable to other community college programs in the area.</p>
<p>20. How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Because the certificate credit total is 15 hours, it qualifies for financial aid. In addition, there are scholarships offered in the Music Department that are awarded specifically to music students. This money then can be used by the student to take audio production classes listed in the certificate.</p>
<p>21. How will the college increase the cost-effectiveness of this program?</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>22. Did the review of program cost result in any actions or modifications? Please explain. (2.6)</p>	<p>In 2019, the Audio Production Program was given its own budget separate from the instructional one for the Music Department. It was given an independent instructional supplies and repair budget. This allows Waubonsee not to have to spread resources too thin regarding the Music Department and focus resources and costs directly for the Audio Production Program.</p>																																										
<p>Indicator 3: Quality</p>	<p>Response</p>																																										
<p>23. What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare? (3.1)</p>	<p>Face-to-Face: Classes meet in a traditional classroom setting on one of Waubonsee's four campuses.</p> <p>Flex: All class sessions meet in-person in a Flex-equipped classroom and are simultaneously live-streamed and recorded through Zoom. After each class, the Zoom recording is posted in Canvas so that students may view or review each session.</p> <p>Hybrid: Hybrid classes are a combination of instruction and student participation occurring in-person in a traditional classroom on one of Waubonsee's four campuses and occurs asynchronously and/or synchronously online.</p> <p>Online: Online courses are delivered asynchronously. Students learn 100% online through Canvas.</p> <p>Sync Online: Sync Online courses are a combination of course instruction and student participation occurring synchronously online through Zoom on the scheduled days and times for the course.</p> <p>The success rates of each modality over the past five years are listed in the table below:</p> <table border="1" data-bbox="632 1294 1310 1496"> <thead> <tr> <th>Success Rate by Modality</th> <th>Traditional /Face2Face</th> <th>Online</th> <th>Hybrid</th> <th>Flex</th> <th>Sync Online</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>58%</td> <td>50%</td> <td>68%</td> <td></td> <td></td> <td>56%</td> </tr> <tr> <td>FY18</td> <td>59%</td> <td>51%</td> <td>76%</td> <td></td> <td></td> <td>57%</td> </tr> <tr> <td>FY19</td> <td>62%</td> <td>57%</td> <td>59%</td> <td></td> <td></td> <td>61%</td> </tr> <tr> <td>FY20</td> <td>78%</td> <td>74%</td> <td>75%</td> <td></td> <td></td> <td>76%</td> </tr> <tr> <td>FY21</td> <td>83%</td> <td>73%</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>76%</td> </tr> </tbody> </table>	Success Rate by Modality	Traditional /Face2Face	Online	Hybrid	Flex	Sync Online	Total	FY17	58%	50%	68%			56%	FY18	59%	51%	76%			57%	FY19	62%	57%	59%			61%	FY20	78%	74%	75%			76%	FY21	83%	73%	76%	72%	76%	76%
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<p>24. How does the program ensure that instruction is quality, relevant, contextualized, and culturally responsive? (3.2)</p>	<p>The program stays relevant in instruction via professional development. Faculty attend conferences such as AES, Audio Engineering Society and Audio Education Conference annually. Relevancy regarding context is informed by our Audio Production Advisory Committee meetings.</p>																																										
<p>25. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If yes, describe any strengths or challenges to program of study implementation. (3.3)</p>	<p>This program is not part of a Program of Study.</p>																																										

<p>26. 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. (Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p> <p>(3.4)</p>	<p>This program does not meet the definition of a Career Pathway Program.</p>
<p>27. What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> <p>(3.5)</p>	<p>Over the past five years the Audio Production Technology Department has been active in a program remodel which includes redesigning/updating curriculum, and modifying descriptions and outcomes.</p> <p>The Audio Production Technology studio was recently remodeled with significant upgrades.</p>
<p>28. Describe dual credit implementation for this program (how many students, courses, participating high schools). What are the priority dual credit courses that are offered to high school students?</p> <p>(3.6)</p>	<p>There is no dual credit for this program.</p>
<p>29. Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> <p>(3.7)</p>	<p>There are no work-based learning opportunities integrated into the curriculum at this time.</p>
<p>30. 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, ACE).</p> <p>(3.8)</p>	<p>Industry accreditation is not required for this program.</p>

<p>31. Are there industry-recognized credentials embedded within this program? If so, please list. (3.9)</p>	<p>Industry recognized credentials have not been embedded into this program.</p>
<p>32. Are there apprenticeship opportunities available through this program? If so, please elaborate. (3.10)</p>	<p>Apprenticeship opportunities are not available through this program.</p>
<p>33. If applicable, please list the licensure examination pass rate. (3.11)</p>	<p>This program does not require licensure.</p>
<p>34. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)</p>	<p>The college has an agreement in place with Columbia College in Chicago. The “Guaranteed Transfer Admission Agreement” guarantees admission to more than 40 Bachelor of Arts degree programs at Columbia.</p>
<p>35. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships? (3.13)</p>	<p>From our Audio Production meetings, the owners of Gremlin and Sound Sculpting Inc. have committed to partnering with the program by offering internships. These are credit-based and allow our students to use them for electives regarding the Music AA Degree. Internship opportunities are optional for the student.</p>
<p>36. What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? (3.14)</p>	<p>The following external and internal partnerships have been formed for the advancement of equitable access and outcomes for this program:</p> <p>Waubonsee partners and students participate in “First Fridays.” First Fridays is a night of art, fun, music, dance, and community at local businesses and venues in downtown Aurora on the first Friday evening of the month. First Fridays in Downtown Aurora invites the community to enjoy art, music, food, theater, and more.</p> <p>The Audio Production Technology Department partners with the Mass Communication faculty so students in the program have an opportunity for hands-on experience.</p> <p>There are also partnerships with the Live sound Ensemble to produce their shows. This also give the students hands-on experience.</p>
<p>37. 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>Faculty have the opportunity for professional development relating to the field. Through conferences including SEA (Self Employment in the Arts) and AES (Audio Engineers Society). SEA is dedicated to helping artists and musicians navigate being a self-starter/freelancer. Topics include entrepreneurship, copyright, publishing, taxes, performance, and a host of other aspects of the current climate of the music industry.</p> <p>AES is a national conference that presents new technology, techniques, and advancements regarding the recording</p>

	<p>industry. This allows audio engineers and educators to be on the cutting edge of all aspects of audio production.</p> <p>Through Waubensee’s Faculty Development and Engagement Department, faculty are also offered professional development aligned with professional teaching certificates.</p> <p>ACUE, ION and Quality Matters are offered and focus on teaching, learning, course design, accessibility, and instructional design.</p> <p>In addition, webinars and conferences also provide faculty with professional development.</p> <p>Current professional development provided is meeting needs and no additional development is needed at this time.</p>
<p>38. What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? (3.16)</p>	<p>The Faculty Development and Engagement Department has workshops and classes on inclusion, equity, and diversity regularly throughout the year (both planned and on demand). Certificates and/or digital badges can be earned. Faculty are encouraged to utilize budgeted professional development funds for industry specific opportunities as well.</p> <p>Additionally, the college hosts many events on these topics and includes events for specific months based on heritage, ethnicity, and gender.</p>
<p>39. What is the status of the current technology and equipment used for this program? (3.17)</p>	<p>In the summer of 2020, the Music Department facilities were remodeled and the recording studio was upgraded. It now includes a control room and a live performance room. The rooms are connected with 16 channels of audio which is a huge improvement as now a full band can be recorded together. In addition, 16 state-of-the art pre-amps have been installed that are industry standard for high end recordings. There are new monitor speakers, high quality AD/DA converters, and a host of other equipment that allow students to produce very professional sounding recordings.</p> <p>For software, the program uses Pro Tools, Ableton, Fabfilter, iZotope, and other platforms that are industry standards. Again, this gives the student the ability to record very professional sounding recordings.</p> <p>The current program hardware and software provides students an easy transition to working in a studio or live sound reinforcement because this is the same technology found in these workplace environments. The equipment for this program is adequate.</p>
<p>40. What assessment methods are used to ensure student success? (3.18)</p>	<p>Assessment methods include standardized tests, recording projects that the students present for in-class critiques, and a final end of semester digital portfolio.</p>
<p>41. How are these results utilized and shared with others at the institution for continuous improvement? (3.19)</p>	<p>The results are collected in an Assessment Management System called AEFIS and shared with faculty and stakeholders across the college.</p>

<p>42. What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (3.20)</p>	<p>Course revisions have been made based on assessment evidence. The Audio Technology Production Certificate Program curriculum is in the process of being updated.</p> <p>Many revisions based on assessment results were improved from the college's adoption of Canvas Learning Management System (LMS). Asynchronous materials can be available in this platform to further improve students' educational outcomes quality. The LMS provides the opportunity to include instructional videos on techniques and software navigation, online quizzes, and students can upload project materials after presentation. This provides faculty the opportunity to have a secondary portal to further develop their skill sets.</p> <p>Assessment results provided faculty evidence to modify recording projects and presentations. During COVID-19 changes were made with freeware software to allow students to continue projects without having to spend additional funds beyond the course fees. The free plugins and recording platforms allowed students to complete professional work. Student can continue to use this software after they graduate.</p> <p>Finally, with our new capabilities in the studio, students have the ability to record a wide variety of supplied instruments. This includes a full drum set, acoustic piano, electric guitar and bass setup, and a synthesizer station that are dedicated to the live room. Students have all the needed equipment supplied to them to record instruments that are common to many genres. Faculty have modified recording projects to align with the new technology.</p> <p>The projects are new for this year and data will be collected to assess the learning outcomes. Results will be used to modify curriculum and instruction as needed.</p>
<p>43. How satisfied are students with their preparation for employment? (3.21)</p>	<p>Students are very satisfied with the quality of their work and expressed their comfort knowing that what they learn in the recording classes will serve them well and prepare them for employment at multiple types of recordings studios.</p>
<p>44. How is this student satisfaction information collected?</p>	<p>Student satisfaction is collected through the end of semester surveys or informal feedback with faculty. Faculty members also ebbed module discussions in courses to provide students the opportunity to reflect on their performance during the semester.</p>
<p>45. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.22)</p>	<p>The advisory committee has contributed to the quality of the program by recommending courses to be added/removed from the certificate to better prepare students for employment.</p> <p>Faculty are currently working on a new audio effect course that will be presented to curriculum council in spring 2023. This course addition was specifically requested by both representatives from Gremlin and Sound Sculpting Inc.</p>

	The Advisory Committee has also recommended revisions to the Careers in Music courses to reflect the current trends in music business. This is currently being developed and will be presented to Curriculum Council in fall 2022.				
46. In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.23)	Both Gremlin and Sound Sculpting Inc. have participated in the development and curriculum design regarding this program. They have both contributed to the development and design of the Audio Production Certificate. This includes the outcomes of the class, but also what they need regarding new employees into their industry.				
47. How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected? (3.24)	Employers are engaged in the design of the curriculum, and dedicated to the level of expertise provided to the students that are awarded with the Audio Production Certificate. After review of our classes, curriculum, and certificate, studio managers at both Gremlin and Sound Sculpting Inc. shared that Waubensee's certificate provided the entry level skills needed for a position at their studio.				
48. Did the review of program quality result in any actions or modifications? Please explain. (3.27)	Yes, as listed above in other answers, review of program quality continues to inform the audio production classes and certificate. The input from studio managers that attend our production meetings have had a direct influence on the courses offered, curriculum, and design of the certificate. The certificate is being revised with more of a focus on audio production classes, our music business class is being updated, an audio effects class is being introduced, non-relevant courses are being removed from the certificate, and technology is being purchased to stay on top of the industry changes from a hardware and software perspective.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
There are no additional barriers currently.					
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.					
CTE Program	Audio Production Technology Certificate				
CIP Code	10.0203				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021

Number of Students Enrolled	27	17	15	13	14
Number of Completers	2	6	2	2	3
Other (Please identify)					
49. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above?	<p>Over the past five years, the average number of students enrolled in the program is 17. Over the past five years, the average number of completers is 3.</p> <p>The goal for the next five years is to increase enrollment and completion by 10% and to support persistence and success.</p> <p>The data above supports the need for increased enrollment and completion.</p>				
50. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	<p>Disaggregated data reviewed included enrollments, withdrawals and success rates based on race, age, and gender. Grade distribution by race, age, and gender was also analyzed. In addition, individual course enrollments, credit hours earned, success rates, withdrawal rates and grade distribution for each course that is taught in the program were studied.</p>				
51. How does the data support the program enrollment, completion, persistence, and success goals? Elaborate.	<p>The data supports the program enrollments, completion, and success goals by providing an overview for faculty so that they can identify gaps and make the necessary adjustments.</p>				
52. Were there gaps in the data? Please explain.	<p>After reviewing the data, most of the students in the program are white, between the age of 18-21, and are male.</p>				
53. What suggestions do you have to overcome any identified gaps?	<p>A suggestion to overcome identified gaps is to promote the Audio Production Technology Program to all genders and demographic backgrounds.</p>				
54. Are the students served in this program representative of the total student population? Please explain.	<p>The students served in this program is not representative of the total student population at Waubensee. The program does not have any Asian student enrollment compared to 5% at the college. Students in the Audio Production Program are all male students</p>				

compared to 41% of male student college wide. The 18-21 age group is dominant in this program compared to 59% college wide.

The Audio Production Program and Waubonsee Community College Demographics:

MUS Ethnicity:

Asian	Black	Latinx	White
0%	5%	32%	64%

MUS Gender:

Female	Male
0%	100%

MUS Age:

0-17	18-21	22-25	26-35	36-45	46-55	56-99
0%	73%	18%	5%	0%	0%	0%

Waubonsee Ethnicity:

Asian	Black	Latinx	White
5%	9%	32%	54%

Waubonsee Gender:

Female	Male
59%	41%

Waubonsee Age:

0-17	18-21	22-25	26-35	46-55	56-99
2%	59%	16%	13%	3%	1%

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

The students served in this program are more representative of the district population with a higher percentage of white students.

See Addendum A for Waubonsee District Demographics.

Goal Planning

56. What are the discipline's strengths? (3.25)

Strengths include the now remodeled studio that has cutting edge hardware and software. This also includes the new live room where a full band can be recorded. This capability was not available with our previous department layout. The hardware and software now give the students the ability to work on professional equipment to make better recordings. This, then, results in better mixing, editing, and mastering of their projects and portfolios.

<p>57. What are the identified or potential weaknesses of the discipline? (3.26)</p>	<p>Also, each class is now unique in their curriculum. This is what the updated Audio Production Certificate will look like:</p> <p>MUS110 Introduction to Music Business is focused on copyright law, taxes, publishing, monetization of creative music, and roles of jobs in the industry.</p> <p>MUS211 Introduction to the Recording Studio is focused on acoustic recording, mixing, and mastering.</p> <p>MUS213 Synthesis/MIDI Sequencing is focused on beat and song production, synthesis sequencing and sampling.</p> <p>MUS215 Electronics for Audio Production focuses on circuitry design, ohms law, soldering, equipment testing and repair.</p> <p>MUS216 Audio Effect Processing is focused on specific audio effects and their implementation on in various situations.</p> <p>One weakness is having enough internships/partnerships with studios to give students an opportunity to work in an active studio. Some studios are too small to take on multiple interns, or they are union based and have restrictions on taking interns partnered through Waubonsee Community College.</p>
<p>58. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>Expand beyond recording studios and open up live sound opportunities. This can include venues like the Arcada in St. Charles or partnering with local churches. In addition, it would be great to partner with the corporations.</p>
<p>Program Goals 59. List the program goals identified in the last Annual Update. If completed, list three new 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>	<p>The three goals for the next 4 years are as follows.</p> <ol style="list-style-type: none"> 1. Assess the outcomes for all of the courses in the program by the next program review period. 2. Create a portal on the Waubonsee website to showcase student work. This will involve audio and video examples to allow them to share their successes with the Waubonsee student body and the community at large. Again, this will also be used for promotional material. 3. Develop additional partnerships outside of music recording to give students a more diverse experience.
<p>60. Indicate progress made on last year's measurable program goals aligned with the educational affairs plan.</p>	<p>The updated audio studio and equipment, as well as completed curriculum revisions, align with Waubonsee's strategic plan 1.2 Programs and Technology:</p> <p>Priority 1: Create new programs and make improvements to curriculum and instruction to ensure that all students succeed in reaching their goals.</p> <p>Priority 2: Commit to providing the necessary technology and academic support for students to ensure more equitable access and outcomes.</p>

<p>Resources and Support 61. 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>Support that will be needed involves our webmaster to design and upload the audio/video examples of student work. This may involve Waubensee hosting of the work, or a YouTube portal dedicated to audio production.</p>
<p>Review Results</p>	
<p>Action</p>	<p> <input type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p>
<p>Summary Rational 62. Please provide a brief rationale for the chosen action.</p>	<p>Waubensee and full-time faculty have significantly modified many aspects of the Audio Production Program. First, again is the remodel and new studio equipment to update a department that was 60 years old and needed a major update. Second, due to recommendations of our industry partners in the Audio Production meetings, classes have been modified to bring them up to 2022 standards. Some of those classes were developed in the late 1990s and out of date. Third, the certificate is in the process of redesign. With some of the modifications and additional classes, it caused a reevaluation of how the certificate was structured. All these modifications had an effect on one another. Coming out of COVID-19 this is now a great opportunity to do all these things to prepare for the next 5 years before the next program review.</p>
<p>Intended Action Steps 63. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Beginning spring 2022, we will be having our Audio Effect class and Music Business classes presented to Curriculum Council for a read through and discussion. 2. Mid spring 2022, we will present the final iterations of the two classes for approval. At the same time, we will be presenting the modifications to the certificate to remove some classes that are not relevant, and add the new ones. 3. Fall of 2022, these classes will be offered and the new certificate will be in place. 4. Over the next few years, faculty will be collecting data on the outcomes and assessment for further review of the new curriculum. These will be reported in the annual AEFIS reports. 5. This data will be used for further modification of courses, if needed.
<p>64. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Equity gaps, completion and affordability are program concerns. Many students would like to purchase equipment in order to work from home and prepare themselves to start working with clients after they complete the program. Equipment and software can be expensive, and one way to address an equity gap would be to provide a package of equipment to students via a grant or discount prices through our bookstore. This would provide students with the</p>

	equipment they need to start working in the audio production world right after graduation.
Responsibility: 65. Who is responsible for completing or implementing the modifications?	Faculty with the support of administration and staff are responsible for completing and implementing modifications to this program.

Career & Technical Education

College Name:

Waubonsee Community College

Academic Years Reviewed:

FY17-FY21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Computer Software Development Associate of Applied Science	Degree	60	110201	Computer Software Development Certificate

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Outcomes

1. What are the learning outcomes of the program? (*i.e. What are the program learning outcomes? What occupations is this program intended to prepare students for?*)

2. To what extent are these outcomes being achieved? Please detail how achievement of program outcomes are being measured or assessed? How do you know if and how outcomes are being achieved? (*This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting program learning outcomes, etc.*)

AAS

1. Apply MS Office for software documentation.
2. Describe the various types of network topologies.
3. Construct web pages using HTML and CSS.
4. Construct or test object-oriented software solutions to address a problem specification.
5. Formulate a project management plan to address an IT organization problem.
6. Utilize data structures to solve a programming problem.

Certificate

1. Apply MS Office for software documentation.
2. Construct or test object-oriented software solution to address a problem specification.
3. Utilize data structures to solve a programming problem.

The Computer Information Systems faculty create a 5-year assessment schedule. Each year faculty assess and document results of student learning according to their schedule.

Course and program outcomes are being achieved through classroom lecture, demonstration, group discussions, written and hands-on homework assignments.

Students are assessed on all outcomes and the results from the assessments are used to confirm outcomes achievement or to determine if improvements are needed for curriculum and instruction.

See Addendum B for achievement of student learning outcomes.

<p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?</i></p>	<p>Full-time faculty meet with the adjunct faculty several times over the semester to discuss assessment of course and program outcomes. Topics include improvements and/or enhancement of assignments, teamwork, and projects.</p>				
<p>Past Program Review Action 4. What action was reported the last time the program was reviewed? Were these actions completed?</p>	<p>In the past program review, it was identified that there was a need for advisory committee participation. Since the last review, advisory meetings for this program have been held two times per year and curriculum changes have been made based on the feedback from these meetings.</p>				
<p>Review Team 5. 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>Maya Tolappa, Assistant Professor of Information Systems Tim Moriarty, Assistant Professor of Information Systems Ne'Keisha Stepney, Executive Dean for Business, Technology and Workforce Education</p>				
<p>Stakeholder Engagement 6. 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 Services Manager who supports CTE programs including support for students and faculty through opportunities for grants, scholarships, advisory committees and so on. Waubensee Advisory Group: includes employers, which helps inform curriculum. The Executive Dean of the division. Valley Education for Employment System (VALEES)</p>				
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>					
<p>7. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Pre-requisites for CIS130 and CIS150 were changed to align them to IAI standards</p> <table border="1" data-bbox="683 1666 1350 2067"> <tr> <td data-bbox="683 1666 839 1839">2019</td> <td data-bbox="839 1666 1350 1839"> Pre-requisite/Corequisite: Enforced Prereq: None Enforced Coreq: None Recommended Prereq: CIS115 Recommended Coreq: None </td> </tr> <tr> <td data-bbox="683 1839 839 2067">2021</td> <td data-bbox="839 1839 1350 2067"> Pre-requisite/Corequisite: Enforced Prereq: C or better in MTH072 or placement by appropriate measures. Enforced Coreq: None Recommended Prereq: CIS115 Recommended Coreq: None </td> </tr> </table>	2019	Pre-requisite/Corequisite: Enforced Prereq: None Enforced Coreq: None Recommended Prereq: CIS115 Recommended Coreq: None	2021	Pre-requisite/Corequisite: Enforced Prereq: C or better in MTH072 or placement by appropriate measures. Enforced Coreq: None Recommended Prereq: CIS115 Recommended Coreq: None
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8. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The degree and certificate do not exceed 30 hours or 60 hours.
Indicator 1: Need	Response
9. What is the labor market demand for the program? Cite district and regional labor market information. (1.1)	According to Lightcast labor market data, the average monthly job postings from January through November 2021 was over 15,000 and during that same time frame, only 1,700 of the positions were filled. This tells us that only 11% of the job openings for this occupation are being filled; therefore, there is a great demand for this program.
10. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	<p>According to Lightcast, the demand over the past five years has been consistent with what we are seeing today. Only 11% of the jobs over the past five years have been filled.</p> <p>There is an expected growth for this occupation of 4.4% in the district and 2.7% in the region (50-mile radius) over the next five years.</p>
11. Does your enrollment have the capacity to meet the readiness of business and industry?	This program total capacity has the ability to meet the readiness of business and industry in our region. The enrollment and completions are similar to those of peer institutions.
12. What labor market information sources are utilized and how often are LMI data reviewed? (1.3)	<p>The labor market information that the college uses comes from Lightcast, Bureau of Labor Statistics (BLS) and the Illinois Department of Employment Security.</p> <p>Faculty are provided with labor market information annually and upon request.</p>
13. How does the institution/ 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>We present our programs to local high schools and early college credit opportunities. We maintain strong ties with CIS teachers in local high schools via VALEES.</p> <p>In addition, the college hosts several open houses and events to showcase our many programs and services.</p> <p>Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, Waubonsee also reaches out to community organizations and local businesses to share information about certificate and degree programs.</p> <p>Faculty participate in College Night where high school students and parents are invited to the college major and program exploration. Students have the opportunity to talk to the faculty and learn more about the major or industry.</p>
14. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)	Instructors keep abreast of current developments in industry and incorporate new curriculum to ensure alignment. Our Advisory Committee keeps us abreast of industry needs. Faculty meet periodically to discuss curriculum changes. When there is a need to change curriculum, it is presented at Curriculum Council and is voted on by the entire committee. Curriculum is overseen

	<p>by the college's Curriculum Council, along with the Vice President of Educational Affairs.</p> <p>Faculty serves on the Computer Science IAI Panel.</p>
<p>15. Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>The review of program need resulted in a plan to explore options for new course development, identify additional recruitment strategies and use data to make informed decisions. In addition, pre-requisites of classes were changed based on current IAI requirements.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>16. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.) • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency (2.1) 	<p>The institution assessed cost-effectiveness for CTE programming by looking at the direct cost associated with:</p> <ul style="list-style-type: none"> • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development <p>The total direct instructional program costs, which includes salary, benefits, and instructional expenses for the CIS Department total \$474,949 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 direct operational costs of the program.</p> <p>Compared to other CTE programs, the Software Development Program has a lower cost per load hour. CIS is \$2,310.43 per load hour compared to an average of \$2,838.08 per load for other CTE programs based on the FY 2020 expense report provided by the Data Team.</p>
<p>17. What are the findings of the cost-effectiveness analysis? (2.2)</p>	<p>While the prefix cost per load hour of this program is slightly higher than transfer disciplines, this program requires specialized software and resources in order to meet student learning and program outcomes.</p>
<p>18. 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. (2.3)</p>	<p>The program is largely supported by educational funds and has received support from Perkins where appropriate.</p>

<p>19. How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs.) (2.5)</p>	<p>The institution assesses student affordability on an annual basis as part of the academic department planning process. The Computer Software Development Program costs are comparable to other community college programs in the area.</p>																																										
<p>20. How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Students can explore their eligibility for financial supports available including Financial aid, Technology Loans, the Perkins Support Program, the Emergency Needs Program, and Waubonsee Foundation Grants. Students may also be referred to WIOA partners for other available supports. Additionally, apprenticeships may be available for some Career and Technical Education programs.</p>																																										
<p>21. How will the college increase the cost-effectiveness of this program?</p>	<p>While the costs associated with this program are comparable to other CTE programs at Waubonsee, by enrolling more students the college can increase the cost effectiveness of this program.</p>																																										
<p>22. Did the review of program cost result in any actions or modifications? Please explain. (2.6)</p>	<p>The review of the program costs did not result in any actions or modifications that exceeded the annual review of resources required to achieve the outcomes of the program (i.e. technological advancements).</p>																																										
<p>Indicator 3: Quality</p>	<p>Response</p>																																										
<p>23. What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare? (3.1)</p>	<p>Face-to-Face: Classes meet in a traditional classroom setting on one of Waubonsee’s four campuses.</p> <p>Flex: All class sessions meet in-person in a Flex-equipped classroom and are simultaneously live-streamed and recorded through Zoom. After each class, the Zoom recording is posted in Canvas so that students may view or review each session.</p> <p>Hybrid: Hybrid classes are a combination of instruction and student participation occurring in-person in a traditional classroom on one of Waubonsee’s four campuses and occurs asynchronously and/or synchronously online.</p> <p>Online: Online courses are delivered asynchronously. Students learn 100% online through Canvas.</p> <p>Sync Online: Sync Online courses are a combination of course instruction and student participation occurring synchronously online through Zoom on the scheduled days and times for the course.</p> <p>The success rates of each modality at Waubonsee over the past five years are listed in the table below:</p> <table border="1" data-bbox="671 1854 1439 2067"> <thead> <tr> <th>Success Rate by Modality</th> <th>Traditional /Face2Face</th> <th>Online</th> <th>Hybrid</th> <th>Flex</th> <th>Sync Online</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY2017</td> <td>58%</td> <td>50%</td> <td>68%</td> <td></td> <td></td> <td>56%</td> </tr> <tr> <td>FY2018</td> <td>59%</td> <td>51%</td> <td>76%</td> <td></td> <td></td> <td>57%</td> </tr> <tr> <td>FY2019</td> <td>62%</td> <td>57%</td> <td>59%</td> <td></td> <td></td> <td>61%</td> </tr> <tr> <td>FY2020</td> <td>78%</td> <td>74%</td> <td>75%</td> <td></td> <td></td> <td>76%</td> </tr> <tr> <td>FY2021</td> <td>83%</td> <td>73%</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>76%</td> </tr> </tbody> </table>	Success Rate by Modality	Traditional /Face2Face	Online	Hybrid	Flex	Sync Online	Total	FY2017	58%	50%	68%			56%	FY2018	59%	51%	76%			57%	FY2019	62%	57%	59%			61%	FY2020	78%	74%	75%			76%	FY2021	83%	73%	76%	72%	76%	76%
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<p>24. How does the program ensure that instruction is quality, relevant, contextualized, and culturally responsive? (3.2)</p>	<p>Instructors stay well-informed with latest developments in their field of study and modify curriculum accordingly. The faculty participates in the IAI panel. Additionally, the bi-yearly advisory meetings with industry partners also help to ensure instruction is relevant.</p> <p>Faculty also participate in various program specific professional development opportunities.</p>
<p>25. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If yes, describe any strengths or challenges to program of study implementation. (3.3)</p>	<p>This program is not a Program of Study defined by Perkins V.</p>
<p>26. 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. (Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements. (3.4)</p>	<p>This program meets the definition of a Career Pathway. Below are each of the career pathway elements:</p> <ul style="list-style-type: none"> • Employer engagement occurs through advisory committees held twice a year. • Students can utilize Lightcast Career Coach to take a career assessment, browse careers and programs, and develop their resume. • Computer Software Development is approved for WIOA support. 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. • Opportunities for credit for prior learning are listed on the Industry Certification to College Credit Crosswalk. • Faculty use data from Lightcast, Bureau of Labor Statistics (BLS) and the Illinois Department of Employment Security (IDES) to analyze the job market and the needs of the industry to ensure that the curriculum is inclusive of the skills needed to perform this occupation. Additionally, faculty meet with the Advisory Committee twice per year to stay abreast of any changes in the industry. • 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

	<ul style="list-style-type: none"> • Faculty have incorporated additional career readiness standards into the curriculum to help students develop stronger soft skills. • The courses in this program are sequenced in a way that allows flexibility. • This program includes content that prepares students to take the Microsoft Office Specialist, Java Explorer and the PMI Project Ready certification. • Disaggregated data for CIS is available through Institutional Effectiveness Equity Reports.
<p>27. What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? (3.5)</p>	<p>Innovations that contribute to Database Management involved updating the course to include content on NoSQL databases</p> <p>Adding development tools (git source control, unit testing, use of IDE debugger tools, UML object modelling) to Structured Program Design course.</p> <p>Increased Agile coverage in IT Project Management course</p> <p>Implemented instruction in numerous new modalities (Flex, Hybrid, Sync Online, etc.)</p>
<p>28. Describe dual credit implementation for this program (how many students, courses, participating high schools). What are the priority dual credit courses that are offered to high school students? (3.6)</p>	<p>Over the past five years, the following dual credit courses have been offered at Yorkville and East and West Aurora High Schools:</p> <ul style="list-style-type: none"> • CIS110 (249 students) • CIS170 (27 students) • CIS115 (19 students) <p>All courses are core classes required for the Computer Software Development Program.</p>
<p>29. Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.7)</p>	<p>Students have the option and are encouraged to choose an internship as an elective. However, work-based learning opportunities are not currently integrated into the curriculum.</p> <p>These opportunities improve the quality of the program by providing students with real life work experience and opening doors for employment. The opportunities can be improved by partnering with more companies to provide students with more diverse opportunities.</p>
<p>30. 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, ACE). (3.8)</p>	<p>There is no industry accreditation required for this program.</p>

<p>31. Are there industry-recognized credentials embedded within this program? If so, please list. (3.9)</p>	<p>Course materials in this program include content that prepares students to take the following certification exams.</p> <ul style="list-style-type: none"> • Microsoft Office Specialist Certification • Java Explorer Certification • PMI Project Management Ready Certification <p>Although students are encouraged to sit for the exams, it is not a requirement.</p>
<p>32. Are there apprenticeship opportunities available through this program? If so, please elaborate. (3.10)</p>	<p>Although Computer Software Development is an apprentice-able occupation, it is not offered in at this time for this program.</p>
<p>33. If applicable, please list the licensure examination pass rate. (3.11)</p>	<p>A licensure examination is not applicable in this program.</p>
<p>34. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)</p>	<p>Waubonsee Community College has an articulation agreement for all AAS degrees with Governors State University for their Interdisciplinary Studies Degree Program.</p> <p>2+2 agreements are in place at DePaul University and are in process with Aurora University.</p> <p>More 2+2 agreements will be explored and hopefully finalized in upcoming years.</p> <p>Additionally, Waubonsee faculty serves on the Illinois Articulation Initiative (IAI) Panel for Computer Science.</p>
<p>35. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships? (3.13)</p>	<p>There is interest in partnering with employers to provide apprenticeship opportunities.</p> <p>Other opportunities include faculty participating in US Representative Lauren Underwood Congressional Application Challenge as judges for youth programming projects.</p>
<p>36. What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? (3.14)</p>	<p>Students in this degree need access to technology, such as PCs and an internet connection. If a student lacks these resources, they can request laptops and/or Wi-Fi hotspots from their student portal free of charge. This goes a long way towards providing equitable access to education and technology to students.</p>
<p>37. What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed? (3.15)</p>	<p>The department engages in professional development of various kinds at each Professional Development Days at the beginning of each semester. These opportunities include development in topics such as course design, syllabus design, outcomes and assessment, and other topics. These sessions are available for full-time and part-time faculty.</p>

	<p>In addition, full-time faculty can be reimbursed for their professional development activities by taking graduate courses or attending professional conferences.</p> <p>ACUE, ION and Quality Matters are offered and focus on teaching, learning, course design, accessibility and instructional design.</p> <p>Certifications undertaken, earned or renewed since last program review by program faculty include:</p> <ul style="list-style-type: none"> • Microsoft Office Specialist Certification - Excel • Johns Hopkins University - Data Science Certification • ACUE Certified Educator • IBM Cloud Developer Certification (in progress)
<p>38. What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? (3.16)</p>	<p>The Faculty Development and Engagement Department has workshops and classes on inclusion, equity, and diversity. Certificates and/or digital badges can be earned.</p> <p>The college hosts many events on these topics and includes events for specific months based on heritage, ethnicity and gender.</p>
<p>39. What is the status of the current technology and equipment used for this program? (3.17)</p>	<p>During annual budget meetings, the technological needs of the program are assessed to ensure that the program receives an adequate budget to secure software and equipment to support the teaching and learning and the technology is up to date.</p> <p>The CIS faculty have taken efforts to use free software so that our students do not have to purchase expensive software.</p> <p>When free software is not available, CIS faculty encourage students to use the Virtual Desktop Interface which provides them with Waubonsee's suite of software.</p>
<p>40. What assessment methods are used to ensure student success? (3.18)</p>	<p>Each instructor develops formative and end of course summative assessments (exams, projects, etc.) to measure success at points in time and at the end of each course.</p>
<p>41. How are these results utilized and shared with others at the institution for continuous improvement? (3.19)</p>	<p>The results are shared with other faculty and stakeholders through the assessment management system used by the college.</p>
<p>42. What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (3.20)</p>	<p>There have been no curriculum changes based on the assessment of student learning.</p>
<p>43. How satisfied are students with their preparation for employment? (3.21)</p>	<p>This information is not collected at the college at this time.</p>

<p>44. How is this student satisfaction information collected?</p>	<p>Waubonsee uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).</p>
<p>45. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.22)</p>	<p>The curriculum is informed by information collected during bi-annual meetings, feedback from industry partners and high school partners.</p>
<p>46. In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.23)</p>	<p>Employers are engaged in this program through internships and student employment. Curriculum is also reviewed by the Advisory Committee.</p>
<p>47. How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected? (3.24)</p>	<p>This information is not collected at this time.</p>
<p>48. Did the review of program quality result in any actions or modifications? Please explain. (3.27)</p>	<p>The review resulted in recommendations to allow:</p> <ul style="list-style-type: none"> • Courses to run with lower enrollment for students to take higher level classes and properly serve the community. Running the classes also allows Waubonsee faculty to remain practiced in teaching said classes. • Release time for faculty to do program coordination work, as other AAS degrees at Waubonsee and other schools utilize. • Increased employer relationship management, marketing, and services to help students prepare for employment. • Data collection and distribution processes for both students and employers. • Better data collection of declared majors for students' needs to be improved and a degree audit report process that is distributed to faculty so we can see where students are falling out of the program.
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>	

Most of our computer science students are transfer students who are not here to complete an AAS degree. Data is needed to track transfer students and this data provided is for AAS students only. The transfer pathway for computer science is a strong academic path that leads to future academic work and also serves as a solid springboard into a technology career.

