ICCB Program Review Report

WAUBONSEE
COMMUNITY COLLEGE

August 2019

PROGRAM REVIEW COVER PAGE	
COLLEGE	Waubonsee Community College
DISTRICT NUMBER	District 516
CONTACT PERSON (NAME, TITLE, CONTACT INFORMATION)	Dr. Kathleen Gorski, Dean for Learning Outcomes, Curriculum and Program Development. kgorski@waubonsee.edu 630-260-2280
FISCAL YEAR REVIEWED:	FY19
DIRECTORY OF REVIEWS SUBMITTED	
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Program Review Report FY2019
Waubonsee Community College

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Academic Disciplines	
COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19
DISCIPLINE AREA:	Astronomy

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.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	For the Astronomy discipline, during the last five years, there have been updates to learning objectives and outcomes based on changes in scientific methodologies such as technology, theory, and environmental change. Adjustments in Astronomy assignments have also been revised to reflect the outcomes and objectives changes. In 2016 we revived the AST 105 course which provides a 3 credit lecture + 1 credit lab to Astronomy students.

REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**

1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? 1.1	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA).
2. How are students informed about or recruited for this program/discipline? (Please include any other additional information not covered in the response) 1.2	Students are recruited for this discipline in their high schools, through tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
3. What are the costs associated with this discipline? 2.1	The direct costs associated with the program include: • Adjunct Faculty salary • Instructional supplies • Technology, software and services • Publications and dues The costs associated with this program is $511.00 per load hour which is 75% less than the institutional average of 2,017.55 per load hours.

4. What steps can be taken to offer curricula more cost-effectively? 2.2	Expenses for the Astronomy courses fluctuate depending on new lab supplies or technology updates. This review has helped clarify instructional costs and funding processes.
5. Is there a need for additional resources? 2.3	As technology changes, there will always be a need for additional laboratory supplies and instructional materials. Since Astronomy has a lab section, it will be necessary to expand on laboratory materials as they are revised and updated to reflect new scientific methods and technological changes. Coverage of Astronomy in the Tutoring Center would improve student success.
INDICATOR 3: QUALITY	***RESPONSE***
6. Program/Discipline Objectives What are the objectives/goals of the discipline?	The discipline of astronomy provides students with the knowledge and skills to describe and interpret the solar system and the cosmos using astronomic processes and concepts along with current astronomic data.
7. What assessment methods are used to ensure student success?	To ensure student success in this discipline, the assessment methods that the program uses include exams, quizzes, written papers, in-class exercises and groupwork, laboratory participation and written homework assignments.
8. To what extent are these objectives being achieved? (Use assessment report findings)	The Astronomy outcomes are being achieved through textbook readings, classroom lecture, group discussions, written homework assignments and reports as well as laboratory participation.
9. Describe curricular changes implemented over the last year that resulted from assessment findings.	Faculty who are teaching all Astronomy classes have and will be implementing ongoing changes on the specific subjects that need improvement in their sections. A significant amount of active learning pedagogies and metacognitive training has been introduced to some lecture classes. These new pedagogies include activities such as think-pair-share, reflection essays, retriever exercises, concept mapping, study cycle, discussion of Bloom's taxonomy, and exam wrappers.
10. How does this discipline contribute to other fields and the mission of the college?	Astronomy provides the student with knowledge of scientific processes and astronomic concepts. It is the college's mission to have a global perspective of the world we live in and Astronomy helps promote the understanding of physical science and its impact and place in our world.
11. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? 3.1	Astronomy courses are delivered in a traditional face to face format, in addition to multiple sections of the AST100 Introduction to Astronomy as online courses and a section of AST 105 offered as a hybrid class.

12. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? 3.2	The Astronomy survey (AST 100) classes are offered online and in a traditional face-to-face format. The withdrawal rate for the online classes is slighter higher than the traditional format, but of the remaining students, their success rates in the online classes are comparable with the traditional ones. The faculty receive a summary of the withdrawal and success rates for the course every semester. They meet to discuss these results and if necessary meet with the Dean for Mathematics and Sciences to discuss future revisions. The assessments of student learning using tests, projects, quizzes, and discussions (see program review questions 7 and 8) are consistently used. All of this suggests that the online format is still a viable alternative for students seeking general education credit in another modality.
13. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? 3.3	Astronomy measures full-time and adjunct instructor performance using student evaluations.
14. How does the discipline identify and support at-risk students? 3.4	The discipline identifies at risk students through the use of the school's early alert system through educational affairs and registration. Counseling, Advising, transfer center, and the Access Center for disabilities also assist high-risk students achieve success.
15. To what extent is the discipline integrated with other instructional programs and services? 3.5	The discipline offers assistance to all students through appropriate programs and services offered through the college. These include, but are not limited to: TRIO, Counseling, Tutoring, Access Center for Students with Disabilities, and the Honors Program.
16. What does the discipline or department review when developing or modifying curriculum? 3.6	The department reviews current outcomes and objectives as well as subject materials. It is important to keep subject information current and not stagnant so that students are provided with the best Astronomic knowledge with the world around them.
17. When a course has low retention and/or success rates, what is the process to address these issues? 3.7	Faculty meet with the dean to review course results. Each semester faculty receive a summary of grades and then can compare percentages to the overall grades of the college. The Dean and faculty will also discuss concerns with the counselor assigned to the Division of Mathematics and Sciences.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.	
ACADEMIC DISCIPLINE AREA	Astronomy

COURSE TITLE	AST 100 Introduction to Astronomy				
COURSE DESCRIPTION	This course is a descriptive, nonlaboratory survey course in astronomy. Although the course is considered non-mathematical, some basic arithmetic is required. Topics include earth and sky, the structure and evolution of the solar system, stars, galaxies and the universe.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	301	328	316	283	271
CREDIT HOURS PRODUCED	903	984	948	849	813
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	74%	68%	75%	73%	77%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1 906				
ACADEMIC DISCIPLINE AREA	Astronomy				
COURSE TITLE	AST 105 Astronomy				
COURSE DESCRIPTION	This course is an introduction to the study of the universe and how the scientific method and modern tools are used to study it. Topics include history of astronomy; properties of the sun and planets and the structure and evolution of the solar system; nature and evolution of stars; galaxies and the beginning of the universe. Laboratory activities will include real and virtual astronomical viewing and experiments and will require some basic algebraic calculations.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	0	0	9	15	12
CREDIT HOURS PRODUCED	0	0	36	60	48
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	0	75%	53%	83%

IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1906L				
ACADEMIC DISCIPLINE AREA	Astronomy				
COURSE TITLE	AST 296 Topics/Issues for the Sciences				
COURSE DESCRIPTION	This course offers in-depth exploration of a special topic, issue or trend in one or more of the biological or physical sciences fields. Repeatable to a maximum of 24 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
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)					
18. HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	There has been a 10% drop in enrollment in the Astronomy courses. Although, enrollment has been declined, data confirms we are meeting our success goals as completion has increased.				
19.WHAT DISAGGREGATED DATA WAS REVIEWED?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age				

	Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry
20. WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	No there were no significant gaps in data. Apart from the falling enrollments which are consistent with the college enrollment data, the success rates have been consistent.
GOAL PLANNING	
21. What are the discipline's strengths?	The astronomy discipline promotes scientific awareness of the exciting and enigmatic cosmos, which has fascinated humans for several hundred years. Through the use of labs, demonstrations, special events, and special project assignments, the higher success rates which average nearly 80% indicate that students are interested in the discipline. In short, identifying the physical processes in the Universe is a definite strength that results from the program's diverse setup.
22. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?	Over the last 5 years, some of the astronomy faculty have been involved in an external program that has developed a greater understanding of how students learn. This has been used in presentations in classes, which has produced a noticeable increase in engagement and completion. Innovations include concepts such as metacognition, self-regulated learning, impostor syndrome, science identity, active learning and muticontexturality.
23. What are the identified or potential weaknesses of the discipline?	There is a declining enrollment in the primary course in the discipline (AST100) and low enrollment in lab section (AST 105).
24. Describe actions that can be implemented to turn potential weaknesses into strengths.	The low enrollment weakness will be addressed organically and with recruiting. The organic approach is driven by the effect of increased student success, which is that more students will be encouraged to enroll in the class going forward if their colleagues are successful in the class. The recruiting approach will be to develop a promotional campaign for the class during enrollment periods. In addition, open educational resources (OER) options for the primary textbook will be explored, since reducing or eliminating textbook costs to students will likely be an inducement to enroll in the class.
25. List any barriers encountered this year that impeded student success.	A barrier that was encountered, but has not impeded student success on a major scale, is that currently the AST discipline has no presence in the tutoring center.
26. Describe actions that can be implemented to reduce barriers.	Hire a tutor that is trained or knowledgeable in astronomy.
27. Discipline Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs	Over the next 5 years, Astronomy faculty would like to conduct the following measurable goals for the AST discipline program review. Goal 1: To review current content material such as catalog descriptions, program review reports, mission and vision statements for the discipline Goal 2: To review course goals inventory such as syllabi, assignments, tests, instructional

identified in this review	technology, etc., to assure consistent teaching across the discipline by the multiple instructors. Goal 3: To review this program and compare and contrast to other program goals in other institutions. Looking at what is in use elsewhere and transfer institutions with IAI standards can reaffirm if Waubonsee courses need any adjustments so that students will have no transfer difficulties when they continue their education at 4-year institutions.
28. Resources and Support needed: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	Should the review process described in the three goals indicate technologic or material deficiencies, administrative support would be needed to provide the financial means to eliminate these deficiencies.
REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	• To review current content material such as catalog descriptions, program review reports, mission and vision statements for the AST discipline. • Review course goals inventory such as syllabi, assignments, and assessment tests. • Evaluation, assessment, and implement any changes to instructional technology. • Strengthen marketing of the AST discipline to ensure continued student interest.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This review confirmed efforts to provide more active-learning and hands-on experiments (as mentioned in Program Review questions #9) and the 2016 revival of the AST105 lab course, were factors in increased completion rates. These results led to a discussion on course formats and if they should be hybrid, instead of all online to increase hands-on experiences. The review also confirmed a need to ensure that course materials such as tests and syllabi need to be more consistent. This is now a departmental goal for next year. Based on this review, a need to review textbooks was clarified and we are considering open educational resources (OER) for primary textbooks, since reducing or eliminating textbooks costs will benefit students.
Responsibility Who is responsible for completing or implementing the modifications?	The faculty and dean are responsible for making sure that the curriculum is up to date and meets IAI standards.

Academic Disciplines	
COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19
DISCIPLINE AREA:	Biology

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.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The department grew from six to seven faculty members. A comprehensive assessment plan was developed and is being implemented for all courses. Department faculty worked with college counselors to develop course pathways for Biology/Pre-Health Professions students and for Nursing/Allied Health transfer students.

REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**

1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? 1.1	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
2. How are students informed about or recruited for this program/discipline? 1.2	Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

3. What are the costs associated with this discipline? 2.1	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development The costs associated with this program is $1595.93 per load hour which is 21% less than the institutional average of $2017.55 per load hours.
4. What steps can be taken to offer curricula more cost-effectively? 2.2	The college is developing and implementing a "guaranteed schedule plan" that should reduce the number of low-enrollment sections.
5. Is there a need for additional resources? 2.3	Yes. As we have many laptops used for lecture testing and laboratory activities, a dedicated IT support person for science division classroom computer and other technology issues would be ideal, even for simple tasks like managing continual updates. Also, our students would benefit from two laptop carts for each lecture hall and one cart per laboratory classroom. This would avoid conflict in use, and moving multiple laptop carts from multiple different spaces. Students could also benefit from tablets available for lecture usage. To standardize the experience at all campuses, equivalent resources are needed at satellite campuses. Also, additional lab staff to manage satellite campus labs would help to provide a standardized experience.
INDICATOR 3: QUALITY	***RESPONSE***
6. Program/Discipline Objectives What are the objectives/goals of the discipline?	Our discipline goals are: 1. Students will be able to define and explain major concepts in the biological sciences. 2. Students will be able to use proper laboratory techniques for safely handling and using equipment, specimens, and organisms. 3. Student will be able to utilize scientific literacy skills to critically evaluate biological problems and impacts on society.

7. What assessment methods are used to ensure student success?	All faculty use both formative and summative content area assessments. In courses where lectures and laboratories are paired, lab skills are assessed in practical exams. In both non-majors and majors classes, formal lab reports are assigned to students as an alternate form of assessment.
8. To what extent are these objectives being achieved? (Use assessment report findings)	Formal assessment processes were initiated in Spring of 2018 and will continue as an ongoing process over the next several semesters. During the 2018-2019 academic year, data is being collected and analyzed. Across most courses in the department, a variety of assessment instruments have been developed and implemented to address the first and second discipline goals listed in Item 6. Work is underway to develop assessments for the third discipline goal.
9. Describe curricular changes implemented over the last year that resulted from assessment findings.	In class, more active learning (including flipped classrooms) and review opportunities (supplemental instruction) have been implemented. The group activities are aimed at higher-order Bloom's taxonomy. The assessment process is driving more consistency in curriculum to insure all sections of courses meet the course objectives.
10. How does this discipline contribute to other fields and the mission of the college?	Biology courses serve the following student populations: (a) General Education for AA/AS transfer students: Bio 100 & 101, Bio 102, and Bio 110 & 111. (b) First-year Biology majors course sequence: Bio 120 & 122. (c) Pre-requisite courses for Nursing/Allied Health students, both in-house and transfer: Bio 120, 200, 260, 250, 270, and 272.
11. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? 3.1	Our department offers multiple online lectures and two labs (for Introduction to Biology and Environmental Biology), hybrid courses (for the Dunham Quick Path Program and thus, the Introduction to Biology course, plus the Human Structure and Function class), and late-start offerings for some biology courses (previously at the Plano Campus).

12. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? 3.2	In 2018, BIO 102 was only offered online—during this time period, the rate of withdrawal was the highest of any year since 2014. However, of the remaining students, 31% received an "A" grade. This is comparable to the "A" grade percentages of general education courses such as BIO 100 (32%), and BIO 110 (32%). This small data set suggests that this is still a viable alternative for students seeking general education credit in another modality.
13. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? 3.3	All classes administer student evaluations. In classes where the lecture and laboratory sections are linked, one student evaluation is given per course, whereas when they are separate, more information is gathered, with one evaluation per lecture and per laboratory (which makes sense as they could be taught by different faculty, and students do not have to be co-registered in the lecture section). In addition, non-tenured instructors are observed by both the dean, and the supervising assistant vice president. Adjunct instructors are observed by the supervising assistant dean.
14. How does the discipline identify and support at-risk students? 3.4	Individual faculty participate in Early-Alert Warnings. There is no departmental level system to support at-risk students.
15. To what extent is the discipline integrated with other instructional programs and services? 3.5	The department and tutoring departments overlap in classes which feature supplemental instruction. However, outside of that, referral to extracurricular tutoring, (both professional and peer tutoring services) is inconsistent, as so is the quality of those resources. The course offerings and schedules in our career pathways are not yet coordinated with other related disciplines, e.g. chemistry, physics, mathematics—this coordination is anticipated with the future permanent schedule that is currently in development.
16. What does the discipline or department review when developing or modifying curriculum? 3.6	Discipline-specific professional organizations' guidelines and benchmarks are used in modifying course curricula and developing course-specific assessments. This is evident in the anatomy and physiology curriculum, which has used resources from the Human Anatomy and Physiology Society (HAPS), and in intended assessment in microbiology, which anticipates using a country-wide assessment used to test microbiology for pre-health professionals.
17. When a course has low retention and/or success rates, what is the process to address these issues? 3.7	There is no formal departmental or college process to address issues when a course has a low retention rate. In our department, faculty meet with the dean to review course results. Each semester faculty receive a summary of grades and then can compare percentages to the overall

	grades of the college. The Dean and faculty will also discuss concerns with the counselor assigned to the Division of Mathematics and Sciences.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 100 Introduction to Biology				
COURSE DESCRIPTION	This general survey course deals with selected concepts and theories in biology, including the organization, function, heredity, evolution and ecology of living things. Biological issues with personal and social implications are introduced to allow students to make informed decisions regarding issues with a biological basis.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	1056	1202	1212	1157	1262
CREDIT HOURS PRODUCED	3168	3606	3636	3471	3786
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	81%	80%	79%	79%	83%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: L1 900				
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 101 Introduction to Biology Laboratory				
COURSE DESCRIPTION	This laboratory course is intended to be taken concurrently with Introduction to Biology (BIO100). Through laboratory experiences, this course explores selected concepts and theories in biology such as organization, function, heredity, evolution and ecology using a variety of organisms as models.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	561	634	609	555	567

Credit Hours Produced	561	634	609	555	567
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	90%	90%	90%	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: L1 900L				
Academic Discipline Area	Biology				
Course Title	BIO 102 Human Biology				
Course Description	This general survey course focuses on the biology of the human organism. Concepts include the structure, organization, and function of human systems with a focus on the interconnectedness of these systems, health and disease, growth and development, genetics, and evolution. Emphasis is placed on the relationship of the issues to the individual and society.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	113	86	68	50	55
Credit Hours Produced	339	258	204	150	165
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	82%	83%	91%	82%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: L1 904				
Academic Discipline Area	Biology				
Course Title	BIO 103 Human Biology Laboratory				
Course Description	This laboratory course is meant to be taken concurrently with Human Biology (BIO102). Through laboratory experiences, this course explores selected concepts and theories in biology such as organization, structure, function, heredity and evolution using the human organism as a model.				

	*This lab course is only completed by our high school dual credit students.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	38	172	283	204	202
CREDIT HOURS PRODUCED	38	172	283	204	202
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	97%	100%	100%	100%	99%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: L1 904L				
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 110 Environmental Biology				
COURSE DESCRIPTION	This general survey course focuses on current environmental issues and possible solutions, as well as historical and present courses of action. Concepts include environmental policy, biodiversity, population ecology, pollution of land, air, and water, non-renewable and renewable resources. Both local and global environmental issues are examined from scientific, economic, biological, political, societal, and/or ethical viewpoints.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	211	194	196	191	177
CREDIT HOURS PRODUCED	633	582	588	573	531
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	86%	82%	78%	89%	84%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: L1 905				
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 111 Environmental Biology Laboratory				

COURSE DESCRIPTION	This laboratory course is meant to be taken concurrently with Environmental Biology (BIO110). Through laboratory experiences, biotic and abiotic components of ecosystems are examined, as are various types of air, water and soil pollutants. This laboratory examines ecological principles in relation to environmental problems, allowing students to gain an awareness of their surroundings. Procedures and techniques used in the study of environmental issues are introduced, as are biological basics such as experimental design and problem solving.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	113	83	72	87	70
CREDIT HOURS PRODUCED	113	83	72	87	70
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	92%	88%	95%	93%	94%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: L1 905L				
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 120 Principles of Biology 1				
COURSE DESCRIPTION	This course includes an introduction to science, general chemistry, organic chemistry, cell structures and their functions, cellular activities (photosynthesis, respiration and reproduction), classical and molecular genetics, and evolution. Selected topics discussed in lecture are expanded upon and explored in the laboratory. Emphasis in the laboratory is on cellular functions and processes.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	559	549	591	565	591
CREDIT HOURS PRODUCED	2236	2196	2364	2260	2364
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	86%	81%	81%	70%	76%

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: L1 910L, BIO 910				
Academic Discipline Area	Biology				
Course Title	BIO 122 Principles of Biology 2				
Course Description	A continuation of BIO120, this course also covers the processes of scientific inquiry while focusing on evolution and biodiversity. It concentrates on the basic description of organisms ranging from prokaryotes to eukaryotes. Emphasis will be placed on comparing structural and functional relationships between representatives of all major phyla. Also, using morphological and molecular technology to reinforce phylogeny will be covered in multiple labs.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	97	77	60	80	86
Credit Hours Produced	388	308	240	320	344
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76%	91%	84%	77%	88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: L1 910L, BIO910				
Academic Discipline Area	Biology				
Course Title	BIO 200 Nutrition				
Course Description	This course provides an overview of the physiological requirements and metabolism of amino acids, carbohydrates, fats, vitamins, minerals, and water, which are determinants of health and diseases in human populations. Cultural and psychosocial influences on food selection and habits are studied as well as respiration, metabolism and the digestive process. The latest nutrition and diet information and contemporary nutrition issues will also be studied in this comprehensive program.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*

Number of Students Enrolled	415	416	376	334	259
Credit Hours Produced	1245	1248	1128	1002	777
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	89%	87%	90%	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Illinois State University 8/21/2018 Southern Illinois University 8/15/2018 University of Illinois at Chicago 8/8/2018 University of Illinois at Urbana Champaign 7/31/2018				
Academic Discipline Area	Biology				
Course Title	BIO 250 Microbiology				
Course Description	This course focuses on the biology of microorganisms including their morphology, genetics, metabolism, evolution and ecology. Human-microbe interactions in health and disease are emphasized. Scientific methodologies and current issues in microbiology are addressed. Students develop laboratory skills for safe handling, isolation, observation, and identification of microorganisms.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	510	543	512	482	495
Credit Hours Produced	2040	2172	2048	1928	1980
Success Rate (% C or better) at the end of the course, excluding	82%	84%	85%	87%	89%