Many students at Waubonsee enroll with the intention taking one or two classes for various other reasons than earning an AAS degree or certificate.

While we have hundreds of students taking CIS classes, very few are choosing to pursue or complete the AAS degree. Based on Lightcast Economic Modeling data, this is a similar trend among our peer community colleges based on the team peer group analysis. Anecdotal evidence from faculty conversations with students indicate most students taking computer science classes plan to transfer to four year institutions. Data has been requested to have more than anecdotes to help analyze transfer student enrollment.

Faculty requests to be included in the TutorTrac system to know when students meet with tutors and what they meet about have been denied. This is extremely valuable information to help understand what students are having trouble with. Requests for spreadsheets to be filled out by tutors have shown a bit of traction but not all tutors participate and there is not a requirement for them to do so. Better formal integration between Waubonsee faculty and the Tutoring Department is needed.

There is not an employer relationship management support piece or a professional skills support piece for students that are on a 2-year degree career track.

Being able to give proctored exams in the testing center using the software environments we need to conduct our classes and exams would be valuable and allow for flexibility in assessments for students and faculty.

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.

CTE Program	Computer Software Development Associate in Applied Science Degree				
CIP Code	11.0201				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	97	90	92	68	57
Number of Completers	2	6	2	0	5
Other (Please identify)					

<p>49. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above?</p>	<p>The program is well enrolled so over the next five years we would like to focus on the increase of completion rates. Over the next five years we would like to increase the completion rate by 20%.</p> <p>To increase completion, the following should happen:</p> <ul style="list-style-type: none"> • Create additional 2+2 agreements, relationships with coding academies and curriculum changes if deemed warranted and appropriate for the Waubonsee students and district. • Waubonsee, in partnership with faculty, should perform an analysis as to what niche areas to focus on would be appropriate for this degree. Some examples that coding academies focus on are full stack development and data science/analytics.
<p>50. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>This disaggregated data that was reviewed includes enrollments, withdrawals and success rates based on race, age, and gender. We also reviewed grade distribution by race, age, and gender. In addition, we looked at individual course enrollments, credit hours earned, success rates, withdrawal rates, and grade distribution for each course that is taught in the program.</p>
<p>51. How does the data support the program enrollment, completion, persistence, and success goals? Elaborate.</p>	<p>The data supports the program enrollments, completion, and success goals by providing an overview for faculty so that they can identify gaps and make the necessary adjustments.</p>
<p>52. Were there gaps in the data? Please explain.</p>	<p>The gaps identified in the data are:</p> <ul style="list-style-type: none"> • White students outnumber all other race/ethnic groups. • Most of the students are in the 18-21 age group. • This program is male dominated.
<p>53. What suggestions do you have to overcome any identified gaps?</p>	<p>To overcome some of the gaps mentioned above, we would have to develop a stronger relationship with the K-12 systems to increase enrollments in the identified gaps. Additionally, create initiatives targeted to recruit more females and adults into the program/industry.</p>
<p>54. Are the students served in this program representative of the total</p>	<p>The students served in this program are represented except for gender. This program has a smaller female population than the Waubonsee population.</p>

<p>student population? Please explain.</p>	<p>The Computer Information Systems Program and Waubonsee Community College Demographics:</p> <p>CIS Ethnicity:</p> <table border="1"> <tr> <td>Asian</td> <td>Black</td> <td>Latinx</td> <td>White</td> </tr> <tr> <td>9%</td> <td>8%</td> <td>29%</td> <td>53%</td> </tr> </table> <p>CIS Gender:</p> <table border="1"> <tr> <td>Female</td> <td>Male</td> </tr> <tr> <td>23%</td> <td>77%</td> </tr> </table> <p>CIS Age:</p> <table border="1"> <tr> <td>0-17</td> <td>18-21</td> <td>22-25</td> <td>26-35</td> <td>36-45</td> <td>46-55</td> <td>56-99</td> </tr> <tr> <td>0%</td> <td>40%</td> <td>27%</td> <td>12%</td> <td>15%</td> <td>4%</td> <td>1%</td> </tr> </table> <p>Waubonsee Ethnicity:</p> <table border="1"> <tr> <td>Asian</td> <td>Black</td> <td>Latinx</td> <td>White</td> </tr> <tr> <td>5%</td> <td>9%</td> <td>32%</td> <td>54%</td> </tr> </table> <p>Waubonsee Gender:</p> <table border="1"> <tr> <td>Female</td> <td>Male</td> </tr> <tr> <td>59%</td> <td>41%</td> </tr> </table> <p>Waubonsee Age:</p> <table border="1"> <tr> <td>0-17</td> <td>18-21</td> <td>22-25</td> <td>26-35</td> <td>46-55</td> <td>56-99</td> </tr> <tr> <td>2%</td> <td>59%</td> <td>16%</td> <td>13%</td> <td>3%</td> <td>1%</td> </tr> </table>	Asian	Black	Latinx	White	9%	8%	29%	53%	Female	Male	23%	77%	0-17	18-21	22-25	26-35	36-45	46-55	56-99	0%	40%	27%	12%	15%	4%	1%	Asian	Black	Latinx	White	5%	9%	32%	54%	Female	Male	59%	41%	0-17	18-21	22-25	26-35	46-55	56-99	2%	59%	16%	13%	3%	1%
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<p>55. Are the students served in this program representative of the district population? Please explain.</p>	<p>The students served in this program reflect the district population. White students represent the largest number of students.</p> <p>See Addendum A for Waubonsee District Demographics.</p>																																																		
<p>Goal Planning</p>																																																			
<p>56. What are the discipline's strengths? (3.25)</p>	<ul style="list-style-type: none"> • Strengths of the program include the opportunity to select several programming languages (in the AAS and certificate program) and core coursework provides a foundation for all students and cover a breadth of knowledge needed for entry-level employment at a level in line with peer regional community colleges. • The program is in line with our local peer group AAS programs from a curriculum standpoint. • 2+2 agreements are finalized so students will have a pathway to a 4-year degree if the job search with the AAS degree proves unsatisfactory to the student. 																																																		
<p>57. What are the identified or potential weaknesses of the discipline? (3.26)</p>	<p>There are several courses, particularly 200-level courses, that do not run due to low enrollment. This is a weakness of the program and further data analysis will identify where students fall out of the program. While in line with peer institutions, overall enrollment is not at the preferred level and completions occur at a lower percentage.</p> <p>While the program is similar and competitive with our peer group AAS and certificate programs from a curriculum standpoint, it is a</p>																																																		

generalist 2-year software development degree. Many employment situations use a niche set of tools and application development frameworks that our students do not gain exposure to.

Given the hundreds to thousands of possible permutations of these, it is difficult from a curriculum standpoint to have classes that satisfy the explicit skill needs of multiple employers. More advanced classes that are allowed to run focusing on skills where local employers will hire 2-year degree students should be identified and, if feasible, developed.

Oftentimes, employers of entry level talent out of educational institutions understand this and will hire based on the potential of the new hire and train the new hire in their way of doing things. Many employers, however, are used to recruiting at 4-year schools for this type of student and many tend to have an internship program to vet the potential new hire before graduation.

It may be worth exploring altering this program to focus on a particular niche such as Full Stack Application Development or Data Analytics. It's unknown at this time if there is employer or student demand in the Waubonsee region for 2-year AAS degree holders in this, but would be a different approach and more similar to what coding bootcamps attempt to do. These organizations have robust support services with multiple people employed wrapped around these programs to help students find jobs and gain professional skills while learning technical skills as well. This would be a big shift and require organizational buy in if it's deemed to be feasible. An example of a firm that helps organizations with these types of programs is Trilogy. A member of our advisory group used to work there and shared with Waubonsee faculty how the organization operates. A link to their company and their sample programs is attached: <https://www.trilogyed.com/programs/> . A program similar to the aforementioned would be innovative in our peer group of area community colleges.

The faculty could not find an area community college with a niche software development AAS degree save for one (McHenry) who focuses on many classes in mobile device development. Waubonsee, for example, just has one introductory course in Mobile Device development. The Lightcast data seemed to indicate there were very few completers of this program at McHenry, however.

It is unknown if there is strong industry demand for AAS degree holders in software development. Conversations with employers in our advisory group and otherwise show a lack of established recruiting pipelines for these degree holders and perhaps a lack of awareness on the employers' part. Many employers are used to recruiting entry-level software development from 4-year colleges and universities that they have relationships with. Recent examples of hearing this would be Northern Trust from our advisory group and ALDI. ALDI, though, has shown willingness to give AAS graduates a try so this could be a promising new development for this program.

<p>58. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p>Allow courses to run with lower enrollment in order for students to take higher level classes and CIS electives. Running the classes also allows Waubensee faculty to remain practiced in teaching said classes.</p> <p>Increased employer relationship management, marketing and educational services to help students prepare for employment.</p> <p>Meaningful and accurate data collection of declared majors for students. A degree audit report process that is distributed to faculty so we can see where students are falling out of the program.</p>
<p>Program Goals 59. List the program goals identified in the last Annual Update. If completed, list three new 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>	<ul style="list-style-type: none"> • Complete analysis of potential concentrations for our AAS degree in Data Analytics/Data Science or Full Stack Software Engineering and if it's a fit for our community college student population and the district. For Data Analytics/Data Science, an interdisciplinary approach should be explored. • Establish at least two 2+2 agreements with other area colleges and universities including a state school. • Determine if this degree serves students better as a transfer option and if so make the necessary changes to convert this degree to a transfer pathway.
<p>60. Indicate progress made on last year's measurable program goals aligned with the educational affairs plan.</p>	<p>The CIS Team has made progress on the following goals:</p> <ul style="list-style-type: none"> • 2+2 agreement reached with DePaul University for AAS degree in Software Development. • CIS116 Development Tools and Structured Program Design changes implemented to include software development tools. • Reached out to 2 major Chicago area Code Academies to discuss curriculum, programs and potential referral and other collaboration arrangements.
<p>Resources and Support 61. 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>	<ul style="list-style-type: none"> • Better tutoring for CIS programming classes is needed to ensure higher rates of completion. • Increased tech support services for students working remotely and defined roles and ownership of tech support issues between different areas of the College. • Better defined processes for tutoring to keep faculty abreast of student meetings. • Employer relationship management services for the CIS Department. • Employment coaching services for students.
<p>Review Results</p>	

<p>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>Summary Rational 62. Please provide a brief rationale for the chosen action.</p>	<p>Program is in line with peer institutions. Improvements will be made as needed.</p>
<p>Intended Action Steps 63. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Continue to establish 2+2 arrangements with schools. Ongoing.</p> <p>Continue to engage with industry through Advisory Committee meetings. Ongoing.</p> <p>Continue to establish relationships with potential local employers as opportunities present themselves. Ongoing.</p> <p>Viability analysis of potential niche curriculum changes. Proposed.</p> <p>Explore establishing affiliate or partnership relationships with area coding academies. Ongoing.</p> <p>Modification of degree to provide student flexibility in the elective classes they take. Implementation Fall 2022.</p> <p>Continue to work with data analysis team to create reports to help analyze student success and students entering, dropping out, changing majors, graduating and transferring. Ongoing</p>
<p>64. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The department partnered with industry to host events that encouraged nontraditional students to explore a career in IT.</p> <p>Events such as, Microsoft DigiGirlz and IMB Cyber Day for Girls.</p>
<p>Responsibility: 65. Who is responsible for completing or implementing the modifications?</p>	<p>Waubonsee CIS Department and other Waubonsee divisions and departments.</p>

Career & Technical Education

College Name:

Waubonsee Community College

Academic Years
Reviewed:

FY17-FY21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Computer Support Associate in Applied Science Degree	Degree	60	111006	Computer Support Certificate

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Outcomes

1. What are the learning outcomes of the program? (*i.e. What are the program learning outcomes? What occupations is this program intended to prepare students for?*)

AAS:

1. Examine Local Area Network (LAN) or Wide Area Network (WAN).
2. Recommend software to create an optimal user environment.
3. Design a plan for a project for an identified need.
4. Utilize appropriate software to meet specific business needs.

Certificate:

1. Recommend software to create an optimal user environment.
2. Design a plan for a project for an identified need.
3. Utilize appropriate software to meet specific business needs.

2. To what extent are these outcomes being achieved? Please detail how achievement of program outcomes are being measured or assessed? How do you know if and how outcomes are being achieved? (*This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting program learning outcomes, etc.*)

The Computer Information System faculty create a 5-year assessment schedule. Each year faculty assess and document results of student learning according to their schedule.

Course and program outcomes are being achieved through classroom lecture, demonstration, group discussions, written and hands-on homework assignments.

Students are assessed on all outcomes and the results from the assessments are used to confirm outcomes achievement or to determine if improvements are needed for curriculum and instruction.

	See Addendum B for achievement of student learning outcomes.
<p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?</i></p> <p>Past Program Review Action</p> <p>4. What action was reported the last time the program was reviewed? Were these actions completed?</p>	<p>Full-time faculty meet with the adjunct faculty several times over the semester to discuss assessment of course and program outcomes. Topics include improvements and/or enhancement of assignments, teamwork, and projects.</p> <p>The program was continued with minor revisions.</p> <p>What was not listed was that we discovered that an advisory committee needed to be created that includes employers, staff, administration and faculty. The committee meets twice a year and recommendations are made to improve curriculum if needed.</p> <p>During an advisory committee meeting, employers noticed that our curriculum was missing a computer ethics course. CIS125 Information Technology Code of Ethics and Compliance was added to the program.</p>
<p>Review Team</p> <p>5. Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Faculty from the Cybersecurity Program, Jason Rochon, Justin Kline, and Amy Chaaban (CIS/WEB) met with the adjunct faculty members who teach in the program. Adjunct faculty are Tim Lippold, Marc Holm, and Garry Daly. Each member provided feedback and suggestions for program review.</p>
<p>Stakeholder Engagement</p> <p>6. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Career and Technical Education Services Manager: Supports CTE programs and provides support for students and faculty. This includes opportunities for grants, scholarships, advisory committees and so on.</p> <p>Waubonsee Staff: assist in the program review process</p> <p>Waubonsee Advisory Group: includes employers, which help inform curriculum.</p> <p>Deans: support faculty needs</p>

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>7. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>An analysis of pre-requisites resulted in pending inactivation of WEB230 Dreamweaver as a recommended pre-requisite to WEB250 Advanced Website Development.</p> <p>In 2022, the Curriculum Council approved adding MTH069 Algebra Foundations II as a pre-requisite for the following CIS courses: CIS115 Introduction to Programming; CIS130 Computer Science I: C++Programming; CIS136 Data Science Programming; and CIS150 Computer Science I: Java Programming.</p> <p>CIS115 Introduction to Programming is a core course in the program.</p>
<p>8. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Neither the certificate nor degree exceeds 30 and 60 credit hours respectively.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>9. What is the labor market demand for the program?</p> <p>Cite district and regional labor market information. (1.1)</p>	<p>According to Lightcast labor market data, the expected growth in this area over the next five years is less than 1%. Employment in the region is equal to the national average.</p>
<p>10. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>Currently, there are 294,301 active positions and only 11% of the positions are being filled.</p> <p>Demand over the past five years has decreased by 7% compared to the national average decrease of 3.3%.</p> <p>An increase in demand isn't expected over the next five years.</p>
<p>11. Does your enrollment have the capacity to meet the readiness of business and industry?</p>	<p>The enrollment has the capacity to meet the readiness of the business and industry, however, there have been several external factors such as the Pandemic and the decrease in labor market demand.</p>
<p>12. What labor market information sources are utilized and how often are LMI data reviewed? (1.3)</p>	<p>The labor market information that the college uses comes from Lightcast, Bureau of Labor Statistics (BLS), and the Illinois Department of Employment Security.</p> <p>Faculty are provided with labor market information annually and upon request.</p>

<p>13. How does the institution/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>Dual credit for high schools is offered and the college has hosted open houses.</p> <p>Students are recruited at local high schools and affiliated vocational centers through individual college visits, college fairs. In addition, Waubensee also reaches out to community organizations and local businesses to share information about certificate and degree programs.</p>
<p>14. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Several resources are used to keep up to date with new trends and developments in the field. This is passed on to students and the adjunct that teaches in this area. The advisory committee also provides many opportunities to learn about employment trends and new developments in the field.</p> <p>In addition, faculty meet to discuss curriculum changes. Curriculum is overseen by the College's Curriculum Council along with the Vice President of Educational Affairs.</p>
<p>15. Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>The Advisory Committee has given opportunities for internships and apprenticeships. Work will continue in making connections for employment.</p> <p>Aldi has expressed interest in creating an internship for computer support.</p> <p>IBM has offered many resources.</p> <p>Aurora is a Smart City and more IT companies are moving into the city; thus, new industry connections are being made.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>16. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.) • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends 	<p>The total direct instructional program costs which includes salary, benefits, and instructional expenses totals \$474,949 of which all are supported from institutional funds.</p> <p>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 direct operational costs of the program.</p>

<ul style="list-style-type: none"> • Credit hours earned year to year • Scheduling efficiency <p>(2.1)</p>	
<p>17. What are the findings of the cost-effectiveness analysis?</p> <p>(2.2)</p>	<p>While the prefix cost per load hour of this program is slightly higher than transfer disciplines, this program requires specialized software and resources to meet student learning and program outcomes.</p>
<p>18. 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.</p> <p>(2.3)</p>	<p>The program is largely supported by educational funds and has received support from Perkins where appropriate. However, costs are not offset by the support that Perkins provides.</p>
<p>19. How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs.)</p> <p>(2.5)</p>	<p>The institution assesses student affordability on an annual basis as part of the academic department planning process. The Computer Support Program costs are comparable to other community college programs in the area.</p>
<p>20. How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Students can explore their eligibility for financial supports available including Financial Aid, Technology Loans, the Perkins Support Program, the Emergency Needs Program, and Waubonsee Foundation. Students may also be referred to WIOA partners for other available supports. Additionally, apprenticeships may be available for some Career and Technical Education programs.</p>
<p>21. How will the college increase the cost-effectiveness of this program?</p>	<p>The costs associated with this program are comparable to other CTE programs at Waubonsee.</p> <p>By enrolling more students, the college can increase the cost effectiveness of this program.</p>
<p>22. Did the review of program cost result in any actions or modifications? Please explain.</p> <p>(2.6)</p>	<p>The review of the program costs did not result in any actions or modifications that exceeded the annual review of resources required to achieve the outcomes of the program (i.e. technological advancements).</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>23. What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?</p>	<p>Face-to-Face: Classes meet in a traditional classroom setting on one of Waubonsee’s four campuses.</p> <p>Flex: All class sessions meet in-person in a Flex-equipped classroom and are simultaneously live-streamed and recorded through Zoom. After each class, the Zoom recording is posted in Canvas so that students may view or review each session.</p>

How do the success rates of each delivery system compare?
(3.1)

Hybrid: Hybrid classes are a combination of instruction and student participation occurring in-person in a traditional classroom on one of Waubonsee's four campuses and occurs asynchronously and/or synchronously online.

Online: Online courses are delivered asynchronously. Students learn 100% online through Canvas.

Sync Online: Sync Online courses are a combination of course instruction and student participation occurring synchronously online through Zoom on the scheduled days and times for the course.

The success rates of each modality at Waubonsee over the past five years are listed in the table below:

Success Rate by Modality	Traditional /Face2Face	Online	Hybrid	Flex	Sync Online	Total
FY2017	58%	50%	68%			56%
FY2018	59%	51%	76%			57%
FY2019	62%	57%	59%			61%
FY2020	78%	74%	75%			76%
FY2021	83%	73%	76%	72%	76%	76%

24. How does the program ensure that instruction is quality, relevant, contextualized, and culturally responsive?
(3.2)

Instructors stay abreast with latest developments in their field of study and modify curriculum accordingly. Additionally, the bi-yearly advisory meetings with industry partners that also helps to ensure instruction is relevant. Faculty also participates in various program specific professional development opportunities.

Faculty have earned:

- ACUE's Certificate in Effective College Instruction
- ACUE's Microcredential, Inclusive Teaching for Equitable Learning.
- Master Online Teacher certificate
- ION Digital Accessibility for Educators certificate (Mid November)
- Digital badge for Applying the Quality Matters Rubric, and Gardner Institute's The Humanity of Inclusive Practices: Keep Walking Teaching and Learning Academy Signature Course.

All address the need to be culturally responsive to students and to design culturally inclusive curriculum. In addition, strategies and techniques for improving teaching and learning were covered, some extensively.

<p>25. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹?</p> <p>If yes, describe any strengths or challenges to program of study implementation.</p> <p>(3.3)</p>	<p>This program is not a Program of Study as defined by Perkins V.</p>
<p>26. 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. (Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p> <p>(3.4)</p>	<p>The Computer Support Program at Waubonsee meets the definition of a Career Pathway. The career pathway elements are described below:</p> <ul style="list-style-type: none"> • Employer engagement occurs through advisory committees held twice a year. • Students can utilize Lightcast Career Coach to take a career assessment, browse careers and programs, and develop their resume. • Computer Support is 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 listed on the Industry Certification to College Credit Crosswalk. • Computer Support courses are offered as 8-week classes in online/hybrid formats. • 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. • Disaggregated data for the Computer Support is available through IE Equity Reports.
<p>27. What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> <p>(3.5)</p>	<p>We adopted labs in the cloud that allowed students to access resources anywhere. This enabled us to eliminate the disposing of networking equipment when it became obsolete, making the courses more friendly to the environment.</p> <p>The Flex modality is a new modality that incorporates face-to-face, Zoom and Online in one modality. It has the power of Zoom and computer technologies to bring students the most advanced teaching experience including breakout rooms, Microsoft PowerPoint presentations, demonstration of software examples in real time within PowerPoint presentations, and Whiteboard notes. A laser pointer with a computer app adds enhancements of PowerPoint presentation</p>

	<p>material. The Zoom meeting is recorded for students who are online and for student review.</p>
<p>28. Describe dual credit implementation for this program (how many students, courses, participating high schools). What are the priority dual credit courses that are offered to high school students? (3.6)</p>	<p>Over the past five years, the following dual credit courses have been offered at Yorkville and East and West Aurora High Schools:</p> <ul style="list-style-type: none"> • CIS110 (249 students) • CIS170 (27 students) • CIS115 (19 students) <p>All courses are core classes required for the Computer Support Program.</p>
<p>29. Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.7)</p>	<p>AAS students have an option to select an internship as an elective course in the program.</p> <p>Internship opportunities help students gain work-ready skills.</p> <p>These opportunities will be improved with our continued collaborations with area employers.</p>
<p>30. 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, ACE). (3.8)</p>	<p>At this time, there is no industry accreditation required for the program.</p>
<p>31. Are there industry-recognized credentials embedded within this program? If so, please list. (3.9)</p>	<p>While credentials are not embedded into the program, the course content is aligned with the following industry certifications: Microsoft Office Specialist, A+, Network+, and Security+.</p>
<p>32. Are there apprenticeship opportunities available through this program? If so, please elaborate. (3.10)</p>	<p>Although the Computer Support Associate in Applied Science Degree and Computer Support Certificate is an apprenticeable occupation, it is not offered in this format at this time.</p>
<p>33. If applicable, please list the licensure examination pass rate. (3.11)</p>	<p>There is no licensure examination in the program.</p>

<p>34. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)</p>	<p>Waubonsee Community College has an articulation agreement for all AAS degrees with Governor's State University for their Interdisciplinary Studies.</p>
<p>35. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships? (3.13)</p>	<p>Work continues in an effort to build connections with employers. IBM, IT People Network and Northern Trust have joined the Advisory Committee. Their feedback and potential employment opportunities are being explored.</p> <p>Our IT Department has hired students from this program and are continuing to hire students from the program.</p> <p>Due to the expansion of tech companies into Aurora, we have more opportunities to expand our advisory committee membership and/or look for employment, internship, and apprenticeships. The expansion is due to Aurora's Smart City initiative.</p>
<p>36. What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? (3.14)</p>	<p>Discussions of equity arise during the advisory committee meeting and IBM, which is a member, has given feedback on equity in the field.</p> <p>Our IT department created a program that gives students opportunities to check out laptops, hot spots, web cams, as well as other necessary technology. The Online Navigators are helping tremendously to advance equity. They are extremely valuable in helping with the setup of students with the Lockdown Browser, helping students get access to technology quickly, and helping with troubleshooting a variety of student issues. In addition, they have access to manage appropriate Waubonsee-related announcements and emails in Canvas.</p>
<p>37. 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 department engages in professional development of various kinds during many points of the bi-annual faculty Professional Development Days at the beginning of each semester. Those opportunities include development in topics such as course design, syllabus design, outcomes and assessment, and other topics. These sessions are available for full-time and part-time faculty.</p> <p>In addition, full-time faculty can be reimbursed for their professional development activities in taking graduate courses or attending professional conferences.</p> <p>ACUE, ION and Quality Matters are offered and focus on teaching, learning, course design, accessibility, and instructional design.</p>

<p>38. What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? (3.16)</p>	<p>The Faculty Development and Engagement Department has provided many opportunities for faculty in terms of workshops and classes on inclusion, equity, and diversity. Certificates and/or digital badges can be earned.</p> <p>The college hosts many events on these topics and includes events for specific months based on heritage, ethnicity and gender.</p>
<p>39. What is the status of the current technology and equipment used for this program? (3.17)</p>	<p>During annual budget meetings, the technological needs of the program are assessed to ensure that the program receives an adequate budget to secure software and equipment to support the teaching and learning as well ensuring that technology is up to date.</p>
<p>40. What assessment methods are used to ensure student success? (3.18)</p>	<p>Each instructor develops formative and end of course summative assessments (exams, projects, etc.) to measure success at points in time and at the end of each course.</p>
<p>41. How are these results utilized and shared with others at the institution for continuous improvement? (3.19)</p>	<p>The CIS Department discusses assessment during the fall semester and faculty work on assessing classes.</p> <p>CIS faculty and adjunct faculty have opportunities for informal conversations to talk about continuous improvements among the CIS faculty throughout the year.</p>
<p>42. What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (3.20)</p>	<p>With the addition of a new Cybersecurity Program, the Computer Support curriculum was modified and improved.</p> <p>Based on Advisory Committee meeting feedback, the lack of a computer ethics class was noted. Due to this, CIS125 Information Technology Code of Ethics and Compliance was created.</p>
<p>43. How satisfied are students with their preparation for employment? (3.21)</p>	<p>Currently, Waubonsee does not collect this information. Informally, faculty member, Amy Chaaban, has connected with IT and Dealer eProcess about the quality of students that have been hired. The discussions have been positive, and students are continuing to be hired.</p>
<p>44. How is this student satisfaction information collected?</p>	<p>Waubonsee uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).</p>
<p>45. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.22)</p>	<p>The Advisory Committee offers feedback on curriculum and changes have been made.</p> <p>Providing questions to employers before the meeting proved to be an improvement. This was tried this semester and the meeting was more engaging than previous meetings. We will continue this practice.</p>

<p>46. In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.23)</p>	<p>Employers are engaged in this program through internships and student employment. Curriculum is also reviewed by the Advisory Committee.</p>				
<p>47. How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected? (3.24)</p>	<p>Currently, Waubonsee does not collect this information.</p>				
<p>48. Did the review of program quality result in any actions or modifications? Please explain. (3.27)</p>	<p>Certifications have been added, and courses have been renumbered for more natural progression of competency in working through the Cybersecurity Program, which includes classes in this program.</p>				
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>					
<p>Lack of a comprehensive marketing plan focused on this program.</p>					
<p>The lack of public transportation options to the Plano and Sugar Grove Campuses where most of the IT courses are being taught.</p>					
<p>Student knowledge of financial resources available to them.</p>					
<p>Required classes are canceled due to low enrollment which holds up students from completing the program. For example, classes with nine students are routinely canceled because 10 is the minimum number of students that a course can have in order to run.</p>					
<p style="text-align: center;">Performance and Equity</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available.</p>					
<p>CTE Program</p>	<p>Computer Support Associate in Applied Science Degree</p>				
<p>CIP Code</p>	<p>111006</p>				
	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>
<p>Number of Students Enrolled</p>	<p>62</p>	<p>53</p>	<p>51</p>	<p>52</p>	<p>40</p>
<p>Number of Completers</p>	<p>4</p>	<p>7</p>	<p>7</p>	<p>9</p>	<p>5</p>

Other (Please identify)	
49. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above?	<p>Average of 52 students over the past five years have enrolled. Looking at the next five years, the program would benefit from a comprehensive marketing plan; this could help increase enrollment in the program by 10%.</p> <p>To increase completion, more pathways to employment would help students to pay for classes and certifications. A goal of 10% is a reasonable goal.</p>
<p>50. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>This disaggregated data that was reviewed includes enrollments, withdrawals and success rates based on race, age and gender. We also reviewed grade distribution by race, age and gender. In addition, we looked at individual course enrollments, credit hours earned, success rates, withdrawal rates and grade distribution for each course that is taught in the program.</p>
51. How does the data support the program enrollment, completion, persistence, and success goals? Elaborate.	<p>The data supports the program enrollments, completion, and success goals by providing an overview for faculty so that they can identify gaps and make the necessary adjustments.</p>
52. Were there gaps in the data? Please explain.	<p>The gaps identified in the data are:</p> <ul style="list-style-type: none"> • White students outnumber all other race/ethnic groups. • Most of the students are in the 18-21 age group. • This program is male dominated.
53. What suggestions do you have to overcome any identified gaps?	<p>To overcome some of the gaps mentioned above, we would have to develop a stronger relationship with the K-12 systems in order to increase enrollments in the identified gaps.</p> <p>Additionally, create programs that expose females to the industry.</p>
54. Are the students served in this program representative of the total student population? Please explain.	<p>The students served in this program are represented except for gender. This program has a smaller female population than the Waubensee population.</p>

The Computer Information Systems Program and Waubonsee Community College Demographics:

CIS Ethnicity:

Asian	Black	Latinx	White
9%	8%	29%	53%

CIS Gender:

Female	Male
23%	77%

CIS Age:

0-17	18-21	22-25	26-35	36-45	46-55	56-99
0%	40%	27%	12%	15%	4%	1%

Waubonsee Ethnicity:

Asian	Black	Latinx	White
5%	9%	32%	54%

Waubonsee Gender:

Female	Male
59%	41%

Waubonsee Age:

0-17	18-21	22-25	26-35	46-55	56-99
2%	59%	16%	13%	3%	1%

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

The students served in this program reflect the district population in that white students outnumber all other race/ethnic groups in the district.

See Addendum A for Waubonsee District Demographics.

Goal Planning

56. What are the discipline's strengths?
(3.25)

The discipline's strengths include:

- The expertise, work experience, and knowledge of the faculty.
- Curriculum includes business and customer service courses.
- Students have an opportunity to participate in work-based learning via an internship.
- Students are prepared for industry recognized credentials.
- The program incorporates computer ethics and security awareness.

<p>57. What are the identified or potential weaknesses of the discipline? (3.26)</p>	<p>A potential identified weakness of the discipline is the lack of time to work more collaboratively with the adjunct faculty. A more detailed process is needed.</p>
<p>58. Describe actions that can be implemented to turn potential weaknesses into strengths.</p> <p>Program Goals</p> <p>59. List the program goals identified in the last Annual Update. If completed, list three new 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>	<p>A plan of action to include adjunct faculty in program review and course assessment.</p> <ol style="list-style-type: none"> 1. Track student employment and employer satisfaction. 2. Create strategies to increase enrollment and program awareness. 3. More collaboration with adjuncts in creating course assessment and program review.
<p>60. Indicate progress made on last year's measurable program goals aligned with the educational affairs plan.</p>	<p>Complete alignment of courses to CompTIA.</p> <ul style="list-style-type: none"> • Update: The alignment has been completed and students can now have an opportunity to become A+ certified. <p>Marketing of our program. Our Marketing Department should create a campaign that is inclusive of females, Blacks and Asians without leaving out Caucasians.</p> <ul style="list-style-type: none"> • Update: Overall, this strategy has been used for general marketing. This goal is still in progress and work continues to be done specifically for this program.
<p>Resources and Support</p> <p>61. 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. Ability to research a product that would meet our needs in tracking student employment and employer satisfaction. 2. The support of the Marketing Department in creating a plan to attract students from across the district and to complete the program. 3. Compensation for adjuncts for work that is completed on assessment and program review. 4. Time for faculty to collaborate. 5. Additional time to complete program review, suggest providing data before the summer so faculty have the option to complete program review over the summer. 6. Work with career counselors to have IT job fairs at the college.
<p>Review Results</p>	
<p>Action</p>	<p><input checked="" type="checkbox"/> 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>

<p>Summary Rational 62. Please provide a brief rationale for the chosen action.</p>	<p>This program will continue with minor changes because it meets the needs to the students and the Waubonsee district.</p>
<p>Intended Action Steps 63. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> • Create a way to track student employment and employer satisfaction. The goal is to have this complete by Fall 2023. • Build better relationships with the high schools and offer additional dual credit options to begin funneling students from the high schools. This goal should be reached by the next five-year Program Review. • Continue to partner with industry to host events that promote the IT industry to nontraditional students. These events will happen once per semester. Complete by end of Fall 2022 and end of Spring 2023. • Continue to work with adjunct faculty to ensure all the courses are being assessed. This is ongoing and we will continue to assess the learning outcomes and make curriculum updates as needed.
<p>64. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>To address equity gaps, the department partnered with industry partners to host events that encouraged non-traditional students to explore a career in IT. Events such as, Microsoft DigiGirlz and IMB Cyber Day for Girls.</p>
<p>Responsibility: 65. Who is responsible for completing or implementing the modifications?</p>	<p>Full-time Computer Information Systems faculty with the support from staff and administration are responsible for completing and implementing modifications to this program.</p>

Career & Technical Education

College Name:	Waubonsee Community College
Academic Years Reviewed:	FY17-FY21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Cybersecurity Associate in Applied Science Degree	Degree	60	111003	Cybersecurity Certificate

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Outcomes

1. What are the learning outcomes of the program? (*i.e. What are the program learning outcomes? What occupations is this program intended to prepare students for?*)

AAS

1. Design and implement risk analysis, security policies and damage assessment for incident response, disaster recovery and business continuity planning.
2. Apply best practices and standards in accordance with all applicable laws, professional standards, ethical principles, and guidelines that govern the information security profession.
3. Assess threats through continuous network monitoring and develop effective countermeasures aimed at protecting computer assets and data.

Certificate:

1. Configure and maintain network infrastructure and operations systems.
2. Plan, install and troubleshoot computer hardware, software, network, and operating systems.

2. To what extent are these outcomes being achieved? Please detail how achievement of program outcomes are being measured or assessed? How do you know if and how outcomes are being achieved? (*This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting program learning outcomes, etc.*)

These outcomes are being achieved through classroom lecture, classroom demonstration, group discussions, written homework assignments and hands-on homework assignments that includes lab assignments.

This program began Fall 2020 and we are approaching our first graduating cohort. At the time of this review, we do not have sufficient data to determine if the outcomes are being met. Data is currently being collected.

See Addendum B for achievement of student learning outcomes.

<p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?</i></p>	<p>Faculty meet throughout the year to discuss assessment results and make changes where needed. We have included additional lecture time, as well as adding labs to most courses. This allows students to practice and apply what they have learned in lecture.</p>
<p>Past Program Review Action 4. What action was reported the last time the program was reviewed? Were these actions completed?</p>	<p>This program began in Fall 2020. This is the first review of the program.</p>
<p>Review Team 5. 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>Jason C. Rochon, Instructor of Computer Information Systems and Cybersecurity Justin Kline, Instructor of Computer Information Systems and Cybersecurity</p>
<p>Stakeholder Engagement 6. 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>Stakeholders engaged in this process were CIS Faculty who completed the review and analyzed the data with the support of staff and administration.</p>
<p>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>	
<p>7. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>No, as this is a new program offering.</p>
<p>8. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Both the degree and certificate are under 60 hours and 30 hours.</p>
<p>Indicator 1: Need</p>	<p>Response</p>

<p>9. What is the labor market demand for the program?</p>	<p>According to Lightcast, over the next five years, the labor demand for Information Security Analyst in the Waubonsee region is expecting growth of 10.2% and 17.8% over the next ten years.</p>
<p>Cite district and regional labor market information. (1.1)</p>	<p>On average there are 463 job postings monthly. The average monthly hires are 124. This data is telling us that 26% of the positions are being filled monthly.</p>
<p>10. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>Over the past five years there was no growth in the Waubonsee region; however, the growth across the nation had increased by 32%. In the next five years the Waubonsee region will see a growth of 10.2%.</p>
<p>11. Does your enrollment have the capacity to meet the readiness of business and industry?</p>	<p>This program total capacity can meet the readiness of business and industry in our region. The enrollment and completions are like those of peer institutions.</p>
<p>12. What labor market information sources are utilized and how often are LMI data reviewed? (1.3)</p>	<p>The labor market information that the college uses comes from Lightcast, Bureau of Labor Statistics (BLS) and the Illinois Department of Employment Security.</p>
	<p>Faculty are provided with labor market information annually and upon request.</p>
<p>13. How does the institution/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>The Cybersecurity faculty ensure there is a sufficient pipeline of enrollment by presenting programs to local high schools and offering dual-credit courses. They maintain collaborations with Computer Science teachers in local high schools by partnering with the Valley Education for Employment System (VALEES). VALEES is a regional delivery system established by the Illinois State Board of Education (ISBE) which serves 17 school districts, two area career/vocational centers, one special education cooperative and Waubonsee Community College, covering a five-county area. VALEES also collaborates with College of DuPage, Joliet Junior College, and Kishwaukee College to promote articulated Career and Technical Programs.</p> <p>Other ways the college ensures a sufficient enrollment is by hosting open houses to showcase our programs and services.</p> <p>Students are also recruited at local high schools and affiliated vocational centers through individual college visits, and college fairs.</p> <p>In addition, Waubonsee also reaches out to community organizations and local businesses to share information about certificate and degree programs.</p> <p>Faculty participate in College Night where high school students and parents are invited to the college major and program exploration. Students can talk to the faculty and learn more about the major or industry.</p>

<p>14. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Instructors keep well-informed of current developments in industry and incorporate new curriculum to ensure alignment. Our advisory committee keeps us abreast of industry needs. Faculty meet periodically to discuss curriculum changes. When there is a need to change curriculum, it is presented at Curriculum Council and is voted on by the entire committee. Curriculum is overseen by the college's Curriculum Council along with the Vice President of Educational Affairs.</p>
<p>15. Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>The review of program need resulted in a plan to explore options for new course development, identify additional recruitment strategies, and use data to make informed decisions.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>16. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.) • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency <p>(2.1)</p>	<p>The institution assessed cost-effectiveness for CTE programming by looking at the direct cost associated with:</p> <ul style="list-style-type: none"> • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software, and services • Publications and dues • Full-time faculty professional development <p>In preparation for the launch of the Cybersecurity Program, the Plano Campus was renovated and the budget allocated for this program over the past two years (outside of building infrastructure) was \$339,575.</p>
<p>17. What are the findings of the cost-effectiveness analysis? (2.2)</p>	<p>While the prefix cost per load hour of CIS Programs is slightly higher than transfer disciplines, CIS Programs generally require specialized software and resources to meet student learning and program outcomes.</p>
<p>18. 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. (2.3)</p>	<p>The program is largely supported by educational funds and has received support from Perkins where appropriate.</p>

19. How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs.) (2.5)	The institution assesses student affordability on an annual basis as part of the planning process. The program is comparable to other community college programs in the area.
20. How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Students can explore their eligibility for financial supports available including Financial Aid, Technology Loans, the Perkins Support Program, the Emergency Needs Program, Waubonsee Foundation. Students may also be referred to WIOA partners for other available supports. Additionally, apprenticeships may be available for some Career and Technical education programs.
21. How will the college increase the cost-effectiveness of this program?	While the costs associated with this program are comparable to other CTE programs, by enrolling more students the college can increase the cost effectiveness of this program.
22. Did the review of program cost result in any actions or modifications? Please explain. (2.6)	The review of the program costs did not result in any actions or modifications that exceeded the annual review of resources required to achieve the outcomes of the program (i.e. technological advancements).

Indicator 3: Quality	Response
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<p>23. What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare? (3.1)</p>	<p>Face-to-Face: Classes meet in a traditional classroom setting on one of Waubonsee's four campuses.</p> <p>Flex: All class sessions meet in-person in a Flex-equipped classroom and are simultaneously live-streamed and recorded through Zoom. After each class, the Zoom recording is posted in Canvas so that students may view or review each session.</p> <p>Hybrid: Hybrid classes are a combination of instruction and student participation occurring in-person in a traditional classroom on one of Waubonsee's four campuses and occurs asynchronously and/or synchronously online.</p> <p>Online: Online courses are delivered asynchronously. Students learn 100% online through Canvas.</p> <p>Sync Online: Sync Online courses are a combination of course instruction and student participation occurring synchronously online through Zoom on the scheduled days and times for the course.</p> <p>The success rates of each modality at Waubonsee over the past five years are listed in the table below:</p> <table border="1" data-bbox="651 1854 1423 2051"> <thead> <tr> <th>Success Rate by Modality</th> <th>Traditional /Face2Face</th> <th>Online</th> <th>Hybrid</th> <th>Flex</th> <th>Sync Online</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>58%</td> <td>50%</td> <td>68%</td> <td></td> <td></td> <td>56%</td> </tr> <tr> <td>FY18</td> <td>59%</td> <td>51%</td> <td>76%</td> <td></td> <td></td> <td>57%</td> </tr> <tr> <td>FY19</td> <td>62%</td> <td>57%</td> <td>59%</td> <td></td> <td></td> <td>61%</td> </tr> <tr> <td>FY20</td> <td>78%</td> <td>74%</td> <td>75%</td> <td></td> <td></td> <td>76%</td> </tr> <tr> <td>FY21</td> <td>83%</td> <td>73%</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>76%</td> </tr> </tbody> </table>	Success Rate by Modality	Traditional /Face2Face	Online	Hybrid	Flex	Sync Online	Total	FY17	58%	50%	68%			56%	FY18	59%	51%	76%			57%	FY19	62%	57%	59%			61%	FY20	78%	74%	75%			76%	FY21	83%	73%	76%	72%	76%	76%
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<p>24. How does the program ensure that instruction is quality, relevant, contextualized, and culturally responsive? (3.2)</p>	<p>Instructors stay abreast with latest developments in their field of study and modify curriculum accordingly.</p> <p>Additionally, the bi-yearly advisory meetings with industry partners also help to ensure instruction is relevant.</p> <p>Faculty also participate in various program specific professional development such as The Cisco Midwest Academy, The Three C's Cybersecurity Conference, and other professional development opportunities that lead to additional industry credentials.</p>
<p>25. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If yes, describe any strengths or challenges to program of study implementation. (3.3)</p>	<p>This program is not a part of a Program of Study as defined by Perkins V.</p>
<p>26. 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. (Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements. (3.4)</p>	<p>The Cybersecurity Program at Waubensee meets the definition of a Career Pathway. The career pathway elements are described below:</p> <ul style="list-style-type: none"> • Employer engagement occurs through advisory committees held twice a year. • Students can utilize Lightcast Career Coach to take a career assessment, browse careers and programs, and develop their resume. • Cybersecurity is approved for WIOA support. • 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. • Opportunities for credit for prior learning are listed on the Industry Certification to College Credit Crosswalk. • Cybersecurity courses are offered as 8-week classes in online/hybrid formats. • 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>27. What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? (3.5)</p>	<ul style="list-style-type: none"> Disaggregated data for the Cybersecurity Program is available through IE Equity Reports. <p>Implemented instruction in numerous new modalities (Flex, Hybrid, Sync Online, etc.)</p> <p>We have replaced technology that made it difficult for students to practice in labs. In many courses, we have removed NetLabs and implemented per vendor (CompTIA, JBLearning) cloud labs. We have also designed labs using free software (Packet Tracer).</p>
<p>28. Describe dual credit implementation for this program (how many students, courses, participating high schools). What are the priority dual credit courses that are offered to high school students? (3.6)</p>	<p>Over the past five years the following dual credit courses have been offered at Yorkville and East and West Aurora High Schools:</p> <ul style="list-style-type: none"> CIS110 Business Information Systems (249 students) CIS170 Networking Essentials (27 students) CIS115 Introduction to Programming (19 students) <p>All courses are core classes required for the program.</p>
<p>29. Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.7)</p>	<p>Although not required, the students in this program have an opportunity for an apprenticeship with Northern Trust Bank.</p> <p>Apprenticeship opportunities help students gain work-ready skills.</p>
<p>30. 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, ACE). (3.8)</p>	<p>There is no industry accreditation required for this program. Plans are currently underway for the college to become an approved program of study for the Center for Academic Excellence (CAE) in Cyber Defense Education.</p> <p>The Center of Academic Excellence in Cyber Defense (CAE-CD) designation indicates that your institution is helping reduce threats to our national infrastructure by promoting higher education and research in cyber defense as well as provide the nation with a pipeline of qualified cybersecurity professionals. All regionally accredited two-year, four-year, and graduate-level institutions in the United States are eligible to apply to become a CAE-CD designated institution. To maintain the CAE-CD designation, an institution or program must apply to be re-evaluated every five academic years.</p>

<p>31. Are there industry-recognized credentials embedded within this program? If so, please list. (3.9)</p>	<p>As students matriculate through this program they are prepared to sit for the following industry recognized certifications:</p> <ul style="list-style-type: none"> Network+ A+ Security + PenTest+ Cloud Essentials+ Certified Ethical Hacker IT Fundamentals CCNA <p>Although students are encouraged to sit for the exams, it is not a requirement for course/program completion.</p>
<p>32. Are there apprenticeship opportunities available through this program? If so, please elaborate. (3.10)</p>	<p>Beginning Fall 2022, students will have Cybersecurity apprenticeship opportunities.</p>
<p>33. If applicable, please list the licensure examination pass rate. (3.11)</p>	<p>There are no licensure exams for this program.</p>
<p>34. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)</p>	<p>Waubonsee Community College has an articulation agreement for all AAS degrees with Governors State University for their Interdisciplinary Studies degree program.</p> <p>Initial discussions with Illinois Institute of Technology, DePaul University and Aurora University for a 2+2 agreement were initiated and will be followed up on in the upcoming months/years.</p>
<p>35. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships? (3.13)</p>	<p>Faculty have ongoing relationships with vendors such as, CompTIA, CISCO, UCertify and Pearson. These relationships ensure that our content is relevant, provide professional development for faculty and any additional resources needed for students.</p>
<p>36. What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? (3.14)</p>	<p>Students in this program need access to technology, such as PCs and an internet connection. If a student lacks these resources, they can request laptops and/or Wi-Fi hot-spots from their student portal free of charge. This goes a long way towards providing equitable access to education and technology to students. In addition, engaging advisory members open new opportunities for students</p>
<p>37. 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 department engages in professional development of various kinds at each Professional Development Days at the beginning of each semester. These opportunities include development in topics such as course design, syllabus design, outcomes and assessment, and other topics. These sessions are available for full-time and part-time faculty.</p>

<p>38. What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? (3.16)</p>	<p>In addition, full-time faculty can be reimbursed for their professional development activities in taking graduate courses or attending professional conferences.</p> <p>ACUE, ION and Quality Matters are offered and focus on teaching, learning, course design, accessibility, and instructional design.</p> <p>The Faculty Development and Engagement Department has workshops and classes on inclusion, equity, and diversity. Certificates and/or digital badges can be earned.</p> <p>The college hosts many events on these topics and includes events for specific months based on heritage, ethnicity and gender.</p>
<p>39. What is the status of the current technology and equipment used for this program? (3.17)</p>	<p>The technology used in this program is current and fulfills the needs of the curriculum.</p>
<p>40. What assessment methods are used to ensure student success? (3.18)</p>	<p>Labs, quizzes, presentations and the final exam are all used as assessment methods and to ensure the success of students.</p>
<p>41. How are these results utilized and shared with others at the institution for continuous improvement? (3.19)</p>	<p>Input into AEFIS data collection software and shared amongst CIS faculty and other stakeholders. Information is also shared through various faculty meetings</p>
<p>42. What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (3.20)</p>	<p>The following curriculum revisions to improve program quality and learning outcomes were made during the five-year review period:</p> <ul style="list-style-type: none"> • Courses were renumbered to provide a better sequence. • Updates were made to courses to include relevant information and alignment to industry standards. • Adjustments were made to the lab time in courses for a better student experience. • New courses were added, and old courses were removed to ensure that students are meeting the program outcomes.
<p>43. How satisfied are students with their preparation for employment? (3.21)</p>	<p>At this time, Waubonsee does not formally collect this information. Informally, faculty are aware of the students' employment status and their satisfaction. The college will continue its work to secure a process that will track this information.</p>
<p>44. How is this student satisfaction information collected?</p>	<p>Waubonsee uses two institutional level surveys to measure student satisfaction indicators: The Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).</p>

<p>45. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.22)</p>	<p>The advisory committee offers feedback on curriculum, employment trends and opportunities.</p> <p>Providing questions to employers before the meeting proved to be an improvement. This was tried this semester and the meeting was more engaging than previous meetings. Will continue this practice.</p>				
<p>46. In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.23)</p>	<p>Other ways that employers are engaged is by offering the students work-based learning opportunities, apprenticeships, and job placement. Employers offer tuition reimbursement to employees who are interested in this field of study.</p>				
<p>47. How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected? (3.24)</p>	<p>Currently, Waubensee does not formally collect this information.</p> <p>The college will continue its work to secure a process that will track employer satisfaction.</p>				
<p>48. Did the review of program quality result in any actions or modifications? Please explain. (3.27)</p>	<p>The review of this program did not result in any actions or modifications.</p>				
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>					
<p>A barrier for this program was launching during the pandemic. This slowed down the momentum for marketing and enrollment.</p> <p>Staffing resources and supporting department staff knowledge about the program to advise students.</p> <p>Lack of tutoring for CIS specific subjects.</p>					
<p style="text-align: center;">Performance and Equity</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available.</p>					
<p style="text-align: center;">CTE Program</p>	<p>Cybersecurity Associate in Applied Science Degree</p>				
<p style="text-align: center;">CIP Code</p>	<p>11.1003</p>				
	<p style="text-align: center;">2016-2017</p>	<p style="text-align: center;">2017-2018</p>	<p style="text-align: center;">2018-2019</p>	<p style="text-align: center;">2019-2020</p>	<p style="text-align: center;">2020-2021</p>
<p>Number of Students Enrolled</p>	<p style="text-align: center;">0</p>	<p style="text-align: center;">0</p>	<p style="text-align: center;">0</p>	<p style="text-align: center;">0</p>	<p style="text-align: center;">29</p>

Number of Completers	0	0	0	0	1
Other (Please identify)					
49. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above?	The first year the enrollment goal is 30 with a 62% (19 completions) completion rate. Year two the enrollment goal is 45 with a 62% (28 completions) completion rate. Year three enrollment goal is 60 with a 62% (37 completions) completion rate.				
50. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	This disaggregated data that was reviewed includes enrollments, withdrawals and success rates based on race, age and gender. We also reviewed grade distribution by race, age and gender. In addition, we looked at individual course enrollments, credit hours earned, success rates, withdrawal rates and grade distribution for each course that is taught in the program.				
51. How does the data support the program enrollment, completion, persistence, and success goals? Elaborate.	The data supports the program enrollments, completion, and success goals by providing an overview for faculty so that they can identify gaps and make the necessary adjustments.				
52. Were there gaps in the data? Please explain.	<p>The gaps identified in the data are:</p> <ul style="list-style-type: none"> • White students outnumber all other race/ethnic groups. • The majority of the students are in the 18-21 age group. • This program is male dominated. 				
53. What suggestions do you have to overcome any identified gaps?	To overcome some of the gaps mentioned above we would have to develop a stronger relationship with the K-12 systems in order to increase enrollments in the identified gaps. Additionally, we will create opportunities that exposes more females to the industry.				
54. Are the students served in this program representative of the total student population? Please explain.	The students served in this program are represented except for gender. This program has a smaller female population than the Waubensee population.				

The Computer Information Systems Program and Waubonsee Community College Demographics:

CIS Ethnicity:

Asian	Black	Latinx	White
9%	8%	29%	53%

CIS Gender:

Female	Male
23%	77%

CIS Age:

0-17	18-21	22-25	26-35	36-45	46-55	56-99
0%	40%	27%	12%	15%	4%	1%

Waubonsee Ethnicity:

Asian	Black	Latinx	White
5%	9%	32%	54%

Waubonsee Gender:

Female	Male
59%	41%

Waubonsee Age:

0-17	18-21	22-25	26-35	46-55	56-99
2%	59%	16%	13%	3%	1%

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

The students served in this program reflect the district population in that white students outnumber all other race/ethnic groups in the district.

See Addendum A for Waubonsee District Demographics.

Goal Planning

56. What are the discipline’s strengths? (3.25)

The curriculum follows the U.S. Department of Commerce, National Institute of Standards and Technology (NIST) and the National Initiative for Cybersecurity Education (NICE) frameworks and supports the college’s goal to become a National Security Agency (NSA) and Central Security Service (CSS) Center for Academic Excellence in Cyber Defense (CAE-CD).

57. What are the identified or potential weaknesses of the discipline? (3.26)

- Potential weaknesses:
- The speed of which the technology advances.
 - The program is offered exclusively at the Plano Campus.
 - The program focus is on offensive cybersecurity strategy.

<p>58. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<ul style="list-style-type: none"> • The speed that technology advances is a strength and weakness because it allows the student to stay current and gives them an opportunity to continue to build their skills. It is a weakness because in some cases, within two years, students and faculty will have to re-certify to stay current. • To offer the program online. This will expand access to students who could not physically get to the Plano Campus. • Provide a balance of offensive and defensive curriculum.
<p>Program Goals 59. List the program goals identified in the last Annual Update. If completed, list three new 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. Create a CISCO introduction course to better prepare students for the CISCO curriculum. 2. Deploy IT Fundamentals+ course. 3. Become Center of Academic Excellence-Cyber Defense (CAE-DF) 4. Deploy Server + course. 5. Deploy Cloud Essentials + course.
<p>60. Indicate progress made on last year's measurable program goals aligned with the educational affairs plan.</p>	<p>There were no goals last year as this launched in Fall 2020.</p>
<p>Resources and Support 61. 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. Time and resources to create the various courses. 2. Support from administration to meet the requirements of the CAE.
<p>Review Results</p>	
<p>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>Summary Rational 62. Please provide a brief rationale for the chosen action.</p>	<p>Cybersecurity is a new program to Waubonsee with improvements being made each semester.</p>

<p>Intended Action Steps 63. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> 1. Review and audit courses through the curriculum mapping process for necessary alignment. This is ongoing. Faculty review courses each semester. Curriculum mapping by FY24. 2. Continue to engage employers and graduates to determine the level of satisfaction and to create work-based learning opportunities for students.
<p>64. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The department partnered with industry to host events that encouraged nontraditional students to explore a career in IT.</p> <p>Events such as Microsoft DigiGirlz and IMB Cyber Day for Girls.</p>
<p>Responsibility: 65. Who is responsible for completing or implementing the modifications?</p>	<p>It is the responsibility of the Cybersecurity faculty with the support of staff administration of the division.</p>

Career & Technical Education

College Name:

Waubonsee Community College

Academic Years Reviewed:

FY17-FY21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Health Information Technology Degree	Degree	60	510707	Medical Billing and Coding Certificate

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Outcomes

1. What are the learning outcomes of the program? (*i.e. What are the program learning outcomes? What occupations is this program intended to prepare students for?*)

A.A.S Degree

- Evaluate data content, structure and information governance for compliance.
- Apply privacy and security strategies for access, use and disclosure of health information.
- Evaluate data sources for clinical, financial and operational processes.
- Validate compliance and regulatory requirements of the revenue cycle.
- Apply health law and compliance impacting health information management.
- Demonstrate best practices of organizational leadership management in health information technology.

Billing and Coding Certificate

- Analyze claims for correct submission and reimbursement.
- Demonstrate accurate coding of procedures and diagnoses.
- Evaluate the various types of reimbursement methodologies.
- Apply legal and regulatory standards as it relates to health care coding, reimbursement and collections.
- Demonstrate the ability to communicate and use interpersonal skills in a health care setting.

<p>2. To what extent are these outcomes being achieved? Please detail how achievement of program outcomes are being measured or assessed? How do you know if and how outcomes are being achieved? <i>(This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting program learning outcomes, etc.)</i></p>	<p>Currently, the program has a 100% pass rate on the national RHIT exam. This is compared to an overall national pass rate of 78%. Program outcomes are based on the six domains of the national credentialing exam.</p>
<p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?</i></p>	<p>Assessment tools such as assignments, quizzes and exams are used to inform program teaching practices. We look for overall trends in course outcomes as well as on the National Exam and modify as needed. Recently, we made the decision to offer HIT 212 and HIT 215 as 8-week, back-to-back classes so that students were not taking two procedural coding classes simultaneously, which can be very difficult.</p>
<p>Past Program Review Action 4. What action was reported the last time the program was reviewed? Were these actions completed?</p>	<p>The program was continued with minor improvements.</p>
<p>Review Team 5. 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 Brus, Assistant Professor of Health Information Technology/Program Director - Completing self-study Patricia Saccone, Professor of Health Information Technology - Assisted in completing self-study.</p>
<p>Stakeholder Engagement 6. 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>No others at this time.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	

<p>7. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Beginning Fall 2021, the program moved to a special admissions and registration process model and added required pre-requisites. The pre-requisites meet the Body of Knowledge requirements for our accreditor (CAHIIM) and are as follows:</p> <ul style="list-style-type: none"> • HIT 110 - Medical Terminology • HIT 101- Introduction to Health Information Management • MTH 107 - Basic Statistics • ENG 101 - First-Year Composition I • BIO 260 - Human Structure and Function
<p>8. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The certificate and degree in this program do not exceed 30 or 60 hours.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>9. What is the labor market demand for the program? Cite district and regional labor market information. (1.1)</p>	<p>The demand for HIT professionals continues to be higher than the available pool of candidates can meet. EMSI reports 774 average monthly job postings with only 223 new hires. Medical Billing and Records remains an in-demand field. The demand for HIT professionals will continue to be in demand as the field of medicine is a stable market and as the technologies and employee skills expand.</p>
<p>10. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>There has been a steady increased demand for HIT professionals. Over the past five years, demand in the Waubensee region has increased 39%, and it is expected this trend will remain steady over the next five years with 1.7% growth.</p>
<p>11. Does your enrollment have the capacity to meet the readiness of business and industry?</p>	<p>Yes, with room to expand.</p>
<p>12. What labor market information sources are utilized and how often are LMI data reviewed? (1.3)</p>	<p>The labor market information that the college uses comes from EMSI Burning Glass, Bureau of Labor Statistics (BLS) and the Illinois Department of Employment Security. Faculty are provided with labor market information annually and upon request.</p>
<p>13. How does the institution/ 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>In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that Waubensee participates in which awards college credit for learning experiences at the high school level for instruction (articulated credit). In addition, the college hosts several open houses to showcase our many programs and services.</p>

<p>14. How are needs/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 and from CAHIIM, the accrediting body, as well as industry professional organizations. Discussion/review with the department dean precedes submission of the changes to the college's Curriculum Council.</p>
<p>15. Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>The review did not result in any action or modifications. However, as required by our accrediting body (CAHIIM), the curriculum underwent a complete review to meet the new entry level competencies determined by AHIMA, the largest HIT professional organization in the country. The new curriculum went into effect in January 2021. Additionally, in the fall of 2021, the program went from open enrollment to a special admissions and registration process that requires students to meet pre-requisite course requirements.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>16. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.) • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency (2.1) 	<p>The institution assesses cost-effectiveness for CTE programming by looking at the direct cost associated with:</p> <ul style="list-style-type: none"> • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development <p>The total direct instructional program cost which includes salary, benefits and instructional expense for the HIT Department is a total of \$226,686.25 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 direct operational costs of the program.</p> <p>Compared to other CTE programs the HIT Program has a lower cost per load hour. HIT is \$2,798.60 per load hour compared to \$2,838.08 per load hour for other CTE programs based on the FY2020 expense report provided by the data team.</p>
<p>17. What are the findings of the cost-effectiveness analysis? (2.2)</p>	<p>The program is running in a cost-effective manner.</p>
<p>18. 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. (2.3)</p>	<p>The program is largely supported by educational funds and has received support from Perkins where appropriate.</p>

<p>19. How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs.) (2.5)</p>	<p>It is comparable to other community college programs in the area.</p>																																										
<p>20. How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Students can explore their eligibility for financial supports available including Financial Aid, Technology Loans, the Perkins Support Program, the Emergency Needs Program, and Waubensee Foundation Grants. Students may also be referred to WIOA partners for other available supports. Additionally, apprenticeships may be available for some Career and Technical Education programs.</p>																																										
<p>21. How will the college increase the cost-effectiveness of this program?</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>22. Did the review of program cost result in any actions or modifications? Please explain. (2.6)</p>	<p>The review did not result in any actions or modifications.</p>																																										
<p>Indicator 3: Quality</p>	<p>Response</p>																																										
<p>23. What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare? (3.1)</p>	<p>Traditionally, the program was hybrid and courses were delivered face to face and asynchronous online. The pandemic forced the program solely online. But we are beginning to deliver classes in the flex modality and sync online. The outcomes are consistent with previous delivery modalities.</p> <p>The success rates of each modality over the past five years are listed in the table below:</p> <table border="1" data-bbox="651 1375 1422 1630"> <thead> <tr> <th>Success Rate by Modality</th> <th>Traditional /Face2Face</th> <th>Online</th> <th>Hybrid</th> <th>Flex</th> <th>Sync Online</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY2017</td> <td>58%</td> <td>50%</td> <td>68%</td> <td></td> <td></td> <td>56%</td> </tr> <tr> <td>FY2018</td> <td>59%</td> <td>51%</td> <td>76%</td> <td></td> <td></td> <td>57%</td> </tr> <tr> <td>FY2019</td> <td>62%</td> <td>57%</td> <td>59%</td> <td></td> <td></td> <td>61%</td> </tr> <tr> <td>FY2020</td> <td>78%</td> <td>74%</td> <td>75%</td> <td></td> <td></td> <td>76%</td> </tr> <tr> <td>FY2021</td> <td>83%</td> <td>73%</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>76%</td> </tr> </tbody> </table> <p>24. How does the program ensure that instruction is quality, relevant, contextualized, and culturally responsive? (3.2)</p>	Success Rate by Modality	Traditional /Face2Face	Online	Hybrid	Flex	Sync Online	Total	FY2017	58%	50%	68%			56%	FY2018	59%	51%	76%			57%	FY2019	62%	57%	59%			61%	FY2020	78%	74%	75%			76%	FY2021	83%	73%	76%	72%	76%	76%
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FY2021	83%	73%	76%	72%	76%	76%																																					

<p>25. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹?</p> <p>If yes, describe any strengths or challenges to program of study implementation. (3.3)</p>	<p>This program is not a Program of Study as defined by Perkins V and approved by ICCB.</p>
<p>26. 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. (Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements. (3.4)</p>	<p>Aligns with the skill needs of industries in the economy of the State or regional economy involved.</p> <p>Faculty use data from EMSI, Bureau of Labor Statistics (BLS) and the Illinois Department of Employment Security (IDES) to analyze the job market and the needs of the industry to ensure that the curriculum is inclusive of the skills needed to perform this occupation. Additionally, faculty meet with the Advisory Committee twice per year to stay abreast of any changes in the industry.</p> <p>Over the next five years, the labor demand for Health Information Technologists in the Waubensee region is expecting growth of between 3.4%% and 6.2% over the next ten years.</p> <p>Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.</p> <p>The Health Information Technology degree is designed to meet the needs of individuals seeking employment in the field of health information management. The degree provides a comprehensive set of courses to learn the technical side of managing health information: collecting, organizing, analyzing, maintaining, protecting, and reporting. The skills and competencies learned in this degree can apply to a variety of areas in health information management: coding, reimbursement and insurance, computer information systems, and data retrieval.</p> <p>This program is CAHIIM accredited, which allows students who complete the program to transfer to a number of four-year institutions with 60 credit hours. Additionally, students complete a Professional Practicum Experience in which they complete 50-hours of field experience.</p> <p>Includes counseling to support an individual in achieving the individual's education and career goals</p> <p>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>

Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

The program offers students many hands-on learning experiences with the same or very similar software programs used in the field of HIT. Additionally, education partners provide instructors with redacted records for students to practice their medical coding, and auditing skills with real world scenarios.

Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable

As an accredited program, students are eligible to sit for the Registered Health Information Technician, Certified Coding Specialist, Certified Coding Specialist-Physician Based credentialing exams administered and awarded by the American Health Information Management Association. Students completing the program are also prepared to sit for the Certified Professional Coder, and Certified Inpatient Coder that are administered and awarded by the AAPC (formerly American Association of Professional Coders). These credentials are nationally recognized and employees with these credentials are highly sought after in the various sub-fields of Health Information Management. Industry salary surveys routinely demonstrate employees possessing these credentials enjoy higher earnings and increased professional growth.

Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized post-secondary credential.