WITHDRAWALS AND AUDIT STUDENTS					
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Illinois State University 8/21/2018 Northern Illinois University 8/13/2018 Southern Illinois University 8/3/2018 University of Illinois at Chicago 8/1/2018 University of Illinois at Urbana Champaign 7/31/2018				
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 260 Human Structure and Function				
COURSE DESCRIPTION	This study of the human body and how it works begins with basic scientific and biological principles necessary to understand human anatomy and physiology and progresses through a brief study of all body systems. Laboratory sessions provide the opportunity to identify anatomical structures on models and skeletal materials.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	184	183	173	162	175
CREDIT HOURS PRODUCED	736	732	692	648	700
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	87%	84%	85%	88%	90%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Illinois State University 8/21/2018				

	Northern Illinois University 8/13/2018 Southern Illinois University 12/11/2018 University of Illinois at Chicago 8/8/2018 University of Illinois at Urbana Champaign 2/12/2019				
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 262 Neuro-Musculoskeletal Systems				
COURSE DESCRIPTION	This course is a study of the interrelatedness of the nervous, muscular and skeletal systems as well as the influence of the hormonal system, with a focus on muscle control and movement. The course provides the foundation for the study of biomechanics and incorporates the use of anatomical models and human cadaver laboratory experiences.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	31	30	0	0	0
CREDIT HOURS PRODUCED	93	90	0	0	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	74%	93%	0	0	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Illinois State University 8/21/2018 Northern Illinois University 8/13/2018 Southern Illinois University 11/14/2018 University of Illinois at Chicago 8/8/2018 University of Illinois at Urbana Champaign				

	7/31/2018				
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 270 Anatomy and Physiology 1				
COURSE DESCRIPTION	This course begins with an orientation to the human body, followed by a brief review of basic biochemistry and the structure and function of cells. The student is then engaged in major units of study involving tissues, the skeletal, muscular and nervous systems and the special senses. Laboratory work utilizes models, microscopes, animal dissections, and human cadavers.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	667	678	654	628	606
CREDIT HOURS PRODUCED	2668	2712	2616	2512	2424
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	87%	88%	89%	84%	84%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Illinois State University 9/5/2018 Northern Illinois University 8/13/2018 Southern Illinois University 12/11/2018 University of Illinois at Chicago 8/8/2018 University of Illinois at Urbana Champaign 7/31/2018				
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 272 Anatomy and Physiology 2				
COURSE DESCRIPTION	Anatomy and Physiology II is a continuation of BIO 270. It includes study of the following body systems: endocrine,				

	cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive. The study of nutrition, metabolism, and fluid-electrolyte, acid-base balance is incorporated with appropriate organ systems. Laboratory work utilizes human cadavers, microscopic examination of tissues, animal organ dissection, models, and computer applications.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	455	479	442	448	433
CREDIT HOURS PRODUCED	1820	1916	1768	1792	1732
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	87%	95%	94%	91%	91%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Illinois State University 9/5/2018 Northern Illinois University 8/13/2018 Southern Illinois University 8/15/2018 University of Illinois at Chicago 8/8/2018 University of Illinois at Urbana Champaign 7/31/2018				
ACADEMIC DISCIPLINE AREA	Biology				
COURSE TITLE	BIO 296 Special Topics / Biology				
COURSE DESCRIPTION	This course offers in-depth exploration of a special topic, issue or trend in biological science, including specific studies in entomology, genetics, disease, human body, and ecology. Repeatable to a maximum of 24 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*

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					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Illinois State University 8/21/2018 Northern Illinois University 8/13/2018 Southern Illinois University 8/15/2018 University of Illinois at Chicago 8/1/2018				
18. How does the data support the course goals? Elaborate.	Course outcomes assessments in biology are measurements of the extent to which students are meeting course objectives. The data above indicate that the majority of students who complete a course in biology are successful at achieving department requirements. As we have just developed specific discipline goals in this document, we do not yet have data to support them. As the above data does not support course goals, but rather discipline trends, we anticipate being able to compare success in sequential courses with future data. In the next program review, we anticipate being able to use assessment data to report on the achievement of specific course objectives and outcomes, which with future data provided (like that above), we will also be able to tie this feedback to accomplishment of division goals.				
19. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated				

	Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry
20. WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None at this point.
GOAL PLANNING	
21. What are the discipline's strengths?	Our courses consistently have high enrollment—specifically Biology 100, a general education requirement. We have seven dedicated full-time faculty, willing to support students both inside and outside the classroom. Our Science Building is only twelve years old, and we have a large budget to provide contemporary, high quality equipment. Our faculty have a strong desire to collaborate, both within the full-time faculty, but also between the full-time and adjunct faculty. Our discipline utilizes consistent and validated assessment instruments from professional organizations.
22. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?	Instructor-led active learning techniques, the extensive use of cadavers in the anatomy and physiology courses, and dissection opportunities in the anatomy and physiology and Principles of Biology II courses.
23. What are the identified or potential weaknesses of the discipline?	Lack of time to collaborate between full-time faculty in the discipline, as well as lack of opportunities to assist with and collaborate between full-time and part-time faculty. We formally added meetings this year for all faculty to discuss reversing low rates.
24. Describe actions that can be implemented to turn potential weaknesses into strengths.	The college should support faculty professional development in evidence-based instructional practices in best practices in teaching and learning, as well as provide incentives for collaboration between full- and part-time faculty.

25. List any barriers encountered this year that impeded student success.	Cancelled classes are a barrier to student success, particularly those cancelled close to the start-date of the class. The varied academic preparedness of students, along with inconsistent student effort, variation in student motivation, and/or lack of time management skills are constant barriers that have also impeded student success. Finally, success proves difficult in one-credit-hour lab courses taken by unprepared students with no concurrent required lecture course.
26. Describe actions that can be implemented to reduce barriers.	Expand the reading placement requirement for all biology courses, and regardless of full- or part-time status.
27. Discipline Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	1) A major goal of the department is to continue to progress on our five-year process of developing and implementing assessments for all course outcomes. 2) The faculty plan to develop content for the department web page. 3) Continue to develop and revise the class schedule so that it efficiently offers students the classes they need for timely completions of the Associate's degree.
28. Resources and Support needed: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	All of the above goals primarily involve time availability resources rather than monetary resources. Time is needed for collaboration to continue to develop assessment instruments, analyze data, and share results. Restructuring the Faculty Orientation schedules to allow faculty collaboration is the most logical time for this work to take place.
REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. By the end of each assessment cycle (1 year spring to fall), department faculty will review the most recent assessment plan report and share these with adjunct faculty. 2. Faculty will work with Marketing and Communications and the Dean to update the department webpage during Spring of 2019. 3. Over the next two years, biology faculty will work with faculty in Chemistry, Physics, and Math to develop course schedules that will allow Biology and pre-health professions students to complete their major requirements efficiently.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	1. Inclusion of adjunct faculty in assessment data review will promote continuity in curriculum and implementation of best practices. 2. The current departmental webpage does not represent the discipline, does not contain a complete list of course offerings, nor is it engaging to the prospective student population. 3. Biology majors have specific science and math course requirements that must be met in the first two years before transferring. Coordination with other disciplines will allow efficient sequencing and scheduling of courses.
Responsibility Who is responsible for completing or implementing the modifications?	The full-time faculty in the biology department are responsible for curriculum and assessment.

Academic Disciplines	
College Name:	Waubonsee Community College
Fiscal Year in Review:	FY19
Discipline Area:	Chemistry
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.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Previous quality improvements to the chemistry program in the last five years include both the addition of a full-time laboratory technician and annual revision of laboratory experiments due to input from the Laboratory Coordinator/Chemical Hygiene Officer and faculty.
Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**

1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? 1.1	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
2. How are students informed about or recruited for this program/discipline? 1.2	Students are informed and recruited for this discipline in their high schools, tours on Waubonsee campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses. Faculty-sponsored student clubs such as one for STEM students are also useful to inform and recruit students. Initiatives to develop more detailed STEM curricular pathways started in the summer, 2018, to help students see more clearly which chemistry courses they would need.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

3. What are the costs associated with this discipline? 2.1	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development The costs associated with this program is $2,454.70 per load hour which is 21.67% more than the institutional average of $2,017.55 per load hours.
4. What steps can be taken to offer curricula more cost-effectively? 2.2	The following steps might be taken to increase the cost effectiveness of the chemistry program: 1) Continue to evaluate suggested new and different methods to perform experiments with respect to: safety improvement, updated electronics/equipment and cost per student use. 2) Decrease the amount of chemicals used in the experiments and thus hazardous waste. 3) Submit bids for any new and different equipment and/or chemicals if these are determined to be safer, more pedagogically sound, more cost effective, or necessary for current workplace laboratory standards. 4) Continue to submit chemicals, chemistry supplies, chemistry instrumentation/equipment, chemical disposal, and service contracts for bid or quotes. 5) Continue to accept the lowest bid or quote that meets the stated requirements.

5. Is there a need for additional resources? 2.3	Yes, there is need for additional resources for the chemistry program. These needs are listed below: 1) The purchase of more Vernier micro gas chromatographs for CHM101. 2) The updating of videos, especially those showing technique, due to different equipment or updated software. Budgeting for the costs of production time will need to be included in the Television and Video Production department for this. Since this is a time-consuming project, budgeting for paid or released time for the Chemistry Lab Coordinator or faculty will also need to be included. 3) The continuation of updating the lab experiments to meet the needs of the individual instructors and to make it easier for the students to understand and accomplish the experiments. 4) The addition of a full-time chemistry tutor, with at least a BS in chemistry, who can aid students in writing a variety of lab reports, can aid in all of the calculations and who understands the theory of all chemistry courses offered at Waubonsee Community College 5) Increasing chemistry tutor hours to also include afternoons, evenings, and weekends and with hours on both the Sugar Grove and Aurora Downtown Campuses.
INDICATOR 3: QUALITY	***RESPONSE***
6. Program/Discipline Objectives What are the objectives/goals of the discipline?	1) Apply concepts of general and organic chemistry. 2) Solve calculations on chemical processes. 3) Apply safe laboratory practices. 4) Collect and interpret laboratory data. 5) Communicate the evaluations of laboratory results effectively.
7. What assessment methods are used to ensure student success?	The chemistry program uses both embedded questions in written exams and written lab reports for assessment of student success.

8. To what extent are these objectives being achieved? (Use assessment report findings)	The chemistry program has just begun to assess students. For Objectives 1) and 2) above, only assessment data from one instructor, for two courses for the past two years is available. For Objectives 3), 4) and 5) only assessment data from one instructor, for one course for the past year is available. Objections 1) and 2) in CHM100 achieved an overall average of 78.37% for those two years. Objectives 1) and 2) in CHM121 achieved an overall average of 70.55% for those two years. Objectives 3), 4) and 5) in CHM121 achieved an overall average of 93.00% for one year All averages exceeded the target of 70%. Beginning the second semester of this academic year, we will attempt to collect assessment data across CHM100 sections, according to our timeline.
9. Describe curricular changes implemented over the last year that resulted from assessment findings.	In some sections last year in CHM100, the dot structure material was presented in a different format due to a lower percent achievement noticed on the assessment.
10. How does this discipline contribute to other fields and the mission of the college?	Chemistry contributes to many other fields in the transfer area because it is a basic requirement for, or contributes to, many science majors, including, but not limited to: biology, earth science, engineering, nursing, pharmacy, and medical professions. Chemistry contributes to the mission of the college by: 1) Providing quality instruction with outstanding instructors. 2) Providing opportunities for continuous faculty development, engagement, and improvement. 3) Providing courses that are accepted in the Illinois Articulation Initiative, and therefore transferable to other institutions of higher education in Illinois. 4) Keeping abreast of and using appropriate new technology in Waubonsee courses.
11. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? 3.1	Chemistry offers both face-to-face and online instruction. In face-to-face instruction, some classes used the flipped classroom method. The flipped classroom presentation uses online lectures that students view outside of class time. Then during class time, homework problems are worked out.

12. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? 3.2	Chemistry is just beginning a five-year plan of assessment for its courses. There has not been any assessment on the different methods of instruction yet.
13. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? 3.3	The college is exploring the option of a formal evaluation process for full-time, tenured faculty. Adjunct faculty are evaluated by the Assistant Dean of Mathematics and Sciences. New faculty performance is evaluated by both the Assistant Dean and the Dean of Mathematics and Sciences. Students anonymously evaluate their instructors (both full-time and part-time) every semester. The faculty and the Dean use these evaluations as tools to reflect and improve tools for student learning.
14. How does the discipline identify and support at-risk students? 3.4	Chemistry, as well as all disciplines at the College, identifies at-risk students with Early Grade Alerts. Early Grade Alerts are e-mails sent to at-risk students in the fifth (5th) week of classes. The students selected are identified by counselors as potential at-risk students. With this list of potential at-risk students, an instructor notes whether or not that student is doing well in a course. If not, the student receives an e-mail to that effect. The college pro-actively works with and provides coaching and tutoring for groups of students that have shown at-risk potential. Chemistry instructors also individually address at-risk students in their classes, and may do so as early as the 2nd or 3rd week of classes. They individually e-mail students who have several absences by the 3rd week. In addition, chemistry instructors also use all of the support of the College for the above at-risk students. This includes, but is not limited to: Individual Counselors For Athletes; Title V Success Coaches TRIO The Tutoring Centers The Access Center For Differing Abilities All full-time faculty have regularly-scheduled, posted office hours so that they can meet with students.

15. To what extent is the discipline integrated with other instructional programs and services? 3.5	Chemistry integrates with the STEM pathway in being part of the program here at the College. A number of chemistry courses are necessary in other programs. Chemistry faculty work closely with math, physics, biological sciences, CAD, and other programs since chemistry is an important factor in those programs. Students are integrated in student groups like the STEM Club.
16. What does the discipline or department review when developing or modifying curriculum? 3.6	Chemistry currently reviews enrollments, scheduling and community needs, In addition, faculty will now be reviewing data from the Institutional Effectiveness Department and course assessments.
17. When a course has low retention and/or success rates, what is the process to address these issues? 3.7	Chemistry faculty meet with each other and with the Dean of Mathematics and Sciences to review the course objectives, course outline, and to review or modify the course scheduling. Every semester, each faculty member receives a summary of his/her grades given—the percentage of "C's," for example—and this summary compares these percentages to the overall grades of the college. While there is currently no formal process where the dean and the faculty member review low retention or success rates, the faculty can, through the dean's office, receive more in-depth data on each of their individual courses. The dean would certainly open discussions if there were obvious issues. The Dean and faculty will also discuss concerns with the counselor assigned to the Division of Mathematics and Sciences.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES

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

ACADEMIC DISCIPLINE AREA	Chemistry				
COURSE TITLE	CHM 100 Introduction to Chemistry				
COURSE DESCRIPTION	This introduction to the basic concepts of general chemistry includes basic atomic structure, chemical symbols, formulas and equations, chemical equation calculations, phases of matter, algebraic manipulations, molecular structure, solutions and solution chemistry.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	489	468	487	442	347

Credit Hours Produced	1467	1404	1461	1326	1041
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85%	84%	81%	83%	89%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 902				
Academic Discipline Area	Chemistry				
Course Title	CHM 101 Introduction to Chemistry Laboratory				
Course Description	This is a beginning laboratory course for those students with no previous laboratory experience. It is designed to acquaint the student with lab safety, various basic lab skills and techniques, some computer-assisted labs with their techniques and basic theory.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	268	253	257	213	180
Credit Hours Produced	268	253	257	213	180
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96%	91%	95%	95%	94%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 902L				
Academic Discipline Area	Chemistry				
Course Title	CHM 102 Introduction to Organic Chemistry				
Course Description	This beginning course in organic chemistry includes the structure and reactions of functional groups, with further applications in biochemistry. It is designed to follow CHM100 and to provide a one-year sequence of chemistry.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*

Number of Students Enrolled	60	56	62	54	50
Credit Hours Produced	180	168	186	162	150
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	94%	96%	96%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 904				
Academic Discipline Area	Chemistry				
Course Title	CHM 103 Introduction to Organic Chemistry Laboratory				
Course Description	This introductory laboratory for organic chemistry and biochemistry is designed to accompany CHM102.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	44	24	34	34	27
Credit Hours Produced	44	24	34	34	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93%	100%	97%	100%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 904L				
Academic Discipline Area	Chemistry				
Course Title	CHM 121 General Chemistry				
Course Description	This basic course in the principles of chemistry emphasizes chemical calculations and structure with laboratory. It is recommended for science and professional majors.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	305	264	294	327	285

Credit Hours Produced	1220	1056	1176	1308	1140
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	89%	89%	89%	88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 902L, CHM 911				
Academic Discipline Area	Chemistry				
Course Title	CHM 122 Chemistry and Qualitative Analysis				
Course Description	This continuation of CHM121 emphasizes solution equilibrium chemistry, including gases, precipitation, acid/base, coordination chemistry and oxidation-reduction, culminating with the Nernst equation. It also includes thermodynamics and kinetics.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	100	97	104	110	138
Credit Hours Produced	400	388	416	440	552
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92%	89%	88%	88%	94%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: CHM 912				
Academic Discipline Area	Chemistry				
Course Title	CHM 202 Biochemistry				
Course Description	This course introduces students to the chemistry of biologically active molecules including sugars, proteins, amino acids and nucleic acids. In addition, metabolic pathways of carbohydrates and fats are discussed as well as molecular genetics and respiration.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*

Number of Students Enrolled	0	0	12	12	0
Credit Hours Produced	0	0	36	36	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	91%	100%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Northern Illinois University 7/30/2018 Southern Illinois University 12/11/2018 University of Illinois at Chicago 8/23/2018 University of Illinois at Urbana Champaign 7/31/2018				
Academic Discipline Area	Chemistry				
Course Title	CHM 231 Organic Chemistry 1				
Course Description	This course is a study of the fundamental aspects of organic chemistry, including structure, classification of organic reactions and reactions of functional groups.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	30	24	17	17	16
Credit Hours Produced	120	96	68	68	64
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	93%	92%	92%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: CHM 913				
Academic Discipline Area	Chemistry				

COURSE TITLE	CHM 232 Organic Chemistry 2				
COURSE DESCRIPTION	This course is a continuation of the study of the fundamental aspects of organic chemistry with emphasis on the reactions mechanisms and spectra of functional groups.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	16	13	12	9	0
CREDIT HOURS PRODUCED	64	52	48	36	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	100%	90%	100%	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: CHM 914				
18. HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Chemistry has a goal of 70% success in its courses, or a low C average. The College's success rate defines how many students actually earn a C or better in the courses. Students completing a chemistry course in the past five years with a C or better, ranged from 84% to 98%. While this was above the average for the College as a whole, there is still room for some improvement. The chemistry retention average, of 96.9% in the previous four fiscal years, was the same as the average for the College as a whole. This data was obtained from the Institutional Effectiveness Study of the Chemistry APR Discipline Comparison Report.				
19.WHAT DISAGGREGATED DATA WAS REVIEWED?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention				

	Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry
20. WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	CHM 202 was first offered in Year 3. Therefore there is no data for Years 1 and 2. CHM 202 was cancelled in Year 5 due to low enrollment, so there is no data for Year 5. CHM 232 was cancelled in Year 5 due to low enrollment, so there is no data for Year 5. Also, the retention rate for CHM121 students taking CHM122, and the retention rate for CHM231 students taking CHM232 seem to be less than optimal.
GOAL PLANNING	
21. What are the discipline's strengths?	The chemistry program has several strengths. Our knowledgeable and innovative faculty is one. The faculty keep current on new material in their fields and are members of their professional organizations, including, the American Chemical Society (ACS), Two Year College Chemistry Committee (2YC3), ACS Two Year Education Committee, ACS Safety Committee and others. The faculty are innovative because they offer a variety of course presentation methods, including face-to face, flipped classroom and online methods. The faculty are also innovative in that all lab experiments are written in house and the faculty can alter them to fit their individual instructional preference. Our knowledgeable, dedicated and innovative Laboratory Coordinator/Chemical Hygiene Officer is another strength of the chemistry program. Laboratory safety is a strength of our chemistry program. The chemistry program has long been involved in creating a culture of safety. The Chemical Hygiene Officer/Chemistry Laboratory Coordinator continually makes a variety of efforts to educate chemistry faculty, aid in educating chemistry students and works to keep, update and improve the safety of the laboratory. Another strength is that both faculty and the Laboratory Coordinator continually update lab experiments to meet the needs

	of the individual faculty, to make it safer and easier for the students to understand and accomplish the experiment and to take into account new equipment and software. The way that laboratory experiments and laboratory information is presented is another strength of the chemistry program. Experiments and laboratory information are individualized for faculty use. Faculty choose which format of each experiment and what information to give their students. The material is then posted to Blackboard for the students. This completely eliminates the cost of a laboratory manual for the students. They can then access this information through computers, cell phones or other electronic devices. Students may print out the information at the College or at home. They may also use their electronic device in the laboratory for reference.
22. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?	Some of the innovations that other colleges might want to know are that: 1) the lab manual, written by our faculty and staff, is available free on Blackboard for students; 2) lab experiments are individualized for faculty to select from on Blackboard; 3) faculty can individualize experiments for their own classes during the semester, with approval of the Laboratory Coordinator and availability of equipment and chemicals.
23. What are the identified or potential weaknesses of the discipline?	Some potential weaknesses of the chemistry program might be: 1) Withdrawal rates. 2) Cancellation of courses necessary for the chemistry program. 3) Some apparent loss of retention in year courses from the first semester to the second semester. This includes CHM121 to CHM122 and CHM231 to CHM232.
24. Describe actions that can be implemented to turn potential weaknesses into strengths.	Some actions that might be implemented to improve the weaknesses noted above are: 1) Instructors take notice of students not turning in homework, missing classes, or getting a poor grade on a test, in the first two weeks of class and asking the students individually what the difficulty is. This is earlier than the Early Warning Grade Alerts. 2) Course scheduling might be changed to reduce course cancellations.