This program includes content that prepares students to sit for the following credentials:

AHIMA:

- Registered Health Information Technician (RHIT)
- Certified Professional Coder (CCS)
- Certified Professional Coder – Physician based (CCS-P)

AAPC:

- Certified Professional Coder
- Certified Inpatient Coder

Helps an individual enter or advance within a specific occupation or occupational cluster

AHIMA delineates specific curriculum guidelines for accredited educational programs. These guidelines are called the “AHIMA entry-level competencies” and provide a map of specific assignments, activities and assessments

	that help students prepare to become effective HIM professionals.
<p>27. What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? (3.5)</p>	We have started to deliver courses in a flex modality.
<p>28. Describe dual credit implementation for this program (how many students, courses, participating high schools). What are the priority dual credit courses that are offered to high school students? (3.6)</p>	<p>HIT 110 is a dual credit program offered at the following high schools:</p> <p>East Aurora Fox Valley Career Center Indian Valley Vocational Center West Aurora</p>
<p>29. Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.7)</p>	<p>The program requires students to complete a 50-hour onsite professional practice experience. This hands-on experience allows students to put into practice what they have learned in the classroom and immerse themselves in the HIM field.</p>
<p>30. 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, ACE). (3.8)</p>	<p>Yes, industry accreditation is required. The program is accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). https://www.cahiim.org/</p>
<p>31. Are there industry-recognized credentials embedded within this program? If so, please list. (3.9)</p>	<p>Students who complete the program are eligible to test for the following credentials:</p> <p>RHIT (Registered Health Information Technician) CCS - Certified Coding Specialists CCS-P - Certified Coding Specialist Physician Based CPB - Certified Professional Biller CPC - Certified Professional Coder</p>
<p>32. Are there apprenticeship opportunities available through this program? If so, please elaborate. (3.10)</p>	<p>There are no apprenticeship opportunities available through this program.</p>

<p>33. If applicable, please list the licensure examination pass rate. (3.11)</p>	<p>The examination pass rate for Waubonsee students is 100% compared to 78% national pass rate.</p>
<p>34. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)</p>	<p>There are agreements in place with the following institutions:</p> <ul style="list-style-type: none"> • Western Governor's State • Illinois State University • Arizona State University • DeVry University
<p>35. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships? (3.13)</p>	<p>The program continues to partner with local hospitals, doctor's/dentist clinics, and county health departments. Many students volunteer at these facilities. As many health organizations are merging, we will work to continue to partner with the new organizations.</p>
<p>36. What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? (3.14)</p>	<p>The program does regular work and collaboration with faculty development, student service, college-wide initiatives, DEI sustained dialogs, etc.</p>
<p>37. 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 two full-time faculty participate in industry specific professional development by attending national conferences, webinars, and HIM content specific training classes. They also participate in professional development related to assessment, ACUE, diversity and inclusive teaching practices.</p> <p>Faculty need to continue to take part in industry-specific professional development and to attend regional and national conferences to ensure the curriculum is responding to current industry trends.</p>
<p>38. What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? (3.16)</p>	<p>DEI is integrated into nearly all faculty development programming at Waubonsee. In addition, college-wide DEI employee development is offered throughout the year.</p>
<p>39. What is the status of the current technology and equipment used for this program? (3.17)</p>	<p>There is minimal technology used for the program outside of the campus computer labs. Those computers are in working order.</p>
<p>40. What assessment methods are used to ensure student success? (3.18)</p>	<p>Instructors use both formative and summative assessment methods throughout each HIT course. Assignments, exams, projects and discussions are additional assessment methods</p>
<p>41. How are these results utilized and shared with others at the institution for continuous improvement? (3.19)</p>	<p>Results are shared with other program faculty, administration, as well as Advisory Board through bi-annual meetings.</p>

42. What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (3.20)	The curriculum was revised in January of 2021. We are still collecting data to determine if additional revisions are needed.
43. How satisfied are students with their preparation for employment? (3.21)	Graduate surveys indicate students are very satisfied with the education they received.
44. How is this student satisfaction information collected?	The program director collects the graduate surveys.
45. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.22)	The Advisory Board meets bi-annually and offers input on industry trends and entry level competencies. No improvement is needed at this time.
46. In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.23)	The program requires students to complete a 50-hour on-site practicum which can be completed at various healthcare facilities. The facilities provide feedback as to the students' strengths and identify areas for improvement.
47. How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected? (3.24)	Based on the annual surveys that are sent to employers yearly indicate that they are satisfied with how students are prepared.
48. Did the review of program quality result in any actions or modifications? Please explain. (3.27)	No, not at this time.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
The HIT program is housed at the Aurora Downtown Campus; however, students cannot complete their full degree at this campus. For example, BIO 260 is only offered at the Sugar Grove Campus. This creates a barrier for students as they need to find their own transportation to get to the other 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.	
CTE Program	Health Information Technology

CIP Code	51.0707				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	161	150	129	124	143
Number of Completers	26	25	21	12	26
Other (Please identify)					
49. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above?	<p>The program now has a special admissions and registration process, and we are offering numerous modalities and have implemented curriculum updates to meet the 2018 Standards of our accrediting body.</p> <p>Goal: Increase completion rate 2% each academic year.</p> <p>The existing data demonstrates an increase in enrollment as well as completion rates. The recently implemented changes support the continued increase.</p>				
50. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	<p>The program regularly reviews data pertaining to enrollment, withdrawals, completion and grade distributions. Data is considered based on age, race and gender. Additionally, we review course enrollments, credit hours, success rates, and grade distribution.</p>				
51. How does the data support the program enrollment, completion, persistence, and success goals? Elaborate.	<p>Data identifies, year over year, the enrollment completion and success and based on history, goals have been set to offset distribution of enrollment trends.</p>				
52. Were there gaps in the data? Please explain.	<p>The program has low male enrollment. However, this is common within the profession and other HIT Programs throughout the country.</p>				

53. What suggestions do you have to overcome any identified gaps?	Marketing initiatives to promote healthcare programs to males.
54. Are the students served in this program representative of the total student population? Please explain.	No, the program is comprised of 90% women; 38% are white between the ages of 26-35. This compares to college enrollment which is 56% female; 54% white and 11% between the ages of 26-35.
55. Are the students served in this program representative of the district population? Please explain.	<p>No, there is a disproportionate number of females between the ages of 26-35 in the program.</p> <p>Equity reports graphically display information that supports the statement above.</p> <p>See Addendum A for Waubensee District Demographics.</p>
Goal Planning	
56. What are the discipline's strengths? (3.25)	<p>The strengths of the program are:</p> <ul style="list-style-type: none"> • Experience and expertise of faculty • National Exam pass rate • Graduate job placement • Strong numbers of enrollments
57. What are the identified or potential weaknesses of the discipline? (3.26)	<ol style="list-style-type: none"> 1. The program does not have a formal, part-time pathway even though over 70% of the students attend part time. 2. The Aurora Downtown Campus does not have a biology lab or any biology simulation equipment. The program is housed at the Aurora Downtown Campus; however, students are unable to complete the entire degree, specifically their program pre-requisites and general education credits at this campus. This creates a barrier for many students and impacts program enrollment and completion.
58. Describe actions that can be implemented to turn potential weaknesses into strengths.	<p>Consider adding a part-time pathway for students.</p> <p>The college should consider scheduling more general education classes at the Aurora Downtown Campus as well as create a biology lab with simulation equipment. This campus is in an urban area and many students cannot complete their degree because they cannot get to the other campus (Sugar Grove) to complete their classes.</p>
<p>Program Goals</p> <p>59. List the program goals identified in the last Annual Update. If completed, list three new 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>	<p>2022 Program Goals:</p> <ol style="list-style-type: none"> 1. Formalized part-time pathway. 2. Increase awareness and enrollment of male students to the program. 3. Complete degree offered at the Aurora Downtown Campus including general education and program pre-requisite classes. 4. Work with administration and biology faculty to create a biology lab with simulation equipment at the Aurora Downtown Campus.

60. Indicate progress made on last year's measurable program goals aligned with the educational affairs plan.	<p>Last Year's Goal:</p> <ol style="list-style-type: none"> 1. Update HIT Student Handbook. (Completed) 2. Create and implement the program application process. (Completed) 3. Streamline software among different courses. (In-Progress) 4. Complete student teach-out that will be required after closing the program. (Still teaching out students from the former degree)
<p>Resources and Support</p> <p>61. 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>Students need to have the opportunity to take all of their courses for this program at one campus.</p> <ol style="list-style-type: none"> 1. Work with administration to offer a larger variety of general education and biology courses specifically BIO 260 at the Aurora Downtown Campus so students can complete entire degree at one location. 2. Work with marketing to develop strategic marketing plan aimed at male students. 3. Budgetary support. 4. Work with Instructional Design and Outcomes and administration to create a formal part-time pathway.
Review Results	
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)
<p>Summary Rational</p> <p>62. Please provide a brief rationale for the chosen action.</p> <p>Intended Action Steps</p> <p>63. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Program is financially stable as well as continued historical strong enrollment rates.</p> <p>Students need to have the opportunity to take all of their courses for this program at one campus.</p> <ol style="list-style-type: none"> 1. Work with administration to offer a larger variety of general education and biology courses, specifically BIO 260, at the Aurora Downtown Campus so students can complete entire degree at one location. Over the next two academic years. 2. Work with marketing to develop strategic marketing plan aimed at male students. 3. Budgetary support from Administration to create classrooms/labs for BIO courses at the Aurora Downtown Campus. 4. Develop a schedule and pathway for part-time students.
64. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program continues to work with the Marketing Department and Student Services to bring awareness to student groups that are unrepresented in the program.

Responsibility: 65. Who is responsible for completing or implementing the modifications?	Faculty, Dean, and Administration.
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Career & Technical Education

College Name:	Waubonsee Community College
Academic Years Reviewed:	FY17-FY21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Massage Therapy Certificate	Certificate	32	513501	

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 within this template or results may be reported within its own template. This is at the discretion of the college.

<p>Program Outcomes 1. What are the learning outcomes of the program? (<i>i.e. What are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)</p>	<ol style="list-style-type: none"> 1. Plan a safe and effective body work session. 2. Perform an appropriate body work session. 3. Chart a body work session. 4. Develop a plan for successful practice, business or employment.
<p>2. To what extent are these outcomes being achieved? Please detail how achievement of program outcomes are being measured or assessed? How do you know if and how outcomes are being achieved? (<i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting program learning outcomes, etc.</i>)</p>	<p>There are a few ways we know that outcomes are being achieved.</p> <ul style="list-style-type: none"> • First, the students have met the target goal for the outcomes assessed in each course. The outcomes are measured and assessed through written examinations and quizzes, skills evaluations, homework assignments, research projects, and clinical laboratory experiences in various courses. • Second, the completion rate for the year prior to the pandemic was 90%. • Third and most important, the graduating classes of 2017, 2018, 2019, and 2020 have a 100% pass rate on the Massage and Bodywork Licensing Examination of 100%. We are still awaiting the pass rate for the 2021 graduating class.
<p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to</i></p>	<p>The information from the assessment helps to determine where students may or may not have the level of knowledge we ideally would like them to achieve.</p> <p>The cohort of students achieved the assessment goals, but improvements were still made to improve the quality of the program.</p> <p>A couple of curriculum changes have been made.</p>

<p><i>improve program quality that have been based on the assessment of student learning?</i></p>	<ul style="list-style-type: none"> • <u>Fall 2018</u>: In order for students to gain a better understanding of the material, and thus better prepared for clinical, the subjects relating to session planning and documentation in TMS120 (Massage Techniques I), were moved to a new course TMS135 (Session Planning and Documentation). • <u>Fall 2020</u>: The following changes were made to remove barriers in the program. TMS135 was removed from the program and a new course TMS136 (Clinical Preparation) was created. TMS136 covers the subject matter of TMS135, and also includes Basic Life Support (BLS) CPR, HeartSaver First Aid, and medical terminology. <ul style="list-style-type: none"> ○ The prerequisite course HIT105 (Medical Terminology) was a barrier to entering the program, so the subject of medical terminology was placed within the Massage Therapy Program in TMS136. ○ The requirement that students take BLS CPR and HeartSaver First Aid outside of the Massage Therapy Program was a barrier for students from a time perspective, as well as from a financial perspective. Since BLS CPR and HeartSaver First Aid are now incorporated into TMS136, there are no longer student scheduling issues, and the fees are collected in tuition and course fees (which can also be covered by financial aid). • In addition, pedagogical adjustments have been made to lectures, and homework assignments. Lecture improvements include things such as summary charts of chapter materials, comparison and contrast charts. Homework assignments also now include the creation of study tools.
<p>Past Program Review Action 4. What action was reported the last time the program was reviewed? Were these actions completed?</p>	<p>All actions noted in the last program review have been completed.</p> <ul style="list-style-type: none"> • <u>Explore ways to improve student matriculation through the program.</u> The full-time faculty member meets with all students prior to starting the program. Students are educated on the amount of time they will need to dedicate to their schooling, as full-time students, in order to be successful in the program. Students are also assigned a time management exercise, self-care project for the massage therapist, and students are assigned to create learning tools. In addition, the faculty member has created summary charts and comparison and contrast charts, so students can more easily see the relationship of knowledge and have study materials. • <u>Case management approach to increase enrollments and completions.</u> This academic year, Waubonsee has implemented a case management approach in which students are assigned one Academic Advisor whom they meet with throughout their educational journey at Waubonsee. • <u>Robust advisory group developed to improve curriculum and provide necessary feedback for program.</u> A robust and dedicated Advisory Committee has been developed. At the Advisory Committee meetings, the committee has stated that they are pleased with the high quality of students they employ from our program. They also stated that due to the high demand for massage therapists in the profession, recruiting should be a priority. The employers stated that their current clients are having to wait about 3 weeks to book an appointment and they are also having to turn away clients.

- In addition, in an effort to improve recruitment into the program, a “Request Program Information” link has been placed on the Massage Therapy webpage, which connects the prospective student with the full-time faculty member.

Review Team
5. 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.

Denise Nakaji, Professor of Massage Therapy, is the full-time faculty member in the program and is the major participant in the review of this program.

Suzette Murray, Assistant Vice President for Education and Workforce Development

Stakeholder Engagement
6. 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.

The program incorporated information from Advisory Committee meetings which includes, administration, staff, alumni member, student member, employers, professional massage therapists. Employers have also sent correspondence regarding market demand for professional massage therapists.

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.

7. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.

Yes. The prerequisites and co-requisites were analyzed.

These are only proposed revisions, and need to be approved by the Dean of Health Professions and Public Service.

Course	Prerequisites	Co-requisites
TMS110	<ul style="list-style-type: none"> – Program admission – “C” or better in BIO260 	<ul style="list-style-type: none"> – TMS120 – TMS136 – TMS162
TMS120	<ul style="list-style-type: none"> – Program admission – “C” or better in BIO260 	<ul style="list-style-type: none"> – TMS110 – TMS136
TMS136	<ul style="list-style-type: none"> – Program admission – “C” or better in BIO260 	<ul style="list-style-type: none"> – TMS110 – TMS120

	TMS125	– TMS110 – TMS120 – TMS136	– TMS140 – TMS162
	TMS140	– TMS110 – TMS120 – TMS130	– TMS125 – TMS162
	TMS162	– “C” or better in BIO260	
	TMS130	– TMS125 – TMS140 – TMS162	– TMS146 – TMS164
	TMS146	– TMS125 – TMS140 – TMS162	– TMS130 – TMS164
	TMS150	– TMS110	
	TMS164	– “C” or better in BIO260	
8. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	<p>Full-time faculty believe that this is the minimum number of credit hours to sufficiently cover the material necessary for our graduates to be successful on the Massage & Bodywork Licensing Exam (MBLEx), and to be successful in the massage therapy profession. Additional rationale is listed below.</p> <ul style="list-style-type: none"> • Our 688-hour program meets State of IL minimum contact hours of 600. • The program has the least number of contact/credit hours of peer institutions. (e.g. Harper is a 768 hour program, ECC is a 744 hour program, IVCC is a 720 hour program, COD is a 710 hour program.) • The Waubonsee graduating class MBLEx first attempt pass rate is significantly higher than the total MBLEx’s first attempt pass rate. The total MBLEx pass rate is currently 73%, whereas the WCC graduating class pass rate for 2017-2020 is 100%. 		
Indicator 1: Need	Response		
9. What is the labor market demand for the program? Cite district and regional labor market information. (1.1)	<p>According to Lightcast, the Chicago Metropolitan Area stated that:</p> <ul style="list-style-type: none"> • our area is a hot spot for this occupation; • there is “aggressive job posting over a deep supply of regional jobs;” • the number of massage therapy positions posted was 122 positions/month in our area, whereas the national average of positions posted/month is 101; • there are currently 4,325, jobs in our area, which is 30% above the national average of 3,323 positions; and • in 5 years a 10.4% growth is expected in our area. 		

	<p>In addition, the U.S. Bureau of Labor Statistics states, “Employment of massage therapists is projected to grow 32% from 2020 to 2030, much faster than the average for all occupations.” In comparison, they also state that the projected growth for other healthcare support occupations is 16% and that the projected growth for all occupations is 8%.</p>															
<p>10. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<table border="1" data-bbox="486 324 1300 616"> <thead> <tr> <th>Lightcast</th> <th>2015</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Jobs</td> <td>3,752</td> <td>4,325</td> </tr> <tr> <td>Job posting demand</td> <td>88/month</td> <td>122/month</td> </tr> <tr> <td>Waubonsee new parameters (outlook)</td> <td>15.3% change</td> <td>10.4% change</td> </tr> <tr> <td>Waubonsee zip code (outlook)</td> <td>22.9% change</td> <td>14.9% change</td> </tr> </tbody> </table> <p>10.4 percent growth is expected in the next 5 years in Waubonsee’s region.</p>	Lightcast	2015	2021	Jobs	3,752	4,325	Job posting demand	88/month	122/month	Waubonsee new parameters (outlook)	15.3% change	10.4% change	Waubonsee zip code (outlook)	22.9% change	14.9% change
Lightcast	2015	2021														
Jobs	3,752	4,325														
Job posting demand	88/month	122/month														
Waubonsee new parameters (outlook)	15.3% change	10.4% change														
Waubonsee zip code (outlook)	22.9% change	14.9% change														
<p>11. Does your enrollment have the capacity to meet the readiness of business and industry?</p>	<p>Waubonsee’s enrollment does not meet the needs of the industry. At our most recent Advisory Committee meeting, all of the employers stated that they are in desperate need of massage therapists. They all confirmed that due to the shortage of massage therapists, they are booking appointments weeks in advance, their staff is overworked, and they are turning away customers on a regular basis. To attract massage therapists, many of these employers are offering benefits, sign-on bonuses, as well as tuition reimbursement. One large regional employer is offering a \$4,000 sign-on bonus. Employers are also eager to collaborate with Waubonsee in order to recruit students into our Massage Therapy Program.</p> <p>Gary Burge, Elements Massage franchisee in Geneva IL, and also a member of our Advisory Committee, sent the faculty member an email stating,</p> <p>“...Lack of MTs to hire - we have an extremely competitive hiring market. At any point in time the Chicago area literally has hundreds of MT job ads posted on local job boards... We can easily go weeks, sometimes months, without one resume in response to one of our ads. It is definitely a “sellers’ market” for any MT looking for a job... We are currently paying on average 20-25% more on an hourly basis for both new grads as well as experienced MTs when compared to just 18 months ago (pre-pandemic)... Demand for massage industry services continues to grow as the general population seeks more holistic healthcare and wellness solutions with respect to their personal health and wellbeing as well as helping to manage various pain and discomfort issues that affect people from all walks of life. Having more qualified MTs is a necessity for the industry to meet this increasing demand... The industry is stepping up in terms of offering higher compensation and benefits to MTs...”</p>															
<p>12. What labor market information sources are utilized and how often are LMI data reviewed? (1.3)</p>	<p>Although I have stated U.S. Bureau of Labor Statistics, and information from members of our Advisory Committee, Lightcast is the primary labor market company used and it is updated on a continuous basis.</p>															
<p>13. How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. How/where</p>	<ul style="list-style-type: none"> • Prospective students have a direct link to the full-time faculty member via a “Request program information” link on the Waubonsee Massage Therapy website, which connects the prospective student with the full-time faculty member. • Prior to the pandemic, face-to-face recruitment was done at the following classes and events. 															

<p>are students recruited for this program?) (1.4)</p>	<ul style="list-style-type: none"> ○ NAS101 (Basic Nurse Assistant Training) ○ COM125 (Communications Strategies for Healthcare Careers) ○ Wellness Works, sponsored by the Healthy Living Council of Greater Aurora, Prisco Center ○ WCC College Night ○ WCC CTE Event: Kinesiology and Massage Therapy ○ WCC CTE Events: Healthcare Professions ○ WCC Fox Valley Open House ○ WCC Downtown Aurora Open House ○ WCC Sugar Grove Open House ○ Fraidy Cat 5k Run, Oswego. <ul style="list-style-type: none"> ● There is also marketing which is performed by our Marketing and Communications Department.
<p>14. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Needs and changes are evaluated by the full-time faculty member and the Dean of Health Professions and Public Service, then reviewed and evaluated by Curriculum Council, which includes faculty, administration, and staff.</p>
<p>15. Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>The review resulted in proposed changes in prerequisites and co-requisites for courses in the program.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>16. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus 	<p>The institution assesses direct instructional costs, program cost per load hour, and revenue generated by tuition and course fees.</p> <p>Direct instructional costs include the following.</p> <ul style="list-style-type: none"> • Total faculty pay and benefits • Lab assistant pay • Departmental Instructional Expense <p>The program cost per load hour is \$3333 and the average CTE program cost per load hour is \$2,838.</p> <p><u>One revenue source which is not included</u> in this calculation is the income from clinical. With a full cohort of 14, each student performs 30 massages at \$25 each for a total of \$10,500 in revenue.</p> <p>This program is paid for through the general education fund.</p>

<ul style="list-style-type: none"> • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.) • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency <p>(2.1)</p>	<p>Student to faculty ratio is 14:1.</p> <p>Course section fill rates according to the Cost Report for Fall of 2019 range from 9-10 students and for Spring of 2020 range from 9-13 students. Max capacity is 14. Courses which can be taken prior to entering the program can have higher enrollment than cohort courses.</p> <p>Enrollment trends are included in #49 and show a decline during the pandemic. Although the cohort size has remained in the range of 8-10 students, persistence and completion has substantially increased from 60% (2016-2017) to 90% (2019-2020). Changes, including in pedagogy, were implemented during this time. In 2021-2022, the full academic year of the pandemic, enrollment decreased and persistence decreased.</p>
<p>17. What are the findings of the cost-effectiveness analysis?</p> <p>(2.2)</p>	<p>Having only one full-time faculty member and minimal equipment needs, the program is cost-effective from this perspective.</p> <p>But, cost-effectiveness can be improved by increasing enrollment in the program.</p> <p>There are 3 factors which could increase enrollment and interest in the program in the future.</p> <ul style="list-style-type: none"> • Due to a link on the program webpage, prospective students can now have a direct connection with the full-time faculty member. In the past year and a half, the faculty member has had contact with twice as many students as in prior years. • As we move out of the pandemic, students will be in a better physical and emotional position to attend school full-time. • Due to the extremely competitive hiring market for massage therapists, according to Gary Burge of Elements Massage in Geneva, wages and benefits have increased 20%-25%. This can attract people to this profession, and thus increase enrollment.
<p>18. 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.</p> <p>(2.3)</p>	<p>The program is funded by the general education fund.</p> <p>A sustainability plan would need to prioritize recruitment and consider scheduling.</p> <p>The full-time faculty member visited a local private massage therapy school, which increased enrollment by 100% (for a total of 80 students). The school attributed the high increase in enrollment to heavy marketing on social media, and music and podcast subscriptions.</p>

<p>19. How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs.) (2.5)</p>	<ul style="list-style-type: none"> The cost of the program is less than half of the cost of the private massage therapy schools in the region. Waubonsee's program has the lowest number of credit/contact hours of all of our sister community colleges in the area, which in turn makes the program more affordable than other community college programs in our area. 																																										
<p>20. How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<ul style="list-style-type: none"> The institution assists students in overcoming financial barriers by offering scholarships (through the Waubonsee Community College Foundation), Perkins grants, as well as financial aid. The program informs students of financial assistance opportunities via email (prior to entering the program), and via postings in Canvas (once the students are in the program). The information includes the institutional opportunities (listed above), as well as industry scholarships, and part-time employment opportunities with local employers, many of whom have tuition reimbursement programs. The program is currently in the process of applying for WIOA. Although students are informed of these opportunities, the faculty member finds that many students often do not consider these opportunities until they have run out of assets and are in desperate need of financial assistance. We can investigate ways of encouraging students to explore financial assistance early. 																																										
<p>21. How will the college increase the cost-effectiveness of this program?</p>	<p>One revenue stream that was not listed in the Cost Report was the income generated from the student clinics (TMS140 and TMS146). With a class of 14 students, the income generated is about \$10,500 per academic year. This is 30 massages per student at \$25 per massage.</p> <p>Increasing enrollment would increase the cost-effectiveness of the program.</p>																																										
<p>22. Did the review of program cost result in any actions or modifications? Please explain. (2.6)</p>	<p>The review of the program cost has not resulted in any modifications.</p>																																										
<p>Indicator 3: Quality</p>	<p>Response</p>																																										
<p>23. What are the delivery methods of this program? (e.g. traditional format/online/hybrid/teaching/competency-based education, etc.)? How do the success rates of each delivery system compare? (3.1)</p>	<p>The delivery methods of this program are usually traditional format, and the pre-requisite course is hybrid. (During the pandemic, some of the courses in the program were delivered via a synchronous hybrid format.)</p> <p>The success rates of each modality over the past five years are listed in the table below:</p> <table border="1" data-bbox="485 1823 1528 2033"> <thead> <tr> <th>Success Rate by Modality</th> <th>Traditional/Face2Face</th> <th>Online</th> <th>Hybrid</th> <th>Flex</th> <th>Sync Online</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY2017</td> <td>58%</td> <td>50%</td> <td>68%</td> <td></td> <td></td> <td>56%</td> </tr> <tr> <td>FY2018</td> <td>59%</td> <td>51%</td> <td>76%</td> <td></td> <td></td> <td>57%</td> </tr> <tr> <td>FY2019</td> <td>62%</td> <td>57%</td> <td>59%</td> <td></td> <td></td> <td>61%</td> </tr> <tr> <td>FY2020</td> <td>78%</td> <td>74%</td> <td>75%</td> <td></td> <td></td> <td>76%</td> </tr> <tr> <td>FY2021</td> <td>83%</td> <td>73%</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>76%</td> </tr> </tbody> </table>	Success Rate by Modality	Traditional/Face2Face	Online	Hybrid	Flex	Sync Online	Total	FY2017	58%	50%	68%			56%	FY2018	59%	51%	76%			57%	FY2019	62%	57%	59%			61%	FY2020	78%	74%	75%			76%	FY2021	83%	73%	76%	72%	76%	76%
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<p>24. How does the program ensure that instruction is quality, relevant, contextualized, and culturally responsive? (3.2)</p>	<ul style="list-style-type: none"> • The program ensures that instructors meet State of Illinois and ICCB qualifications. • The full-time faculty meets with employers in the Massage Therapy Advisory Committee meetings, as well as meeting one-on-one with employers during the year. • The full-time faculty member meets with faculty and program coordinators of other Illinois community colleges twice a year, at the Illinois Community College Massage Educators meeting. • The full-time faculty member is a member of Associated Bodywork & Massage Professionals and the American Massage Therapy Association. • The full-time faculty member maintains her Massage Therapy license and completes 24 hours of continuing education every 2 years.
<p>25. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If yes, describe any strengths or challenges to program of study implementation. (3.3)</p>	<p>This program is not part of a Program of Study as defined by Perkins V.</p>
<p>26. 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. (Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit,</p>	<p>This program does not meet the definition of a career pathway.</p>

<p>support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements. (3.4)</p>	
<p>27. What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? (3.5)</p>	<p><u>Massage and Bodywork Licensing Exam (MBLEx) success:</u></p> <ul style="list-style-type: none"> • Students tend to wait months, if not years, to take the MBLEx due to lack of confidence or limited finances. To maximize the graduating class pass rate, Massage and Bodywork Licensing Exam (MBLEx) fees are now collected in Waubonsee course fees. Waubonsee submits the student application and fees for the MBLEx. Once the fees are paid, the graduates must take the MBLEx within 3 months. This forces students to take the MBLEx in approximately 3 months of graduation. The graduating class pass rate from 2017-2020 is 100%. • <u>Web-site/recruitment:</u> To increase enrollment, a “Request Program Information” link has been placed on the Waubonsee Massage Therapy Program webpage. This link connects the prospective student with the full-time faculty member via email. This ensures that the prospective student connects with the full-time faculty member and gets the information they need. It also allows us to have a more accurate count of students interested in the program. <ul style="list-style-type: none"> ○ The faculty member would like to see additional information added to this form, for instance, <ul style="list-style-type: none"> ▪ phone number (so we have another way to connect with the prospective student); and ▪ the question, “Where did you hear about our Massage Therapy program?” (This would help determine what marketing methods are highly effective and/or if we need to explore other methods of marketing.)
<p>28. Describe dual credit implementation for this program (how many students, courses, participating high schools). What are the priority dual credit courses that are offered to high school students? (3.6)</p>	<p>Dual credit opportunities are not available at this time for the Massage Therapy Program.</p>

<p>29. Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.7)</p>	<p>The college integrates work-based learning through practicum courses where students apply massage skills, critical thinking skills, communications skills, etc., in a supervised clinical setting which is similar to a professional setting. The students provide massage services to the general public in our community.</p> <p>Clinical improves the quality of the program by</p> <ul style="list-style-type: none"> • giving the students practical experience in a supervised setting, similar to a professional setting; • the general public providing feedback regarding the service they receive; and • the instructor can observe the level of achievement the students attain in a real life setting, and what skills need to be refined, in order for the students to be successful in the profession.
<p>30. 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, ACE). (3.8)</p>	<p>Industry accreditation is not required for this program.</p>
<p>31. Are there industry-recognized credentials embedded within this program? If so, please list. (3.9)</p>	<p>Upon completion of the program, students are eligible to take the Massage and Bodywork Licensing Examination (MBLEx).</p>
<p>32. Are there apprenticeship opportunities available through this program? If so, please elaborate. (3.10)</p>	<p>There are not apprenticeship opportunities available through this program.</p>
<p>33. If applicable, please list the licensure examination pass rate. (3.11)</p>	<p>The licensure pass rate for the graduating classes of</p> <p>2017 - 100%</p> <p>2018 - 100%</p> <p>2019 - 100%</p> <p>2020 - 100%</p> <p>2021 - awaiting results</p>
<p>34. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)</p>	<p>There are no cooperative agreements/initiatives in place for this program</p>

<p>35. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships? (3.13)</p>	<p>There are no formal partnerships, but we have maintained relationships with the following employers.</p> <ul style="list-style-type: none"> • Mario Tricoli Day Spa, Cassandra Stratton • Hand and Stone Spa, Mike Hendershott Franchises • Elements Massage, Gary Burge Franchise <p>A new partnership with</p> <ul style="list-style-type: none"> • Massage Envy, PRC Group, Sarah Williams <p>All of these representatives are members of our Advisory Committee, which meets biannually. Representatives provide the following information which helps to improve the quality of the program and its courses.</p> <ul style="list-style-type: none"> • Identify employability knowledge, skills, and behaviors. • Report the strengths and deficiencies in current candidate pools.
<p>36. What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? (3.14)</p>	<p>The full-time faculty member works closely with the WCC Access Center for Disability Resources, and works closely with student academic advisors for the advancement of equitable access and outcomes for this program.</p>
<p>37. 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>	<ul style="list-style-type: none"> • The Faculty Development and Engagement Department offers many resources via seminars, video recordings, written documentation, and one-on-one training. The training topics include learning management system, assessment, course design, digital accessibility, delivery formats, instructional technology and others. • The past few years the department has also offered seminars from the Association of College and University Educators (ACUE) which educates full-time and adjunct faculty on effective teaching practices. • The institution also provides \$2,550 to each full-time faculty member to attend approved courses, conferences, seminars, and other professional development experiences.
<p>38. What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? (3.16)</p>	<ul style="list-style-type: none"> • Throughout the year, the entire Waubensee community is invited to the Sustained Dialog Series. The college community meets to learn and grow together, discussing topics of diversity, equity, and inclusion. • Professional development on diversity, equity, and inclusion is provided to faculty, during Faculty Development Days, which is a faculty in-service at the beginning of each semester.
<p>39. What is the status of the current technology and equipment used for this program? (3.17)</p>	<ul style="list-style-type: none"> • The current models (skeleton, skeleton with muscle origin and insertion and major nerves, and full body muscle model) are 22 years old and need to be replaced. • Linens need to be replaced on a continuing basis.
<p>40. What assessment methods are used to ensure student success? (3.18)</p>	<p>There are a wide variety of assessment methods used in the program to ensure student success. Students perform homework assignments, skill checks, quizzes, written exams, peer reviews, projects, presentations, term papers, client plans and one-on-one hands-on evaluations (students perform massage on an instructor).</p>