	3) Have faculty encourage students in the first semester of a two semester course to enroll in the second semester of that course. 4) Request data from the data warehouse on why some students don't enroll in the second semester of a two semester course. If this data is available, analyze and act on it, if possible. 5) Development of concurrent math classes from the Developmental Math department to run concurrently with General Chemistry to assist students not proficient in math. Challenges here include many different faculty who cover the material in different order and rate. 6) Add Supplemental Instruction with a student or other hired tutor to work with students on specific problems.
25. List any barriers encountered this year that impeded student success.	Some of the barriers the chemistry program encountered in the past year were: 1) Cancellation of the only section of a required course for this program due to early low enrollment. 2) Students not knowing how to study and use their time effectively. College readiness of students in general is a problem. In addition, a significant problem at community colleges is that students often work full-time, reducing their time for studying. 3) Not enough math background for courses.
26. Describe actions that can be implemented to reduce barriers.	Some actions that might be taken to reduce barriers are: 1) Discuss with Administration how to ensure that students are able to complete all courses required for graduation on a scheduled time line without the need to attend other area colleges and pay out-of-district tuition because Waubonsee canceled a course due to low enrollment. 2) a) Have faculty state on the first day of class, the minimum amount of time the student is expected to spend outside of class in order to succeed in the course. Present students with an effective study method and a 24 hour/7 day blank calendar for time management. Some faculty use this technique already, but it should be a divisional expectation for all. Also, have faculty work

	with students outside of class, to show them how to schedule their time and study effectively. b) Require a College 101 class for all students that addresses good habits for college success. Offer it for zero tuition. c) Have student support services offer a course or short presentation on how to study effectively and how to plan time effectively. Require students with two or more DFWs to attend a workshop to help with needed skills. d) Encourage students to seek individual help for effective studying and time management from counselors and student support services. 3) Carefully determine the math pre-requisites for a course and make sure they are applied to all students enrolling. 4) Add recitation sections.
27. Discipline Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	1) Reduce the D/F/W rate in the classes. 2) Compare D/F/W rates for Waubonsee Community College to other community colleges in the area. 3) Review and update the pre-requisites for each course. 4) Increase participation in course assessment by engaging adjunct faculty.
28. Resources and Support needed: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	The following resources and support would be needed to implement chemistry's goals and to sustain program improvements: 1) Confer with Assistant Dean to determine when and how to engage adjunct faculty with assessment. 2) Add extra pay for full-time and adjunct faculty for a workday and/or time for assessment discussion and training. (Professional development) 3) Have the Tutoring Centers hire one full-time and one part-time chemistry tutor, with at least a B.S. in chemistry. Also, have the hours available be both during the day, in the evening and on weekends and on both the Sugar Grove and Aurora Downtown Campuses. 4) Better educate counselors and academic advisors on the required pre-requisites for chemistry courses.

	5) Have registration automatically delete any student without the required pre-requisites from enrolling in a course. 6) Budget for and schedule time with the Television and Video Production department to film, edit and produce updated and new laboratory videos. 7) Assign released time for faculty to go through the chemistry software tutoring programs available for free on the internet, determine which may be helpful, and list the programs and content that correspond to our courses.
REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The following action steps are proposed to be completed in the future to improve the chemistry program. **REDUCE D/F/W RATE** 1) Ask chemistry students, in the first weeks of the first semester of a two-semester course, if they plan on taking the second semester at Waubonsee Community College. If so, when do they plan to take it? Also ask students in CHM100 what other chemistry courses they plan to take at Waubonsee Community College and when they plan to take them. A proposed time line on step (1) is below. a) Create two different, short, simple forms asking the questions above, by the end of spring 2020. b) Distribute the form to all chemistry faculty for use in the fall of 2020. 2) Follow up to see if anticipated enrollment planned by students, matches actual enrollment data. A proposed timeline is the spring of 2020. 3) Move up the Early Warning Grade Alerts to the 3rd or 4th week of classes. Suggested time-line of fall 2019. 4) Work on investigating the possibility of offering an optional co-curricular math class with Development Education for CHM100. A proposed timeline of spring 2020. **COMPARE D/F/W RATES WITH OTHER COLLEGES** 1) Request if data is available to compare from the Office of Institutional Effectiveness. Fall 2019 2) If data is available, compare Waubonsee Community College's effectiveness with 2 or 3 other colleges to see if there is

improvement needed, or if there is success in Waubonsee accomplishments.
Fall 2019.

3) Determine if additional steps are necessary.
Fall 2019.

REVIEW AND UPDATE PRE-REQUISITES

Full-time faculty meet to review pre-requisites on chemistry courses. Fall 2019-Spring 2020

ENGAGE ADJUNCT FACULTY IN ASSESSMENT

1) CHM100 Assessment:
a) Fall 2019: Align assessment questions with Pearson's Test bank and ask adjunct faculty to include these specific questions on their exams for Spring 2020 and beyond.

b) Spring 2019 Summer 2019 and Fall 2019: Collect data from adjunct and full-time faculty.

c) Spring 2020: Share and analyze CHM100 assessment data with adjunct and full-time faculty.

d) Spring or Fall 2020: Determine if assessment needs to be changed, and if so, to what. Determine if some content areas need to be presented in a different manner, and if so, how.

2) CHM121 Assessment:
a) Fall 2019: Survey faculty to see which text they use and if they use the online material.

b) Spring 2020: Align assessment questions with Pearson's and/or Cengage's Test bank and ask adjunct faculty to include these specific questions on their exams for Fall 2020 and beyond.

c) Fall 2020 Spring 2021 and Summer 2021: Collect data from adjunct and full-time faculty.

d) Fall 2021: Share and analyze CHM121 assessment data with adjunct and full-time faculty.

e) Fall 2021 or Spring 2022: Determine if assessment needs to be changed, and if so, to what. Determine if some content areas need to be presented in a different manner, and if so, how.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The chemistry program seems to be doing fairly well with students that finish a class. However, we have not included adjunct faculty assessment of students and there has not been a comparison of data with other, similar community colleges. There seems to be a somewhat higher withdrawal rate from some courses, and a lower retention rate for 2-semester course sequences, than the chemistry program would like. However, there is no data to support this opinion. **D/F/W Rate Improvement** New data is requested to help analyze the D/F/W rate at the College, both within the College and in comparison to other, similar colleges. Also, it is thought that earlier identification of at-risk students will decrease the D/F/W rate. **REVIEW COURSE PRE-REQUISITES** If students do not have the reading or mathematical skills necessary in a chemistry course, they will have a difficult time succeeding. Pre-requisites are essential for success in most chemistry courses. **ENGAGE ADJUNCT FACULTY IN ASSESSMENT** Adjunct faculty teach most of the sections of the lower level chemistry courses. They have done no assessment. Assessment cannot be accurate without information from all the sections in a course.
Responsibility Who is responsible for completing or implementing the modifications?	Chemistry faculty, the Assistant Dean of Mathematics and Sciences and the Dean of Mathematics and Sciences are all responsible for implementing the suggested modifications, with support from other areas in the College such as Curriculum Council.

Academic Disciplines	
COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19
DISCIPLINE AREA:	Earth Science
REVIEW SUMMARY Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	For the Earth Science discipline, during the last five years, there have been updates to learning objectives and outcomes based on changes in scientific methodologies such as technology, theory, and environmental change. Earth Science assignments have also been revised to reflect the outcomes and objectives changes. Faculty have also made numerous changes to curriculum and resources used in classes. A new text was reviewed and piloted. A new lab manual was created by one of the faculty and piloted. The faculty worked extensively with counselors and the Outcomes Assessment group to write course outcomes, revise objectives, and collect data in a comprehensive assessment project. The faculty worked with counselors to develop 4-semester course pathways in each Earth Science discipline so a student would know what courses were needed to graduate with a degree in the disciplines. Two articulations (2 + 2 plans) were developed with four-year schools. The faculty have studied and attended workshops on metacognition and implemented several best practices to improve student learning. These have improved student learning outcomes and also improved retention in the classes.

REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? 1.1	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
2. How are students informed about or recruited for this program/discipline? (Please include any other additional information not covered in the response) 1.2	Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

3. What are the costs associated with this discipline? 2.1	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development The costs associated with this program are $1913.59 per load hour which is 5 % less than the institutional average of 2017.55 per load hour.
4. What steps can be taken to offer curricula more cost-effectively? 2.2	Expenses for the ESC courses fluctuate depending on new lab supplies or technology updates that are continual with the information age. It is always important to have up-to-date supplies for students to learn from. A constant review of budget accuracy with needs can be challenging. This review has helped clarify instructional costs and funding processes.
5. Is there a need for additional resources? 2.3	As technology changes, there will always be a need for additional laboratory supplies and instructional materials. Since Earth Science has multiple lab sections, it will be necessary to expand on laboratory materials as they are revised and updated to reflect new scientific methods and technological changes. Coverage of Earth Science in the Tutoring Center would improve student success.
INDICATOR 3: QUALITY	***RESPONSE***
6. Program/Discipline Objectives What are the objectives/goals of the discipline?	The objectives of this discipline are to acquaint the student with the general physical environment of our planet by examining atmospheric, climatic, hydrologic, geologic, oceanographic, astronomic processes. 1. Explore the general physical environment of the planet 2. Examine atmospheric, climatic, hydrologic, geologic, oceanographic or astronomic processes.
7. What assessment methods are used to ensure student success?	To ensure student success in this discipline, the assessment methods that the program uses include exams, quizzes, written papers, in-class exercises and groupwork, laboratory participation and written homework assignments.
8. To what extent are these objectives being achieved? (Use assessment report findings)	The Earth Science outcomes are being achieved through textbook readings, classroom lecture, group discussions, written homework assignments and reports as well as laboratory participation. In a recent review of ESC100 outcomes, there were some observed Earth Science concepts that were slightly lower than what was expected.

9. Describe curricular changes implemented over the last year that resulted from assessment findings.	The multiple instructors that are teaching all Earth Science classes have and will be implementing ongoing changes on the specific subjects that need improvement in their sections. Additionally, a new laboratory manual will be reviewed and eventually implemented for future curricular changes, compliments of sabbatical work.
10. How does this discipline contribute to other fields and the mission of the college?	Earth Science provides the student with knowledge of scientific processes and geoscience concepts. It is the college's mission to have a global perspective of the world we live in and Earth Science helps promote the understanding of physical science and its impact and place in our world.
11. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? 3.1	Earth Science courses are delivered in a traditional face to face format, in addition to multiple sections of the ESC100 Survey of Earth Science as online courses. An accelerated three-week version of this course is taught before the summer semester begins.
12. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? 3.2	The Earth Science survey classes are offered online and in a traditional face-to-face format. The withdrawal rate for the online classes is slighter higher than the traditional format, but of the remaining students, their success rates in the online classes are comparable with the traditional ones. The faculty include in all of their online syllabi and information a thorough, detailed explanation of maneuvering through the software and learning management system. The assessments of student learning using tests, projects, quizzes, and discussions (see program review questions 7 and 8) are consistently used. All of this suggests that the online format is still a viable alternative for students seeking general education credit in another modality.
13. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? 3.3	Earth Science measures full-time and adjunct instructor performance using student evaluations.
14. How does the discipline identify and support at-risk students? 3.4	The discipline identifies at risk students through the use of the school's early alert system through educational affairs and registration. Counseling, Advising, transfer center, and the Access Center for disabilities also assists high-risk students achieve success.
15. To what extent is the discipline integrated with other instructional programs and services? 3.5	The Earth Science discipline offers to assist students with disabilities that are registered with the instructional learning assessment center and with the TRIO services. The discipline also recognizes and works with students that are registered with the Honors Department.

16. What does the discipline or department review when developing or modifying curriculum? 3.6	The department reviews current outcomes and objectives as well as subject materials. It is important to keep subject information current and not stagnant and that students are provided with the best Earth Science knowledge with the world around them.
17. When a course has low retention and/or success rates, what is the process to address these issues? 3.7	Faculty meet with the dean to review course results. Each semester faculty receive a summary of grades and then can compare percentages to the overall grades of the college. The Dean and faculty will also discuss concerns with the counselor assigned to the Division of Mathematics and Sciences.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES

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

ACADEMIC DISCIPLINE AREA	Earth Science				
COURSE TITLE	ESC 100 Survey of Earth Science				
COURSE DESCRIPTION	This course is designed to provide an introduction to science, the earth sciences, and to acquaint the student with earth systems. Emphasis is on geology, meteorology, climatology, geomorphology and environmental change, with lesser emphasis on the principles of astronomy and oceanography.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	813	777	719	820	841
CREDIT HOURS PRODUCED	2439	2331	2157	2460	2523
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	80%	78%	81%	81%	81%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1 905				
ACADEMIC DISCIPLINE AREA	Earth Science				
COURSE TITLE	ESC 101 Survey of Earth Science Laboratory				
COURSE DESCRIPTION	This course is designed to acquaint the student with the scientific method and earth systems. Emphasis is on topics related to geology, oceanography and meteorology, which are explored through selected laboratory exercises.				

	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	219	206	210	203	251
Credit Hours Produced	219	206	210	203	251
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	95%	99%	95%	97%	96%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 905L				
Academic Discipline Area	Earth Science				
Course Title	ESC 110 Climate and Global Change				
Course Description	This course is designed to provide an introduction to climate and to acquaint the student with the processes that govern global weather and climate conditions. The student will gain a general understanding of climate change, global warming, acid rain, ozone depletion, and desertification. Current theories regarding humankind's impact on climate are also emphasized.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	12	10	24	0	19
Credit Hours Produced	36	30	72	0	57
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82%	88%	100%	0	94%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 905				
Academic Discipline Area	Earth Science				

COURSE TITLE	ESC 120 Introduction to Meteorology				
COURSE DESCRIPTION	This course is an introduction to Earth's atmosphere and the forces behind the weather. Topics include temperature, water vapor, cloud and precipitation formation, atmospheric stability, mid-latitude cyclones, weather forecasting, thunderstorms, tornadoes and hurricanes. A laboratory section includes weather observation and analysis techniques, using weather charts, diagrams and studying past storm events.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	16	18	12	17	10
CREDIT HOURS PRODUCED	64	72	48	68	40
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	86%	93%	100%	100%	90%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1 905L				
ACADEMIC DISCIPLINE AREA	Earth Science				
COURSE TITLE	ESC 125 Severe and Unusual Weather				
COURSE DESCRIPTION	This course provides an introduction into the weather phenomena that most severely impact society, including thunderstorms, tornadoes, hurricanes, winter storms, floods, drought, ENSO, and temperature extremes. Emphasis is placed on the methods for forecasting, detecting, monitoring, and mitigating the hazards associated with these atmospheric phenomena.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	0	0	0	9	0
CREDIT HOURS PRODUCED	0	0	0	27	0

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	89%	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 905				
Academic Discipline Area	Earth Science				
Course Title	ESC 130 Introduction to Oceanography				
Course Description	This course is designed to provide an introduction to oceanography by highlighting several components of the marine environment. Emphasis is on plate tectonics, oceanic circulation, the properties of seawater, waves and tidal action, coastal features and landforms, and oceanic habitats and their biota. Lesser emphasis is placed on marine sedimentation, the physiography of the ocean floor and general marine productivity.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	85	70	66	78	63
Credit Hours Produced	255	210	198	234	189
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90%	85%	92%	89%	87%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 905				
Academic Discipline Area	Earth Science				
Course Title	ESC 296 Special Topics / Earth Science				
Course Description	This course offers in-depth exploration of a special topic, issue or trend in earth science, including specific studies in geology, geography, oceanography, meteorology or any of their sub-disciplines. Repeatable to a maximum of 24 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				

	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
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)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Southern Illinois University 8/3/2018 University of Illinois at Chicago 8/23/2018				
18. How does the data support the course goals? Elaborate.	Enrollment has been consistent for Earth Science and has seen a steady and recently increasing trend during the past five years. All courses have an IAI equivalent code and are mainly taken by students as general electives to satisfy degree requirements. The success rates for all courses have been over 80%				
19.What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data were reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered The following data were reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry				

20. WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	Within the ESC discipline, it was found that the majority of students were in the 18-20-year age range. Additionally, female enrollment in ESC courses were slightly higher than male enrollments. Discipline enrollments were steady at around 80% average. Slight gaps in these data can possibly be the results of changes to student's college goals, schedules, since ESC is a general college elective.
GOAL PLANNING	
21. What are the discipline's strengths?	The ESC discipline promotes scientific and geologic awareness of the world around the students and the different processes and environments that exist. Through the use of labs, demonstrations, special events, and special project assignments, the higher success rates which average over 80% indicate that students are interested in the discipline. In short, identifying the physical processes in the world is a definite strength that results from the program's diverse setup.
22. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?	The innovations that have been brought to this discipline is continued awareness of Earth Science and active learning pedagogies. Although other colleges instruct the same materials that are presented here, ESC students have indicated that the subject material and assignments provided were innovative and a favorite part of the discipline.
23. What are the identified or potential weaknesses of the discipline?	Given the success rates, weaknesses regarding the discipline are not numerous, however, the faculty always explore and implement changes to various labs and other assignments. For example, geology and weather are sometimes difficult subjects to demonstrate. Additional weather and geology equipment for ESC courses would help better demonstrate and provide hands-on support for students to gain a greater insight into those processes. Moreover, another weakness for the online ESC courses, as well as the traditional face-to-face courses, is some of the Blackboard software limitations to online chat and other software compatibility issues.
24. Describe actions that can be implemented to turn potential weaknesses into strengths.	In addition to continuous program review, ongoing changes to assignments such as the weather subjects previously mentioned and implementations of new technology in ESC courses could turn potential learning weaknesses into a more success, robust experience for students. Moreover, better support and programming for our Learning Management System (LMS) would greatly reduce weaknesses in my courses. We are currently reviewing new LMS systems.
25. List any barriers encountered this year that impeded student success.	Some barriers that were encountered, but have not impeded student success on a major scale, are that currently the ESC discipline has no presence in the tutoring center. From a technological view, one of the science rooms could use a few additional computer workstations so that there is one for every student in the lab. For the online course, Blackboard's inability to

	have a built-in online chat mechanism has prevented effective online chatting with students.
26. Describe actions that can be implemented to reduce barriers.	As previously mentioned, even though there were no significant barriers, action that can be implemented to improve student success is a continued review of the discipline to see if there are any academic adjustments in the upcoming years. Also, addressing the tutoring center, Blackboard software enhancements, and additional computer workstations would help reduce barriers.
27. Discipline Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	Over the next 5 years, Earth Science faculty would like to conduct the following measurable goals for the ESC discipline program review. Goal 1: To review current content material such as catalog descriptions, program review reports, mission and vision statements for the discipline Goal 2: To review course inventory such as syllabi, assignments, tests, instructional technology, etc. to assure consistent teaching across the discipline by multiple instructors. Goal 3: To review this program and compare and contrast to other program goals in other institutions. Looking at what is in use elsewhere and transfer institutions with IAI standards can reaffirm if Waubonsee courses needs any adjustments so that students will have no transfer difficulties when they continue their education at 4-year institutions.
28. Resources and Support needed: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	The resources that are predicted to be necessary will be to improve Blackboard Software training, examine different Earth Science technologies that can be implemented in the class room, special quiz software that can be used in class, and guidance from the department dean and educational affairs.
REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	• To review current content material such as catalog descriptions, program review reports, mission and vision statements for the ESC discipline. • Review course inventory such as syllabi, assignments, and assessment tests. • Evaluation, assessment, and implement any changes to instructional technology. • Strengthen marketing of the ESC discipline to ensure continued student interest.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Earth Science gives students an overview on different physical processes and their impacts to our world. Textbook readings, class participation, and scientific investigation provide the general framework for course objectives and student success for this information. Earth Science courses have IAI designations, which help students transfer to four-year institutions.

Responsibility Who is responsible for completing or implementing the modifications?	The faculty and dean are responsible for making sure that the curriculum is up to date and meets IAI standards.

Academic Disciplines	
COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19
DISCIPLINE AREA:	Geography
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.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	During the last five years, there have been updates to learning objectives and outcomes based on changes in world geographic issues such as population, economic, and world system theory change. Adjustments in mapping assignments have also been revised to reflect the outcomes and objectives changes.
REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**

1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? 1.1	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
2. How are students informed about or recruited for this program/discipline? 1.2	Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

3. What are the costs associated with this discipline? 2.1	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development The costs associated with this program is $1913.59 per load hour which is 5 % less than the institutional average of $2017.55 per load hours.
4. What steps can be taken to offer curricula more cost-effectively? 2.2	Expenses for the GEO courses fluctuate depending on new lab supplies or technology updates that are continual with the information age. It is always important to have up-to-date supplies for students to learn from. A constant review of budget accuracy with needs can be challenging. This review has helped clarify instructional costs and funding processes.
5. Is there a need for additional resources? 2.3	As technology changes, there will always be a need for additional laboratory supplies and instructional materials. Since physical geography has a lab component to it, it will be necessary to expand on laboratory materials as they are revised and updated to reflect new scientific methods and technological changes.
INDICATOR 3: QUALITY	***RESPONSE***
6. Program/Discipline Objectives What are the objectives/goals of the discipline?	The objectives of this discipline are to 1. identify the world's major geographic realms and regions; 2. evaluate the concepts of regional geography to current events; 3. evaluate regional economic systems that apply to these world regions.
7. What assessment methods are used to ensure student success?	The assessment methods that the program uses include exams, quizzes, written paper, and written homework assignments to ensure student success.

8. To what extent are these objectives being achieved? (Use assessment report findings)	The geography outcomes are being achieved through textbook readings, classroom lecture, group discussions, written homework assignments and reports. In a recent review of GEO 120, World Regional Geography's course outcomes, a Chi-Square to test goodness of fit to assess what is expected versus observed results revealed that for the most part, the course outcomes are being met. However, there were some geographic concepts in which what was observed was slightly lower than what was expected. Small focused assignments will be implemented on the areas where lower than expected.
9. Describe curricular changes implemented over the last year that resulted from assessment findings.	We will be implementing some small focused assignments on the specific subjects that need improvement. These assignments will be in the form of in-class exercises and a mini summary report.
10. How does this discipline contribute to other fields and the mission of the college?	Geography provides the student with knowledge on geographic backgrounds on nations, continents, and cities from around the world. It is the college's mission to have a global perspective of the world we live in and world geographic helps promote the understanding of cultures and diversity in our world.
11. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? 3.1	Geography courses are delivered in a traditional face to face format with one online course which is called geography of the developing world.
12. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? 3.2	Not applicable since there are no other formats being delivered to the students for this course.
13. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? 3.3	Geography measures full-time and adjunct instructor performance using student evaluations.
14. How does the discipline identify and support at-risk students? 3.4	The discipline identifies at risk students through the use of the school's early alert system through educational affairs and registration. Counseling, Advising, transfer center, and the Access Center for disabilities also assists high-risk students achieve success.
15. To what extent is the discipline integrated with other instructional programs and services? 3.5	Geography courses offer to assist students with disabilities that are registered with the instructional learning assessment center and the TRIO services. The course also recognizes and works with students that are registered with the Honors Department.

16. What does the discipline or department review when developing or modifying curriculum? 3.6	The department reviews current outcomes and objectives as well as subject materials. It is important to keep subject information current and not stagnant and that students are provided with the best geographic knowledge with the world around them.
17. When a course has low retention and/or success rates, what is the process to address these issues? 3.7	WCC is developing a Student Success Framework as part of a three-year Transformational Plan that will address issues of retention and success. Faculty regularly discuss this topic at division meetings.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES

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

ACADEMIC DISCIPLINE AREA	Geography				
COURSE TITLE	GEO 120 World Regional Geography				
COURSE DESCRIPTION	Students are introduced to contemporary issues related to various environmental, political, geographic, and socio-economic trends and factors. Regional concepts from areas such as the Americas, Africa, Asia, and Europe, and Latin America will be examined.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	57	70	79	82	80
CREDIT HOURS PRODUCED	171	210	237	246	240
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	85%	81%	96%	94%	90%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: S4 900N				
ACADEMIC DISCIPLINE AREA	Geography				
COURSE TITLE	GEO 121 Physical Geography				
COURSE DESCRIPTION	This course is designed to provide an introduction to the general physical environment emphasizing subjects and terminology from the atmosphere, biosphere, lithosphere, and hydrosphere. Topics such as meteorology, earthquakes, volcanoes, river systems and soils will be examined. A				

	laboratory component further explores these topics using the scientific method of observation, hypothesis, formation, and experimentation.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	39	42	47	46	42
CREDIT HOURS PRODUCED	156	168	188	184	168
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	93%	98%	96%	90%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1 909L				
ACADEMIC DISCIPLINE AREA	Geography				
COURSE TITLE	GEO 220 Geography of the Developing World				
COURSE DESCRIPTION	This course introduces students to the application and practical importance of environment, geography, and socio-economic issues that have impacted the developed world. An overview of various areas such as Asia, Africa, and Europe will be discussed as well as an examination of other factors such as the human impact to regional ecologically.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	84	91	98	85	78
CREDIT HOURS PRODUCED	252	273	294	255	234
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	86%	80%	84%	83%	89%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: S4 902N				

ACADEMIC DISCIPLINE AREA	Geography				
COURSE TITLE	GEO 235 Human Geography				
COURSE DESCRIPTION	This course is organized on a topical basis and is designed to provide an introduction to human geography by highlighting various geographic concepts. It is intended to acquaint the student with a general understanding of culture including language and religion, spatial interaction between people, regionalism, the physical environment and population trends.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	13	0	11	0	0
CREDIT HOURS PRODUCED	39	0	33	0	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	85%	0	91%	0	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: S4 900N				
ACADEMIC DISCIPLINE AREA	Geography				
COURSE TITLE	GEO 296 Special Topics in Geography				
COURSE DESCRIPTION	This course offers in-depth analysis of a special topic, issue, or trend in geography. Topics may include GIS or other areas related to geography. Repeatable to a maximum of 12 semester hours for different special topics; 6 semester hours may apply to a degree or certificate.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
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)	FORM 13 STATUS: TRANSFER CREDIT ACCEPTED Eastern Illinois University 11/5/2018 Illinois State University 11/26/2018 Northern Illinois University 7/30/2018 Southern Illinois University 8/30/2018 University of Illinois at Chicago 11/6/2018
18. HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Enrollment has been consistent for geography and has seen a steady and or increasing trend during the past five years. All courses have an IAI equivalent code and are mainly taken by students as general electives to satisfy degree requirements. The success rates for all courses have been over 80%
19.WHAT DISAGGREGATED DATA WAS REVIEWED?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry
20. WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	Within the GEO discipline, it was found that the majority of students were in the 18-20-year age range, larger than the other age ranges. Additionally, female enrollment in GEO courses were slightly higher than male enrollments. Discipline enrollments were steady at around 80% average. Slight gaps in this data can possibly be the results of changes to student's college goals, schedules, and so forth since GEO is a general college elective.
GOAL PLANNING	

21. What are the discipline's strengths?	GEO discipline promotes geographic awareness of the world around the students and the different environments that exist. Through the use of labs, demonstrations, special events, and special project assignments, the higher success rates which average over 80% indicate that students are interested in the discipline. In short, identifying places in the world is a definite strength that results from the program's diverse setup.
22. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?	The innovations that have been brought to this discipline is continued awareness of geography. Although other colleges instruct on the same materials that are presented here, GEO students have indicated that the mapping lab assignments provided were innovated and a favorite part of the discipline.
23. What are the identified or potential weaknesses of the discipline?	Given the success rates, weaknesses regarding the discipline are not numerous, however, we would like to explore and implement changes to weather labs and other mapping assignments. Weather is sometimes a difficult subject to demonstrate and many assignments are dependent on the Internet for success. A lack of additional weather equipment for GEO121 would help better demonstrate and provide hands-on support for students to gain a greater insight into those processes. Moreover, another weakness for the online GEO course as well as the traditional face-to-face courses is some of the Black Board software limitations to online chat and other software compatibility issues.
24. Describe actions that can be implemented to turn potential weaknesses into strengths.	In addition to continuous program review, ongoing changes to assignments such as the weather subjects previously mentioned and implementations of new technology in GEO courses could turn potential learning weaknesses into a more success, robust experience for students. Moreover, better support and programming for the company that develops Blackboard would greatly reduce weaknesses in my courses.
25. List any barriers encountered this year that impeded student success.	Some barriers that were encountered, but have not impeded student success on a major scale, are that currently the GEO discipline has no presence in the tutoring center. From a technological view, one of the science rooms could use a few additional computer workstations so that there is one for every student in the lab. For the online course, Blackboard's inability to have a built in online chat mechanism has prevented effective online chatting with students.
26. Describe actions that can be implemented to reduce barriers.	As previously mentioned, even though there were no significant barriers, actions that can be implemented to improve student success is continued review of the discipline to see if there are any academic adjustments in the upcoming years. Also, addressing the tutoring center, Blackboard software enhancements, and additional computer workstations would help reduce barriers.
27. Discipline Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and	Over the next 5 years, We would like to conduct the following measurable goals for geography discipline program review. Goal 1: To review current content material such as catalog descriptions, program review reports, mission and vision

any needs identified in this review	statements for the discipline. Goal 2: To review course goals inventory such as syllabi, assignments, tests, instructional technology, etc. Goal 3: To review this program and compare and contrast to other program goals in other institutions. Looking at what is in use elsewhere and transfer institutions with IAI standards can reaffirm if Waubonsee's discipline needs any adjustments so that students will have not have transfer difficulties when they continue their education at 4-years institutions.
28. Resources and Support needed: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	The resources to improve include: Blackboard Software training, adding different geography technologies that can be implemented in the class including a special geography quiz software, and guidance from the department dean and educational affairs.
REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	• Review current content material such as catalog descriptions, program review reports, and mission and vision statements for the GEO discipline. • Review course goals inventory such as syllabi, assignments, and assessment tests. • Evaluate, assessment, and implement any changes to instructional technology. • Strengthen marketing of the GEO discipline to ensure continued student interest.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Geography gives students an overview on different world realms and regions. Geographic maps, table population analysis, and point of interest locations provide the general framework for course objectives and student success for this information. Geography courses have IAI designations, which help students transfer to four-year institutions.
Responsibility Who is responsible for completing or implementing the modifications?	The faculty and dean are responsible for making sure that the curriculum is up to date and meets IAI standards.

Academic Disciplines	
COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	2018-2019
DISCIPLINE AREA:	Geology (GEOLOGY)
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.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	For the Geology discipline, during the last five years, there have been updates to learning objectives and outcomes based on changes in scientific methodologies such as technology, theory, and environmental change, as well as pedagogic training of instructor. Adjustments in Geology assignments have also been revised to reflect the outcomes and objectives changes.
REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**

1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? 1.1	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
2. How are students informed about or recruited for this program/discipline? (Please include any other additional information not covered in the response) 1.2	Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

3. What are the costs associated with this discipline? 2.1	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development The costs associated with this program is $7675 per load hour which is 380% more than the institutional average of $2018 per load hour.
4. What steps can be taken to offer curricula more cost-effectively? 2.2	Expenses for the Geology courses fluctuate depending on new lab supplies or technology updates that are continual with the information age. It is always important to have up-to-date supplies for students to learn from. A constant review of budget accuracy with needs can be challenging. This review has helped clarify instructional costs and funding processes. Additionally, as discussed elsewhere, steps to increase enrollment will be implemented, which will potentially involve the hiring of adjunct instructors, which will decrease the cost per load hour.
5. Is there a need for additional resources? 2.3	As technology changes, there will always be a need for additional laboratory supplies and instructional materials. Since Geology has a lab section, it will be necessary to expand on laboratory materials as they are revised and updated to reflect new scientific methods and technological changes. Coverage of Geology in the Tutoring Center would improve student success.
INDICATOR 3: QUALITY	***RESPONSE***
6. Program/Discipline Objectives What are the objectives/goals of the discipline?	The student will be able to: 1. Interpret the geologic materials and processes that govern, and have governed through geologic time, their familiar physical Landscape; 2. Apply the concepts of physical geology; 3.Use basic vocabulary of physical geology; 4. Apply geological concepts to current social and political geological issues through critical reading, writing, and discussion.
7. What assessment methods are used to ensure student success?	To ensure student success in this discipline, the assessment methods that the program uses include exams, quizzes, written papers, in-class exercises and group work, laboratory participation and written homework assignments.

8. To what extent are these objectives being achieved? (Use assessment report findings)	The Geology outcomes are being achieved through textbook readings, classroom lecture, group discussions, written homework assignments and reports as well as laboratory participation and field trips. For the period 2013 to 2017 there has been a 52% increase in the completion rate in GLG100.
9. Describe curricular changes implemented over the last year that resulted from assessment findings.	A significant amount of active learning pedagogies and metacognitive training has been introduced to all lecture classes. These new pedagogies include activities such as think-pair-share, reflection essays, retriever exercises, concept mapping, study cycle, discussion of Bloom's taxonomy, and exam wrappers.
10. How does this discipline contribute to other fields and the mission of the college?	Geology provides the student with knowledge of scientific processes and geoscience concepts. It is the college's mission to have a global perspective of the world we live in and Geology helps promote the understanding of physical science and its impact and place in our world.
11. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? 3.1	All classes in the Geology discipline are offered in the face-to-face format.
12. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? 3.2	Does not apply, only face-to-face.
13. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? 3.3	Except for a sabbatical replacement in the Fall of 2018, all Geology sections are currently taught by a full-time instructor, who is evaluated using student evaluations. Occasional anonymous mid-term student surveys are administered (3 things like about the class, 3 things don't like about the class).
14. How does the discipline identify and support at-risk students? 3.4	The discipline identifies at risk students through the use of performance criteria soon after the semester starts. The instructor contacts all at-risk students 4 to 5 times during the semester, starting at week 2, to encourage personal consultation and training in metacognitive skills. Counseling, Advising, transfer center, and the Access Center for disabilities also assists high-risk students achieve success.
15. To what extent is the discipline integrated with other instructional programs and services? 3.5	The discipline offers assistance to all students to all appropriate programs and services offered through the college. These include, but are not limited to: TRIO, Counseling, Tutoring, Access Center for Students with Disabilities, and the Honors Program.

16. What does the discipline or department review when developing or modifying curriculum? 3.6	The department reviews current outcomes and objectives as well as subject materials. It is important to keep subject information current and not stagnant and that students are provided with the best Geology knowledge with the world around them. Curriculum is modified using a backwards design pedagogy.
17. When a course has low retention and/or success rates, what is the process to address these issues? 3.7	Each faculty member is given data concerning retention and success rates, and meets with the division's dean to discuss these. The Geology faculty member has been an active member and co-chair of a grant consortium that has retention as a focus goal. The faculty member has worked to improve the metacognition skills and skills that teach to different learning styles. He has also adjusted his outside-of-class assignments to include some that are more relevant. All faculty regularly discuss this topic at division meetings. In addition, please see sections 9, 14, 22 and 23.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES

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

ACADEMIC DISCIPLINE AREA	Geology				
COURSE TITLE	GLG 100 Introduction to Physical Geology				
COURSE DESCRIPTION	This course examines the basic principles of geology from a physical and historical perspective. It includes such topics as the formation of rocks and minerals; internal and external processes modifying the earth's surface and other natural phenomena; and the evolutionary history of the earth, including its life forms and continents.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	22	0	27	22	24
CREDIT HOURS PRODUCED	66	0	81	66	72
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	58%	0	65%	72%	88%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1 907				
ACADEMIC DISCIPLINE AREA	Geology				

COURSE TITLE	GLG 101 Introduction to Physical Geology Laboratory				
COURSE DESCRIPTION	This course includes weekly face-to-face laboratory work involving mineral and rock identification, topographic and geologic map exercises, and some fieldwork.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	12	0	12	7	17
CREDIT HOURS PRODUCED	12	0	12	7	17
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	82%	0	91%	50%	90%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1 907L				
ACADEMIC DISCIPLINE AREA	Geology				
COURSE TITLE	GLG 102 Historical Geology				
COURSE DESCRIPTION	This course is an introduction to the origin and structure of the earth through a study of the evolution of its life and continents over the last 4.6 billion years. Emphasis is placed on the formation and interpretation of sedimentary rocks for the purpose of understanding how they, and the fossils contained within them, record changes in the Earth's environment and processes over time. Plate tectonics and extinctions recorded in rocks are studied to understand how they reflect environmental changes in the Earth's ocean, atmosphere, and surface.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	8	0	0	0	0
CREDIT HOURS PRODUCED	32	0	0	0	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	80%	0	0	0	0

IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 907L				
Academic Discipline Area	Geology				
Course Title	GLG 103 Environmental Geology				
Course Description	This course examines human interaction with geologic processes and hazards, including earthquakes, volcanoes, mass wasting and flooding. Environmental concerns to be discussed include the occurrence and availability of geologic resources (energy, water and minerals), land use planning, groundwater pollution and remediation, environmental health and law. The course is intended for non-science or potential environmental sciences majors.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	0	21	0	0	26
Credit Hours Produced	0	63	0	0	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	53%	0	0	71%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 908				
Academic Discipline Area	Geology				
Course Title	GLG 120 Geology of the National Parks				
Course Description	Geology of the National Parks develops geological background, concepts and principles through the study of selected national parks. Students articulate the reasons why sites are designated as national parks, monuments, and seashores, and the role that geology has in determining that status. Basic geologic concepts discussed are minerals, rocks, geologic time, sedimentary environments and rivers, plate tectonics, volcanoes, weathering, mass wasting, earthquakes, and glaciers and glaciation. Human interactions and archeology are presented where appropriate.				

	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	0	23	0	0	0
Credit Hours Produced	0	69	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	54%	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P1 907				
18. How does the data support the course goals? Elaborate.	In addition to teaching in a manner so that course outcomes are met, the faculty member, with the dean's support, continuously works to improve success and retention rates. The data is being used to see if new metacognition tools are improving success rates. The data did not show a dramatic increase in success rates. Based on the data, additional study skills sessions will be added.				
19. WHAT disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry				
20. Were there identifiable gaps in the data? Please explain.	Analyses of these data show that there is a greater drop in enrollment in Geology from 2013 to 2017 than college wide, a lower success rate, a higher percentage of male students and a predominance of 18 to 20 year old students. Geology exceeded the college in the fall to spring retention rate and generally				

	matched the college racial demographics. These gaps will be addressed using the same approach as discussed in sections 22 and 23.
GOAL PLANNING	
21. What are the discipline's strengths?	The discipline promotes scientific and geologic awareness of the world around the students and the different processes and environments that exist. This awareness is accomplished with energetic and well-trained instructors (based upon student comments and evaluations) using state-of -the-art equipment and data-driven pedagogies.
22. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?	Over the last 5 years, the geoscience faculty has been involved in an external program that has developed in him a greater understanding of how students learn. He has used this new skill set in presentations to his geoscience and earth science classes, and has seen a noticeable increase in engagement and completion. This skill set includes concepts such as metacognition, self-regulated learning, impostor syndrome, science identity, active learning and muticontexturality.
23. What are the identified or potential weaknesses of the discipline?	There is a low completion rate for the geology discipline courses other than GLG100 and 101. These low completion rates will be addressed using the same techniques discussed in the previous sections 9, 14, 17 and 22. The low enrollment weakness will be addressed organically and with recruiting. The organic approach is driven by the effect of increased student success, which is that more students will be encouraged to enroll in the class going forward. The recruiting approach is to contact local employers of geoscientists and to have these job and internship opportunities presented to students.
24. Describe actions that can be implemented to turn potential weaknesses into strengths.	One of the long established strengths of geology is to experience it out of the classroom. These field experiences can be transformational to students understanding of the geosciences. Field experiences are also fraught with many major logistical issues, not limited to financial. To address increasing student success, having a dedicated geoscience tutor in the tutoring center would be helpful. This tutor should also be able to cover content in the Earth Science discipline. Faculty has recently identified several quality OER textbooks that will be used in GLG100 and the recently completed Geology Laboratory Manual during the sabbatical of the geology faculty will be used for GLG101.
25. List any barriers encountered this year that impeded student success.	Faculty participation in externally-funded grant programs can bring to Waubonsee students a rich and unmatched range of opportunities for learning and research. However, there are barriers that are currently in place that prevent faculty participation in these grant-funded programs at an appropriate level of commitment for the approval of grant proposals.