<p>41. How are these results utilized and shared with others at the institution for continuous improvement? (3.19)</p> <p>42. What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (3.20)</p>	<p>Only outcomes assessments are shared with others at the institution for continuous improvement.</p> <p>The results of the outcomes assessment are compared to the target goal for the outcome. If the target goal is not met or if improvements need to be made, an action plan is created and implemented.</p> <p>The information from the assessment helps to determine where students may or may not have the level of knowledge we ideally would like them to achieve.</p> <p>The cohort of students achieved the assessment goals, but improvements were still made to improve the quality of the program.</p> <p>A couple of curriculum changes have been made.</p> <ul style="list-style-type: none"> • <u>Fall 2018</u>: In order for students to gain a better understanding of the material, and thus be better prepared for clinical, the subjects relating to session planning and documentation in TMS120 (Massage Techniques I) were moved to a new course TMS135 (Session Planning and Documentation). • <u>Fall 2020</u>: The following changes were made to remove barriers in the program. TMS135 was removed from the program and a new course TMS136 (Clinical Preparation) was created. TMS136 covers the subject matter of TMS135, and also includes Basic Life Support (BLS) CPR, HeartSaver First Aid, and medical terminology. <ul style="list-style-type: none"> ○ The prerequisite course HIT105 (Medical Terminology) was a barrier to entering the program, so the subject of medical terminology was placed within the Massage Therapy Program in TMS136. ○ The requirement that students take BLS CPR and HeartSaver First Aid outside of the Massage Therapy Program was a barrier for students from a time and financial perspective. Since BLS CPR and HeartSaver First Aid are now incorporated into TMS136, there are no longer student scheduling issues, and the fees are collected in tuition and course fees (which can also be covered by financial aid). • In addition, pedagogical adjustments have been made to lectures and homework assignments. Lecture improvements include things such as summary charts of chapter materials, comparison and contrast charts. Homework assignments also now include the creation of study tools.
<p>43. How satisfied are students with their preparation for employment? (3.21)</p>	<p>Many graduates have informed the faculty member that they are extremely satisfied with their preparation for employment in the massage profession. Here are a few of examples.</p> <ul style="list-style-type: none"> • One graduate stated that she was surprised she did not have to perform a massage as part of her interview. We were informed that because she was a Waubensee graduate, the employer trusted her ability to perform a safe and effective massage. • Another graduate stated that due to her training at Waubensee, she is able to learn new massage techniques easily compared to others in the continuing education courses she has taken. • Another student stated he was given a tour of the facility during his interview. During the tour, a professional therapist approached him and asked where he went to school. He said he stated he was a Waubensee

	graduate and that the therapist replied, “Congratulations, Waubonsee grads know their s**t.” He stated that he felt really proud to be a Waubonsee grad.
44. How is this student satisfaction information collected?	Student satisfaction information is collected anecdotally, through the faculty member’s contact with graduates and employers.
45. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.22)	<p>As stated in number 35, our Advisory Committee meets biannually. The employers, administrators, faculty, and staff are highly engaged, which contributes to the quality of the program. There are many topics of discussion, but two topics which are discussed at every meeting are listed below.</p> <ul style="list-style-type: none"> • Identify employability knowledge, skills, and behaviors. • Report the strengths and deficiencies in current candidate pools. <p>The full-time faculty member also meets with these committee members one-on-one during the course of the academic year.</p> <p>The members of the committee are highly active participants, and there is no need for improvement at this time.</p>
46. In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.23)	<ul style="list-style-type: none"> • Some employers participate by giving short lectures on various skills necessary to be a successful massage therapist, such as communication, business practices, and career pathways in the profession. • Some employers have designed faculty internships at their facilities, so the faculty member can see how the facilities are operating and see what current skill set is needed for graduates to be successful in these settings. • Since there is such a desperate need for massage therapists, a significant number of employers have offered and have participated in Waubonsee Massage Therapy Program recruitment events to increase enrollment in the program. • Some employers would like to officially partner with Waubonsee, in a manner that they can actively participate in the marketing of the program using their marketing resources to help increase enrollment. • Employers have been extremely supportive of our program and have informed the faculty member that if there is anything they can do to be of assistance, to please feel free to contact them.
47. How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected? (3.24)	<p>Employer satisfaction information has been collected anecdotally at Advisory Committee meetings, one-on-one meetings with the faculty member, and correspondence with upper administration.</p> <ul style="list-style-type: none"> • Although employers would like graduates to have more experience marketing themselves and the services they perform, employers report in our Advisory Committee meetings that they are highly satisfied with our programs graduates. • Unsolicited emails from employers praising the program and its graduates have been sent to the Vice President of Educational Affairs including statements such as: “As a local employer of massage therapists, we have hired many graduates of the Massage Therapy Program at Waubonsee and have found them to be some of the most prepared and professional

<p>48. Did the review of program quality result in any actions or modifications? Please explain. (3.27)</p>	<p>employees in our locations. In fact, as I talk to the graduates about their experiences at Waubonsee, they all speak highly of the thoroughness of their education and the guidance of the staff during their enrollment.”</p>				
	<p>The review of program quality did not result in any actions or modifications.</p>				
<p>List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.</p>					
<p>Barrier #1: Study skills, study habits and time management. Many students do not know how to study effectively, and do not understand how much time needs to be dedicated to studying in order to be successful in the program. This barrier impacts student performance, retention, and success.</p>					
<p>Barrier #2: COVID-19. Students in the 2020-2021 and 2021-2022 cohorts have expressed that stress, anxiety, and in some cases, depression are significantly impacting their ability to perform at school, especially in a full-time program. This barrier impacts student performance, retention, and success.</p>					
<p>Barrier #3: Lack of offerings of BIO260 (program prerequisite) during the summer. We had 7 of our program applicants take BIO260 this past summer. Many could not get into the course because it was full. Just prior to the start of the semester another section of the course was opened, and the students were able to enroll. We do not know if any prospective students were lost due to the second course being opened so close to the start of the course. Not offering enough sections of the course, especially during the summer, prohibits students from entering programs which require this course as a prerequisite. This barrier impacts program enrollment.</p>					
<p>Barrier #4: No release time for program coordination. The program has one full-time faculty member who teaches full-time, and performs administrative duties of program coordination, including recruitment and advising of prospective students, without release time. Thus, the faculty member is spread thin, and it is difficult to grow and develop various aspects of the program.</p>					
<p>Performance and Equity</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available.</p>					
<p>CTE Program</p>	<p>Massage Therapy Certificate</p>				
<p>CIP Code</p>	<p>513501</p>				
	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>
<p>Number of Students Enrolled</p>	<p>21</p>	<p>14</p>	<p>11</p>	<p>15</p>	<p>9</p>
<p>Number of Completers</p>	<p>6</p>	<p>5</p>	<p>7</p>	<p>0</p>	<p>15</p>

Other (Please identify)					
<p>49. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above?</p>	<p><u>GOALS FOR 2022-2027</u></p> <p><u>Enrollment:</u></p> <ul style="list-style-type: none"> • Due to facility size, the current maximum capacity is 14 students. The goal for program enrollment is to start the program cohort with 12 students each August. • Explore various avenues of recruitment in order to increase enrollment and better meet the needs of the profession by the end of fall 2022. <p><u>Persistence (from Fall to Spring):</u></p> <ul style="list-style-type: none"> • The persistence goal is 75% or higher post COVID-19. <p><u>Completion (completion of the program):</u></p> <ul style="list-style-type: none"> • The completion goal post COVID-19 is 75% or higher. If students persist from Fall to Spring in this program, they generally completed the program. <p><u>Success (earn a “C” or better):</u></p> <ul style="list-style-type: none"> • The success goal post COVID-19 would differ depending on the courses. <ul style="list-style-type: none"> ○ Fall success goal is 75% or higher ○ Spring success goal is 100%. <p>The data supports the goals to increase enrollment.</p>				
<p>50. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>The disaggregated data reviewed included enrollments, withdrawals and success rates based on race, age and gender. Faculty also reviewed grade distribution by race, age and gender. In addition, faculty looked at individual course enrollments, credit hours earned, success rates, withdrawal rates and grade distribution for each course that is taught in the program.</p>				

<p>51. How does the data support the program enrollment, completion, persistence, and success goals? Elaborate.</p>	<p>The data supports the program enrollments, completion, and success goals by providing an overview for faculty so that they can identify gaps and make the necessary adjustments.</p>												
<p>52. Were there gaps in the data? Please explain.</p>	<ul style="list-style-type: none"> • <u>Gap #1</u>: FY2017 data should be pulled as it included TMS100 which was open to students who are not massage therapy majors. Thus, some students were taking the course as a general elective, and some students were taking the course for personal fulfillment. • <u>Gap #2</u>: In FY2021, 12% of white students withdrew, whereas 3% of Hispanic students withdrew. This cohort had 3 white students and 4 Latinx. This was the first full academic year of the pandemic. • <u>Gap #3</u>: A significantly higher percentage of white students earn an “A” than Latinx students. A higher percentage of Latinx students earn a “B.” It would be beneficial to look at data regarding socioeconomic status of students in relationship to grades. Also, for some of the Latinx students, English was a second language, so data on this would also be beneficial. • <u>Gap #4</u>: In 2 of the years, a significantly higher percentage of women earned an “A,” than men. In recent years all of the massage therapy faculty have been women. 												
<p>53. What suggestions do you have to overcome any identified gaps?</p>	<ul style="list-style-type: none"> • <u>Gap #1</u>: Does not reflect the Massage Therapy Program student population? • <u>Gap #2</u>: This was the first full academic year of the pandemic. Hands-on labs were held face-to-face. There were many students who had severe mental health issues during this time. The pandemic could be a factor in this gap. • <u>Gap #3</u>: Gather data to see if socioeconomic status is a factor and if English as a second language is a factor. Also, for faculty to be aware of student needs. • <u>Gap #3 & #4</u>: Bring in diverse guest speakers, including male massage therapists. 												
<p>54. Are the students served in this program representative of the total student population? Please explain.</p>	<p>The students served in the Massage Therapy Program represent the total student population in gender both the college and the program have 60% female and 40% males. It differs when it comes to race. Latinx students represent 60% of the student population in the Massage Therapy Program compared to 32% collegewide.</p> <p>The Massage Therapy Program and Waubensee Community College Demographics:</p> <p>TMS Ethnicity:</p> <table border="1" data-bbox="480 1789 1106 1863"> <tr> <td>Asian</td> <td>Black</td> <td>Latinx</td> <td>White</td> </tr> <tr> <td>13%</td> <td>0%</td> <td>60%</td> <td>27%</td> </tr> </table> <p>TMS Gender:</p> <table border="1" data-bbox="480 1928 804 2002"> <tr> <td>Female</td> <td>Male</td> </tr> <tr> <td>60%</td> <td>40%</td> </tr> </table> <p>TMS Age:</p>	Asian	Black	Latinx	White	13%	0%	60%	27%	Female	Male	60%	40%
Asian	Black	Latinx	White										
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0-17	18-21	22-25	26-35	36-45	46-55	56-99
0%	40%	27%	7%	27%	0%	0%

Waubonsee Ethnicity:

Asian	Black	Latinx	White
5%	9%	32%	54%

Waubonsee Gender:

Female	Male
59%	41%

Waubonsee Age:

0-17	18-21	22-25	26-35	46-55	56-99
2%	59%	16%	13%	3%	1%

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

The students served in this program does not reflect the district population in that white students outnumber all other race/ethnic groups in the district.

See Addendum A for Waubonsee District Demographics.

Goal Planning

56. What are the discipline’s strengths? (3.25)

Program strengths

- Affordability: The program is less than half the cost of attending a private massage therapy school and more affordable than any of our sister community colleges in the area.
- Quality of education: Our program has achieved a 100% graduating class pass rate from 2017-2020.
- Completion rate: Prior to the pandemic the completion rate progressively grew to 90%.
- Dedication, expertise & experience of faculty: In addition to having a licensed and board-certified massage therapist, the full-time faculty member has Bachelor’s degrees in mathematics, computer science and dance performance and a Master’s degree in physical education.

57. What are the identified or potential weaknesses of the discipline? (3.26)

- Weakness #1: The program has one full-time faculty member who teaches full time, and performs administrative duties of program coordination, including recruitment and advising of prospective students, without release time. Thus, the faculty member is spread thin, and it is difficult to grow and develop various aspects of the program.
- Weakness #2: Lack of offerings of BIO260 (program prerequisite) during the summer. We had 7 of our program applicants take BIO260 this past summer. Many could not get into the course because it was full. This barrier can potentially have a great impact on program enrollment.
- Weakness #3: Study skills, study habits and time management. Many students do not know how to study effectively, and do not understand how much time needs to be dedicated to studying in order to be successful in the program. This, in turn, impacts student performance, persistence, completion, and success.

	<ul style="list-style-type: none"> • <u>Weakness #4</u>: Many people are not aware of the abundant career opportunities in the massage therapy profession. Educational institutions, educators and the massage profession in general, must educate the general public about these opportunities in order to meet the demand for massage. Again, at our Fall 2021 Advisory Committee meeting we discussed the U.S. Bureau of Labor Statistics which predicts a 32% growth in the number of massage therapy jobs from 2020-2030. But employers have stated that the actual growth could be larger. Employers are desperate for massage therapists as they do not have enough massage therapists to meet the public demand at their organizations. • <u>Weakness #5</u>: There is no data regarding which marketing methods attracted students to our program. • <u>Weakness #6</u>: When students request information regarding the program on the program webpage via Formsit, only their email is requested. If there is a phone number, we actually try to speak with them after the initial email correspondence.
<p>58. Describe actions that can be implemented to turn potential weaknesses into strengths.</p>	<p><u>Actions to turn above weaknesses into strengths</u></p> <ul style="list-style-type: none"> • <u>Weakness #1</u>: Release time for the full-time faculty member to grow and develop various aspects of the program, especially marketing and recruitment. • <u>Weakness #2</u>: Meet with dean to develop a plan so BIO260 is not a barrier to entering the program. • <u>Weakness #3</u>: Meet with the Tutoring Center to research ways to help students improve their study skills, study habits and time management. • <u>Weakness #4</u>: Find ways to partner with professional organizations and employers to educate the general public regarding the vast career opportunities in the massage profession. This will strengthen the alliance between these organizations and increase program enrollment. • <u>Weakness #5</u>: When students request information regarding the program on the program webpage via Formsit, ask the students where they heard about our program. Also, ask for this information in the program application, so we know which marketing methods have been effective and which ones have not been as effective. • <u>Weakness #6</u>: Request a phone number, so we can speak with them after the initial email correspondence, to improve recruitment.
<p>Program Goals 59. List the program goals identified in the last Annual Update. If completed, list three new 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>	<p><u>New Goals</u> (to work on for the next 5 years)</p> <ul style="list-style-type: none"> • <u>Goal #1</u>: Increase enrollment enough to start 2 cohorts of 10 students. • <u>Goal #2</u>: Develop a plan with the Dean, such that BIO260 is not a barrier to student wanting to enter the program. • <u>Goal #3</u>: Ask the question, "Where did you learn about our Massage Therapy Program?" on Formsit forms from the website, and on student applications to determine which type of marketing is effective.

<p>60. Indicate progress made on last year's measurable program goals aligned with the educational affairs plan.</p> <p>Resources and Support 61. 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>Goal #1 has been completed and exceeded.</p> <ul style="list-style-type: none"> • Goal #1: Program completion rate of 75%. Prior to the pandemic the program completion rate progressively increased to 90% (2019-2020). During the pandemic the completion rate dropped. • Goal #2: Increase in initial enrollment at start of program to 12. Prior to the pandemic, although this goal was not met (according to faculty data in #49), more students persisted and completed the program in 2019-2020 than in the prior 3 years. During the pandemic, enrollment and completion rates dropped. <ul style="list-style-type: none"> • Aggressive marketing of the program and data collection regarding where prospective students are learning about our program. • Education of the general public regarding the abundant opportunities in the massage therapy profession. • Release time for the full-time faculty member to administer the program, which includes marketing and recruitment of students.
Review Results	
<p>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>Summary Rational 62. Please provide a brief rationale for the chosen action.</p>	<p>Progress has been made towards the goals. Since Waubensee has a 100% pass rate on the MBLEx from 2017- 2020, increasing enrollment appears to be more of a marketing and recruitment issue rather than a curriculum issue.</p>

<p>Intended Action Steps 63. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ul style="list-style-type: none"> • The program will apply for WIOA to acquire additional financial support for students. (January 2022) • Increase enrollment <ul style="list-style-type: none"> ○ Explore avenues such that BIO260 is not a barrier to entering the program. (January 2022) ○ Explore methods to stay connected with prospective students after the initial contact at the next Advisory Committee meeting (February or March 2022) • Collect information regarding where our prospective students have heard about our program to determine which marketing methods have been effective. <ul style="list-style-type: none"> ○ Place the question, “Where did you hear about our program?” on program application and on Formsite. (January 2022)
<p>64. To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The faculty member is aware of the equity gaps in the data. Next step is maintaining awareness of student needs, including attempting to bring in a diverse population of guest speakers.</p>
<p>Responsibility: 65. Who is responsible for completing or implementing the modifications?</p>	<p>The full-time faculty member is responsible for completing or implementing the modifications.</p>

Career & Technical Education

College Name: Waubonsee Community College

Academic Years Reviewed: FY17-FY21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Office Software Specialist	Certification	12	11.0601	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Outcomes

1. What are the learning outcomes of the program? (*i.e. What are the program learning outcomes? What occupations is this program intended to prepare students for?*)

1. Use Microsoft Office for specific task.
2. Utilize appropriate software to meet specific business needs.
3. Demonstrate advanced proficiency in business presentation software.
4. Demonstrate advanced proficiency in word processing.
5. Demonstrate advanced proficiency in spreadsheets.
6. Demonstrate advanced proficiency in database software.

2. To what extent are these outcomes being achieved? Please detail how achievement of program outcomes are being measured or assessed? How do you know if and how outcomes are being achieved? (*This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting program learning outcomes, etc.*)

Course and program outcomes are being supported through classroom lecture, demonstration, group discussions, written and hands-on homework assignments.

Students are assessed on all outcomes in individual courses and faculty use the results from the assessments to confirm outcomes achievement in courses. There is an opportunity to assess across sections and document results to see trends which will support any needed changes to curriculum and instruction.

3. How do you use the information gained from assessment to improve student learning? *What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?*

Faculty use information gained from their course assessment to improve learning in their course sections.

Past Program Review Action

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

The program was continued with minor revisions.

Faculty learned that an advisory committee needed to be created that includes employers, staff, administrators, and faculty (full-time and adjunct). The committee meets

	twice a year and recommendations are made to improve curriculum if needed.
<p>Review Team 5. Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Amy Chaaban, Associate Professor of Information Systems</p> <p>Marc Holm, Computer Information Systems Adjunct faculty.</p>
<p>Stakeholder Engagement 6. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The Career and Technical Education Services Manager supports CTE programs by providing support for students and faculty. This includes promoting opportunities for grants, scholarships, advisory committees and so on.</p> <p>Waubonsee Staff: assist in the program review process</p> <p>Waubonsee Advisory Group: includes employers, which helps inform curriculum.</p> <p>Deans: support faculty needs.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
7. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The prerequisites were analyzed and there are no changes needed at this time.
8. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The certificate in this program is not over 30 credit hours.
Indicator 1: Need	Response
9. What is the labor market demand for the program? Cite district and regional labor market information. (1.1)	According to Lightcast, occupations in this area are projected to decrease by 4.8% in the Waubonsee region over the next five years compared to a national decrease of 4.7%.
10. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	According to Lightcast, careers in this area have decreased over 16% compared to a national decrease of over 13% for the past five years.

	<p>Projections are expected to increase over the next five years with a decrease of only 5.7%.</p>
<p>11. Does your enrollment have the capacity to meet the readiness of business and industry?</p>	<p>The enrollment has the capacity to meet the readiness of business and industry however several external factors such as the Pandemic and the decrease in labor market demand have affected enrollment.</p>
<p>12. What labor market information sources are utilized and how often are LMI data reviewed? (1.3)</p>	<p>The labor market information that the college uses comes from Lightcast, Bureau of Labor Statistics (BLS) and the Illinois Department of Employment Security.</p> <p>Faculty are provided with labor market information annually and upon request.</p>
<p>13. How does the institution/ 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 are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, Waubonsee also reaches out to community organizations and local businesses to share information about certificate and degree programs.</p> <p>Dual credit for high schools is offered for core courses in the program. The college hosts open houses and recruiting events.</p> <p>The Valley Education for Employment System (VALEES) helps with connecting high school students and college faculty by hosting events and showcasing the college program offerings.</p> <p>The Career and Technical Education Services Manager provides resources and support to help CTE students overcome barriers to their education.</p>
<p>14. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Instructors keep abreast of current developments in industry and incorporate new curriculum to ensure alignment. Our Advisory Committee keeps us abreast of industry needs. Faculty meet periodically to discuss curriculum changes. When there is a need to change curriculum, it is presented at Curriculum Council and is voted on by the entire committee. Curriculum is overseen by the college’s Curriculum Council, along with the Vice President of Educational Affairs.</p>
<p>15. Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. (1.6)</p>	<p>Faculty reevaluated the topics in the Microsoft Office Suite and instructors have modified teaching methods and lab work, so they are in line with skills required by industry. For example, there is an increased emphasis on data analysis and reporting.</p> <p>The Advisory Committee has given opportunities for internships and apprenticeships. We will continue to make connections with industry to provide our students with additional work opportunities.</p>

	Aurora is a Smart City, and more IT companies are moving into the city; thus, new industry connections are being made.
Indicator 2: Cost Effectiveness	Response
<p>16. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.) • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency (2.1) 	<p>The institution assessed cost-effectiveness for CTE programming by looking at the direct cost associated with:</p> <ul style="list-style-type: none"> • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software, and services • Publications and dues • Full-time faculty professional development <p>The total direct instructional program costs which include salary, benefits, and instructional expenses for the CIS Department total \$474,949 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 direct operational costs of the program.</p> <p>Compared to other CTE programs, the Computer Information Systems Program has a lower cost per load hour. CIS is \$2,310.43 per load hour compared to an average of \$2,838.08 per load for other CTE programs based on the FY 2020 expense report provided by the Data Team.</p>
<p>17. What are the findings of the cost-effectiveness analysis? (2.2)</p>	<p>While the prefix cost per load hour of this program is slightly higher than transfer disciplines, this program requires specialized software and resources to meet student learning and program outcomes.</p>
<p>18. 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. (2.3)</p>	<p>The program is largely supported by educational funds and has received support from Perkins where appropriate. However, costs are not offset by the support that Perkins provides.</p>
<p>19. How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs.) (2.5)</p>	<p>The institution assesses student affordability on an annual basis as part of the academic department planning process. The Office Specialist Program costs are comparable to other community college programs in the area.</p>

<p>20. How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Students can explore their eligibility for financial supports available including Financial Aid, Technology Loans, the Perkins Support Program, the Emergency Needs Program and the Waubonsee Foundation.</p> <p>Students may also be referred to WIOA partners for other available supports. Additionally, apprenticeships may be available for some Career and Technical programs as well as Pandemic relief funds.</p>																																										
<p>21. How will the college increase the cost-effectiveness of this program?</p>	<p>While the costs associated with this program are comparable to other CTE programs at Waubonsee, by enrolling more students the college can increase the cost effectiveness of this program.</p>																																										
<p>22. Did the review of program cost result in any actions or modifications? Please explain. (2.6)</p>	<p>The review of the program costs did not result in any actions or modifications that exceeded the annual review of resources required to achieve the outcomes of the program (i.e. technological advancements).</p>																																										
<p>Indicator 3: Quality</p>	<p>Response</p>																																										
<p>23. What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare? (3.1)</p>	<p>Face-to-Face: Classes meet in a traditional classroom setting on one of Waubonsee’s four campuses.</p> <p>Flex: All class sessions meet in-person in a Flex-equipped classroom and are simultaneously live-streamed and recorded through Zoom. After each class, the Zoom recording is posted in Canvas so that students may view or review each session.</p> <p>Hybrid: Hybrid classes are a combination of instruction and student participation occurring in-person in a traditional classroom on one of Waubonsee's four campuses and occurs asynchronously and/or synchronously online.</p> <p>Online: Online courses are delivered asynchronously. Students learn 100% online through Canvas.</p> <p>Sync Online: Sync Online courses are a combination of course instruction and student participation occurring synchronously online through Zoom on the scheduled days and times for the course.</p> <p>The success rates of each modality at Waubonsee over the past five years are listed in the table below:</p> <table border="1" data-bbox="722 1727 1474 1962"> <thead> <tr> <th>Success Rate by Modality</th> <th>Traditional /Face2Face</th> <th>Online</th> <th>Hybrid</th> <th>Flex</th> <th>Sync Online</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY2017</td> <td>58%</td> <td>50%</td> <td>68%</td> <td></td> <td></td> <td>56%</td> </tr> <tr> <td>FY2018</td> <td>59%</td> <td>51%</td> <td>76%</td> <td></td> <td></td> <td>57%</td> </tr> <tr> <td>FY2019</td> <td>62%</td> <td>57%</td> <td>59%</td> <td></td> <td></td> <td>61%</td> </tr> <tr> <td>FY2020</td> <td>78%</td> <td>74%</td> <td>75%</td> <td></td> <td></td> <td>76%</td> </tr> <tr> <td>FY2021</td> <td>83%</td> <td>73%</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>76%</td> </tr> </tbody> </table>	Success Rate by Modality	Traditional /Face2Face	Online	Hybrid	Flex	Sync Online	Total	FY2017	58%	50%	68%			56%	FY2018	59%	51%	76%			57%	FY2019	62%	57%	59%			61%	FY2020	78%	74%	75%			76%	FY2021	83%	73%	76%	72%	76%	76%
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<p>24. How does the program ensure that instruction is quality, relevant,</p>	<p>Faculty, adjunct included, keep up to date with trends and developments and if need be, modify curriculum accordingly. The bi-yearly advisory meetings with</p>																																										

<p>contextualized, and culturally responsive? (3.2)</p>	<p>industry partners also help to ensure instruction is relevant.</p> <p>Faculty bring real world situations and data into the classroom for analysis and resolution by students. Many adjunct instructors present their projects from their industries to challenge students in real-world examples and bring in a wealth of workplace experience.</p> <p>Faculty in this program have earned the following credentials during this review period:</p> <ul style="list-style-type: none"> • ACUE’s Certificate in Effective College Instruction and ACUE’s Micro credential, Inclusive Teaching for Equitable Learning • ION Master Online Teacher certificate, ION Digital Accessibility for Educators certificate (Mid November) • Digital badge for Applying the Quality Matters Rubric • Gardner Institute’s the Humanity of Inclusive Practices: Keep Walking, Teaching and Learning Academy Signature Course <p>All address the need to be culturally responsive to students and to design culturally inclusive curriculum. In addition, strategies and techniques for improving teaching and learning were covered, some extensively.</p>
<p>25. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹?</p> <p>If yes, describe any strengths or challenges to program of study implementation. (3.3)</p>	<p>The Office Software Specialist Program is not part of a Program of Study as defined by Perkins V and approved by ICCB.</p>
<p>26. 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. (Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements. (3.4)</p>	<p>The Office Software Specialist Program at Waubonsee meets the definition of a Career Pathway. The career pathway elements are described below:</p> <ul style="list-style-type: none"> • Employer engagement occurs through advisory committees held twice a year. • Students can utilize Lightcast Career Coach to take a career assessment, browse careers and programs, and develop their resume. • Office Software Specialist is 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.

	<ul style="list-style-type: none"> • Opportunities for credit for prior learning are listed on the Industry Certification to College Credit Crosswalk. • Office Software Specialist courses are offered as 8-week classes in online/hybrid formats. • 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. • Disaggregated data for the Office Software Specialist is available through IE Equity Reports.
<p>27. What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? (3.5)</p>	<p>Waubonsee Community College has had great success in moving Microsoft Office courses online for students with little to no experience with the software. Our instructors use a variety of learning methods to meet our students' different learning needs. Many courses that use to only be offered in-person now are offered in 4 different learning modalities: in-person, flex, online and hybrid.</p>
<p>28. Describe dual credit implementation for this program (how many students, courses, participating high schools). What are the priority dual credit courses that are offered to high school students? (3.6)</p>	<p>Over the past five years, the following dual credit courses have been offered at East Aurora High School:</p> <ul style="list-style-type: none"> • CIS110 (249 students)
<p>29. Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.7)</p>	<p>Although not required, internships are available, 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.</p> <p>These opportunities prepare students for real-world scenarios that will be encountered in industry, which greatly improves the quality of the program.</p>
<p>30. 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, ACE). (3.8)</p>	<p>There is no industry accreditation required for this program.</p>

<p>31. Are there industry-recognized credentials embedded within this program? If so, please list. (3.9)</p>	<p>While there are no industry-recognized credentials offered in this program, students are prepared to sit for the Microsoft Specialist Certification.</p>
<p>32. Are there apprenticeship opportunities available through this program? If so, please elaborate. (3.10)</p>	<p>The Office Specialist Certificate Program is not a part of an apprenticeship program.</p>
<p>33. If applicable, please list the licensure examination pass rate. (3.11)</p>	<p>A licensure examination is not applicable for this program.</p>
<p>34. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)</p>	<p>Waubonsee Community College has an articulation agreement for all AAS degrees with Governors State University for their Interdisciplinary Studies Degree Program.</p>
<p>35. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships? (3.13)</p>	<p>We continue to build connections with employers. IBM, IT People Network and Northern Trust have joined the Advisory Committee. Their feedback and potential employment opportunities are being explored.</p> <p>Due to the expansion of tech companies into Aurora, we have more opportunities to expand our Advisory Committee membership and/or look for employment, internship, and apprenticeships.</p>
<p>36. What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? (3.14)</p>	<p>Discussions of equity arise during the Advisory Committee meetings and IBM, which is a member, has given feedback on equity in the field.</p> <p>The college created a program that gives students opportunities to check out laptops, hot spots, web cams as well as other necessary technology.</p>
<p>37. 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 Department offers professional development for faculty and the opportunity to earn professional teaching certificates.</p> <p>ACUE, ION and Quality Matters are offered and focus on teaching, learning, course design, accessibility, and instructional design. Faculty Development Days in August and January also provide professional development for full-time and part-time faculty.</p> <p>Webinars and conferences also provide faculty with professional development.</p>
<p>38. What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? (3.16)</p>	<p>The Faculty Development and Engagement (FDAE) Department has workshops and classes on inclusion, equity, and diversity regularly throughout the year (both planned and on demand). Certificates and/or digital badges can be earned. Faculty are encouraged to utilize budgeted professional development funds for industry specific opportunities as well.</p>

	Additionally, the college hosts many events on these topics and includes events for specific months based on heritage, ethnicity, and gender.
39. What is the status of the current technology and equipment used for this program? (3.17)	During annual budget meetings, the technological needs of the program are assessed to ensure that the program receives an adequate budget to secure software and equipment to support the teaching and learning. At this time the technology is up to date.
40. What assessment methods are used to ensure student success? (3.18)	Each instructor develops periodic and end of course assessments (exams, projects, etc.) to measure success at points in time and at the end of each course.
41. How are these results utilized and shared with others at the institution for continuous improvement? (3.19)	The results are collected in AEFIS and shared with other CIS faculty and stakeholders.
42. What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (3.20)	Faculty routinely adjust to the latest software; however, curriculum revisions are not needed at this time.
43. How satisfied are students with their preparation for employment? (3.21)	At this time, Waubonsee does not collect this information. Informally, faculty in this program have connected with Dealer eProcess about the quality of students that have been hired. The employer requires HTML and CSS, which is taught in WEB110. The discussions have been positive and students are continuing to be hired.
44. How is this student satisfaction information collected?	Waubonsee uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
45. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.22)	The Advisory Committee offers feedback on curriculum and these recommendations are considered as faculty update the curriculum. Providing questions to employers before the meeting proved to be an improvement. This was tried this semester and the meeting was more engaging than previous meetings.
46. In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.23)	Employment, internships, and apprenticeships have been discussed with attendees of the Advisory Committee. Before IT People Network joined the advisory committee, the full-time faculty attended a meeting with other Waubonsee employees and employment opportunities were discussed. Curriculum is also reviewed by the Advisory Committee.

<p>47. How satisfied are employers in the preparation of the program’s graduates?</p> <p>How is employer satisfaction information collected? (3.24)</p>	<p>Currently, Waubonsee does not collect this information.</p>
<p>48. Did the review of program quality result in any actions or modifications? Please explain. (3.27)</p>	<p>The review of this program did not result in any actions or modifications.</p>

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Students’ knowledge regarding support and additional resources that is available to them for this program.

The lack of public transportation options to the Plano and Sugar Grove Campuses where most of the IT courses are being taught.

Required classes are canceled due to low enrollment which holds up students from completing the program.

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.

CTE Program	Office Software Specialist				
CIP Code	11.0601				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	5	4	22	10	3
Number of Completers	13	15	24	14	16
Other (Please identify)					
49. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above?	<p>Average of 16 students over the past five years and this includes the years in the global pandemic. Looking at the next five years, if we could get a comprehensive marketing plan, this could help increase enrollment in the program by 10%.</p> <p>In order to increase completion, more pathways to employment would help students to pay for classes and certifications. A goal of 10% is a reasonable goal.</p>				

<p>50. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>The disaggregated data includes enrollments, withdrawals and success rates based on race, age and gender. Faculty also reviewed grade distribution by race, age and gender. In addition, faculty looked at individual course enrollments, credit hours earned, success rates, withdrawal rates and grade distribution for each course that is taught in the program.</p>												
<p>51. How does the data support the program enrollment, completion, persistence, and success goals? Elaborate.</p>	<p>The data supports the program enrollments, completion, and success goals by providing an overview for faculty so that they can identify gaps and make the necessary adjustments.</p>												
<p>52. Were there gaps in the data? Please explain.</p>	<p>The gaps identified in the data are:</p> <ul style="list-style-type: none"> • White students outnumber all other race/ethnic groups. • Most of the students are in the 18-21 age group. • This program is male dominated. 												
<p>53. What suggestions do you have to overcome any identified gaps?</p>	<p>To overcome some of the gaps mentioned above, we would have to develop a stronger relationship with the K-12 systems in order to increase enrollments in the identified gaps. Additionally, the college could create programs that exposes females to the industry.</p>												
<p>54. Are the students served in this program representative of the total student population? Please explain.</p>	<p>The students served in this program are represented except for gender. This program has a smaller female population than the Waubensee population.</p> <p>The Computer Information Systems Program and Waubensee Community College Demographics:</p> <p>CIS Ethnicity:</p> <table border="1" data-bbox="552 1666 1174 1738"> <tr> <td>Asian</td> <td>Black</td> <td>Latinx</td> <td>White</td> </tr> <tr> <td>9%</td> <td>8%</td> <td>29%</td> <td>53%</td> </tr> </table> <p>CIS Gender:</p> <table border="1" data-bbox="552 1872 871 1944"> <tr> <td>Female</td> <td>Male</td> </tr> <tr> <td>23%</td> <td>77%</td> </tr> </table> <p>CIS Age:</p>	Asian	Black	Latinx	White	9%	8%	29%	53%	Female	Male	23%	77%
Asian	Black	Latinx	White										
9%	8%	29%	53%										
Female	Male												
23%	77%												

55. Are the students served in this program representative of the district population? Please explain.	0-17	18-21	22-25	26-35	36-45	46-55	56-99
	0%	40%	27%	12%	15%	4%	1%
	Waubonsee Ethnicity:						
	Asian	Black	Latinx	White			
	5%	9%	32%	54%			
	Waubonsee Gender:						
	Female	Male					
	59%	41%					
	Waubonsee Age:						
	0-17	18-21	22-25	26-35	46-55	56-99	
2%	59%	16%	13%	3%	1%		
The students served in this program reflect the district population in that white students outnumber all other race/ethnic groups in the district.							
See Addendum A for Waubonsee District Demographics.							
Goal Planning							
56. What are the discipline's strengths? (3.25)	As a short career certificate, it offers a quick path for students to start and/or change to a new career. In addition, the certificate is in the group of WIOA approved certificates; qualified students may earn the certificate. This reduces barriers for some students.						
57. What are the identified or potential weaknesses of the discipline? (3.26)	One identified weakness of this program is the low enrollment number.						
58. Describe actions that can be implemented to turn potential weaknesses into strengths.	<ul style="list-style-type: none"> • Create ways to make high school students more aware of the program and the resources available to them to pursue the certificate. • Work with high school faculty to create additional dual credit opportunities. 						
Program Goals 59. List the program goals identified in the last Annual Update. If completed, list three new 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. To create a process that will track student employment and employer satisfaction. 2. A plan to increase awareness that leads to enrollment. 3. Create a strategic plan to get all courses assessed by the next program review period. 						