26. Describe actions that can be implemented to reduce barriers.	Proposed actions include increased financial support of field experiences and development of an agreement on ways to facilitate complete faculty participation in externally funded research proposals. Additionally, develop an articulation agreement with the Geology and Environmental Geosciences Department at Northern Illinois University, where the majority of Waubonsee's geology 'majors' transfer to. This agreement will enable a smoother transition and also promote the geosciences.
27. Discipline Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	Over the next 5 years, Geology faculty would like to conduct the following measurable goals for the GLG discipline program review. Goal 1: To review current content material such as catalog descriptions, program review reports, mission and vision statements for the discipline Goal 2: To continue to increase the completion rate of geology students and to work to matching the schools student demographics, Goal 3: To develop an articulation agreement with the Geology and Environmental Geosciences Department at Northern Illinois University.
28. Resources and Support needed: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	Few additional resources are needed for goal 1. For goal 2, continued support of pedagogic changes made by the faculty, the hiring of a geology/earth science tutor, and continued or additional financial support of technology, teaching materials and field trips. For goal 3, initiation of discussions by appropriate administrators, in consultation with faculty.
REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	• To review current content material such as catalog descriptions, program review reports, mission and vision statements for the Geology discipline. • Review course goals inventory such as syllabi, assignments, and assessment tests. • Evaluation, assessment, and implement any changes to instructional technology. • Strengthen marketing of the GLG discipline to ensure continued student interest. • Consultation with Dean of Mathematics and Sciences to advise plan of action in developing articulation agreement with NIU Department of Geology and Environmental Geosciences
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Geology provides students an understanding of the processes on Earth that have, and will, affect them in their daily lives. These processes include resource extraction, hazard evaluation and climate change. A deep understanding of these issues is critical to a students future. The Geology discipline has been reasonably successful in developing this deep understanding to a reasonable duplication of the Waubonsee student population. Future modifications will be focused on increasing this understanding to

	more Waubonsee students, and to develop future geoscientists to address those critical societal needs in the future.
Responsibility Who is responsible for completing or implementing the modifications?	The faculty and dean are responsible for making sure that the curriculum is up to date and meets IAI standards.

Academic Disciplines

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19
DISCIPLINE AREA:	Kinesiology

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.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	The Kinesiology Program underwent massive curriculum revisions during the 2017-2018 academic school year to better align with the needs of Waubonsee students and local transfer institutions. 1. The AAS in Kinesiology was withdrawn and updated to an AS with a specialization in Kinesiology. This change was created to enhance the transferability for students when they transfer to 4-year institutions. 2. Course outcomes for 35 different Kinesiology classes were written. Through a needs-based analysis, the following courses were withdrawn: • PED205 – Scientific Foundations of Human Movement • PED236 – Exercise for Special Populations • PED242 – Lifestyle Wellness Coaching 3. A new course was created and taught for the first time in Fall, 2018: • KPE250 – Sport Psychology Sport Psychology is a standard course that is taught at most 4-year institutions in Kinesiology and Physical Education programs. Regarding articulation agreements, NIU has accepted a 1 to 1 transfer articulation with their "Sport and Exercise Psychology" course, KNPE310.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	4. The following course received significant revisions to better align with the American College of Sports Medicine (ACSM) Group Exercise Instructor (GEI) Exam, which included increasing the credits from 2 to 3 credits. • PED234 – Group Exercise Instruction 5. Fourteen one-credit PED courses were withdrawn because credit was being awarded based on a visit-based system instead of being instructor-led. Subsequently, there was no assessment of student learning. The courses withdrawn include: • PED100 – Soccer • PED111 – Volleyball • PED113 – Baseball I • PED115 – Softball I • PED116 – Karate • PED120 – Baseball II • PED125 – Softball II • PED128 – Spinning • PED136 – Physical Fitness I • PED140 – Physical Fitness II • PED145 – Fitness Training • PED147 – Intermediate Yoga • PED148 – Conditioning • PED232 – Theory and Practice of Baseball 6. The pre-fix was revised from PED to KPE to better represent the wide diversity of the program. 7. The Kinesiology Certificate was streamlined from 34 credits to 18 credits with the goals of improving completion rates and to facilitate stackable credentials as students work towards the A.S. with a concentration in Kinesiology. In this process, an additional concentration was added "Personal Training" while the current concentrations, "Athletic Training" and "Coaching and Sport Management" were revised. These redefined concentrations provide clearer direction for students regarding elective courses.

REVIEW ANALYSIS Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?	Several processes are in place to determine programmatic needs and changes for the A.A.S. and A.S. academic programs. Kinesiology faculty participate in state and national organizations meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make-up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Education Affairs.
2. How are students informed about or recruited for this program/discipline?	Students are informed and recruited for this discipline in their high schools, tours of the campuses and through advertising. Faculty also participate in recruiting events such as College Night, Exploring Majors Fair, college open houses, and targeted presentations every spring for High School students who are interested in studying Kinesiology in college.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

3. What are the costs associated with this discipline?	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development • Kinesiology equipment (e.g., Dumbbells, Free weights, Body Bars and Medicine Balls) • Facility space (Strength & Conditioning Room, Field house, and the Dance Studio) The costs associated with this program are $2,456.02 per load hour which is 22% more than the institutional average of $2,017.55 per load hours.
4. What steps can be taken to offer curricula more cost-effectively?	The college pays for this program and its costs through tuition and fees. An option to decrease program costs would be to have greater enrollment in the program and individual classes.
5. Is there a need for additional resources?	At the current time, no additional equipment resources are needed as all required equipment is currently in good working order.
INDICATOR 3: QUALITY	***RESPONSE***
6. Program/Discipline Objectives What are the objectives/goals of the discipline?	• To prepare students with foundational knowledge to continue their education in a Bachelor's Degree in Kinesiology or a related field. • To prepare students to successfully pass the American College of Sports Medicine (ACSM) Personal Training Exam (PT) and / or Group Exercise Instructor (GEI) Exam.
7. What assessment methods are used to ensure student success?	• From 2013 – 2018, 75% of students have gone on to complete their Bachelor's Degree in Kinesiology. Therefore, the change from the AAS to an AS in Kinesiology (implemented fall, 2018) lends itself well to meeting the demands of the student population. • The pass rates of the American College of Sports Medicine certifying exam for both the Group Instructor Exam and the Personal Training Exam.
8. To what extent are these objectives being achieved? (Use assessment report findings)	The Kinesiology program is preparing for assessment and will have data by the end of May, 2019.

9. Describe curricular changes implemented over the last year that resulted from assessment findings.	• Withdrew the AAS in Kinesiology and introduced an AS in Kinesiology to increase transferability to 4-year institutions. • Streamlined the Kinesiology Certificate from 34 to 18 semester hours to enhance completion rates and stackable credits. • Introduced a new course, Sport Psychology (KPE250). • Fourteen visit-based 1 credit activity courses were withdrawn.
10. How does this discipline contribute to other fields and the mission of the college?	Physical Education is the foundational basis for living a healthy lifestyle. Content from the Kinesiology classes helps to promote healthy living through nutrition, physical activity, and mental health. This is important since research continually touts the benefits of exercise, as it helps to decrease chronic diseases such as heart disease, stroke, and some cancers, which are the three leading causes of deaths for Americans. Regarding supporting the mission of the college, there are 13 different athletic teams at Waubonsee. Given the nature of the Kinesiology courses, many students in the Kinesiology program are student-athletes. Subsequently, Kinesiology courses allow WCC students and student-athletes curriculum to support their athletic interest. To further strengthen connections between academics and faculty, a faculty-mentoring program for student-athletes was rolled out in Fall, 2018. Through this program, three athletic teams (men's soccer, women's basketball, and men's basketball) were identified and subsequently matched with a faculty mentor. The purpose of the program is to connect student-athletes with a faculty mentor as a way to promote student excellence.

11. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)?	This program is delivered mostly face-to-face format. The exceptions are outlined below: 1. The following courses are offered online: HED100 – Personal Wellness KPE203 – Current Issues in Sports KPE204 – Introduction to Coaching KPE235 – Survey of the Sports Organization KPE240 – Business Management for the Fitness Professional 2. The following course is offered in a hybrid format: KPE211 – First Aid and Emergency Care 3. The following course is offered in a flexible summer schedule (e.g., 3, 4, & 8 weeks): HED 100 – Personal Wellness 4. The following courses are offered as late start: HED100 – Personal Wellness KPE235 – Survey of the Sports Organization
12. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method?	The aforementioned courses that are offered in an alternative delivery are only offered in this delivery format. Therefore it is not possible to compare the success rates of these delivery methods.
13. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Classroom observations for non-tenured instructors are conducted by both the Dean (once a semester) and the Assistant Vice President of Transfer and Developmental Education (once a year) until tenure status has been achieved. Current discussion is exploring the option of a post-tenure review process to adequately support the needs of tenured instructors. Classroom observations for adjuncts are performed by the Assistant Dean once a semester. Student evaluations are completed for every instructor (e.g., adjunct, non-tenured, and tenured).
14. How does the discipline identify and support at-risk students?	Faculty are highly encouraged to participate in the Early Alert System (4 weeks, 8 weeks, and 12 weeks) to identify any high-risk student. All students receive information regarding Waubonsee's support services, which include the Access Center for Students with Disabilities, Tutoring Center, and the Library.
15. To what extent is the discipline integrated with other instructional programs and services?	The Kinesiology program works with the Access Center for Students with Disabilities and the Student-Athlete Support Program (STAR) for student-athletes.

16. What does the discipline or department review when developing or modifying curriculum?	The department reviews the curriculum from Waubonsee's local transfer institutions (e.g., NIU, AU, UIC, U of I) to determine how the Kinesiology curriculum can best align with the needs of the transfer institutions. Thus, course revisions and new courses are developed with the intent of increasing transferability to 4-year institutions (e.g., KPE250 – Sports Psychology) or industry-specific courses (e.g., Principles of Personal Training Course, KPE245), which will be offered starting Fall 2019.
17. When a course has low retention and/or success rates, what is the process to address these issues?	Data over the past five years (2013-2017) demonstrated a consistent trend that generally, most students are successful and pass the KPE courses with a C of above (71-100% of successful completion rates). One exception was in 2013 Strength and Conditioning Principles (KPE237) had a 44% completion rate of C or above. What is more prevalent is low enrollment numbers, thus prohibiting courses from being offered. For example, the two Physical Education Courses (KPE200 – Introduction to Physical Education and KPE210 – Physical Education for Children) have not been taught since at least 2013. One possible explanation for this is prior to the 2017-2018 course catalog, these aforementioned PE classes were not included as recommended courses in the AS with a concentration in Physical Education. This information has been revised for the 2018 – 2019 catalog, and hopefully, this will help to address the low-enrollment issues for KPE200 and KPE210.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 108 Horsemanship 1				
COURSE DESCRIPTION	Intended for the beginning or inexperienced rider, Horsemanship I covers English riding (Saddle seat), grooming, leading, saddling, and bridling.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	7	6	6	8	2
CREDIT HOURS PRODUCED	3.5	3	3	4	1
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	100%	100%	88%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (7/2/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 109 Horsemanship 2				
COURSE DESCRIPTION	Horsemanship II provides a more in-depth continuation of skills learned in Horsemanship I. Riders work on diagonals, simple figure work, and horse psychology.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	2	0	1	3	0
CREDIT HOURS PRODUCED	1	0	0.5	1.5	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	0	100%	100%	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (7/2/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 114 Basketball 1				
COURSE DESCRIPTION	This course is designed for the intermediate basketball player. Instruction includes the techniques of shooting, passing, dribbling and rebounding, which are practiced in actual game situations.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	12	16	18	16	12
CREDIT HOURS PRODUCED	12	16	18	16	12
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	100%	100%	100%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 118 Personal Defense				
COURSE DESCRIPTION	This course is designed to help students acquire confidence and the ability to cope with unexpected attacks and emergencies. Self-defense techniques, including methods of preventing attacks, breaking falls and basic throws, are taught.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	20	13	17	10	0
CREDIT HOURS PRODUCED	20	13	17	10	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	92%	100%	100%	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 124 Basketball 2				
COURSE DESCRIPTION	This course is designed for the experienced collegiate basketball player. Advanced techniques of shooting, passing, dribbling and rebounding are taught and practiced in actual games situations.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	4	7	4	3	1
CREDIT HOURS PRODUCED	4	7	4	3	1
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	100%	100%	100%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 127 Cardio Kickboxing				
COURSE DESCRIPTION	Cardio Kickboxing is a fusion of boxing, martial arts, and aerobics done rhythmically to music. It is a cardiovascular workout consisting of jabs, hooks, uppercuts, and kicks designed to get you on your way to a leaner body and healthier state of mind. This is a non-contact course and gloves are not required.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	0	0	0	10	10
CREDIT HOURS PRODUCED	0	0	0	10	10
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	0	0	90%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 134 Zumba Fitness				
COURSE DESCRIPTION	This course improves an individual's cardiovascular system through participation in aerobic exercise routines set to Latin-infused dance music. The routines feature interval training sessions where fast and slow rhythms and resistance training are combined. Intensity is elevated to a level appropriate to one's training heart rate.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	37	45	22	45	29
CREDIT HOURS PRODUCED	37	45	22	45	29
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	94%	93%	100%	95%	96%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 141 Jogging				
COURSE DESCRIPTION	Designed for the student desiring to improve or maintain cardiovascular fitness, this course combines theory and practice to gain maximum short- and long-term cardiovascular benefits.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	14	7	8	0	0
CREDIT HOURS PRODUCED	14	7	8	0	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	86%	100%	100%	0	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 142 Weight Training				
COURSE DESCRIPTION	This course is designed for either the beginning or experienced weight trainer. The course covers muscle and strength development and includes lifts, body building and Olympic lifts.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	26	17	17	12	0
CREDIT HOURS PRODUCED	26	17	17	12	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	91%	94%	100%	91%	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 146 Yoga				
COURSE DESCRIPTION	This course focuses on the union of mind, body and the breath through various yoga Asanas while promoting physical health and psychological well-being. The practice of Asana, Pranayama and Meditation are utilized for a complete yoga practice. The yoga Asanas are designed to enhance muscular strength, flexibility, energy, concentration and relaxation.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	49	51	65	62	47
CREDIT HOURS PRODUCED	49	51	65	62	47
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	85%	92%	98%	100%	80%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 150 Basic Prevention and Care of Athletic Injuries				
COURSE DESCRIPTION	This course is an introduction to the field of athletic training for students planning careers in athletic training, coaching, physical education, or a fitness profession. The course will provide students with the knowledge and skills necessary for the proper care and management of athletic injuries. Additionally, students will learn how to establish an effective health care system, prevent and minimize sports-related injuries, recognize and manage specific areas and conditions, and apply their skills and knowledge in a variety of settings.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	12	11	18	0	15
CREDIT HOURS PRODUCED	36	33	54	0	45
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	100%	100%	0	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/1/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 200 Introduction to Physical Education				
COURSE DESCRIPTION	This course is designed to introduce the disciplines of physical education, recreation, and sport. Emphasis will be placed on the historical background and philosophies relating to physical education, the future direction of physical education, and traditional and new career opportunities. Emphasis is placed on physical education as a profession.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	0	0	0	0	1
CREDIT HOURS PRODUCED	0	0	0	0	3
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	0	0	0	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Northern Illinois University (6/27/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 203 Current Issues in Sports				
COURSE DESCRIPTION	This course examines the interaction between sport and culture, the relevance of sport in modern society, and the social processes which influence sport.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	15	10	13	16	15
CREDIT HOURS PRODUCED	45	30	39	48	45
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	90%	100%	80%	80%	86%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 204 Introduction to Coaching				
COURSE DESCRIPTION	This introduction to the major aspects of athletic coaching includes: developing a philosophy, different coaching and player personalities, motivation, discipline, communication, self-confidence, team cohesion, outside influences, leadership styles, and cultural and minority issues.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	23	27	12	8	37
CREDIT HOURS PRODUCED	69	81	36	24	111
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	84%	88%	71%	100%	79%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 207 Teaching Sport Skills 1: Team Sports				
COURSE DESCRIPTION	This course provides instruction on skill development, performance, and analysis of team sports such as: basketball, football, soccer, softball, and volleyball.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
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)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 208 Teaching Sport Skills 2: Individual Sports				
COURSE DESCRIPTION	This course provides instruction on skill development, performance, and analysis of individual sports such as: badminton, golf, tennis, and track and field.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
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)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 209 Introduction to Exercise Science and Sports Professions				
COURSE DESCRIPTION	This course provides an overview of the foundational content within the areas of exercise science as well as options available for professional career opportunities, career development, and employment. Topics include: historical development of exercise science, exercise physiology, athletic training, sport nutrition, sport psychology, biomechanics, and careers in exercise science.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	0	0	18	14	10
CREDIT HOURS PRODUCED	0	0	54	42	30
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	0	88%	93%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 210 Physical Education for Children				
COURSE DESCRIPTION	This course examines the management and instruction of developmentally appropriate physical education for children. Topics include: growth and development, curriculum design, teaching techniques, motor skill development, and evaluation.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
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)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 211 First Aid and Emergency Care				
COURSE DESCRIPTION	This course provides consistent guidelines and training which enable the citizen responder to recognize and respond appropriately to cardiac, breathing and first aid emergencies. Upon successful completion of the course, participants may receive the American Red Cross Responding to Emergencies, CPR/AED and First Aid certificates.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	48	41	39	28	17
CREDIT HOURS PRODUCED	144	123	117	84	51
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	91%	97%	94%	92%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (1/4/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 231 Theory and Practice of Basketball				
COURSE DESCRIPTION	This course covers the techniques for developing competitive basketball skills. Included are the study of basketball rules, strategy and instruction methods for coaching basketball.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	10	14	13	10	16
CREDIT HOURS PRODUCED	20	28	26	20	32
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	92%	100%	100%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 234 Group Exercise Instruction				
COURSE DESCRIPTION	This course is designed to prepare exercise specialists with the knowledge and skills needed to teach the methods and concepts of group exercise instruction. Theoretical learning and practical application techniques are emphasized throughout the course.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	9	8	13	0	6
CREDIT HOURS PRODUCED	18	16	26	0	12
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	100%	83%	92%	0	67%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 235 Survey of the Sports Organization				
COURSE DESCRIPTION	This course surveys sports administration and sports business techniques as they pertain to the sport enterprise. Students attain theoretical knowledge and practical skills in preparation for various sport managerial and business careers. Also covered are decision making and planning from the sport manager's perspective and the impact of corporate sponsorship on the sport.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	17	11	3	16	14
CREDIT HOURS PRODUCED	51	33	9	48	42
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	86%	89%	100%	100%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 237 Strength and Conditioning Principles				
COURSE DESCRIPTION	This course is designed to prepare exercise specialists to adapt the principles of resistance training to individuals in order to develop and maintain muscular strength, muscular endurance and muscle mass.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	11	15	0	14	1
CREDIT HOURS PRODUCED	33	45	0	42	3
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	44%	71%	0	100%	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Urbana Champaign (8/20/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 238 Fitness Assessment and Exercise Programming				
COURSE DESCRIPTION	This course is designed to prepare exercise specialists with the knowledge and skills needed to assess health status and health behaviors in order to create and update exercise prescriptions. Emphasis is placed on the exercise specialist obtaining as much information as possible about a participant to optimize the benefit-to-risk ratio.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	11	7	17	0	12
CREDIT HOURS PRODUCED	33	21	51	0	36
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	89%	86%	88%	0	83%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (7/10/18) University of Illinois at Urbana Champaign (6/27/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 239 Exercise and Sport Nutrition				
COURSE DESCRIPTION	This course covers the essentials of human nutrition and examines the metabolic and physiologic basis for macro-nutrient and micro- nutrient recommendations during training, competition/performance, and recovery. Other topics include: body composition and weight management, effect of eating disorders in athletes, and sport nutrition supplements.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	0	0	13	15	27
CREDIT HOURS PRODUCED	0	0	39	45	81
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	0	100%	100%	89%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (2/7/18) Illinois State University (7/26/18) Northern Illinois University (2/8/18) Southern Illinois University (11/14/18) University of Illinois at Chicago (2/8/18) University of Illinois at Urbana Champaign (6/28/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 240 Business Management for the Fitness Professional				
COURSE DESCRIPTION	This course provides an overview of the entrepreneurial process and covers the practical aspects of operating a fitness business. Topics include: business plan development, sales, marketing, service, operations, administration, management, legalities, and human resources.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	0	0	0	9	0
CREDIT HOURS PRODUCED	0	0	0	27	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	0	0	100%	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University (8/2/18) Illinois State University (7/26/18) Northern Illinois University (7/2/18) Southern Illinois University (11/14/18) University of Illinois at Urbana Champaign (8/20/18)				

ACADEMIC DISCIPLINE AREA	Kinesiology				
COURSE TITLE	KPE 250 Sport Psychology				
COURSE DESCRIPTION	This course explores theories and concepts involved in mental training that can enhance athletic performance. Topics focus on the role of personality and social settings that influence thinking, performance, sportsmanship, and personality in both individual and team sports. Theoretical frameworks and scientific knowledge for an athletic context provide an understanding why athletes perform the way they do in a sport setting and show how coaches, sport psychologists, athletic trainers, and athletes incorporate these skills to enhance athletic participation, motivation and performance.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
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)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University Northern Illinois University (2/21/18) Southern Illinois University (1/29/18) University of Illinois at Chicago (2/1/18) University of Illinois at Urbana Champaign (1/12/18)				

ACADEMIC DISCIPLINE AREA	Personal Wellness				
COURSE TITLE	HED 100 Personal Wellness				
COURSE DESCRIPTION	This course is designed to deal with common health problems. Emphasis is placed on prevention, maintenance and improvement through self-responsibility in areas of: achieving wellness, eating and exercising toward a healthy lifestyle, building healthy relationships, understanding and preventing disease, drug use and abuse, environmental influences and making healthy choices.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* *(2015-2016)*	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*
NUMBER OF STUDENTS ENROLLED	147	231	147	135	159
CREDIT HOURS PRODUCED	2154	1890	1722	1494	1401
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	84%	80%	86%	88%	85%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University Illinois State University Northern Illinois University Southern Illinois University University of Illinois at Urbana Champaign Western Illinois University				

18. What are the discipline's strengths?	1. The program has a combination courses that prepare students for a variety of careers in Personal Training, Group Exercise Instruction, Strength and Conditioning, Athletic Manager, and Program Director. Students are encouraged to participate in an internship for elective credit and choose an area of Kinesiology based on their personal interests. Students have the opportunity to be an intern at the on-site Total Fitness Center, which provides exercise instruction, testing and assessment, small group training and personal training to students, athletes, and community members. 2. The Kinesiology courses are designed to prepare students to successfully pass the American College of Sport Medicine (ACSM) Certified Personal Training (CPT) Exam and / or the Group Exercise Instructor (GEI) Certification. The ACSM certifications are considered to be the gold-standard certification for a profession in Kinesiology. 3. Courses are taught in the state-of-the-art Field House, which faced an 18 million dollar renovation in 2015. This fieldhouse allows the opportunity for students to connect classroom theory in an athletic setting through the use of the strength & conditioning room, dance studio, three-lane suspended track, and various athletic courts (basketball, volleyball, and turf field). 4. From 2013-2017, between 3-19% of the courses were taught by a full-time faculty instructor. Starting in fall 2018, 86% of courses were taught by a full-time faculty member. This drastic shift in full-time staffing can be attributed to the withdrawal of 14 PED courses, which occurred in spring 2018. The withdrawal of these aforementioned classes led to a greater percentage of courses taught by a full-time instructor. 5. A Kinesiology and Wellness Club was established in fall, 2018 to support students on their endeavors of becoming a professional in Kinesiology.

19. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: • Credit hours generated • Total students enrolled • Success rates excluding withdrawals • Withdrawal rates • Grade distributions • Modalities offered The following data was reviewed by program: • Enrollment • Fall to spring retention • Enrollment by race, gender and age • Degree headcounts • Program's average terms to degree • Percentage of graduates within three years of entry
20. Were there identifiable gaps in the data? Please explain.	The data showed that enrollment in Kinesiology courses at Waubonsee were aligned with the total college population and the district population. No identifiable gaps were found in the data.
GOAL PLANNING	
21. What are the discipline's strengths?	Same as question #18
22. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?	Waubonsee has the opportunity of connecting students with the Total Fitness Center through internships, which is conveniently located in the same facility as the Field House. Offering students an opportunity for practical hands-on learning helps support the theoretical concepts taught in the classroom.
23. What are the identified or potential weaknesses of the discipline?	It is possible to become a Certified Personal Trainer from a weekend training course or online study course. From a cost perspective, this option is more economical than an A.S. However, a weekend study course does not provide the foundational knowledge in Kinesiology, Biomechanics, and Business, which are all imperative for a successful career in Personal Training and Kinesiology.

24. Describe actions that can be implemented to turn potential weaknesses into strengths.	Teach a streamlined course for students who want to take the ACSM Personal Training Exam (e.g., Principles of Personal Training). Given the national pass rate for the ACSM Personal Training Exam is 52%, this capstone course would help prepare students for success as they prepare for the certifying exam and begin their career as a Personal Trainer. Waubonsee already offers a streamlined course for students who are preparing to take the ACSM Group Exercise Instructor Exam (Group Exercise Instruction, KPE234).
25. List any barriers encountered this year that impeded student success.	Given that 2015 – 2017 the Kinesiology program was short one full-time Kinesiology Instructor, many of the classes were taught by adjuncts. Students on multiple occasions mentioned the lack of consistency between different sections and at times.
26. Describe actions that can be implemented to reduce barriers.	In August, 2017, a new full-time Instructor of Kinesiology and Physical Education position was filled. This has led to greater consistency among courses and students have a full-time faculty to meet during office hours and discuss topics related to Kinesiology (e.g., internships, job opportunities, and advising specific to the Kinesiology courses). Improved scheduling practices should help to reduce another barrier when Kinesiology classes are cancelled. This poses difficulties for students as they may not be able to graduate as they would have expected.
27. Discipline Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	1. To create and implement a new course "Principles of Personal Training" based on ACMS's curriculum. This course will help prepare students for success as they prepare for their certifying Certified Personal Training (CPT) exam. 2. Establish a 2 + 2 with Northern Illinois University (NIU's) Kinesiology program. This articulation agreement will help to streamline the transfer process for Waubonsee graduates transferring to NIU. 3. Expand the Kinesiology and Wellness Student Club. This club is designed to support Kinesiology students at Waubonsee as students learn about possible professions, 4-year institutions, and networking with other students and professionals.

28. Resources and Support needed: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	• Professional development funds to stay current in the professional landscape of Kinesiology by attending conferences and having access to scholarly journals. • Having a Kinesiology tutor available to meet with students as part of the Academic Support Center.
REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. Create a new course "Principles of Personal Training." This was presented to Curriculum Council in November, 2018 for an implementation of the academic year 2018-2019. 2. In Spring, 2018, stakeholders at WCC met with representatives from NIU's Kinesiology and Physical Education department to start the process of formalizing a 2 + 2 articulation agreement between WCC's and NIU's Kinesiology programs. Over the course of the 2018 – 2019 academic year, steps will be taken to formalize this agreement to support students as they transfer to NIU to complete their B.A. in Kinesiology or a related field. 3. The new Kinesiology and Wellness Club was officially started in Spring, 2018. In Spring, 2018, the club sponsored a table at WCC's Wellness and Benefits Fair and took a field trip to NIU's Kinesiology facilities. As the club continues to grow, the club's plan is to continue to be involved with wellness-events on campus and field trips to partner institutions to visit their Kinesiology facilities (e.g., NIU and AU).
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The significant Kinesiology curriculum revisions during the 2017-2018 academic year were specifically crafted with the intent of continuing to support the needs of Waubonsee students and local transfer institutions. Through the streamlining of curriculum, the following changes were implemented: • The AAS was revised to an AS • The pre-fix was revised from PED to KPE to better

	represent the wide diversity of the program. • The Kinesiology Certificate was streamlined from 34 credits to 18 credits with the goals of improving completion rates and to facilitate stackable credentials • Fourteen visit-based PED courses were withdrawn • Three lecture-based courses were withdrawn (Scientific Foundations of Human Movement, PED205; Exercise for Special Populations, PED236; & Lifestyle Wellness Coaching PED242) • A new course was created (Sport Psychology, KPE250) • A new course is in the process of curriculum review (Principles of Personal Training, KPE245) • Given the national pass rate for the ACSM Personal Training Exam is 52%, this class would help prepare students for success as they prepare for the certifying exam. Waubonsee already offers a streamlined course for students who are preparing to take the ACSM Group Exercise Instructor Exam (KPE234). These aforementioned changes will strengthen transfer pathways for students when they transfer to 4-year institutions. Furthermore, these changes will help promote job-ready skills to support students who want to find a job in Kinesiology or a related field.
Responsibility Who is responsible for completing or	1. Faculty in the Kinesiology department will present the course at the Curriculum Council per WCC's course procedures. Supplementary

implementing the modifications?	resources for the successful implementation of this course will be identified and planned accordingly to promote student success. 2. The Kinesiology faculty will work with the Division Dean, Assistant Vice President of Transfer and Developmental Education, and the Graduation and Transfer Coordinator to formalize the 2 + 2 with NIU's Kinesiology program. 3. The faculty advisor for the Kinesiology and Wellness Club will continue to work with the student members to market, promote, and create activities to support this new club.

Academic Disciplines	
College Name:	Waubonsee Community College
Fiscal Year in Review:	FY19
Discipline Area:	Physics

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.	
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Previous quality improvements to the physics program in the last five years include addition of a part-time Laboratory Coordinator and update of all laboratory equipment and laboratory experiments.

Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**

1. What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership? 1.1	Several processes are in place to determine programmatic needs and changes for the AA, AS, AFA and AES academic programs. Faculty participate in state and national organizations meeting several times a year, and learn trends and changes in curriculum. Faculty are also active in state-wide initiatives such as the Illinois Articulation Initiative (IAI), which are key resources for staying current. Each academic division is also assigned a specific counselor as a mechanism to gather student feedback and changes coming from transfer institutions. Faculty then collaborate with their deans on curricular changes that address discipline needs. The dean and faculty will also study data provided by the college's Institutional Effectiveness Department as well as the data gathered from the professional organizations and transfer institutions. All proposed changes are reviewed by the college's Curriculum Council. A checklist is in place to be completed prior to a council submission. The checklist was designed to encourage originators to have discussions with a variety of departments on campus to provide an opportunity for additional feedback related to the intended change. The discussions also serve as an additional way to evaluate needs. Curriculum Council meets twice per month in the fall and once a month in the spring semester, and is comprised of program faculty, academic deans and other staff directly involved in curriculum. The Council is chaired by the Vice President of Educational Affairs (VPEA). Additional programmatic discussions make up a part of the Curriculum Council meetings. Through a formal process, faculty approve changes or make recommendations for additional revisions. All submitted changes are approved by the Vice President of Educational Affairs.
2. How are students informed about or recruited for this program/discipline? 1.2	Students will be informed and recruited for this discipline in their high schools, tours of the campuses, and through advertising. Faculty also participate in recruiting events such as the annual College Night, the annual Exploring Majors Fair, and college open houses.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

3. What are the costs associated with this discipline? 2.1	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development The costs associated with this program is 1,570.78 per load hour which is 22.14% less than the institutional average of 2,017.55 per load hours.
4. What steps can be taken to offer curricula more cost-effectively? 2.2	As suggested by data above, all possible steps are being taken to offer the curricula most cost-effectively without compromising on the quality. We will continue to accept the lowest bid or quote that meets the stated requirements.
5. Is there a need for additional resources? 2.3	Yes, there is need for additional resources for the physics program. These needs are listed below: 1) The purchase/upkeep of the lab equipment. 2) The continuation of updating the lab experiments to meet the needs of the individual instructors and to make it easier for the students to understand and accomplish the experiments. 3) The addition of a full-time physics tutor, with at least a BS in physics, who can aid the students with problem solving skills and understanding of all physics courses offered at Waubonsee Community College. 4) Increasing physics tutor hours to include afternoons, evenings, and weekends.
INDICATOR 3: QUALITY	***RESPONSE***
6. Program/Discipline Objectives What are the objectives/goals of the discipline?	1) Use logical reasoning and physics principles to solve problems. 2) Express information and reasoning mathematically (using diagrams, formulas, graphs, etc.) 3) Collect and interpret laboratory data and communicate the evaluations.
7. What assessment methods are used to ensure student success?	The physics program will use embedded questions in written exams and written lab reports for assessment of student success. The successful achievement goal on written exams and lab reports is considered to be 70%

8. To what extent are these objectives being achieved? (Use assessment report findings)	We are in the process of implementing course outcomes. Assessment of course outcomes began in Spring 2018 and each course will be assessed once every five years. The physics program had assessed students in only one course PHY 103 (Concepts of Physics) during Spring 2018. Only program objectives 1) and 2) apply to the above course. . Objectives 1) and 2) in PHY 103 achieved an overall average of 71.1% for Spring 2018. The average exceeded the target of 70%.
9. Describe curricular changes implemented over the last year that resulted from assessment findings.	There have not been any changes implemented yet based on Spring 18 outcomes assessment.
10. How does this discipline contribute to other fields and the mission of the college?	The College's learning outcomes include Critical Thinking and Quantitative Literacy and the physics program embodies both of these. Physics contributes to many other STEM fields in the transfer area because it is a basic requirement for many science majors, including, but not limited to: engineering, biology, earth science, pharmacy, and medical professions.
11. Are there any alternative delivery methods of this discipline? (Example: online, flexible-scheduling, accelerated, team teaching, etc.)? 3.1	Physics offers both face-to-face and online instruction. Classes are offered both during the day and in the evening. We are also starting to explore hybrid courses in the future to help with scheduling challenges.
12. If the college delivers the course in more than one method, how does the college compare success rates of each delivery method? 3.2	Physics is just beginning a five-year plan of assessment for its courses. There has not been any assessment on the different modes of instruction yet.
13. What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom? 3.3	Classroom observations and student evaluations are the primary tools used for measuring instructor performance. Students anonymously evaluate their instructors (both full-time and part-time) every semester. The faculty and the Dean use these evaluations as tools to reflect and evaluate the effectiveness of their courses. Faculty also collect informal feedback regularly from students about the course practices.

14. How does the discipline identify and support at-risk students? 3.4	The Access Center (for students with disabilities), TRIO Student Support Services and the STAR program (counseling and support for athletes) all identify and support at-risk students. The College, identifies at-risk students with Early Grade Alerts submitted by faculty. Early Grade Alerts are e-mails sent to at-risk students in the fifth (5^{th}) week of classes. The students found to be at risk are connected with counseling and the college pro-actively works with them and provides coaching and tutoring. Faculty encourage students to use the tutoring service. All full-time faculty have regularly-scheduled, posted office hours so that they can meet with students. Faculty members are also available to meet with students outside office hours by appointment.
15. To what extent is the discipline integrated with other instructional programs and services? 3.5	The Physics program integrates with the STEM pathways. Many physics courses are pre-requisites for the Associates in Engineering Science (AES). Also physics courses require many math courses as pre-requisites or co-requisites. Physics faculty work closely with math, chemistry, biological sciences, CAD, and other programs since physics is an important factor in those programs. Students are also integrated in student groups like the STEM Club, Mathematical-Engineering Club and the Software and Tech Club.
16. What does the discipline or department review when developing or modifying curriculum? 3.6	Faculty constantly review enrollments, success rates, scheduling and community needs. Low success rates of 67% and 68% were noted in the Introduction to Physics courses. A math pre-requisite was added for Introduction to Physics I course. This has improved the success rates in these courses. In 2016, the physics faculty developed a new course General Physics III (PHY223) and reviewed all the existing physics courses following the recommendations from professional organizations like AAPT and the IAI as a baseline for the new curriculum. Data from the Institutional Effectiveness Department and course assessments will also be reviewed in the future.
17. When a course has low retention and/or success rates, what is the process to address these issues? 3.7	Every semester, each faculty member receives a summary of his/her grades given—the percentage of "C's," for example—and this summary compares these percentages to the overall grades of the college. While there is currently no formal process where the dean and the faculty member review low retention or success rates, the faculty can, through the dean's office, receive more in-depth data on each of their individual courses. The dean would have open discussions if there were obvious issues. The Dean and faculty will also discuss concerns with the counselor assigned to the Division of Mathematics and Sciences.

DATA ANALYSIS FOR ACADEMIC DISCIPLINES Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.					
ACADEMIC DISCIPLINE AREA	Physics				
COURSE TITLE	PHY 103 Concepts of Physics				
COURSE DESCRIPTION	This survey course of the principles of physics concentrates on the analysis of physical phenomena encountered in everyday experience. It talks about fundamentals of physics from a conceptual viewpoint rather than mathematical. Topics covered include: mechanics, properties of matter, heat, sound, electricity and magnetism, light and relativity.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	78	53	51	52	53
CREDIT HOURS PRODUCED	234	159	153	156	159
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	97%	76%	87%	71%	87%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1 900				
ACADEMIC DISCIPLINE AREA	Physics				
COURSE TITLE	PHY 104 Concepts of Physics Laboratory				
COURSE DESCRIPTION	This laboratory course is designed to provide further opportunity for students to observe first-hand many of the physical phenomena described in PHY 103, Concepts of Physics, and to demonstrate and reinforce the concepts and principles developed in that course.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	38	25	24	24	20
CREDIT HOURS PRODUCED	38	25	24	24	20
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING	97%	86%	100%	100%	95%

WITHDRAWALS AND AUDIT STUDENTS					
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1 900L				
ACADEMIC DISCIPLINE AREA	Physics				
COURSE TITLE	PHY 111 Introduction to Physics 1				
COURSE DESCRIPTION	This is the first course of a two-semester sequence covering algebra and trigonometry- based physics. It is a study of principles and phenomenon of classical mechanics including physical laws governing motion, force, work, energy, momentum, rotation, fluid dynamics and wave motion and thermal physics.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	50	64	65	63	51
CREDIT HOURS PRODUCED	200	256	260	252	204
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	68%	74%	83%	83%	90%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI: P1 900L				
ACADEMIC DISCIPLINE AREA	Physics				
COURSE TITLE	PHY 112 Introduction to Physics 2				
COURSE DESCRIPTION	This course is the second course of a two- semester sequence. It includes algebra and trigonometry-based studies of electrostatics, electric fields, currents, magnetic forces and fields, geometric and physical optics, and modern physics.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	0	23	8	8	11
CREDIT HOURS PRODUCED	0	92	32	32	44

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	86%	67%	86%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Form 13 Status: Transfer Credit Accepted Eastern Illinois University 8/2/2018 Illinois State University 8/21/2018 Southern Illinois University 8/3/2018 University of Illinois at Chicago 8/23/2018 University of Illinois at Urbana Champaign 8/2/2018				
Academic Discipline Area	Physics				
Course Title	PHY 221 General Physics 1				
Course Description	This is the first course in a three course sequence in the Calculus-based study of physical laws governing motion, force, work, energy, momentum, rotation, oscillations and waves and fluid dynamics. This course is ordinarily required for students pursuing degrees in engineering, physics, chemistry and mathematics.				
	Year 1 (2013-2014)	*Year 2 (2014-2015)*	*Year 3 (2015-2016)*	*Year 4 (2016-2017)*	*Year 5 (2017-2018)*
Number of Students Enrolled	69	50	70	91	92
Credit Hours Produced	345	250	350	455	460
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86%	78%	95%	96%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: P2 900L				
Academic Discipline Area	Physics				

COURSE TITLE	PHY 222 General Physics 2				
COURSE DESCRIPTION	This course is the second part of a three- semester sequence in the Calculus-based study of the physical laws governing electricity and magnetism, and geometric and physical optics. This course is ordinarily required for students pursuing degrees in engineering, physics, chemistry and mathematics.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*
NUMBER OF STUDENTS ENROLLED	0	67	33	62	62
CREDIT HOURS PRODUCED	0	335	165	310	310
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	97%	91%	88%	96%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	FORM 13 STATUS: TRANSFER CREDIT ACCEPTED Eastern Illinois University 8/2/2018 Illinois State University 8/21/2018 Southern Illinois University 8/3/2018 University of Illinois at Chicago 8/23/2018 University of Illinois at Urbana Champaign 7/31/2018				
ACADEMIC DISCIPLINE AREA	Physics				
COURSE TITLE	PHY 223 General Physics 3				
COURSE DESCRIPTION	This Calculus-based course follows the General Physics I and II sequence. Students will study thermal physics, special relativity, introductory quantum mechanics, nuclear physics, and particle physics. This course is ordinarily required for students pursuing degrees in engineering, physics, chemistry and mathematics.				
	YEAR 1 (2013-2014)	*YEAR 2 (2014-2015)*	*YEAR 3 (2015-2016)*	*YEAR 4 (2016-2017)*	*YEAR 5 (2017-2018)*

NUMBER OF STUDENTS ENROLLED	0	0	0	0	5
CREDIT HOURS PRODUCED	0	0	0	0	20
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	0	0	0	100%
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	FORM 13 STATUS: TRANSFER CREDIT ACCEPTED Eastern Illinois University 8/2/2018 Illinois State University 8/21/2018 Southern Illinois University 8/3/2018 University of Illinois at Chicago 8/23/2018 University of Illinois at Urbana Champaign 7/31/2018 PHY 914 (IAI Approval Pending)				
18. HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Physics has a goal of 70% success in its courses. The College's success rate defines how many students actually earn a C or better in the courses. Students completing a physics course in the past five years with a C or better, ranged from 67% to 100% with most courses doing better than the 70% course goal. Faculty constantly review their instruction methods and courses to achieve greater success rates.				
19.WHAT DISAGGREGATED DATA WAS REVIEWED?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention				

	Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry
20. WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	PHY 222 General Physics 2 does not have data for year 1 as the college did not have a full time faculty for two semesters in year 1 leading to some courses being canceled and offered in summer semester of next year. PHY 223 General Physics 3 does not have data for years 1-4 as it was a new course introduced in year 4 but got canceled due to low enrolment. PHY 112 Introduction to Physics 2 does not have data for year 1 as the college did not have a full time faculty for two semesters in year 1 leading to some courses being canceled and offered in summer semester of next year.
GOAL PLANNING	
21. What are the discipline's strengths?	The physics program at Waubonsee is led by faculty who have research experience and bring that experience to their curriculum and students. Faculty are actively engaged in the professional organization like American Association for Physics Teachers (AAPT) and keep current on new materials in their field. The faculty embraces the use of new technology in class instruction. Another strength of the discipline is the laboratory facility. Faculty continually update lab experiments to meet the needs of the students, to make it safer and easier for the students to understand and accomplish the experiment and to take into account new equipment and software. Faculty design and choose lab experiments that best convey the concepts of physics to the students. The lab-coordinator facilitates organizing the equipment and makes sure all equipment is maintained in a manner safe for students. The laboratory experiments and laboratory information is presented to the students by faculty through Blackboard or as handouts in class. This completely eliminates the cost of a laboratory manual for the students.
22. What innovations have been implemented or brought to this discipline that other colleges would want to learn about?	One of the innovations that other colleges might want to know is that our faculty can individualize experiments for their own classes during the semester by checking with the Laboratory Coordinator the availability of equipment.
23. What are the identified or potential weaknesses of the discipline?	One potential weakness of the discipline is the withdrawal rates.