<p>60. Indicate progress made on last year's measurable program goals aligned with the educational affairs plan.</p>	<ul style="list-style-type: none"> • Faculty and staff will explore ways to capture enrollments to ensure that students matriculate through the program and strongly encourage them to earn the Microsoft Office Specialist Certification. <ul style="list-style-type: none"> ○ The goal is still in progress. We will take a deeper dive into the data to determine the best way to execute the above stated goal. • A robust advisory group will be developed to improve curriculum and provide necessary feedback for program growth. <ul style="list-style-type: none"> ○ Currently, Program Advisory meetings happens twice per year. Faculty meet with industry partners and other stakeholders to ensure that the curriculum is relevant and to create work-based opportunities for students.
<p>Resources and Support 61. 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. Access to a product or process that would meet our needs in tracking student employment and employer satisfaction. 2. The support of the Marketing Department, where appropriate, in creating a plan to attract students from across the district and to complete the program. 3. Collaborate with the Outcomes Assessment Coordinator and the Outcomes Advisory Council to plan to get the courses assessed.
<p>Review Results</p>	
<p>Action</p>	<ul style="list-style-type: none"> <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>Summary Rational 62. Please provide a brief rationale for the chosen action.</p>	<p>This program will continue with minor changes because it meets the needs of the students and the Waubensee district.</p>
<p>Intended Action Steps 63. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>Intended action steps resulting from this review include:</p> <ul style="list-style-type: none"> • Continue to partner with industry to host events that promote the IT industry to young girls and other nontraditional students. This is ongoing. • Create the plan to assess certificate program courses across all course sections. Fall 2022 • Assess all courses across sections by FY 2025.
<p>64. To what extent are action steps being implemented to address</p>	<p>When it comes to gender, there is a huge gap in this industry. The CIS Department partnered with industry to host events that encouraged nontraditional students to explore a career in IT such as, Microsoft DigiGirlz and IBM Cyber Day for Girls. This is ongoing, as we</p>

equity gaps, including racial equity gaps?	understand the importance to introduce students to this field that may have otherwise never known about it.
Responsibility: 65. Who is responsible for completing or implementing the modifications?	Faculty with the support of administration and staff are responsible for completing and implementing modifications to this program.

Career & Technical Education

College Name:

Waubonsee Community College

Academic Years Reviewed:

FY17-FY21

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Website Development Associate in Applied Science Degree	Degree	60	110801	Web Authoring Certificate

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Outcomes

1. What are the learning outcomes of the program? (*i.e. What are the program learning outcomes? What occupations is this program intended to prepare students for?*)

AAS Web

1. Build a website based on web standards.
2. Analyze the technology required to build web standard websites.
3. Design components that are used in the creation of a website.
4. Utilize and apply the technical and interpersonal skills needed to function in a cooperative environment.
5. Present design mockups and design specifications and/or concept alternatives.

Web Certificate

1. Build a website based on web standards.
2. Design components that are used in the creation of a website.
3. Utilize and apply the technical and interpersonal skills needed to function in a cooperative environment.
4. Present design mockups and design specifications and/or concept alternatives.

2. To what extent are these outcomes being achieved? Please detail how achievement of program outcomes are being measured or assessed? How do you know if and how outcomes are being achieved? (*This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting program learning outcomes, etc.*)

These outcomes are being achieved through lecture, classroom demonstration, group discussions, projects, written homework assignments and hands-on homework assignments. Each WEB course has a project that is either building a website or creating prototypes of a website. Each project is scaffolded and contains all the course learning outcomes aligned to program learning outcomes.

2018-2019

WEB110 Web Development With HTML was assessed in AY19. The assessment included two course sections: one traditional face-to-face, and

<p>3. How do you use the information gained from assessment to improve student learning? <i>What curriculum revisions have you made to improve program quality that have been based on the assessment of student learning?</i></p>	<p>one asynchronous online. The achievement target for outcomes in this course was for 80% of students to earn at least an 80% on the final project. Twenty-seven students completed projects across both sections. Results indicated that twenty-two students, or 81% of students, earned an 80% or higher. The outcomes goal exceeded the achievement target for this course.</p> <p>2019-2020 WEB230 Dreamweaver was assessed in AY20. The achievement target for outcomes in this course was for 90% of students to earn at least a 90% on the final project. This course was taught in a hybrid format in the spring of 2020. Results indicated that fourteen students, or 100% of the students, earned a 90% or higher. The outcomes goal exceeded the achievement target for this course.</p> <p>2020-2021 WEB250 Advanced Website Development was assessed in AY21. The achievement target for outcomes in this course was for 90% of the students to earn at least a 90% on the outcomes in the final assessment. The final course assignment requires student groups to design a website for a non-profit organization. All program outcomes are assessed in this advanced class and provide evidence of program outcome achievement. This course was taught in an online synchronous format in the spring of 2021. Thirteen students, or 100% of the students, earned a 90% or higher. The outcomes goal exceeded the achievement target for this course.</p> <p>2021-2022 The following course is in the process of being assessed for AY22. The final report will be submitted on December 1, 2022: WEB110 Web Development With HTML</p> <p>Full-time faculty meet with the adjunct faculty several times over the semester, and we discuss assessment of course and program outcomes. We discuss improvements and/or enhancement of assignments, teamwork, and projects.</p> <p>WEB 170 was created due to the need of User Design (UX) elements/content and prototypes. The class will be used to support program outcome number four: Present design mockups and design specifications and/or concept alternatives.</p>
<p>Past Program Review Action 4. What action was reported the last time the program was reviewed? Were these actions completed?</p>	<p>Minor revisions were listed at the time; it was all that was needed.</p> <p>An advisory committee was created to improve curriculum and provide necessary feedback for</p>

	program growth. The committee meets twice a year and recommendations are made to improve curriculum if needed.
<p>Review Team 5. Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	Amy Chaaban, Associate Professor for Information Systems
<p>Stakeholder Engagement 6. Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Career and Technical Education Services Manager who supports CTE programs including support for students and faculty through opportunities for grants, scholarships, advisory committees and so on.</p> <p>WCC Advisory Group: includes employers which helps inform curriculum.</p> <p>The Executive Dean of the division.</p> <p>Valley Education for Employment System (VALEES)</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
7. Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	<p>An analysis of pre-requisites resulted in pending inactivation of WEB230 as a recommended pre-requisite to WEB250.</p> <p>In 2022, the Curriculum Council approved adding MTH069 as a pre-requisite for the following CIS courses: CIS115, CIS130, CIS136, and CIS150.</p> <p>CIS115 is a core course in the program.</p>
8. Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Neither the certificate nor degree exceed 30 or 60 credit hours respectively.
Indicator 1: Need	Response

<p>9. What is the labor market demand for the program?</p> <p>Cite district and regional labor market information. (1.1)</p>	<p>Lightcast Occupational Data:</p> <p>Regional demand is higher than the national average: 21,292 jobs were listed for 2020.</p> <p>District had 588 jobs in the field in 2020.</p> <p>In 2020, 2,936 web developer jobs were listed, and monthly hires were 153.</p>
<p>10. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)</p>	<p>Demand has increased and is expected to continue. Projections for the next five years according to Lightcast are 2.6%.</p>
<p>11. Does your enrollment have the capacity to meet the readiness of business and industry?</p> <p>12. What labor market information sources are utilized and how often are LMI data reviewed? (1.3)</p>	<p>This program total capacity has the ability to meet the needs of business and industry in our region. The enrollment and completions are similar to those of peer institutions.</p> <p>The labor market information that the college uses comes from Lightcast, Bureau of Labor Statistics (BLS) and the Illinois Department of Employment Security.</p> <p>Faculty are provided with labor market information annually and upon request.</p>
<p>13. How does the institution/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 are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, Waubensee also reaches out to community organizations and local businesses to share information about certificate and degree programs.</p> <p>Dual credit for high schools is offered for core courses in the program. The college hosts open houses and recruiting events.</p> <p>The Valley Education for Employment System (VALEES) helps with connecting high school students and college faculty by hosting events and showcasing the college program offerings.</p> <p>The Career and Technical Education Services Manager provides resources and support to help CTE students overcome barriers to their education.</p>
<p>14. How are needs/changes evaluated by the curriculum review committee and campus academic leadership? (1.5)</p>	<p>Instructors keep abreast of current developments in industry and incorporate new curriculum to ensure alignment. Our advisory committee keeps us abreast of industry needs. Faculty meet periodically to discuss curriculum changes. When there is a need to change curriculum, it is presented at Curriculum Council and is voted on by the entire committee. Curriculum is overseen by the college’s Curriculum Council along with the VP of Educational Affairs who serves as the chair.</p>

<p>15. Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> <p>(1.6)</p>	<p>As the City of Aurora continues to become a smart city and recruit IT companies, the college will continue to actively engage the advisory committee members and local industry to increase opportunities for students. Other activities include:</p> <ul style="list-style-type: none"> • Collaborating with internal stakeholders to create a programmatic marketing strategy. • Perform a comprehensive curricular review to ensure continued alignment with industry.
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>16. How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.) • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency <p>(2.1)</p>	<p>The total direct instructional program costs include salary, benefits, and instructional expenses for a total of \$474,949 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 reporting period, no grant funding has been utilized to support the direct operational costs of the program.</p>
<p>17. What are the findings of the cost-effectiveness analysis?</p> <p>(2.2)</p>	<p>While the prefix cost per load hour of this program is slightly higher than transfer disciplines, this program requires specialized software and resources to meet student learning and program outcomes.</p>
<p>18. 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.</p> <p>(2.3)</p>	<p>The program is largely supported by educational funds and has received support from Perkins where appropriate. However, costs are not offset by the support that Perkins provides.</p>

<p>19. How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs.) (2.5)</p>	<p>The institution assesses student affordability on an annual basis as part of the academic department planning process. The Website Development Program costs are comparable to other community college programs in the area.</p>
<p>20. How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>Students can explore their eligibility for financial supports available including Financial aid, Technology Loans, the Perkins Support Program, the Emergency Needs Program, and Waubonsee Foundation Grants. Students may also be referred to WIOA partners for other available supports. Additionally, apprenticeships may be available for some Career and Technical Education programs.</p>
<p>21. How will the college increase the cost-effectiveness of this program?</p>	<p>While the costs associated with this program are comparable to other CTE programs at Waubonsee, by enrolling more students the college can increase the cost effectiveness of this program.</p>
<p>22. Did the review of program cost result in any actions or modifications? Please explain. (2.6)</p>	<p>The review of the program costs did not result in any actions or modifications that exceeded the annual review of resources required to achieve the outcomes of the program (i.e. technological advancements).</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>23. What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare? (3.1)</p>	<p>Face-to-Face: Classes meet in a traditional classroom setting on one of Waubonsee's four campuses.</p> <p>Flex: All class sessions meet in-person in a Flex-equipped classroom and are simultaneously live-streamed and recorded through Zoom. After each class, the Zoom recording is posted in Canvas so that students may view or review each session.</p> <p>Hybrid: Hybrid classes are a combination of instruction and student participation occurring in-person in a traditional classroom on one of Waubonsee's four campuses and occurs asynchronously and/or synchronously online.</p> <p>Online: Online courses are delivered asynchronously. Students learn 100% online through Canvas.</p> <p>Sync Online: Sync Online courses are a combination of course instruction and student participation occurring synchronously online through Zoom on the scheduled days and times for the course.</p> <p>The success rates of each modality for Waubonsee over the past five years are listed in the table below:</p>

Success Rate by Modality	Traditional /Face2Face	Online	Hybrid	Flex	Sync Online	Total
FY17	58%	50%	68%			56%
FY18	59%	51%	76%			57%
FY19	62%	57%	59%			61%
FY20	78%	74%	75%			76%
FY21	83%	73%	76%	72%	76%	76%

24. How does the program ensure that instruction is quality, relevant, contextualized, and culturally responsive?
(3.2)

Instructors stay abreast with latest developments in their field of study and modify curriculum accordingly. Additionally, the bi-yearly advisory meetings with industry partners also helps to ensure instruction is relevant. Faculty also participate in various program-specific professional development.

The Full-time faculty in the program have earned:

- ACUE’s Certificate in Effective College Instruction
- ACUE’s Microcredential, Inclusive Teaching for Equitable Learning.
- Master Online Teacher Certificate
- ION Digital Accessibility for Educators Certificate (Mid November)
- Digital badge for Applying the Quality Matters Rubric, and Gardner Institute’s: The Humanity of Inclusive Practices: Keep Walking, Teaching and Learning Academy Signature Course

All address the need to be culturally responsive to students and to design culturally inclusive curriculum. In addition, strategies, and techniques for improving teaching and learning were covered, some extensively.

Additionally, the college is committed to closing the equity gap by providing a welcoming, safe, and adaptive environment for all students.

25. Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹?

If yes, describe any strengths or challenges to program of study implementation.
(3.3)

This program is not a Program of Study defined by Perkins V.

<p>26. 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. (Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.</p> <p>(3.4)</p>	<p>This program meets the definition of a Career Pathway. Below are each of the career pathway elements:</p> <ul style="list-style-type: none"> • Employer engagement occurs through advisory committees held twice a year. • Students can utilize Lightcast Career Coach to take a career assessment, browse careers and programs, and develop their resume. • Website Development is approved for WIOA support. • 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. • Opportunities for credit for prior learning are listed on the Industry Certification to College Credit Crosswalk. • Web courses are offered as 8-week classes in online/hybrid formats. • Student support is available through the Academic and Career Advising Department, 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 WEB is available through Institutional Effectiveness Equity Reports.
<p>27. What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> <p>(3.5)</p>	<p>Community service projects are completed in a capstone class - WEB250 Advanced Website Development. In this course students create a website for nonprofit organizations. This gives students the experience of working for clients and using team collaboration.</p>
<p>28. Describe dual credit implementation for this program (how many students, courses, participating high schools). What are the priority dual credit courses that are offered to high school students?</p> <p>(3.6)</p>	<p>Over the past five years, the following dual credit courses have been offered at Yorkville and East and West Aurora High Schools:</p> <ul style="list-style-type: none"> • CIS110 (249 students) • CIS170 (27 students) • CIS115 (19 students) <p>All courses are core classes required for the Website Development Program.</p>

<p>29. Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? (3.7)</p>	<p>WEB250 Advanced Website Development, requires a non-profit website to be designed and published by students. In addition, AAS students have the option to choose an internship as an elective in the program.</p> <p>Students learn how to work with a client and then design a website their company. This provides real life experience. Future improvements could include an employer panel to evaluate students' work.</p>
<p>30. 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, ACE). (3.8)</p>	<p>There is no industry accreditation required for this program.</p>
<p>31. Are there industry-recognized credentials embedded within this program? If so, please list. (3.9)</p>	<p>Industry-recognized credentials are not offered specifically within the WEB prefix, but students can pursue credentials in core classes like CIS110 (Microsoft Office) and CIS170 (CompTIA Net+).</p>
<p>32. Are there apprenticeship opportunities available through this program? If so, please elaborate. (3.10)</p>	<p>Although Website Development is an apprenticeable occupation, it is not offered in at this time for this program.</p>
<p>33. If applicable, please list the licensure examination pass rate. (3.11)</p>	<p>A licensure examination is not applicable for this program.</p>
<p>34. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)</p>	<p>Waubensee Community College has an articulation agreement for all AAS degrees with Governors State University in Interdisciplinary Studies degree program.</p>
<p>35. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships? (3.13)</p>	<p>We continue the work to build connections with employer partners. IBM, IT People Network and Northern Trust have joined the advisory committee. Their feedback and potential employment opportunities are being explored.</p> <p>Due to the expansion of tech companies into Aurora, we have more opportunities to expand our advisory committee membership and/or look for employment, internship, and apprenticeships.</p>

<p>36. What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? (3.14)</p>	<p>Discussions of equity arise during the advisory committee meeting and IBM, which is a member, and has given feedback on equity in the field.</p> <p>Our IT Department created a program that gives students opportunities to check out laptops, hot spots, web cams, as well as other necessary technology.</p> <p>The Online Navigators are helping tremendously to advance equity. They are extremely valuable in helping students with setup of the Lockdown Browser, helping students get access to technology quickly, and troubleshooting a variety of student issues. In addition, they have access to manage appropriate Waubonsee-related announcements and emails in Canvas.</p>
<p>37. 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 department engages in professional development of various kinds during the bi-annual faculty Professional Development Days at the beginning of each semester. Those opportunities include development in topics such as course design, syllabus design, outcomes and assessment, and other topics. These sessions are available for full-time and part-time faculty.</p> <p>In addition, full-time faculty can be reimbursed for their professional development activities in taking graduate courses or attending professional conferences.</p> <p>ACUE, ION and Quality Matters are offered and focus on teaching, learning, course design, accessibility, and instructional design.</p>
<p>38. What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? (3.16)</p>	<p>The Faculty Development and Engagement Department has workshops and classes on inclusion, equity, and diversity. Certificates and/or digital badges can be earned.</p> <p>The college hosts many events on these topics and includes events for specific months based on heritage, ethnicity, and gender.</p>
<p>39. What is the status of the current technology and equipment used for this program? (3.17)</p>	<p>During annual budget meetings, the technological needs of the program are assessed to ensure that the program receives an adequate budget to secure software and equipment to support the teaching and learning. At this time the technology is up to date.</p>
<p>40. What assessment methods are used to ensure student success? (3.18)</p>	<p>Each instructor develops formative and end of course summative assessments (exams, projects, etc.) to measure success at points in time and at the end of each course.</p>

41. How are these results utilized and shared with others at the institution for continuous improvement? (3.19)	The results are shared with other faculty and stakeholders through the assessment management system used by the college.
42. What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (3.20)	Revisions have been made to WEB170, and the future removal of WEB230 from the program are based on assessment of student learning.
43. How satisfied are students with their preparation for employment? (3.21)	Currently, Waubonsee does not formally collect this information. Informally, faculty has connected with the company, Dealer eProcess, about the quality of students that have been hired. The employer requires HTML and CSS, which is taught in WEB110. The discussions have been positive, and students are continuing to be hired.
44. How is this student satisfaction information collected?	Waubonsee uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
45. How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? (3.22)	The advisory committee offers feedback on curriculum, employment trends and opportunities. Providing questions to employers before the meeting proved to be an improvement. This was tried this semester and the meeting was more engaging than previous meetings. We will continue this practice.
46. In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.23)	Employers are engaged in this program through internships and student employment. Curriculum is also reviewed by the Advisory Committee.
47. How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected? (3.24)	Currently, Waubonsee does not collect this information.
48. Did the review of program quality result in any actions or modifications? Please explain. (3.27)	The review of the program quality resulted in the planned inactivation of WEB230 Dreamweaver. This decision was based upon industry feedback and other programmatic changes.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

The lack of a comprehensive marketing plan focused on this program, marketing of the program is sorely lacking; thus, many prospective students do not know that we have the degree and certificate. Due to the Graphic Design Degree and Certificate being withdrawn, it is critical that the Web Program receives marketing as many graphic design students were required to take WEB110. The course helped to funnel students into the program and that funnel is gone.

The lack of public transportation options to the Plano and Sugar Grove Campuses where most of the IT courses are being taught.

Student knowledge of financial resources available to them.

Required classes are canceled due to low enrollment which holds up students from completing the program. For example, classes with nine students are routinely canceled because 10 is the minimum number of students that a course with a 30+ cap can have to run.

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.

CTE Program	Website Development Associate in Applied Science Degree				
CIP Code	11.0801				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Students Enrolled	20	24	17	12	13
Number of Completers	2	6	1	0	4
Other (Please identify)					
49. Outline goals for program enrollment, completion, persistence, and success. How does the data provided support student success goals outlined above?	<p>On average 3 students completed over the review period. Looking at the next five years, if we could get a comprehensive marketing plan, this could help increase enrollment in the program by 10%.</p> <p>To increase completion, more pathways to employment would help students to pay for classes and certifications. A goal of 10% is a reasonable goal.</p>				
50. What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or	<p>This disaggregated data that was reviewed includes enrollments, withdrawals and success rates based on race, age, and gender. We also reviewed grade distribution by race, age, and gender. In addition, we looked at individual course enrollments, credit hours earned, success rates, withdrawal rates, and grade distribution for each course that is taught in the program.</p>				

<p>discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>																									
<p>51. How does the data support the program enrollment, completion, persistence, and success goals? Elaborate.</p>	<p>The data supports the program enrollments, completion, and success goals by providing an overview for faculty so that they can identify gaps and make the necessary adjustments.</p>																								
<p>52. Were there gaps in the data? Please explain.</p>	<p>The gaps identified in the data are:</p> <ul style="list-style-type: none"> • White students outnumber all other race/ethnic groups. • Most of the students are in the 18-21 age group. • This program is male dominated. 																								
<p>53. What suggestions do you have to overcome any identified gaps?</p> <p>54. Are the students served in this program representative of the total student population? Please explain.</p>	<p>To overcome some of the gaps mentioned above, we would have to develop a stronger relationship with the K-12 systems to increase enrollments in the identified gaps. Additionally, create initiatives targeted to recruit more females and adults into the program/industry.</p> <p>The students served in this program are represented with the exception of the Asian ethnicity and the age of students. This program has a smaller Asian population than the Waubonsee population. Also noted is the age of student in the Website Development Program. Forty-four percent of the program population is 26 and older versus 16% of the Waubonsee population.</p> <p>The Website Development and Waubonsee Community College Demographics:</p> <p>WSD Ethnicity:</p> <table border="1" data-bbox="504 1697 1131 1767"> <tr> <td>Asian</td> <td>Black</td> <td>Latinx</td> <td>White</td> </tr> <tr> <td>11%</td> <td>11%</td> <td>28%</td> <td>50%</td> </tr> </table> <p>WSD Gender:</p> <table border="1" data-bbox="504 1839 829 1908"> <tr> <td>Female</td> <td>Male</td> </tr> <tr> <td>61%</td> <td>39%</td> </tr> </table> <p>WSD Age:</p> <table border="1" data-bbox="504 1977 1176 2047"> <tr> <td>0-17</td> <td>18-21</td> <td>22-25</td> <td>26-35</td> <td>46-55</td> <td>56-99</td> </tr> <tr> <td>6%</td> <td>33%</td> <td>17%</td> <td>22%</td> <td>22%</td> <td>0%</td> </tr> </table>	Asian	Black	Latinx	White	11%	11%	28%	50%	Female	Male	61%	39%	0-17	18-21	22-25	26-35	46-55	56-99	6%	33%	17%	22%	22%	0%
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	Waubonsee Ethnicity:												
	<table border="1"> <tr> <td>Asian</td> <td>Black</td> <td>Latinx</td> <td>White</td> </tr> <tr> <td>5%</td> <td>9%</td> <td>32%</td> <td>54%</td> </tr> </table>	Asian	Black	Latinx	White	5%	9%	32%	54%				
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Waubonsee Gender:													
<table border="1"> <tr> <td>Female</td> <td>Male</td> </tr> <tr> <td>59%</td> <td>41%</td> </tr> </table>	Female	Male	59%	41%									
Female	Male												
59%	41%												
55. Are the students served in this program representative of the district population? Please explain.	Waubonsee Age:												
	<table border="1"> <tr> <td>0-17</td> <td>18-21</td> <td>22-25</td> <td>26-35</td> <td>46-55</td> <td>56-99</td> </tr> <tr> <td>2%</td> <td>59%</td> <td>16%</td> <td>13%</td> <td>3%</td> <td>1%</td> </tr> </table>	0-17	18-21	22-25	26-35	46-55	56-99	2%	59%	16%	13%	3%	1%
	0-17	18-21	22-25	26-35	46-55	56-99							
2%	59%	16%	13%	3%	1%								
<p>The students served in this program reflect the district population. White students represent the largest number of students.</p> <p>See Addendum A for Waubonsee District Demographics.</p>													
Goal Planning													
56. What are the discipline's strengths? (3.25)	<ul style="list-style-type: none"> • WEB110 has proven to lead to employment for students. • The addition of the WEB170 course is an introduction to User Design (UX) and Prototyping. UX opens another field of study for students. • WEB250 gives students the opportunity to create and design a website for a non-profit and is considered real life work experience. • The knowledge and experience of the faculty in the program. 												
57. What are the identified or potential weaknesses of the discipline? (3.26)	Low enrollment and completions rates.												
58. Describe actions that can be implemented to turn potential weaknesses into strengths.	<ul style="list-style-type: none"> • Work closer with the high school dual credit students to increase enrollment. • Identify barriers to completion. • Discuss marketing opportunities with the Dean. 												
Program Goals 59. List the program goals identified in the last Annual Update. If completed, list three new 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. Track student employment and employer satisfaction. 2. Complete curriculum map to ensure curriculum supports completion. 3. Review and finalize guided pathway work to increase completion. 												

<p>60. Indicate progress made on last year's measurable program goals aligned with the educational affairs plan.</p>	<p>We continue to seek opportunities for apprenticeship and internships. The division is working on a larger apprenticeship plan. For example, an apprenticeship program has been created for Cybersecurity which is a related program in CIS.</p>
<p>Resources and Support 61. 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. Ability to research or create a solution that would meet our needs in tracking student employment outcomes and employer satisfaction. 2. The support of the Marketing and Communications Department in creating a plan to attract students from across the district and to complete the program. 3. Compensation for adjuncts for work that is completed on assessment and program review. 4. Time for faculty to collaborate. 5. Additional time to complete program review-- suggest providing data before the summer so faculty have the option to complete program review over the summer. 6. Work with career counselors to have IT job fairs at the college.
<p>Review Results</p>	
<p>Action Summary Rational 62. Please provide a brief rationale for the chosen 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>This program will continue with minor changes because it meets the needs of the students and the Waubensee district.</p>
<p>Intended Action Steps 63. What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> <p>64. To what extent are action steps being implemented to address</p>	<p>Action:</p> <ol style="list-style-type: none"> 1. To decrease gender equity gaps and increase enrollment; the intended action step is to host an industry event to promote the IT industry to women and other non-traditional students. We plan to schedule an event in fall 2022 and spring 2023. We will also track attendance in the events offered to determine if student enrollment increased and decreased equity gaps. 2. Industry feedback confirmed that the WEB230, Dreamweaver is an outdated software and is no longer used in the industry. This course will be presented to Curriculum Council in fall 2022 for a proposed withdrawal effective spring 2023. <p>The department partnered with industry to host events that encouraged non-traditional students to explore a career in IT such as Microsoft DigiGirlz and IMB Cyber Day for Girls.</p>

equity gaps, including racial equity gaps?	
Responsibility: 65. Who is responsible for completing or implementing the modifications?	Faculty with the support of staff and administration are responsible for completing and implementing modifications to this program.

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Waubonsee Community College
Academic Years Reviewed:	FY17-FY21
Review Area:	Admissions
<p>Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.</p>	Faith LaShure, Dean for Admissions - responsible for Program Review of Admissions and the content of this report.
<p>Mission How does the program/service contribute to the mission of the college?</p>	<p>The stated mission of Waubonsee Community College is: <u>“Waubonsee Community College is a public, comprehensive community college that was organized in 1966 as mandated by the Illinois Community College Act to provide education and training services for individuals in portions of Kane, Kendall, DeKalb, LaSalle and Will Counties of District 516.”</u></p> <p>Admissions is responsible for connecting the educational and training opportunities of Waubonsee Community College to the residents of District 516 through recruitment and outreach, and take students from inquiry through to first semester planning and registration. We have a dedicated staff of 7 Admissions Advisors, 3 Data and Intake Service staff and 2 Information Desk Receptionists. New this year, 4 pre-admissions advisor positions called “High School Transition Advisors” which are Title V funded. The Admissions Advisors serve as both recruiters and first semester advisors. Every district high school has an assigned advisor. There is an advisor assigned to 24-hour inquiry response, and we have a dedicated advisor to Adult students. All prospective students are entered into the CRM (Customer Relationship Management) Salesforce system and receive push communications regarding their steps to getting started as well as phone call outreach by advisors.</p>
<p>Advancement of Equity How does the program/service help advance equity?</p>	<p>We strive to meet students where they are at especially in light of higher risk factors that could impede on the success for students. As a result, we focus on support for our black and brown students, first-generation students, students with physical or learning disabilities, students with financial challenges and/or students with challenges regarding the technology they may need through the use of referrals to services related to these needs. As part of the new student advising process we help connect</p>

students to more specialized support depending on students' situations. Some of these referrals include: TRIO/Student Support Services for first generation college students, Access Center for Disability Resources, TRIUMPH for our men of color, our Latinx Resource Center (LRC) for Hispanic/Latinx students, the STAR Program for student athletes, etc., Financial Aid, Money Matters Financial Literacy Program, and Foundation Scholarships.

We have an Admissions Advisor assigned to each of our district high schools, and an adult outreach Admissions Advisor. Assigned advisors create consistency and build relationships for the purpose of contributing to case management

In regards to our Hispanic/Latinx students, we have bilingual Spanish/English advisors assigned to our high schools with the highest Hispanic/Latinx population (Aurora East and West). Our bilingual Spanish/English Admissions Advisors are located at our Aurora Downtown Campus, where we serve high populations of Hispanic/Latinx students. We have a new Title V grant funding our new High School Transition Advisor Program which has 4 pre-admissions positions assigned to work with 6 of our high schools with the highest Hispanic/Latinx populations. The goal of these pre-admissions advisors is to help assist the high school counselors in these high schools with underclass people in Career and College Readiness programming by offering workshops in the topics of career exploration, college readiness, family education and financial literacy. This program also provides one-on-one student support to students needing assistance with college and career planning. We just completed year one of this 5-year grant and start programming in the high schools in the spring of 2022.

In regards to women who are traditionally underrepresented in educational programs and activities, there are a number of efforts we participate in to proactively recruit these populations. Admissions has participated in several VALEES events, specifically DigiGirlz, IBM Cyber Day 4 Girls and Pink Hard Hats, from 2017-2019, which were held at Waubensee Community College. These events were not held in 2020-2021. DigiGirlz was held In March 2019 and Admissions participation was limited to providing recruitment materials for attendees (included both middle school and high school participants). The IBM Cyber Day 4 Girls was offered in October of 2019. Admissions provided folders and hosted a table for Q&A. The last event, Pink Hard Hats was held in 2017, and Admissions has from time-to-time participated in this event by providing materials and sometimes doing a getting started presentation. Inquiry/Contact cards are collected from all these events and passed along to Admissions for entry into the Salesforce CRM as leads for follow up.

Admissions partners closely with the Access Center for Disability Resources to offer an event specifically targeting high school students with disabilities called "First Look". The Access Center arranges for groups of students from specific high schools to come to campus for an overview event that introduces them to Waubonsee Community College. The program consists of an Admissions Getting Started Presentation, a Campus Tour from Admissions and then an overview of the Access Center for Disability Resources. These events were recently offered again on campus. In fact, from October 14, the Access Center/Admissions hosted 10 First Look visits with 9 high schools (including our top 8 largest feeder high schools). These high schools included Batavia (2), Kaneland, Yorkville, Sandwich, East Aurora, Oswego, West Aurora, Oswego East, and Geneva.

Flexibility in modalities - thanks to the pandemic, we are now offering to advise students over zoom and over the phone if students are not able and/or comfortable coming to campus. Recruitment events with the high schools vary from virtual zoom workshops, to visits at the high school to actually paying for busing to bring students to campus and also provide a paid lunch for these visits. These on-sight visits provide students with the opportunity to do a campus tour and learn about Waubonsee without having to pay for lunch or get transportation.

Flexibility with Service Times - we offer services in the evenings three days/week (Monday - Wednesday evenings until 6:30 pm) at the Aurora Downtown Campus and at the Sugar Grove Campus. Admissions and first semester advising is also made available to students at the Plano and Aurora Fox Valley Campuses through the Academic and Career Advisors with the Academic and Career Advising Department.

Support Services (such as the ones listed above... TRIO, Access Center, etc...) are emphasized in a required onboarding video, Pre-Registration review that is required for all new degree and certificate-seeking students as well as helpful college 101 information in a Waubonsee 101 video queued up after students view their Pre-Registration Review (PRR) video. Services are also emphasized in New Student Orientation. While New Student Orientation is not required, all new students are assigned an orientation date that they can attend either in person or virtually (flexibility in modality was new this year). One new component of the program this past year is on Diversity, Equity and Inclusion.

Financially speaking, we encourage students to apply for both Financial Aid and our Foundation Scholarships, and the college just implemented a second Foundation Scholarship application deadline in May in addition to the February deadline.