24. Describe actions that can be implemented to turn potential weaknesses into strengths.	Some actions that might be implemented to improve the weaknesses noted above are: 1) Instructors take notice of students not turning in homework, missing classes, or getting a poor grade on a test, and asking the students individually what the difficulty is, and then connect them to resources at the college for help. 2) Add full time tutor at the tutoring center with at least a BS in physics, who can aid the students with problem solving skills and understanding of all physics courses offered at Waubonsee Community College. 3) Increasing physics tutor hours to include afternoons, evenings, and weekends and also covering the summer semester.
25. List any barriers encountered this year that impeded student success.	Some of the barriers the physics program encountered in the past year were: 1) Students not spending sufficient time out of class for the courses. Most students balance full time work and college and often end up having little time to study. 2) Students not prepared for college and lacking study skills. 3) Not enough math background for courses.
26. Describe actions that can be implemented to reduce barriers.	Some actions that might be taken to reduce barriers are: 1) Have faculty state on the first day of class the minimum amount of time the student is expected to spend outside of class in order to succeed in the course. 2) Encourage students to seek individual help for effective studying and time management from counselors and student support services. 3) Make sure the math pre-requisites for a course are applied to all students enrolling. 4) Add recitation sections to some courses.
27. Discipline Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	1) Reduce the D/F/W rate in the classes. 2) Increase participation in course assessment. 3) Increase student enrollment in PHY 223 General Physics 3.
28. Resources and Support needed: List and describe resources and support needed to implement your	The following resources and support would be needed to implement physics goals and to sustain program improvements: 1) Have the Tutoring Center hire one full-time physics tutor,

goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	with at least a B.S. in physics. Also, have the hours available be both during the day, in the evening on weekdays as well as weekends. 2) Arrange for full-time and adjunct faculty for a workday and/or time for assessment discussion and training. 3) Advertise PHY 223 General Physics 3 class to the students enrolled in PHY 221/ PHY 222. Have counselors encourage students in the physics sequence to enroll in the third semester of that course.
REVIEW RESULTS	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1) Collect and analyze assessment data for PHY 221 for 2018-2019 by Fall 2019. 2) Work on investigating the possibility of offering recitation sections/adding recitation hours to the physics courses by Spring 2020. 3) Create new assessments and collect data for PHY 222, PHY 111 and PHY 112 by Fall 2020. 4) Have a physics tutor available at the tutoring center for more time than at present.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The physics faculty found the program review to be very instructive on the strengths and weaknesses of the department and thus evaluating the procedures. Overall the physics program at the college is delivering instruction very cost effectively and we will continue to take measures to maintain that. The success rates for physics courses are good and we will strive to improve on that. Physics courses do have a higher withdrawal rate than we would like and to reduce the number of D/W/F's we will implement more student support. We will continue to collect data on student learning and analyze it to make modifications in our courses.
Responsibility Who is responsible for completing or implementing the modifications?	Physics faculty, the Assistant Dean of Mathematics and Sciences and the Dean of Mathematics and Sciences are all responsible for implementing the suggested modifications, with support from other areas in the College.

Career & Technical Education

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19

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*
Accounting	**Degree**	**60**	**52.0301**	**Accounting** **CMA Prep** **CPA Prep**

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.

Past Program Review Action What action was reported last time the program was reviewed?	☐ Continued with Minor Improvements

CTE PROGRAM REVIEW ANALYSIS

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

*Payroll does stack – not included because of CIP code difference.

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

This program has some required pre-requisites:

Course	Required Pre-requisite
ACC297 Accounting Internship ACC298 Accounting Internship ACC299 Accounting Internship	15 semester hours of ACC courses; consent of instructor

The following are recommended pre-requisites:

Course	Recommended Pre-requisite
ACC125 Accounting Information Systems	ACC101 or ACC202
ACC130 Payroll Accounting	ACC101 or ACC202
ACC202 Financial Accounting	ACC101
ACC203 Managerial Accounting	ACC202
ACC220 Intermediate Accounting I	ACC203
ACC221 Intermediate Accounting II	ACC220
ACC235 Taxation of Limited Liability Companies (LLCs)	ACC202 ACC215
ACC240 Cost Accounting	ACC203
ACC250 Auditing I	ACC221
ACC251 Auditing II	ACC250
ACC252 Accounting Research and Analysis	ACC220 ACC221
ACC260 Advanced Accounting	ACC221

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Accounting Associate in Applied Science** **General Education Requirements.....15** COM 100 ***or*** 121 Communications.....3 ENG 101 ***or*** 152 English.....3 ENG 102 ***or*** 153 English.....3 Mathematics elective .....3 Economics elective.....3 **Accounting Major Program Requirements.....24** ACC 125 Accounting Information Systems.....,3 ACC 130 Payroll Accounting.....3 ACC 202* Financial Accounting.....3 ACC 203 Managerial Accounting.....3 ACC 215 Individual Tax Accounting.....3 ACC 220 Intermediate Accounting I.....3 ACC 221 Intermediate Accounting II.....3 ACC 240 Cost Accounting.....3 **Additional Program Requirements.....15** BUS 100 Introduction to Business.....3 BUS 210 ***or*** 211 Business Law.....3 CIS 110 Business Information Systems.....3 CIS 112 Comprehensive Excel Spreadsheet.....3 MGT 200 Principles of Management.....3 **Electives.....6** Select electives from: Accounting (ACC), Business Administration (BUS), Computer Information Systems (CIS), Construction Management (CMT), Economics (ECN), Finance (FIN), Management (MGT), Marketing (MKT), Real Estate (REL), World Wide Web (WEB) **PROGRAM TOTAL.....60**
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable.
INDICATOR 1: NEED	***RESPONSE***
1. How strong is the occupational demand for the program? (1.1)	Anticipated or expected growth in the region, between 2018 and 2023, will be nearly flat at 1.8%. However, in an average month, there were 6,945 unique job postings and only 4,591 actually hired. The median hourly earnings are $25.55/hour, which is well above the living wage for the county of $12.53/hour.

2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	During the review period there was a 0% increase in positions in the regional area and a 1.9% increase nationally. Economic modeling data projects the accounting occupation to grow 1.8% in the region through 2023.
3. What is the district and/or regional need? (1.3)	Counties in WCC's district currently include 1,931 jobs with an expected increase of 2.9% by 2023. Regionally there are 80,843 jobs with an expected increase of 1.8% by 2023.
4. How are students recruited for this program? (1.4)	Students are recruited through a variety of means including online and print advertising. High school students can earn early college credit through articulation agreements established by the Valley Education for Employment System (VALEES). In addition, the college hosts several open houses to showcase the myriad of programs and services offered by Waubonsee.
5. Where are students recruited from? (1.5)	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs. College tours are available for potential students.
6. Did the review of **program need** result in actions or modifications? Please explain. (1.6)	The review of program need did not result in any actions or modifications.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
7. What are the costs associated with this program? (2.1)	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
8. How do costs compare to other programs on campus? (2.2)	The cost associated with this program is $1989.49 per load hour which is slightly less than the institutional average of $2017.55 per load hour.
9. How is the college paying for this program and its costs (e.g. grants, etc.)? (2.3)	The college pays for this program and its costs through student tuition and fees.
10. 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. (2.4)	Not applicable as the program is supported by institutional funds.
11. Did the review of **program cost** result in any actions or modifications? Please explain. (2.5)	The review of program cost did not result in any actions or modifications.

INDICATOR 3: QUALITY	*RESPONSE*
12. Program Outcomes: What are the expected outcomes of the program?	1. Identify major forms of business ownership 2. Report accounting information in relevant format 3. Explain financial information relevant to stakeholders 4. Solve quantitative problems formed from a variety of contexts
13. To what extent are the outcomes being achieved? Give an overview of assessment results from your assessment report and include assessment methods used to ensure student success.	Currently the assessment method being used to ensure student success is a preliminary test and a post-test given to students taking financial and managerial accounting. The financial accounting assessment was completed using Scantron forms. The pre-test was 22 questions while the post-test was only 19. This is because a few additional questions were asked about the student's expectations and accounting experience for the course on the pre-test. Not all the questions asked were graded since some were background information. 97 pre-tests were collected and 37 post-tests. On the pre-test the median score was 22%. On the post-test the median score was a 67%. The managerial accounting assessment was completed using computerized testing software for most classes, but was given in a paper format for one class. Both the pre and post assessments were the same ten questions, one given at the beginning of the semester and one at the end. One hundred and seventy nine (179) pre-tests were administered and one hundred and thirty six (136) post-tests. Seven students did not take the pre-test and fifty students did not take the post test, five students did not take either test. The results of the pre and post-test for all of the students that did not take one test or the other (52) have been excluded from the results. The mean score for the pre-test and post-test was 39.03% and 57.39%, respectively, while the median score improved from 40% to 60%.
14. Describe curricular changes implemented over the last year that resulted from assessment findings.	We are considering curricular changes resulting from last years assessment findings. We are also looking at possible changes to the assessment tool to determine if a project based assessment (likened to a capstone project embedded within the course and administered at the end) is a better tool to measure the outcomes and learning gains for the students.
15. What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? (3.3)	The program is delivered in face-to-face and online delivery methods.
16. How does this program fit into a career pathway? (3.4)	**Career Cluster:** Business, Management and Administration **Career Pathway:** Business Financial Management and Accounting **CIP Program Title:** Accounting

17. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.6)	**COM100**-Batavia HS, Oswego HS, Yorkville Christian HS, and West Aurora HS **ENG101**-Batavia HS and West Aurora HS **ENG102**-Batavia HS, Marmion Academy, Oswego East, Oswego HS and Yorkville HS **Math Elective**-Batavia HS, East Aurora HS, Indian Valley Vocational Center, Oswego East HS, Oswego HS, Rosary HS, and West Aurora HS **CIS110**-East Aurora HS
18. What work-based learning opportunities are available and integrated into the curriculum? (3.7)	Students can earn elective credit for internships as part of this degree.
19. Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). (3.8)	Industry accreditation is not required for this program.
20. Are industry-recognized credentials offered? If so, please list. (3.9)	Our curriculum aligns with and prepares students to seek industry recognized credentials. The Uniform Certified Public Accountant Examination (Uniform CPA Exam), which is set by the American Institute of Certified Public Accountants (AICPA) and administered by the National Association of State Boards of Accountancy (NASBA) is an industry-recognized credential. The Certified Management Accountant (CMA) is a professional certification credential in the management accounting and financial management fields. The CMA Examination is a two part exam administered by the Institute of Management Accountants (IMA) that must be passed as a prerequisite to earning the CMA designation which is also an industry-recognized credential. In addition, with the variety of courses included in the degree program, students can earn credentials ranging from Microsoft Office-Specialist certifications to professional development certificates offered through organizations like the American Management Association and/or American Marketing Association. In addition, individual disciplines within the degree have organizations that identify the knowledge, skills, and abilities required for industry professionals.
21. Is this an apprenticeship program? If so, please elaborate. (3.10)	Not applicable.
22. If applicable, please list the licensure examination pass rate. (3.11)	Not applicable.

23. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)	Program articulation agreements exists with many colleges and universities. https://www.waubonsee.edu/programs-courses/transfer-programs/transferring-credit-waubonsee/transfer-partnership-agreements Articulated Credit: Valley Education For Employment System (VALEES) http://valees.org/early_college_credit_draft.aspx
24. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.13)	Since the prior review period, no partnerships have been formed that increase the quality of the program.
25. What is the faculty to student ratio for courses in this program? Please provide a range and average. (3.14)	**AAS-Accounting** Total End of Term Program Enrollment 2954.0 Courses In Program (Ran FY2017) 14.0 Min Course Average Class Size 4.7 Max Course Average Class Size 29.5 Average of Course Average Class Size 19.4 **Accounting Certificate** Total End of Term Program Enrollment 1286.0 Courses In Program (Ran FY2017) 10.0 Min Course Average Class Size 4.7 Max Course Average Class Size 29.0 Average of Course Average Class Size 16.8 **CMA** Total End of Term Program Enrollment 2428.0 Courses In Program (Ran FY2017) 9.0 Min Course Average Class Size 4.7 Max Course Average Class Size 33.4 Average of Course Average Class Size 21.2 **CPA** Total End of Term Program Enrollment 916.0 Courses In Program (Ran FY2017) 8.0 Min Course Average Class Size 4.7 Max Course Average Class Size 27.4 Average of Course Average Class Size 13.5

26. What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? (3.15)	Waubonsee provides face-to-face training sessions, e-learnings, job aids and one-on-one appointments to all employees of the college. Topics include Blackboard training and support, instructional design, and classroom management strategies. In addition, a three-day orientation is offered for faculty at the beginning of each semester which provides professional development opportunities. Full-time faculty are also provided with professional development funds to attend discipline-specific meetings and conferences provided by outside organizations. Several new positions were recently created to focus on faculty development at the College. These include a Dean of Faculty Development, an Assistant Dean for Online Learning and Flexible Delivery and three faculty liaisons to focus on faculty development and engagement. In addition, full-time faculty attend the following professional development opportunities: Teachers at Two-Year Colleges (TACTYC) Conference; Illinois Board of Examiners (ILBOE) Accounting Educators Conference; and the Illinois Accounting Teachers Conference (ILATC); The Tax School at The University of Illinois; and The Center for Professional Education.
27. What is the status of the current technology and equipment used for this program? (3.16)	The technology and equipment associated with this program meet industry standards. In addition, the equipment and technology are evaluated and upgraded as a standard operating procedure within the Business and Career Technologies division and the Information Technology department.
28. How satisfied are students with their preparation for employment? (3.18)	In the past, CTE graduates' satisfaction with preparation for employment was measured by the ICCB mandated Career and Technical Education Follow-up Survey. However, since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
29. How is student satisfaction information collected? (3.19)	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). In addition, a graduating student survey was piloted in 2017. The survey will be administered to all students completing petitions to graduate in 2018.
30. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.20)	Employers are engaged in this program during our Program Advisory meetings. Most recently a topic of conversation was work based learning opportunities for our students.
31. How often does the program advisory committee meet? (3.21)	At Waubonsee Community College, all CTE Program Advisory Committees meet two times per year.
32. Do you have evidence or feedback regarding employer satisfaction with the preparation of the program's graduates? Please describe. (3.22)	Currently, college staff and administration are working on an annual employer survey to gauge satisfaction aimed at further evaluation of program outcomes.

33. How is employer satisfaction information collected? (3.23)	Employer satisfaction is informally collected at career fairs and other program focused events. WCC continues to work on a formal process to survey employer satisfaction in order to move beyond reliance on anecdotal information alone.
34. Did the review of program **quality** result in any actions or modifications? Please explain. (3.24)	The program review of quality did not result in any actions or modifications.

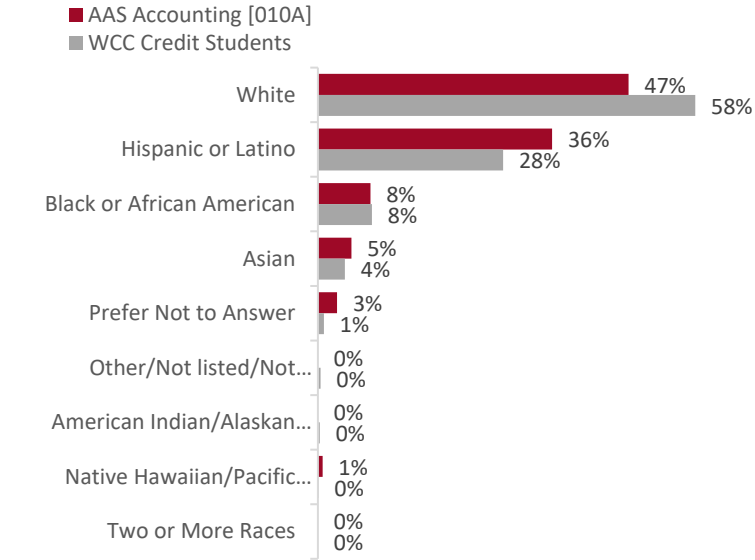
DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

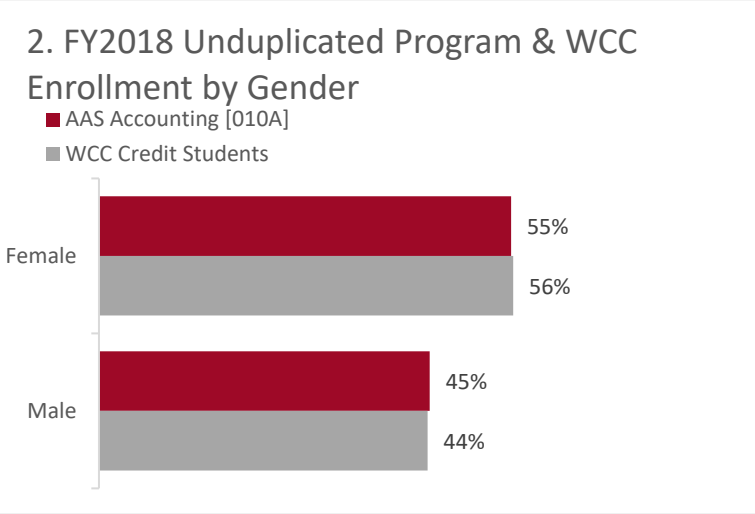
CTE PROGRAM	Accounting				
CIP CODE	52.0301				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED ***(AAS ACCOUNTING)***	138	120	104	124	137
NUMBER OF COMPLETERS	6	9	5	0	6
NUMBER OF STUDENTS ENROLLED ***(ACCOUNTING CERTIFICATE)***	61	59	68	57	34
NUMBER OF COMPLETERS	0	2	0	0	0
NUMBER OF STUDENTS ENROLLED ***(CMA)***	1	1	4	3	2
NUMBER OF COMPLETERS	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED ***(CPA)***	17	19	21	10	16
NUMBER OF COMPLETERS	0	0	0	0	0
35. Use the data listed above and the APR Comparison and course	Waubonsee has not determined program goals for enrollment and completion, and current goals are based on total credit enrollment. By				

reports to explain if goals are being met? Elaborate.	defining program goals as part of our continuous improvement process, program admission goals will be implemented.
36. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled Success rates excluding withdrawals Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry
37. Do you see any gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at Waubonsee. Students can change program major declaration at any time online. One concern with the provided data is that most students enrolling in the financial and managerial accounting classes intend to transfer; however, students are unclear on the difference between a transfer degree and the AAS degree in Accounting and an Accounting concentration within the transfer degree does not exist. Therefore, they make the unintentional mistake of selecting the AAS degree in accounting. Since these students transfer to a four-year university to complete an accounting degree, WCC AAS accounting degree completion rates appear low.
38. What suggestions do you have to overcome any identifiable gaps?	Waubonsee should consider adding an accounting concentration.