	<p>We promote technology resources for students including loaning laptops and Wi-Fi hotspots to students for free who may not have a computer or access to the internet.</p>
<p>Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?</p>	<p>The overarching objectives of the Admissions Department are to (1) recruit students through strong outreach within our district high schools and community organizations, and to (2) help students successfully transition to college by:</p> <ul style="list-style-type: none"> (a) assisting students navigate through the getting started process up through first semester academic advising; and (b) offering programs that present information students need to be successful. <p>The goals are to increase enrollments compared to the previous year. Specifically, for FY22 (July 1 2021 - July 1, 2022), we will focus on the annual data provided by the Admissions Manager from the latest complete recruitment cycle which falls into FY22. Since recruitment cycles end with the culmination of a fall start, this translates to the enrollment activities that took place from Fall 2020 through Spring 2021 and Summer 2021 up until the Fall 2021 start (August 18, 2021). This is consistent with the way we defined the data/recruitment cycle with our last Program Review for FY17.</p> <p>Data points measured include (a) total new student enrollment; (b) enrollment by market segment (which is measured by age); (c) recent high school graduates 17-19 years-of-age; (d) in-betweeners 20-24 and (e) non-traditional students 25+, and then within recent high school graduates, (cross-segment targets of (f) Hispanic/Latinx and (g) African American students.</p> <p><u>Fall 2021 Admissions Goals*</u> 1,359 overall new credit students (Daily Enrollment 9/2/21) 91 in-betweeners (Source: i.e. report 10th Day) 63 non-traditional students (Source: i.e. report 10th day)</p> <p><u>In-District Recent Grad Goals (Source: STU1055a)</u> 1,014 recent high school graduates 329 Hispanic/Latinx students 62 African American students</p> <p>*Goals in each category are based on an increase of at least one student compared to Fall 2020 taken from multiple sources listed above</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p><u>Fall 2021, Admissions Enrolled (as of 10th Day):</u> 1,482 overall new credit students +9% (Daily Enrollment 9/2/21) 94 in-betweeners (Source: i.e. report 10th Day); 4%</p>

	<p>80 non-traditional students (Source: i.e. report 10th day) +27%</p> <p><u>In-District Recent Grad Goals (Source: STU1055a)</u> 1,069 recent high school graduates +5% 350 Hispanic/Latinx students +6% 62 African American students +2%</p> <p><u>2020-2021 Events</u> 113 completed events 10 in-person completed events 103 completed virtual events Note: for 2019-2020, there were 91 in-person events. This really shows the need of having to provide remote services in 2020-2021 due to the pandemic.</p> <p>New measure: Total number of Applicants and Registrations in the applicant pool - measured by dashboards in CRM weekly. Three measures: (a) Overall applicant funnel conversions; (b) by advisor funnel conversions; and (c) by high school conversions.</p> <p>New Model of Admissions Advising - Weekly Conversion Measurement by Advisor</p> <p>In additional to total semester new student enrollment, we also look at weekly funnel conversion data both by each high school and by each advisor. This data is not only shared in dashboards for our CRM Salesforce system, but also shared with advisors by the Admissions Manager. Areas of strength and opportunity are identified weekly, and the overall phone call strategy for each week is influenced by the areas of opportunity identified by the data.</p>
<p>Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>Past Program Review Goals included:</p> <p><u>(A) Adult Recruitment Plan Past Action:</u> <i>Create a recruitment plan specifically aimed at Adult Student Recruitment. Partially Complete/In Progress.</i> There were four components to this goal which are specifically addressed below. This topic has become one of three main components identified in the college's admissions efforts for the new Strategic Enrollment Management Plan. This effort is driven by a dedicated staff position created and filled this year (Adult Outreach Admissions Advisor).</p> <ol style="list-style-type: none"> 1. <i>Identifying strategies to increase adult prospects and inquiries. (In Progress.</i> Strategies include (a) capitalizing on existing relationships with community partners; (b) working with transitioning adult education students; (c) increase attendance at community events) - <i>anticipated completion: Fall 2022</i> 2. <i>Increase coordination with other areas of the college such as Workforce Development and Career and Technical Education. (In Progress.</i>

Workforce Solutions Council is a good example) -
anticipated completion: Fall 2022

3. *Add identified inquiries to the CRM. (Complete. See item #4)*
4. *Determine the best way to case manage these students. Complete.* A new dedicated Adult Admissions Outreach position was created and the position was filled in October 2021. With the latest CRM version 2.0 Implementation, we created rules to assign adult student inquiries to the new advisor for follow up and case management.

(B) Declining High School Enrollments

Put additional focus on the high schools that saw a greater than >5 percent decline in enrollment for Fall 2016. This included East Aurora, Kaneland, Yorkville, Sandwich and Marmion High Schools. Completed Fall 2017 & 2018. Three of the five schools (Kaneland, Yorkville and Sandwich) saw increases in Fall 2017, and the last two high schools, East Aurora and Marmion, saw increases in Fall 2018.

(C) Revise New Student Orientation Format

Explore a new format that uses optional workshops vs. required sessions. Complete. Newest overhaul completed in 2020-2021. Revised programming started with moving the program to completely remote over zoom. Changes include: moving the majority of college 101 tips on video so more focus could be put on engaging students. Changes included (a) carrying 101 interactive Kahoot quiz throughout the program in-between sessions to make more engaging; (b) introduced small group ice-breaker; (c) broke required informational sessions down to 20 minutes/session (Financial Aid, Student Life & Athletics & panel); (d) added a new current student panel Q&A on being a successful student; (e) made the student panelists peer mentors with 3-4 follow-up email outreach; (f) added a new Diversity, Equity and Inclusion exercise on dimensions of identity. We briefly explored an NSO format that allowed students to choose their breakout sessions; however, a number of sessions were not well attended, and it was determined later all sessions (i.e. Financial Aid, Student Life & Athletics) were important elements to cover with all students.

(D) Revise Experience Waubonsee (our open house event)

Implement a new open house format. This would potentially include food trucks and highlight specific programs at campuses that have signature programs. It would also have an open table format where students can go and ask questions of support service representatives versus a formal presentation. Also, since students expressed in the evaluation that the information packets need to provide more information, we will be adding questions to the evaluation specifically about the information packet. Completed October 2017. Larger scale "Open House" events are now spearheaded

planning-wise by Marketing and Communications and are largely focused by campus and therefore programming (i.e. Sugar Grove Open House - typically STEAM: Science, Technology, Engineering, Art and Mathematics) program-based. These self-tour guided programs have four stops with faculty representatives highlighting programs and student services staff highlighting services... including Admissions staff assisting students with the steps to getting started. Giveaways and other incentives such as food truck tickets are used to encourage attendance and participation.

(E) Review CTE Experience

Since CTE Experience is a new event, coordinated with the Assistant Vice President of Career and Technical Education to review and make adjustments to this event. Complete. The CTE Experience events evolved into a series of events called "CTE Showcases" in 2017 and were primarily organized by the instructional deans of the relevant areas. Admissions provides support for these events in helping students start the application process and get through the steps to enrollment. The focal point of the programming consists of presentations and facility highlights by faculty.

(F) Noche Para Padres (Parent's Night)

Move this event from March to November to provide more information about scholarships. Complete/DNA. This event has really evolved to provide Spanish-speaking bilingual staff availability at all our public admissions events, such as open houses and Reg Rally's, as this event was not drawing more than 10 participants to an event.

(G) Conversion/Registration Data

Add conversion data from the CRM/Advance (our data warehouse) to all of the events in the year-end report. Complete/New Goal. This goal was completed in the reports of the old system, but we are now in the process of having to recreate these reports in the new CRM system because we use a new software called "Pardot" to control our CRM outreach communications in the form of campaigns.

Actions taken since the last Program Review:

Rather than just looking at data at certain points in time (i.e. 10th day), the Admissions Department started to use weekly intervals to examine data, first from enrollments from the Banner student system, then specifically in regards to conversions from the CRM by high school and by advisor, then once over a year of weekly baseline data was created, we could examine weekly applicant funnel conversion data year-over-year.

Timeline of Actions Taken:

- July and August Weekly High School Enrollments fall-over-fall Banner Enterprise System Crystal Reports (registrations only) (July 2016)
- New Open House Format (Oct. 2017)
- Reorganization of Admissions from Student Development to Strategic Development (June 2018)
- Weekly Advisor Funnels - CRM full applicant funnel conversions week-over-week comparisons vs. semester goal. This established baseline weekly data. Data sent to advisors. (June 2018)
- Weekly Advisor Funnels - year-over-year CRM conversion week from start comparisons - included weekly meetings with advisors about data (June 2019)
- Dedicated Admissions Advisor position to 24-hour response to inquiries. Prior to this, the model was assigned high schools and all advisors responded to new inquiries. (FY 2019)
- New Large-Scale High School Visit Days (Fall 2019)
- Remote Advising via Phone and over Zoom (Spring 2020)
- Implemented Chat functionality (Spring 2020)
- Remote Workshops - Individual & by High School (Spring 2020)
- Getting Started Video (Spring 2020)
- Reinvented New Student Orientation (June 2020)
- Gustafson Scholar Recognition Video (replaced in-person banquet event) (June 2020)
- Remote High School Counselor Recognition Event (October 2020)
- New Title V High School Transition Advisor Program Grant (October 2020)
- CRM vs. 2.0 (July 2021)
Improvements included
(a) went to baseline Salesforce;
(b) implemented new in-house application with conditional formatting;
(c) implemented automated processing of the creation of brand-new student records to

	<p>automatically return a student ID and welcome letter;</p> <p>(d) added advisor and high school funnel dashboards; and</p> <p>(e) added new electronic checklist landing page individualized for each student.</p> <ul style="list-style-type: none"> • New Title V HS Transition Advisors Onboarded (September 2021) <p><u>Barriers to Action:</u> Priorities shifted within the department based on three major happenings:</p> <ol style="list-style-type: none"> 1. Implementing a new recruitment model based on applicant funnel data from the new Salesforce CRM, which was implemented in 2016 (Prior to this, Admissions did not have a CRM.) 2. There was a reorganization of the Admissions Department in June 2018 which moved Admissions from Student Development to Strategic Development (away from Registration and Records to being organized with Marketing and Institutional Effectiveness, in alignment with strategic planning, data reporting and analysis). These changes also led to the review and revision of our advising model, again, with not only a focus on high school enrollments, but also increased focus on the use of weekly advisor enrollments and of CRM and reporting. 3. The third happening was the Covid-19 pandemic which required us to reinvent the way we recruit and advise using remote technologies. 4. The last barrier we only recently were able to dedicate an Admissions Advisor position to Adult Outreach (November 2021). The cumulative result of these shifting priorities is the resulting strong advising model we use to help students get started, and additional technologies/ways we use to connect with students.
Indicator: Need	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?</p>	<p>Admissions is listed as a Student and Academic Support Service area of review. Admissions is appropriate and responsive to the college's Mission and Strategic Plan, with goals, benchmarks and targets specific to the recruitment of prospective students.</p>

<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>The work of this department is directly tied to the College’s Strategic Plan. The very first key driver and assumption listed in the 2020-2022 Strategic Plan is related to admissions and enrollment and explains the need to intentionally focus on enrollment, including more of an intentional focus on adult students (as well as maintaining the strength of the relationships with our high schools based on dedicated advisors for each high school):</p> <p>FY2020-FY2022 Strategic Plan: Key Drivers and Assumptions</p> <ol style="list-style-type: none"> 1. New Student Recruitment and Admission, Refinement of Student Intake Process, and Student Retention (including new Counseling and Advising Model) <ol style="list-style-type: none"> a. Overall population projections predict continued declines in enrollments of traditional-age students. b. The Waubensee district will continue to experience limited population growth. c. The demographics of our district will continue to change and become more diverse. d. Competition for Illinois students will intensify. e. Education levels in our district are varied and there will continue to be many people in parts of the district who do not have college degrees. f. Nearly 75% of our students are part-time and are working; college programs and services need to match the needs of working adults and part-time students. g. Equity in student success and student outcomes is a priority
<p>1.3 If applicable, what is the student usage for this program/service?</p>	<p>Tracking in the SARS appointment system shows in 2019, for the service traffic for new students was 1,641 students unduplicated and 3,415 appointments duplicated. The unduplicated number is 56% of new applicants (2,953 applied and 1,629 registered). Note, students coming to see someone in-person does not include students who may have just gotten guidance over email and phone. New student advising is not required but highly recommended in all the student email notifications that are sent. For 2020, there were 985 duplicated and 825 unduplicated. The unduplicated number is 31% of new applicants (2,688 applicants and 1,358 registered) which would not be considered a “normal” year of course for in-</p>

	<p>person tracking, and there are most likely remote appointments/calls which were not always logged given the remote Covid-19 situation.</p>
<p>1.4 How does the student usage compare to assessed need of the program/service?</p>	<p>If this service didn't exist, there would have been 1,641 students in 2019 and 825 students in 2020 who would not have had someone to assist them with guiding them through the steps to getting started at the college, and 2,953 applicants in 2019 and 2,688 applicants in 2020 who would not have received emails from the CRM and phone calls from Admissions Advisors. Additionally, it's the Admissions Data Assistant staff in the department who help assist with the creation of application records in the student system.</p> <p>While 56% (2019) and 31% (2020) of applicants who use the in-person services of Admissions Advisors may seem low, the actual conversion of fall applicants who register for the fall term they apply for was 55% and 51% respectively, which is a similar percentage. More data analysis would be needed to assess what percentage of the students walk-in actually register, which is a great future action step. Additionally, this doesn't include the total number of phone calls and emails sent to applicants. Given each Admissions Advisor makes on average 50 calls per week (some weeks less and some weeks more depending on the time of year), that's an estimated 17,500 phone calls/year.</p>
<p>Indicator: Cost</p>	
<p>2.1 What are the current expenditures of the department?</p>	<p>Salaries: \$720,093 Federal Work Study Match: \$3,000 Student Workers: \$22,672 Medical Insurance: \$98,145 Dental Insurance: \$6,050 Life Insurance: \$660 Salary Protection: \$550 Employee Assistance Program: \$252 Medicare: \$9,323 Course Reimbursement: \$2,200 CIP Health Insurance Match: \$3,151 Office Services: \$8,000 Office Supplies: \$5,845 Managed Print Services: \$5,448 Postage: \$2,400 Technology Software and Services: \$97,800 Publications and Dues: \$908 General Advertising: \$11,000 Conference and Meeting Expenses: \$24,600 In-State Travel: \$7,175 Out-of-State Travel: \$7,000 Institutional Waivers: \$30,000 Staff Development: \$375 Vehicle Rental: \$11,096</p>

	<p>Total: \$1,077,743*</p> <p>Note this amount includes the budget totals from two budgets: Admissions Dean budget (Fund 110101; account 130301) and Admissions Services Department (Fund 110101; account 130303).</p>
<p>2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?</p>	<p>Both of these budgets are part of the annual budgeting process which dedicates institutional dollars to the Admissions Program. The cost-effective strategies that are in place to ensure sustainability include 0 balance-based budgeting practices (re-evaluating expenditures in each budget line item), and all staffing resources when the positions become vacated are revisited by executive leadership to establish continued need.</p>
<p>Indicator: Quality</p>	
<p>3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?</p>	<p>The college participates in regular Student Satisfaction Surveys that review student satisfaction with both in regards to Admissions and to advising (The SSI, Student Satisfaction Inventory and CCSE). Most recently the college's Academic and Career Advising Department is working with CAEL and Inside Track to help provide professional development training with advisor coaching based on best practices related to retention. As part of this process students will be surveyed and go through focus groups.</p> <p>Internally, as mentioned before, year-over-year enrollment comparison data is reviewed weekly by (a) overall funnel conversions; (b) advisor conversions; and (c) high school conversions.</p> <p>Events such as New Student Orientation and High School Counselor Breakfast use participant evaluations to identify strengths and weaknesses of programming.</p>
<p>3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?</p>	<p>The college has institutional hiring practices overseen by Human Resources which includes a catalog of job descriptions. Each job description falls within the colleges classification system of positions and includes documented Basic Functions, Responsibilities and Authorities, and Entry Level Requirements. Screening questions are included in the online application process that ensure candidates meet minimum qualifications and applicants are reviewed by Human Resources before being pushed through for review by the hiring manager. All candidates go through a phone interview and committee interview process.</p> <p>Onboarding includes institutional New Employee Orientation as well as documented training plans, which include topics appropriate to the position (for example, Admissions Advisors not only go through training about the application process and using CRM software, but also advising training that not only includes overviews of all the programs and services the college provides, but also shadowing sessions for advising where advisors observe</p>

	<p>advising being given and then new advisors are observed providing advising.</p> <p>The college conducts an annual performance appraisal process with which all employees are reviewed against the college's core competencies, as well as departmental and individual goals. Employees are quantitatively ranked on a numeric scale for performance related to the core competencies.</p>
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>The strategic use of our Salesforce CRM year-over-year funnel conversion data which is reviewed on a weekly basis influences the call strategies we use week-to-week in our outreach to students. A New Student Recruitment Team touches base regularly regarding this data and what strategies are being used.</p> <p>The new collaborations formed from the reorganization of putting Admissions with Marketing and Communications have helped to make stronger connections to funnel conversions and campaign strategies. For example, Marketing and Communications has created "funnel postcards" which go out at certain points in the recruitment cycle, as well as special "one-off" emails which may target a certain stage in the funnel that is lagging behind in conversions (i.e. Needs Assessment).</p> <p>The new Landing Page we started using for prospective students which has an electronic checklist of enrollment steps. This landing page with steps is individualized for each student based on what steps they have completed/not completed through an integration of our CRM with our Banner Student System to reflect the steps the student has taken. This product was created through the work of a third party with our Salesforce CRM version 2.0 implemented in July 2021.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>Many of the strengths to be listed here were new actions taken since last program review:</p> <ul style="list-style-type: none"> • New Open House Format that's more institutionally focused (involves faculty providing information about programs) (Oct. 2017) • Weekly Advisor Funnels - CRM full applicant funnel conversions week-over-week comparisons vs. semester goal. This established baseline weekly data. Data sent to advisors (June 2018) • Weekly Advisor Funnels - year-over-year CRM conversion week from start comparisons - included weekly meetings with advisors about data (June 2019) • Dedicated Admissions Advisor position to 24-hour response to inquiries. Prior to this the model was assigned high schools and all advisors responded

	<p>to new inquiries (FY 2019) This ensures commitment to a timely response to inquiries.</p> <ul style="list-style-type: none"> • New Large-Scale High School Visit Days (Fall 2019). This programming is based on requests by the high schools regarding what their students needed. • Remote Advising via Phone and over Zoom, Chat functionality and Email Inbox monitoring as well as offering remote workshops, events and videos. • Reinvented New Student Orientation (June 2020) • CRM v. 2.0 (July 2021) Improvements included <ul style="list-style-type: none"> (a) went to baseline Salesforce, (b) implemented new in-house application with conditional formatting, (c) implemented automated processing of the creation of brand-new student records to automatically return a student ID and welcome letter (d) added advisor and high school funnel dashboards, and (e) added new electronic checklist landing page individualized for each student
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<ul style="list-style-type: none"> • Need Revised Event Reporting/Attendance/Conversions - we had this with our new CRM reporting... we are in the process of bringing this online with the new CRM • Stronger data connections/analysis of types of contact with students and results (i.e. the number of students who saw an advisor in-person and then registered. Create phone outreach reports/tracking) • Text Messaging - currently working on implementing a component of text messaging with the CRM • Overall quality service survey for Admissions - while we often have surveys for individual events, we could use more of a point-of-service survey for students to complete when they see an advisor. • Student Feedback Data regarding Landing Page - we have anecdotal evidence that the new landing page implemented in July 2021 has helped students through the getting started process. We should add a student survey (maybe questions in the point of service survey) regarding the effectiveness of tis landing page.

	<p>The following are identified areas of opportunity for <u>Admissions</u> and currently listed as <u>FY2022 Strategic Priorities</u>:</p> <ul style="list-style-type: none"> • Title V High School Transition Advisor Program - We just completed the first year of this program and we have a lot yet to do to bring this program into the high schools. • Strategic Enrollment Management Plan - The Recruitment and Admissions Subcommittee has identified a number of areas to work on, including: <ul style="list-style-type: none"> ○ Adult Recruitment Strategy ○ Cross-segment strategy for African American and Hispanic/Latinx students <p>In addition, both the SEM Planning Core Committee and the CAEL/Inside Track Professional Development Project also identified the following as areas for opportunity:</p> <ul style="list-style-type: none"> ○ Career Advising Training for Advisors ○ Strengthen Handoff of New to Continuing students
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<ul style="list-style-type: none"> • Annual Strategic Planning Process (Department SWOT Analysis at retreats) • Increases in total enrollment numbers related to our overall department goals support the weekly review of data is helping to increase overall number of students converting and enrolling with a few exceptions. For example, over this past year, we had significant onboarding changes which now led to all degree seeking students to assess (not just part-time students). These changes actually led to decreases in the assessed and PRR'd conversions, but registered conversions were often up despite these changes. Also, please note the pandemic in 2020 really makes it difficult to draw conclusions about enrollment declines in 2020 and then some increases seen in 2021. It's difficult to assess how much of the increase was an effect of "recovering" from the large decline in new students in Fall 2020. • The weekly funnel report data by advisor and high school showed mostly increases from last fall to this fall for every advisor and high school. • Student feedback during the pandemic just from phone calls and emails needing us to be able to connect without in-person service brought about the newer modalities and technologies we use to

	<p>connect with students (chat, zoom, phone... now text message).</p> <ul style="list-style-type: none"> • Surveys for events. There are student surveys specifically related to the PRR video and NSO that support the usefulness of these components of onboarding. • Interviews in the form of meetings with our top 8 feeder high schools' high school counselors led to the formation of our large high school visit event format. • Challenges - It was student feedback through previous Title V programs that led to the proposal of the High School Transition Advisor program in this latest Title V grant. • Lack of Current Detailed Event Conversion Data - It's the lack of this data that supports the need for data. • Advisor Feedback & text messaging - Advisors in their work with students have mentioned adding text messaging as a means of outreach would be a better way of connecting to students besides just email and phone calls. • Monthly SEM Admissions and Recruitment Meetings - These monthly meetings with stakeholders across the college (i.e. faculty, staff, student representative) and a SWOT analysis helped support the main challenges related to adult, Hispanic/Latinx, and African American targets
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p> <p>.</p>	<p>College-wide, the Strategic Planning process and annual evaluation of goals (including performance appraisals) help to continue to identify these larger priorities and connect them to the annual budgeting process. A good example of this was the CRM v 2.0 that was implemented in July 2021 and the enhancements that are currently being done. Division-wise (under the Vice President for Strategic and Community Development).</p> <p>Division Leadership Meetings - The Vice President of Strategic and Community Development meets with the direct reports (including the Dean for Admissions, the Executive Director of Marketing and Communications and the Dean for Institutional Effectiveness) to touch base on annual priorities on a monthly basis.</p> <p>The New Student Recruitment (NSR) meetings - includes the leadership from each division department, both administrators and managers. These weekly touch base and biweekly meetings connect strategy to the weekly reports sent to the group and follow-up calls between</p>

	<p>Admissions and Marketing regarding weekly strategies such as phone calls and one-off emails.</p> <p>Weekly Funnel Data Review - Manager/Advisor Weekly Meetings</p> <p>Admissions Department SWOT Analysis</p> <p>Event student surveys and follow-up committees (i.e. New Student Orientation student survey and Working Group, the College Night Committee, etc...)</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Weekly Advisor & High School Reports in the CRM that are behind the scenes with the dashboards, event surveys</p>
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>While we examine Hispanic/Latinx and African American enrollments in a year-to-year comparison, we do not currently examine how these enrollments compare to the district populations as a whole, and it is a great way to examine the data in the future.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>The SEM Admissions and Recruitment Committee is looking to establish cross-segment goals of African American and Hispanic/Latinx students in the context of (a) these demographics in each of our Title V high schools; and (b) these demographics as it relates to the district population. In addition, the efforts of the High School Transition Advisor Program will also help assist with these populations.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>As mentioned in the advancing equity question (1.6), in regards to increasing the enrollment of Hispanic/Latinx students, we have bilingual Spanish/English advisors assigned to our high schools with the highest Hispanic/Latinx population (Aurora East and West). Our bilingual Spanish/English Admissions Advisors are located at our Aurora Downtown Campus, where we serve high populations of Hispanic/Latinx students. We have a new Title V grant funding our new High School Transition Advisor Program which has 4 pre-admissions positions assigned to work with 6 of our high schools with the highest Hispanic/Latinx populations. The goal of these pre-admissions advisors is to help assist the high school counselors in these high schools with underclass people in Career and College Readiness programming by offering workshops in the topics of career exploration, college readiness, family education and financial literacy. This program also provides one-on-one student support to students needing assistance with college and career planning. We just completed year one of this 5-year grant and start programming in the high schools in the spring of 2022.</p> <p>In regards to women who are traditionally underrepresented in educational programs and activities,</p>

	<p>there are a number of efforts we participate in to proactively recruit these populations. Admissions has participated in several VALEES events, specifically DigiGirlz, IBM Cyber Day 4 Girls and Pink Hard Hats, from 2017-2019, which were held at Waubensee Community College. These events were not held in 2020-2021. DigiGirlz was held In March 2019 and Admissions participation was limited to providing recruitment materials for attendees (included both middle school and high school participants). The IBM Cyber Day 4 Girls was offered in October of 2019. Admissions provided folders and hosted a table for Q&A. The last event, Pink Hard Hats was held in 2017, and Admissions has from time-to-time participated in this event by providing materials and sometimes doing a getting started presentation. Inquiry/Contact cards are collected from all these events and passed along to Admissions for entry into the Salesforce CRM as leads for follow up.</p> <p>Admissions partners closely with the Access Center for Disability Resources to offer an event specifically targeting high school students with disabilities called "First Look". The Access Center arranges for groups of students from specific high schools to come to campus for an overview event that introduces them to Waubensee Community College. The program consists of an Admissions Getting Started Presentation, a Campus Tour from Admissions and then an overview of the Access Center for Disability Resources. These events were recently offered again on campus. In fact, from October 14, The Access Center/Admissions hosted 10 First Look visits with 9 high schools (including our top 8 largest feeder high schools). These high schools included Batavia (2), Kaneland, Yorkville, Sandwich, East Aurora, Oswego, West Aurora, Oswego East, and Geneva.</p>
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Review Results

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> • Revised Event Reporting/Attendance/Conversions - July 1, 2022 • Stronger data connections/analysis of types of contact with students and results (i.e. the number of students who saw an advisor in-person and then registered. Create phone outreach reports/tracking) - 2022-2023 • Text Messaging - Spring 2022 • Quality Service Survey for Admissions - Summer 2022 • <u>Title V High School Transition Advisor Program</u> <ul style="list-style-type: none"> ○ Part I - Programming in the High Schools/Begin Case Management - Spring 2022
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	<ul style="list-style-type: none"> ○ Part II - Case Management Goals - Fall 2022/Spring 2023 • Strategic Enrollment Management Plan - Recruitment and Admissions Subcommittee work - the SEM Subcommittee through its work has identified three areas of needed focus and is outlining timelines/strategies (more specific targets/strategies - Adults and for Hispanic/Latinx cross-segments) - Fall 2022 • Student Feedback Data regarding Landing Page - Summer 2022
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>As mentioned earlier, part of the new student advising process is we help connect students to more specialized support depending on students' situations. Some of these referrals include: TRIO/Student Support Services for first generation college students, Access Center for Disability Resources, TRIUMPH for our men of color, our Latinx Resource Center (LRC) for Hispanic/Latinx students, the STAR program for student athletes, etc., Financial Aid, Money Matters Financial Literacy Program, and Foundation Scholarships.</p> <p>We have an Admissions Advisor assigned to each of our district high schools, and an adult outreach Admissions Advisor. Assigned advisors create consistency and build relationships for the purpose of contributing to case management</p> <p>In regards to our Hispanic/Latinx students, we have bilingual Spanish/English advisors assigned to our high schools with the highest Hispanic/Latinx population (Aurora East and West). Our bilingual Spanish/English Admissions Advisors are located at our Aurora Downtown Campus, where we serve high populations of Hispanic/Latinx students. We have a new Title V grant funding our new High School Transition Advisor Program which has 4 pre-admissions positions assigned to work with 6 of our high schools with the highest Hispanic/Latinx populations. The goal of these pre-admissions advisors is to help assist the high school counselors in these high schools with underclass people in Career and College Readiness programming by offering workshops in the topics of career exploration, college readiness, family education and financial literacy. This program also provides one-on-one student support to students needing assistance with college and career planning. We just completed year one of this 5-year grant and start programming in the high schools in the spring of 2022.</p> <p>Flexibility in modalities - thanks to the pandemic, we are now offering to advise students over zoom and over the phone if students are not able and/or comfortable coming to campus. Recruitment events with the high schools vary from virtual zoom workshops, to visits at the high school to actually paying for busing to bring students to campus and also provide a paid lunch for these visits. These on-sight visits provide students with the opportunity to do a campus tour and learn about Waubensee without having to pay for lunch or get transportation.</p> <p>Flexibility with Service Times - We offer services in the evenings three days/week (Monday - Wednesday evenings until 6:30 pm) at the Aurora Downtown Campus and at the Sugar Grove Campus.</p>

	<p>Admissions and first semester advising is also made available to students at the Plano and Aurora Fox Valley Campuses through the Academic and Career Advisors with the Academic and Career Advising Department.</p> <p>Support Services (such as the ones listed above... TRIO, Access Center, etc...) are emphasized in a required onboarding video, Pre-registration review that is required for all new degree and certificate-seeking students as well as helpful college 101 information in a Waubensee 101 video queued up after students view their Pre-Registration Review (PRR) video. Services are also emphasized in New Student Orientation. While New Student Orientation is not required, all new students are assigned an orientation date that they can attend either in person or virtually (flexibility in modality was new this year). One new component of the program this past year is on Diversity, Equity and Inclusion.</p> <p>Financial speaking, we encourage students to apply for both Financial Aid and our Foundation Scholarships, and the college just implemented a second Foundation Scholarship application deadline in May in addition to the February deadline.</p> <p>We promote technology resources for students including loaning laptops and Wi-Fi hotspots to students for free who may not have a computer or access to the internet.</p> <p>As also mentioned earlier, we are working on more Specific Enrollment Goals/Strategies related to African American and Hispanic/Latinx Students based on SEM Admissions and Recruitment Subcommittee work. (Fall 2022)</p>
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The majority of Action Items set in the 2016 Program Review were accomplished with the exception of <i>creating a recruitment plan specifically aimed at Adult Student Recruitment, although this was partially complete and is in progress</i>. A new position was just created for Adult Recruitment and hired in November 2021. Strategies have been identified to increase adult prospects and inquiries, including (a) capitalizing on existing relationships with community partners; (b) working with transitioning adult education students; (c) increase attendance at community events; and (d) increasing coordination with other areas of the college such as Workforce Development and Career and Technical Education. In addition, we have created rules in the new CRM to assign all new adult inquiries to the Adult Outreach Advisor who will be case managing all the leads. The efforts of this new Adult Recruitment Strategy are a main goal of the SEM Admissions and Recruitment Subcommittee, a strategic priority of 2022. These efforts will first be able to be measured with the Fall 2022 start.</p> <p>In the meantime, since the last program review, Admissions was reorganized with the Strategic and Community Development Division and has significantly grown its advising outreach and strategy based on CRM Salesforce data and weekly funnel conversion comparisons. There has also been a great deal of work done regarding the revamping of New Student Orientation, and the implementation of a new CRM (version 2.0) has introduced new technologies which have helped to improve the onboarding process,</p>

	<p>including an electronic checklist landing page tailored for each student and a new electronic application form that is conditional (which reduced some of the questions for students) and also can return a student ID and welcome letter for new student record creation.</p> <p>The next five years will focus on standing up the new Title V Transition Advisor Program and developing Admissions and Recruitment goals in a more institutional context via the subcommittee through the Strategic Enrollment Management Plan. These efforts currently are folding in the adult recruitment strategy, working on a new strategy for the cross segments of African Americans and Hispanic/Latinx students, and providing professional development with Admissions Advising on the form of teaching retention coaching (via third parties CAEL and Inside Track), as well as incorporating more career advising.</p> <p>There will be additional opportunities to improve student feedback mechanisms by improving the measurement of our communication mechanisms to determine effectiveness (phone calls, emails, text messages) and for fully evaluating all our events, including measuring conversions. While we accomplished the original goal of creating mechanisms of reporting for registration conversions related to events, the new CRM requires us to recreate such reports.</p> <p>The new SEM Plan will also provide the exciting opportunity of helping to focus these efforts institutionally and communicate the strategic direction of Admissions as defined by the annual priorities set forth in the SEM Plan.</p>
Resources Needed	Reporting assistance from Institutional Effectiveness and Marketing and Communications support with identified collateral and institutional recruitment strategies and events (such as open houses, etc.)
Responsibility Who is responsible for completing or implementing the modifications?	Faith LaShure, Dean for Admissions, is responsible for the strategic oversight and implementation of accomplishing the rationale set forth in this Program Review, and Joy Sanders, Admissions Manager, is responsible for assisting with the operationalizing of these modifications into the day-to-day functioning of the Admissions Office.

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Waubonsee Community College
Academic Years Reviewed:	FY17-FY21
Review Area:	Registration and Records
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Marc Dale, Jr. – Director of Registration and Records/Registrar
Mission How does the program/service contribute to the mission of the college?	<p>The Registration and Records Program, under the purview of Student Services, is responsible for a myriad of functions that support the mission of the institution. This department, consisting of 14 staff members, is responsible for maintaining student academic records in compliance with FERPA; registration functions for credit, adult education and noncredit programs; processing transcript requests; residency classification and verification; grade submission procedures; facilitating non-attendance and midterm attendance verification reporting to ensure compliance with federal and state legislation; credit awarding via transfer credit evaluation and prior learning assessment; high school transcript evaluation for placement in English and math; degree/certificate audits and awarding; and state and federal reporting. This office also participates in a number of cross-functional teams, project workgroups, etc.</p> <p>The Registration and Records Department has offices at the four campus locations: Sugar Grove, Aurora Downtown, Aurora Fox Valley and Plano. At the latter three campus offices, the Registration and Records Department supports the Student Accounts and Cashiering office by providing cashiering functions to ensure that these services can be offered at each campus location.</p> <p><u>Registration and Records Mission Statement:</u> Registration and Records is a collaborative team that provides quality service and resources to students, faculty, college departments and the community to help them meet their goals. They value integrity and strive to create a satisfying experience while upholding college procedures.</p> <p><u>Registration and Records Values:</u> We aim to maintain an environment in the office and on-campus that encourages growth and innovation, supports student success, enhances customer service, respects people and differences, and promotes communications and participation throughout all areas of the College.</p>

Advancement of Equity
How does the program/service help advance equity?

Given that the Registration and Records Office has the responsibility of accurately maintaining student records, ultimately, ensuring the integrity of the student data, their operations impact the institution as a whole. The importance of having accurate student records directly impacts the overall integrity of the institutional data used for benchmarking, reporting to internal and external constituents, and for initiatives as a whole, including those that are geared towards bridging the equity gaps that have been identified by the college. Many times, this office is involved in projects, system implementations, etc., to help crosswalk data accurately from the Student Information System. Some examples of projects in which they collaborated with other offices include (this is not an exhaustive list):

- Data collection procedures to report student and course data to the National Student Clearinghouse Post-Secondary Data Partnership. This data was submitted as a result of the college's partnership with the Illinois Equity in Attainment initiative via the Partnership for College Completion.
- The implementation of co-requisite support courses that are connected to college-level English and math courses.
- The implementation of preferred/chosen student names (additional details are provided in the Service Objectives section).

Student Onboarding Changes

This office also greatly assisted the implementation of the Student Onboarding Changes. Over two years ago, a priority was established to shift the onboarding philosophy and related procedures to address ongoing inequity issues and points of confusion for many students enrolling at the college. The old process categorized students by attendance status (e.g. full-time or part-time). The full-time status required full placement in reading, writing and math, and the completion of the Pre-registration Review module, which is an online tutorial with information related to selecting a program of study, making course selections and registration procedures, payment options and student resources. Part-time students did not have the same requirements. The Pre-registration Review module was optional, so not all part-time students were oriented to the college's placement, registration, and payment procedures in the same manner as the full-time students. Also, these students were only required to perform placement procedures if a course had a prerequisite. Without performing initial placement, these students did not know where they placed in reading, writing and math, which at times delayed their progress in starting development coursework and, ultimately, their progress to degree/certificate completion. Given that part-time students account for the majority of the college's student population, the college wanted to ensure that all students were being set up for success.

The college decided to shift the philosophy from the full-time/part-time model to a model based on students' intent/educational goals. In implementing this, the college also wanted to address inequities between full-time and part-time students and evaluate internal procedures to remove student roadblocks.

A Student Onboarding Implementation Team, led by the Director of Registration and Records/Registrar, was created to execute the college's shift in philosophy. Ultimately, the following categories were created in determining students' steps to enroll:

- Degree-seeking: students who are pursuing a degree
- Certificate-seeking: students who are pursuing a certificate
- Non-degree: students who are taking a class or two (not seeking a degree)

A few guiding principles were established in reviewing Student Onboarding procedures and Student Placement reforms:

- All students should come through the front door. In the old procedures, college staff noticed that many students weren't necessarily going through the established steps to enroll.
- It was important for all students enrolling at the college to complete the Pre-registration Review, as this would better prepare students in getting acclimated to the college. The college wanted to ensure that they were aware of college resources that they can utilize.
- The college wanted to ensure that degree-seeking students were performing placement at the beginning. Students (who will need college-level English and math courses to earn their degree) need to know where they place using the multiple placement methods that are available. If students need to take the placement tests and need developmental education, then college staff would know this earlier on so that they can better support students.
- With the work that was taking place at the college, and even at the state level, related to placement, one of the overarching goals was to expand the placement options, offering students a variety of means to demonstrate readiness. The approved ICCB Placement Recommendations became a guide to implementing some of the placement reforms at the college. These included high school GPA, GED scores, HiSET scores, math bridge programs, and transitional English and math courses.

This project involved making quite a number of changes. Here's a list of the highlights:

Fall 2020

- Renamed the New Student Information Form to New Student Application and made other modifications:
 - Added Preferred/Chosen Name
 - Added information about how the college will use SSN/ITIN and how to bypass the question if an individual chooses not to provide this information.
 - Removed US Citizenship
- Revised the Change of Major process to include a review by the Academic and Career Advising Office before the change occurs on the record. So, when a student submits their requests to change their major, the Academic and Career Advising Office reviews this request and reaches out to the student to explain how this change impacts their trajectory to completion when needed.
- Expanded High School transitional courses for MTH placement.
- Implemented High School Unweighted GPA evaluations for MTH and ENG placement. Students coming to the college with an unweighted GPA of 3.0 or higher could begin taking college-level English courses. Additionally, students with an unweighted GPA of 3.0 along with a fourth year of math could begin taking college-level math courses.

Spring 2021

- Modified the steps to enroll to align with the new institutional philosophy.
- Revised internal processes to create a clearer, more efficient process for students.

	<ul style="list-style-type: none"> • Implemented the new Readmission process. Students who have ceased enrollment for two years (six consecutive terms) are inactivated in the Student Information System, Banner. Students wanting to return after being inactivated will complete the online Readmission Application. This ensures that the college has the most up-to-date information on the student (Address, Residency Classification, Contact Information, Intent and Major code). • Updated all the student records in Banner to match the institutional philosophy. <p><u>Ongoing Training/Professional Development</u> Another important component to advancing equity is continued training in diversity, equity and inclusion. While this is an institutional commitment, the staff within the Registration and Records Office has engaged in numerous Sustained Dialogues, training offerings, group discussions, etc., offered by Waubensee and other organizations such as the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO), and the Illinois Community College Admissions and Records Officers Organization (ICCAROO).</p>
<p>Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?</p>	<p>As mentioned in the overview section, the Registration and Records Office is a service office for students, alumni, faculty, staff, and the community as a whole. The strategic goals of the Registration and Records Office support and align with the institutional Strategic Plan and Priorities. The overarching department goals are provided below:</p> <p><u>Goals:</u></p> <ol style="list-style-type: none"> I. Improve overall efficiency with increased use of technological advances II. Enhance customer service to students, alumni, faculty and staff III. Promote the professional development of staff IV. Reduce institutional risks V. Support student success/completion initiatives throughout the college <p>With these, the projects, initiatives and objectives in which this office pursues all align with one or more of the above goals.</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>To ensure that the day-to-day functions and services are operating as best as possible, activity reports for various functions, traffic data, edit check reports, feedback from staff, and surveys from students are reviewed regularly. In addition, this office engages in a number of projects and initiatives, all of which are directly aligned with the departmental goals above.</p> <p>Highlights of some of the initiatives and projects are below.</p> <p>Banner Registration Rebuild (Goals I, II, V) The registration setup in the college's Student Information System had been mostly customized since its inception in Spring 2007. This led to many challenges when troubleshooting registration issues. This also caused issues each time a system upgrade had to be installed. The Information Technology (IT) Department had to continue updating/maintaining the custom coding. In addition, students were sometimes confused by dates listed on the self-service pages because of the configuration.</p> <p>In collaboration with IT and a hired consultant, the Registration and Records Office successfully rebuilt the setup to:</p>

- Configure the system according to baseline Banner procedures (removing special coding tied to registration setup)
- Improve the student experience
- Prepare for waitlist functionality
- Prepare for Self-Service Banner 9 Registration

Results: The implementation of the new setup took place in May 2019. Based on staff feedback, these efforts resulted in clearer and more prominent information to students in the self-service Banner pages within the college's portal, mywcc. Staff also reported that the registration procedures, along with the other related processes (ex. the canceled class procedure) were improved. Soon after implementation, the Registration and Records Office partnered with particular academic divisions to pilot waitlisting. Further details regarding the waitlist project is below. The Registration and Records Office is currently in the process of configuring the Banner 9 Registration components. The tentative launch date is 2022.

Waitlist Implementation (Goals I, II, V)

Once the registration system was rebuilt, the Registration and Records Office collaborated with the Math and Sciences and Academic Support Divisions to begin a waitlist pilot in November 2019 for the Spring 2020 registration period. The waitlist process allows for a more proactive approach in the communication and registration of classes. The waitlist feature offers students a fair and consistent way to enroll in a full class if openings occur. Essentially, students who attempt to register for a closed section may add themselves to the waitlist for that section. If a seat in the section becomes available, a notice will be sent via email to the student at the top of the waitlist, who will have 24 hours to add the course. The waitlist is also used for academic deans' offices to have data on the demand for course sections and consider opening new sections, ultimately making sure students can get the classes that they want/need.

Results: After the pilot, which included 52 waitlist sections and 188 transactions where students added themselves to the waitlist, the number of courses for which students can waitlist was expanded. Please see the scale-up progression below:

- Summer 2020: over 75 sections
- Fall 2020: nearly 260 sections
- Spring 2021: 660 sections

During Spring 2021, over 40 sections were added in 16-week, 12-week and second 8-week sessions using the waitlist data. Also, over the past few terms, communication to students regarding the waitlist process was improved.

Review FERPA Compliance (Goals III, IV)

There was a need for the college to review, modify and establish (in some cases) FERPA definitions, policies and practices. This need became more evident after LeRoy Rooker, former director of the U.S. Department of Education's Family Policy Compliance Office and the nation's leading expert on the Family Educational Rights and Privacy Act (FERPA), provided training to the entire campus in April 2019. More FERPA compliance training was needed for faculty and staff across the college. There was an existing FERPA training video for faculty and staff, but it was outdated. The college needed training modules that will incorporate the college's newly established definitions, policies and procedures.

A FERPA Compliance Review Team was established to:

- Review the current policies, institutional definitions and practices and make recommendations to align with leading best practices and institutional philosophy.
- Document adopted institutional definitions, policies and practices, ultimately creating an Institutional FERPA Standards document.
- Revise modules for institutional FERPA training for faculty and staff.

This FERPA Compliance Review Team consists of representatives across the college and is chaired by the Director of Registration and Records/Registrar.

Results: So far, this committee reviewed and approved Student Identity Verification Standards that were proposed by the chair. These were communicated to appropriate departmental directors and managers, who provided positive feedback and appreciated the clear directions. The chair also proposed an updated staff/faculty FERPA Basics online training. This committee reviewed the training and provided recommendations and feedback that were considered/implemented. Once the training was launched, the Employee Development Office assigned this mandatory training to all staff and faculty. A follow-up survey was sent to measure their satisfaction with the training and whether the training increased their understanding of FERPA. Also, faculty and staff submitted FERPA topics or scenarios that were still unclear to them. This survey data is currently being evaluated to make future enhancements to the training.

Preferred/Chosen Name (Goals I, II)

The Registration and Records Office was the driving force in instituting the [preferred/chosen student names](#) at Waubonsee in Summer 2020. Waubonsee recognizes that students may choose to use a preferred/chosen first name other than their legal name to identify themselves. The college wants to ensure that all students feel welcome.

Results: The Registration and Records Office worked with a number of other departments to begin collecting preferred/chosen names from students in January 2020 to display in the college's portal, mywcc, and in the Learning Management System, Canvas. This was a pivotal moment to ensure faculty and staff began referring to students by their chosen names. All in all, the college has received positive feedback from students and faculty in ensuring that all students feel welcome.

Late Enrollment Process Review (Goals I, II, V)

The Late Enrollment process has been modified a few times in the past several years. Prior to 2018, students seeking late enrollment into a course had to complete a Late Enrollment Appeal form. A committee of five administrators met every day to review the appeals and make the decisions. This process was an administrative burden and many students raised concerns about the process. Some faculty also raised concerns about the process, noting that they wanted more involvement in the decision-making process.

Results: In 2018, the Registration and Records Office changed the late enrollment process to allow the appropriate faculty, who would have a greater sense of a student's likelihood of success in registering late, to make the late enrollment decisions (within a period of time). During the Spring

	<p>2021 semester, an online request form was instituted with workflow functionality to increase efficiency and to make the process easier for students, staff and faculty.</p>
<p>Past Program Review Action What action was reported last timethe program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>During the FY 2017 review of the Registration and Records Office, a number of follow-up actions were provided. Please see the summaries and results for each one below:</p> <p>System Modifications/Upgrade to Banner 9</p> <p><u>Summary</u> Registration and Records examined Banner 8 student processes, configurations, and setup via a business process analysis to streamline current student procedures and gain efficiencies before layering new technology. Afterwards, the department made plans to rebuild and reconfigure some modules in Banner Student. These included implementing new functionality (noted below) and revising procedures that would increase overall efficiency and service levels.</p> <ul style="list-style-type: none"> • Student/Advisor Profile • Updated Faculty Grade Entry Self-Service pages • Self-Service Banner Registration <p><u>Results</u> The Registration and Records Office reconfigured a number of components and implemented new functionality within the Banner system. These include:</p> <ul style="list-style-type: none"> - Removing registration custom coding and rebuilding the setup - Using mass registration functionality for dual credit batch and late enrollment processing - Consolidating registration override permits - Using waitlist functionality - Removing the Reading Attribute Restriction that restricted students who placed into lower reading levels from taking the majority of credit courses. The Academic Support Division is currently exploring other supports for these students. - Implementing the Class Level Restriction functionality to ensure noncredit and Adult Education students who were switching to credit courses followed the designed Onboarding processes. - Creating system jobs to support the college’s Readmission procedure, which was a part of the Student Onboarding Project. <p>The college implemented Banner 9 Administrative Pages in 2018. The Faculty Grade Entry module was rolled out in Summer 2018. This module is used for Early Attendance Reporting (No show reporting), Midterm Attendance Reporting and Final Grade Entry. As time passed, more and more faculty began using it (given that the old version was still available).</p> <p>The Student Profile and Self-Service Banner Registration modules have not been implemented yet. Upon review of the Banner-related projects, it was determined that the registration setup needed to be rebuilt before launching these components. As noted above, this project was completed in May 2019. After the rebuild, the Student Onboarding Project became one of the high-priority college projects. These Banner 9 modules are now listed in the FY 2022 college priorities and will be implemented by June 2022.</p>

	<p>Transfer Credit Equivalent</p> <p><u>Summary</u> In efforts to increase transparency regarding transfer equivalents, the Registration and Records Office planned to collaborate with key departments to review the transfer articulation database and implement technology to make transfer equivalents public to advisors, faculty, students, and prospective students.</p> <p><u>Results</u> In April 2020, the Registration and Records Office reviewed the transfer equivalency database and launched functionality in the Transfer Evaluation System (TES) to display the college's transfer equivalencies from other institutions.</p> <p>This site has been released internally to academic deans, other instructional staff, advising staff and other key departments. Over the past year and a half, the number of college equivalencies has increased significantly. Advising staff provided feedback on the effectiveness of the tool. The next step is to post this on the public website for prospective transfer students and the general public to view.</p> <p>Student Major Declaration/Change Procedures</p> <p><u>Summary</u> The Registration and Records Office planned to review student major declaration/change procedures to ensure that the institution can monitor student progress in degree/certificate programs and increase the utilization of degree planning and audit functionality.</p> <p><u>Results</u> With the shift in the college's philosophy in classifying students as Degree-seeking, Certificate-seeking and Nondegree, the Registration and Records Office collaborated with appropriate offices to evaluate the applications, forms and procedures to ensure that the students' majors in the college's records are as accurate as possible.</p> <p>In addition, the Registration and Records Office modified the Change of Major process to include a review by the Academic and Career Advising Office before the change occurs on the record. So, when a student submits their requests to change their major, the Academic and Career Advising Office reviews this request and reaches out to the student to explain how this change impacts their trajectory to completion when needed.</p> <p>The college is currently reviewing a new degree audit tool for academic planning purposes.</p>
<p>Indicator: Need</p>	
<p>1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required</p>	<p>While this office is not statutorily required, many colleges and universities would have an Office of the Registrar or equivalent, which is usually designated to oversee the student registration procedures and maintain the student records. In addition, this office is an enforcer of many of the academic standards and policies.</p>

elements?													
1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i> ?	<p>The Registration and Records Office performs vital functions that support that college’s mission. This department is responsible for maintaining student academic records in compliance with FERPA; registration functions for credit, adult education and noncredit programs; processing transcript requests; residency classification and verification; grade submission procedures; facilitating non-attendance and midterm attendance verification reporting to ensure compliance with federal and state legislation; credit awarding via transfer credit evaluation and prior learning assessment; high school transcript evaluation for placement in English and math; degree/certificate audits and awarding; and state and federal reporting.</p> <p>The college relies on this department to perform the necessary functions in order to effectively serve students, faculty, alumni and the college community as a whole and to ensure the college is operating within the state and federal rules and regulations. Given that the college has four campuses, the enrollment figures, course offerings, traffic patterns, activity reports, etc., are reviewed to ensure there’s adequate staffing to meet the departmental goals and to support the college’s overall mission. In addition, as departmental needs are proposed, the appropriate administrators review them, and if approved, work with the necessary departments and administrators to determine the feasibility.</p>												
1.3 If applicable, what is the student usage for this program/service?	<p>The Registration and Records Office provides a number of services to students. Below please find various traffic statistics and activity reports for some of the functions within this office.</p> <p><u>Phone Calls</u></p> <table border="1" data-bbox="491 1258 909 1541"> <thead> <tr> <th>Fiscal Year</th> <th>Phone Calls</th> </tr> </thead> <tbody> <tr> <td>FY21</td> <td>10719</td> </tr> <tr> <td>FY20</td> <td>9734</td> </tr> <tr> <td>FY19</td> <td>13498</td> </tr> <tr> <td>FY18</td> <td>15873</td> </tr> <tr> <td>Average</td> <td>12456</td> </tr> </tbody> </table> <p><u>Live Chat</u></p> <p>This office began using Live Chat to engage with students during the pandemic (March 2020). Since the launch, this has had 4353 chats with students.</p> <p><u>Email</u></p> <p>Between Nov 2020 – Oct 2021, over 6600 email messages were sent to Registration and Records.</p> <p><u>Registration Details</u></p>	Fiscal Year	Phone Calls	FY21	10719	FY20	9734	FY19	13498	FY18	15873	Average	12456
Fiscal Year	Phone Calls												
FY21	10719												
FY20	9734												
FY19	13498												
FY18	15873												
Average	12456												

Below please find the number of Students Registered in Credit (including dual credit and dual enrollment), Adult Education, Noncredit and the SOAR programs.

Term	% Processed by Staff	% Processed Online	Total
Fall 2021	34.0%	66.0%	8183
Fall 2020	45.2%	54.8%	8012
Fall 2019	37.3%	62.7%	9579
Fall 2018	37.2%	62.8%	9899
Fall 2017	38.4%	61.6%	10508

Term	% Processed by Staff	% Processed Online	Total
Spring 2021	35.9%	64.1%	8319
Spring 2020	43.7%	56.3%	9335
Spring 2019	37.7%	62.3%	9609
Spring 2018	41.0%	59.0%	10528

Term	% Processed by Staff	% Processed Online	Total
Summer 2021	17.2%	82.9%	3778
Summer 2020	29.9%	70.1%	3891
Summer 2019	38.4%	61.6%	5753
Summer 2018	38.9%	61.1%	3959

Number of transcript requests

Between Oct 2020 and Sept 2021, 9689 official transcripts were processed/sent to various colleges/universities, employers, and other third parties.

Student Placement via the High School Transcript

Since Jan 2020, 2504 student high school transcripts were evaluated for placement via HS GPA and/or Transitional Math and English Courses.

Transcript Evaluation Requests (College Transcripts)

Year	Number of Transcript Evaluations Fulfilled
2017	1483
2018	1355
2019	1260
2020	1128

Prior Learning Courses Recorded

Term	AP	CLEP	College Proficiency Credit	VALEES Articulated Credit	Grand Total
Fall 2017	173	136	81	110	500
Spring 2018	98	126	86	34	344
Summer 2018	5	62	38	20	125
Fall 2018	300	146	90	119	655
Spring 2019	133	98	100	58	389
Summer 2019	78	62	84	23	247
Fall 2019	192	47	125	57	421
Spring 2020	146	51	33	40	270
Summer 2020	81	21	14	29	145
Fall 2020	170	52	79	30	331
Spring 2021	62	52	80	16	210
Summer 2021	77	28	41	23	169
Grand Total	1515	881	851	559	3806

Degrees and Certificates Awarded

Term	AA	AAS	AES	AFA	AGS	AS	Cert <16 Hrs	Cert >=16 Hrs	Grand Total
Fall 2017	87	79	2	1	15	108	218	79	589
Spring 2018	195	132	6		23	202	176	193	927
Summer 2018	118	60	1		15	66	97	51	408
Fall 2018	120	105	2	1	26	80	176	119	629
Spring 2019	254	121	1		30	156	153	145	860
Summer 2019	134	71	1		18	57	78	45	404
Fall 2019	122	42		1	22	58	190	110	545
Spring 2020	219	102	5	2	32	135	73	111	679
Summer 2020	96	55	2		15	67	23	25	283
Fall 2020	136	73	4		20	64	139	114	550
Spring 2021	216	124	4	1	17	149	117	140	768
Summer 2021	105	37	3		21	54	43	41	304
Grand Total	1802	1001	31	6	254	1196	1483	1173	6946

1.4 How does the student usage compare to assessed need of the program/service?	In reviewing the student data and needs, the department is adequately staffed to meet departmental goals. Granted, the department at times is stretched to capacity in helping many other departments pursue their goals and initiatives. As noted later in this report, the Registration and Records Office would benefit from an additional review of the departmental functions, structure, staffing, etc.
Indicator: Cost	
2.1 What are the current expenditures of the department?	When including the staff salaries, benefits, operational costs, professional development, and projects from the past four fiscal years, the Registration and Records yearly budget averages \$981,415.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The Registration and Records Office is funded by institutional funds. As a part of the college's budgeting process each year, requests for funds from this department focus on the college's Strategic Plan. Also, in alignment with the college's zero-based budgeting philosophy, the department operational budget is reviewed and created, from zero, based on activities, not based on prior year budgets.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	<p>The Registration and Records Office sets internal quality benchmarks using internal data and compares them to similar offices at neighboring institutions. Within the given period of time, data is reviewed to measure whether the benchmarks were met. These data include turnaround times for certain procedures, performance data on phone queues, live chat surveys, etc.</p> <p>This office also reviews institutional student surveys, such as the CCSSE and Revealing Institutional Strengths and Challenges (RISC) surveys, to evaluate its performance and effectiveness. In addition, a student survey created by the Student Development Office is available for students to complete.</p> <p>The feedback from staff is also measured in the institutional Employee Engagement Survey. In this survey, departments are measured in various areas, and national benchmark figures are provided. While these surveys are only conducted every few years, staff often provide feedback in more informal methods, such as staff meetings, when evaluating new procedures, technology, etc.</p>
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	<p>Each year, management/supervisory staff review position descriptions with staff to ensure they are accurate and that they align with the departmental goals and functions. Supervisory staff also review reports and data from organizations, such as AACRAO, IACRAO, and ICCAROO, to determine the key competencies and skills needed in the ever-changing Registration and Records field.</p> <p>Recently, several staff members within this office were reclassified via the college's Annual Reclassification Procedure. In undergoing this procedure, it was determined that high school transcripts evaluation procedures, a newer departmental function, required a deeper analysis of records. Also, given the continuous evolution of technological advances, especially during the pandemic, higher-level technical skills and competencies were necessary. Due to professional development efforts, the staff was able to improve their</p>

	<p>competencies, ultimately enabling the office to meet service and departmental goals.</p>
<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p><u>Third-Party Software to Automate Transcript Processing</u></p> <p>Third-party software was installed in Sept 2020 to automate transcript processing and fulfillment. It works directly with Banner to quickly and efficiently locate student records based on what is provided in the request, including name, student ID, SSN, or date of birth. Using authentication standards set by the college, the order can automatically be authorized, confirmed and fulfilled (without staff intervention). This has greatly increased service, even during breaks. During Winter Break between Fall 2020 and Spring 2021, when no staff members were actively working, 154 transcripts were sent to recipients using this process.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>The Registration and Records Office continues to have a focus on service. The staff members strive towards exceptional customer service with each student, faculty, staff, etc., interaction. Moreover, the student experience is always in mind when new procedures and technological advances are implemented.</p> <p>Professional Development has always been a priority for the Registration and Records Office. The staff members are always encouraged to seek training and development opportunities. In fact, the majority of staff participated in the college's Sustained Dialogues sessions on various Diversity, Equity and Inclusion topics.</p> <p>The Registration and Records Department continues to be actively engaged in national and statewide professional organizations. This enables the department to keep abreast of best practices, new legislation, trending topics, while also developing the staff members who participate.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>Given the wide range of responsibilities and functions for which this department is responsible, the staff members are often requested to assist in projects or system implementations. With this, the department at times is stretched to capacity in helping many other departments pursue their goals and initiatives. This sometimes requires the department to delay the timing in which they can provide support.</p> <p>While many procedures were modified and improved over the course of the pandemic, which ultimately enabled the department to effectively serve students, there are many procedures that still require staff intervention or manual processing. As this department continues to explore technological advances and roll out Banner 9 functionality, procedures can be evaluated and modified in order to improve overall office efficiency.</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>The following data was collected, measured, and evaluated to assess the department's effectiveness:</p> <ul style="list-style-type: none"> - Student Surveys <ul style="list-style-type: none"> o CCSSE and Revealing Institutional Strengths and Challenges (RISC) surveys o Student Live Chat surveys - Employee Engagement Data - Departmental Data - Review of Staff Skills and Competencies - Data and Reports from external sources

	<ul style="list-style-type: none"> ○ Reports from the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO), and the Illinois Community College Admissions and Records Officers Organization (ICCAROO)
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>When embarking on process improvements, the 5-step continuous improvement methodology is typically applied (Define, Identify, Select, Implement and Evaluate). The evaluation process usually includes getting feedback from stakeholders, reviewing traffic and processing time data, and of course, determining what next steps need to be explored.</p> <p>For some larger projects, the college would determine if third-party resources should be brought in to conduct Business Process Analyses, staff interviews, research, etc.</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>The following data was collected, measured, and evaluated to assess the department's effectiveness:</p> <ul style="list-style-type: none"> - Traffic reports, - Phone Queue performance data - Live Chat traffic and survey data - Transcripts processing volume and turnaround reports - Turnaround Data for Transcript Evaluation Requests - Registration Process Data - Live chat surveys activity reports, turnaround time assessments, etc.)
<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>The college has identified equity gaps in success and degree attainment of the African American, Latinx, and low-income (Pell recipients) students through a review of institutional data. With this, the college has a strategic pillar: Student Equity and Success, which is defined as providing equity for our diverse and historically underserved students, developing broad, integrative, specialized, and applied knowledge, and meeting their academic, professional, and personal goals.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>The college has Strategic Plan Priorities under each of the three Strategic Plan pillars. The priorities under the Student Success and Equity pillar are focused on closing the equity gaps and providing equitable access to programs and services. Please see the list below:</p> <p>1.1 Student Equity and Success: Processes and Student Support</p> <p>Priority 1 – Implement a redesigned counseling and advising case management model more specifically focused on identifying individual student needs.</p> <ul style="list-style-type: none"> - Degree Audit software implementation - Inside Track/CAEL project implementation <p>Priority 2 – Implement a Strategic Enrollment Management Plan to optimize recruitment, retention, and student completion.</p> <p>Priority 3 – Launch our new Developing Hispanic Institutions (Title V) Grant.</p> <ul style="list-style-type: none"> - Latinx Resource Center - High School Transition Program - Diversity, Equity and Inclusion Initiatives with a focus on faculty professional development - Financial Education Program <p>Priority 4 – Manage pandemic recovery stimulus funds, and other resources, to ensure student success.</p> <ul style="list-style-type: none"> - Higher Education Emergency Relief Funding Round 2 (HEERF 2)

	<ul style="list-style-type: none"> - Higher Education Emergency Relief Funding Round 3 (HEERF 3) <p>Priority 5 – Minimize student financial barriers with a renewed focus on offering flexibility, education, and financial support for students while providing clear communication on how to access financial resources.</p> <ul style="list-style-type: none"> - Bookstore point of sale system - Review and streamline the scholarship application process to provide one point of entry for students to access scholarship opportunities year-round. <p>Priority 6 – Redesign student service delivery models to reduce obstacles to persistence and create a more dynamic experience.</p> <ul style="list-style-type: none"> - Implement new food service solution - Banner Self-Service, revisions, student modules - Inventory of current Student Service engagement tools and surveys; identify answers to specific questions to service our students more effectively. <p>1.2 Student Equity and Success: Programs and Technology</p> <p>Priority 1 – Create new programs, and make improvements to curriculum and instruction, to ensure that all students succeed in reaching their goals.</p> <ul style="list-style-type: none"> - Build curriculum and launch Cannabis Program - Build curriculum and identify a location or facility solution to launch a Diesel Program <p>Priority 2 – Provide the necessary technology and academic support for students to ensure more equitable access and outcomes.</p> <ul style="list-style-type: none"> - Inclusive access - Open educational resources - Expand implementation of online learning navigators/academic coach <p>Priority 3 – Research, design, and implement innovative teaching and learning solutions to support our new modalities and service delivery, continuing to provide options to students seeking educational flexibility.</p> <ul style="list-style-type: none"> - Expand the creation and use of flex classrooms - Use data to develop a credit course schedule with times and modalities that accommodate new student expectations and adult learners <p>1.3 Student Equity and Success: Diversity, Equity, and Inclusion</p> <p>Priority 1 – Implement our institutional equity plan to close equity gaps while providing a welcoming, safe, and adaptive environment for all students.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>This is not applicable to this program.</p>
<p>Review Results</p>	

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>The Registration and Records Office will continue to support the student success and equity initiatives at the college. In addition, the department will conduct necessary departmental reviews and additional assessments of the office. Please see below for additional details:</p> <ul style="list-style-type: none"> - Degree Audit <ul style="list-style-type: none"> o The current degree audit system (CAPP) does not meet the needs of the institution or the students. It does not present degree audit information clearly to students, ultimately limiting the amount of degree planning functionality that can be woven into college procedures as a whole. A robust degree audit will wield students with degree planning tools to keep them on track to certificate/degree completion. It is a vital tool for academic planning, course selection, and course scheduling. In addition, advisors/counselors can use this tool when working with students, which can ultimately increase the quality of degree planning at Waubonsee. o The Director of Registration and Records/Registrar is leading this project. The new degree audit system has a tentative launch date in FY 2023. - Expansion of Preferred/Chosen Name <ul style="list-style-type: none"> o As noted earlier, the Preferred/Chosen Name has been implemented for students. The goal is to increase the visibility of these names in various systems, areas, etc., across the college. The Registration and Records Office will partner with the Dean for Students, Information Technology, and other key departments. The tentative date to expand is within FY 2023 and FY 2024. - Banner 9 – Self-Service Banner <ul style="list-style-type: none"> o The Registration and Records Office currently has a plan to implement Banner 9 Self-Service modules for students and faculty. The Student modules will be launched in FY 2022/2023. The faculty modules will be implemented in FY 2023/2024. - Additional Departmental Review <ul style="list-style-type: none"> o The Registration and Records Office will continue to review the departmental functions, structure, staffing, etc., either via the AACRAO Registrar’s Office Review or a staffing analysis. This will be conducted by FY 2025. - Continue to Support Departments in other Student Success and Equity Initiatives <ul style="list-style-type: none"> o As noted earlier, the Registration and Records Office provides support to many projects and initiatives across the college. One of these includes assisting the Student Success and Retention Department in the implementation of a new Student Retention Platform. While this project will assist all students, there will be a focus on addressing the retention of African American, Latinx, and low-income students.
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>While all of the initiatives will support all Waubonsee students, including African American, Latinx, and low-income students, the Registration and Records Office will continue to support related student success and equity initiatives and projects. As noted above, this department will aid the Student Success and Retention Office in the launching of a new Student Retention Platform, which will have an added focus of providing additional support to these populations.</p> <p>Also, with the expansion on the Preferred/Chosen Names at Waubonsee, the college will continue to ensure that all students feel welcome.</p>

	Essentially, the office will participate in creating a roadmap for a more inclusive campus environment for the LGBTQ+ community. This will include exploring non-binary gender options, the collection and use of pronouns, and continuing to support college efforts surrounding gender identity and expression.
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>The Registration and Records Office is responsible for a myriad of functions that support the mission of the institution. This office has accomplished a number of advancements, propelling the department and college forward. These include implementing waitlist functionality, launching Student Preferred/Chosen names, and launching functionality to publicize the transfer credit equivalents. This office has also supported the implementation of large-scale initiatives, including the implementation of the placement recommendations of the Illinois Community College Chief Academic Officers (ICCAO) & Illinois Community College Chief Student Services Officers (ICCSSO) on Placement Methods and Scores and the Student Onboarding Changes.</p> <p>While the office has made many advancements over the past five years, there are opportunities for improvement. Given the challenges noted in this review, the Registration and Records Office would benefit from a review of the departmental functions, structure, staffing, etc., either via the AACRAO Registrar’s Office Review or the staffing analysis. The office will implement Banner 9 functionality, which would provide opportunities for process improvements. In addition, the AACRAO Registrar’s Office Review may lead to additional process improvement recommendations.</p>
<p>Resources Needed</p>	<p>In order to accomplish the action steps noted above, the Registration and Records Office will need:</p> <ul style="list-style-type: none"> - Adequate budget for the staff analysis/Registrar’s Office Review - Support from senior leadership - Staff resources from other departments to implement recommendations
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The Director of Registration and Records/Registrar is responsible for completing and implementing the modifications.</p>

ADDENDUM A

Waubonsee District Demographic Data

Race	District Population
White	56%
Hispanic or Latino	30%
Black or African American	7%
Asian	5%
Two or more Races	2%

Age Group	District Population
00-17	41%
18-20	3%
21-24	4%
25-34	10%
35-44	11%
45-54	11%
55-64	10%
65+	10%

Gender	District Population
Male	50%
Female	50%

ADDENDUM B

Assessment Overview for Computer Information Systems

Course	Computer Software Development AAS		Computer Support AAS		Cybersecurity AAS		Website Development AAS	
	R	E	R	E	R	E	R	E
2017-2018 CIS186 Game Design		X		X		X		
2018-2019 CIS115 Computer Programming	X		X		X		X	
2018-2019 WEB 110 Web Development with HTML		X		X		X	X	
2019-2020 CIS110 Business Information Systems	X		X				X	
2019-2020 WEB230 Dreamweaver		X		X		X	X	
2020-2021 CIS205 Information Technology Project	X		X			X	X	
2020-2021 CIS150 Java Programming	X			X		X		X
2020-2021 WEB250 Advanced Website Development		X		X		X	X	

R=Required Course

E=Elective Course

Analysis of outcomes assessment data confirms that students learning meet and exceeded course outcome expectations.

Course	Target	Results:		
		Below Target	Met Target	Exceeded Target
2017-2018 CIS186 Game Design	70%	0%	56%	44%
2018-2019 CIS115 Computer Programming	70%	19%	0%	81%
2018-2019 WEB 110 Web Development with HTML	80%	17%	0%	83%
2019-2020 CIS110 Business Information Systems	70%	15%	0%	85%
2019-2020 WEB230 Dreamweaver	90%	0%	0%	100%
2020-2021 CIS205 Information Technology Project	70%	6%	0%	94%