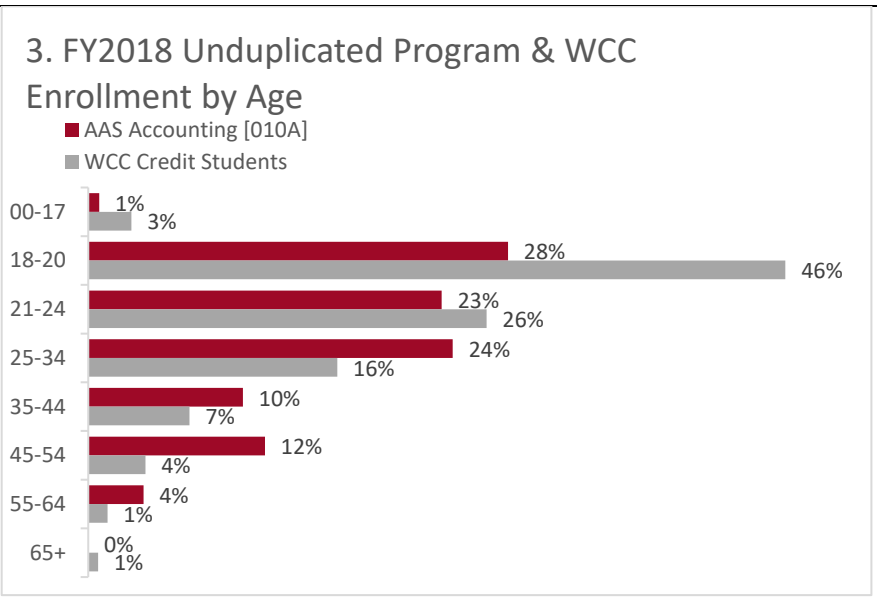
39. Are the students served in this program representative of the total student population? Please explain.



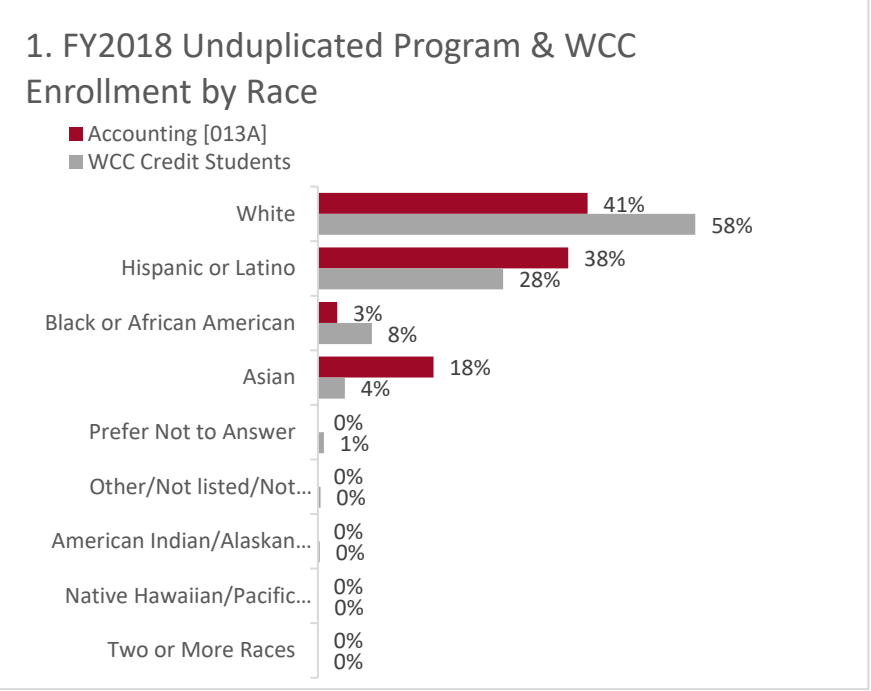
This program enrolls proportionately fewer white students compared to the overall WCC population, although white students are still the largest category.



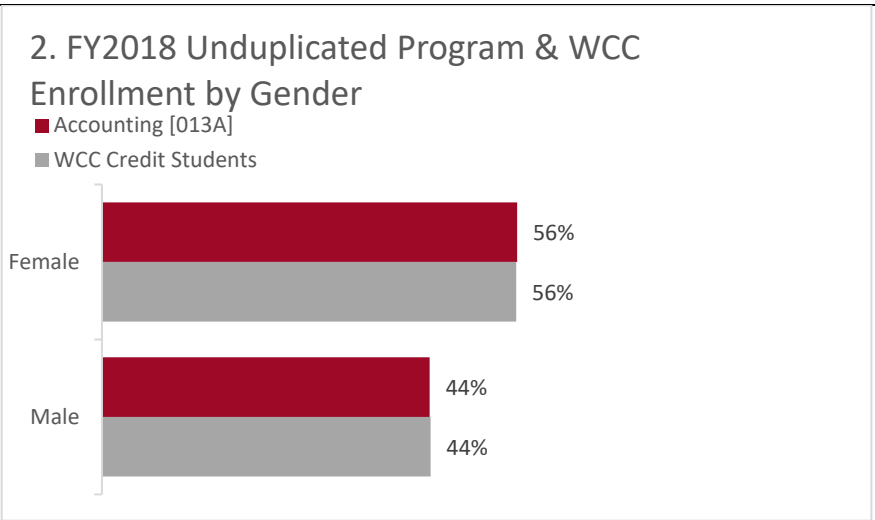
This program's enrollment generally aligns with the college's population, with females as the majority.



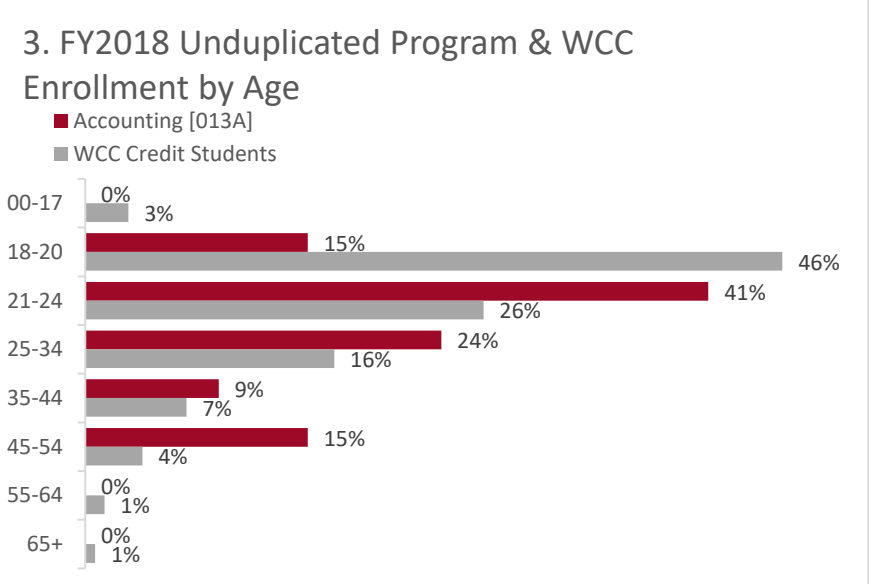
This program's enrollment disproportionately has fewer 18-20 year olds compared to the college's population, although the largest representation is still the 18-20 year-old category.



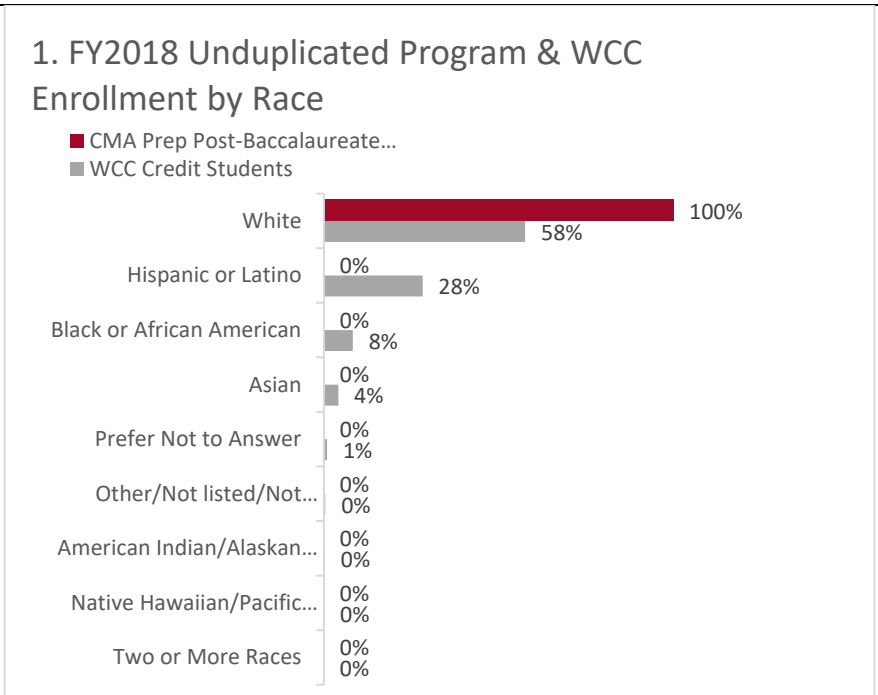
This program's enrollment disproportionately has fewer White students and more Asian students compared to the overall WCC population, though White students are still the largest category followed by Hispanic or Latino.



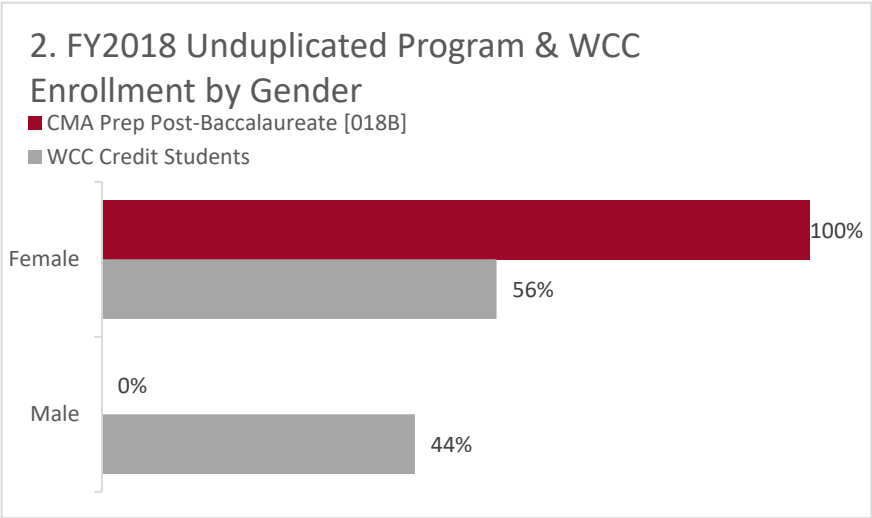
This program's enrollment generally aligns with the college's population, with females as the majority.



This program's enrollment disproportionately has fewer 18-20 year olds and more 21-24 year olds and 45-54 year olds compared to the college's population. The largest representation is the 21-24 year olds category followed by the 25-34 year olds category.



There are too few students in this major to compare to the overall WCC population.



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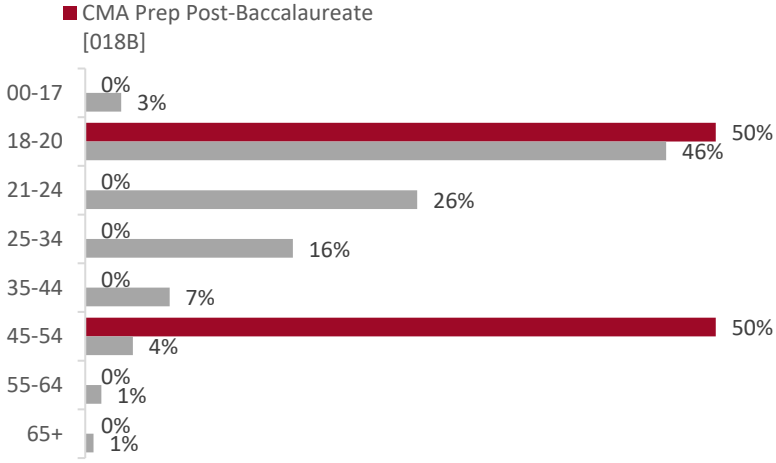

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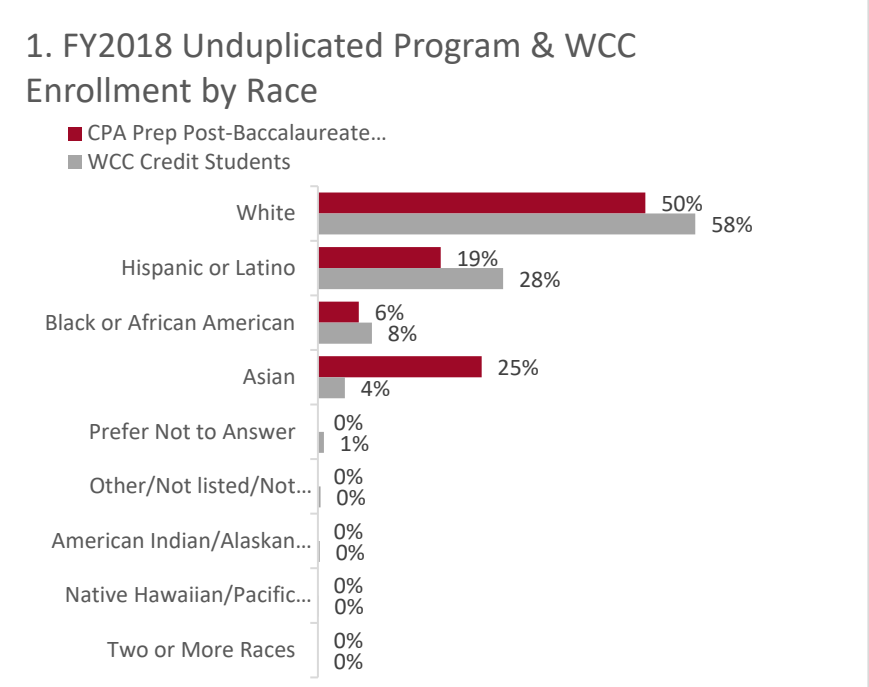
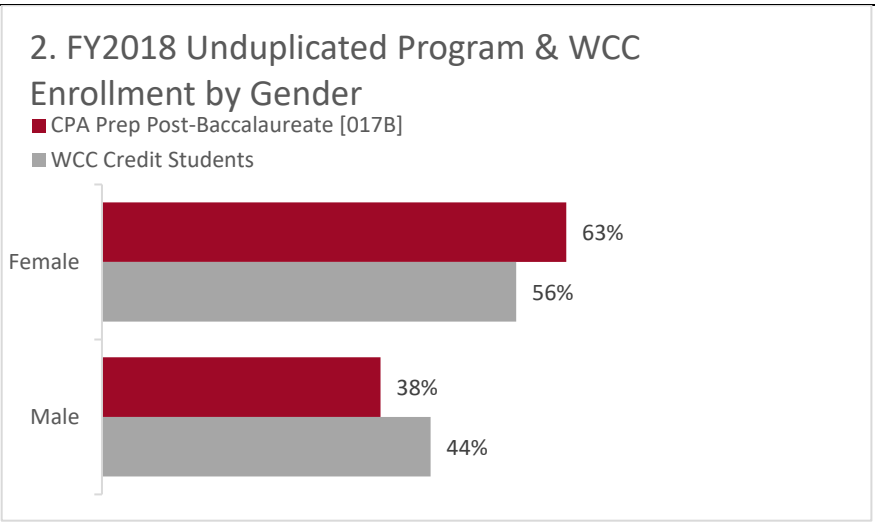
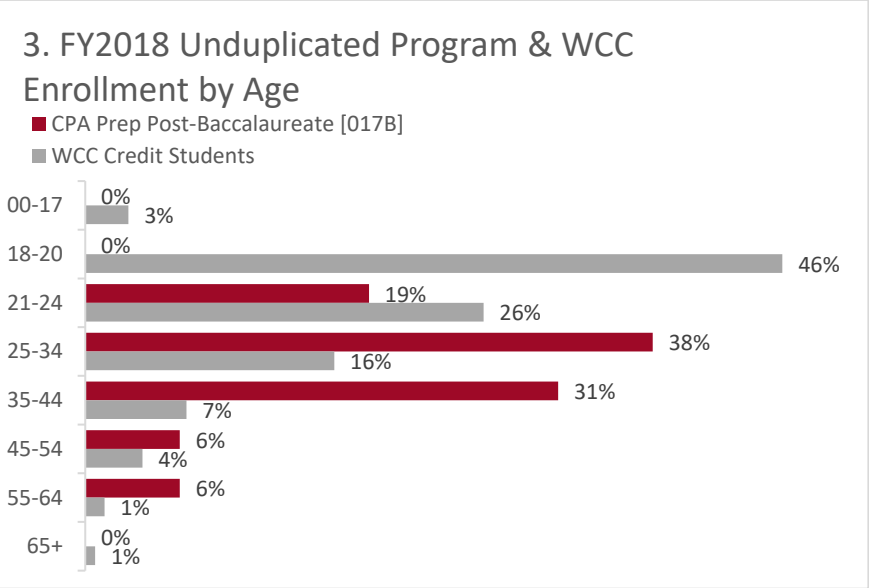


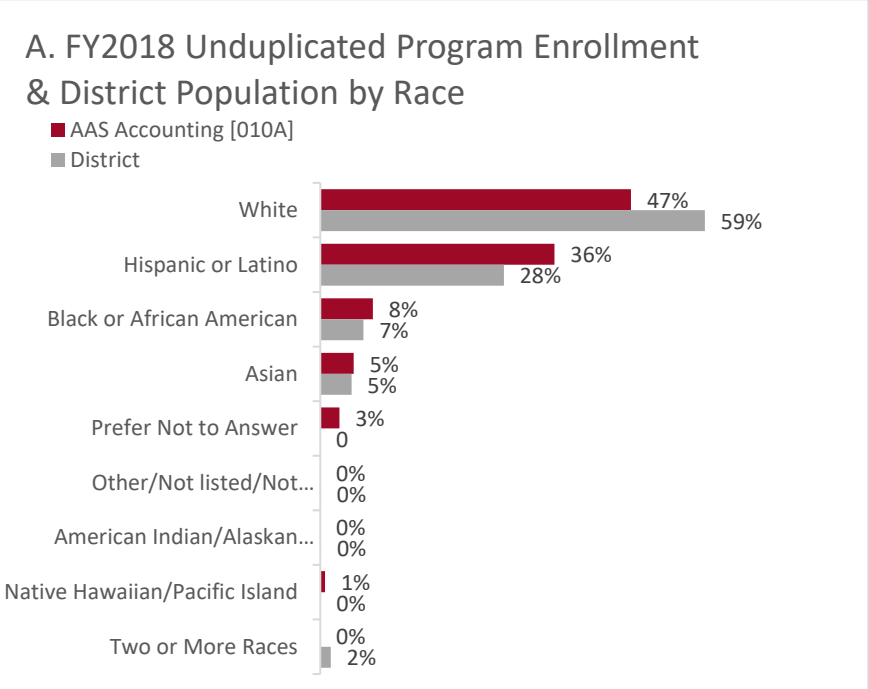
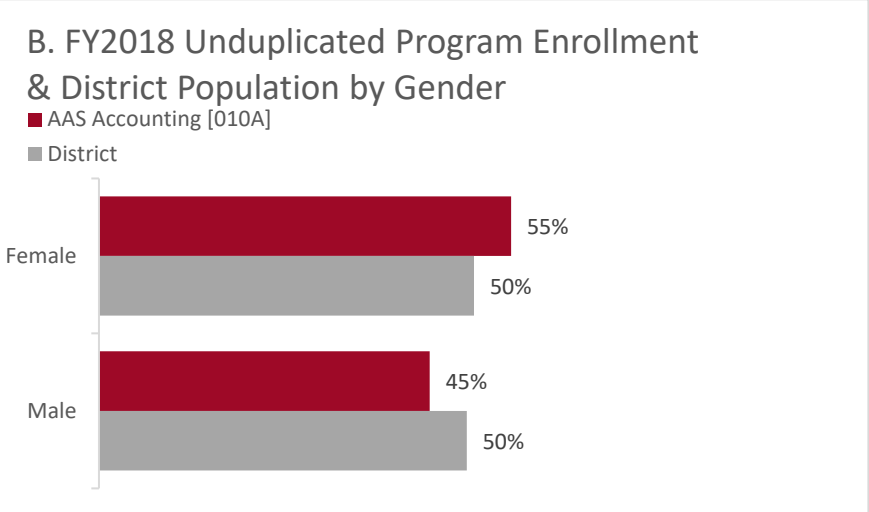
No students majored in this program for FY 2018.

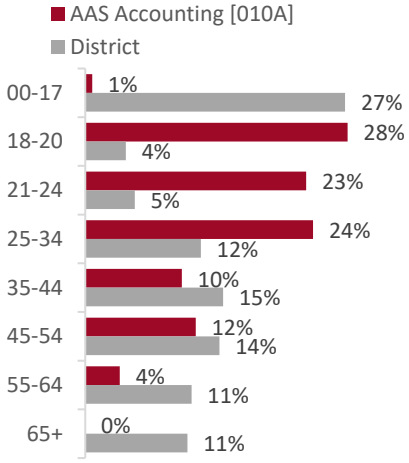


No students majored in this program for FY 2018.

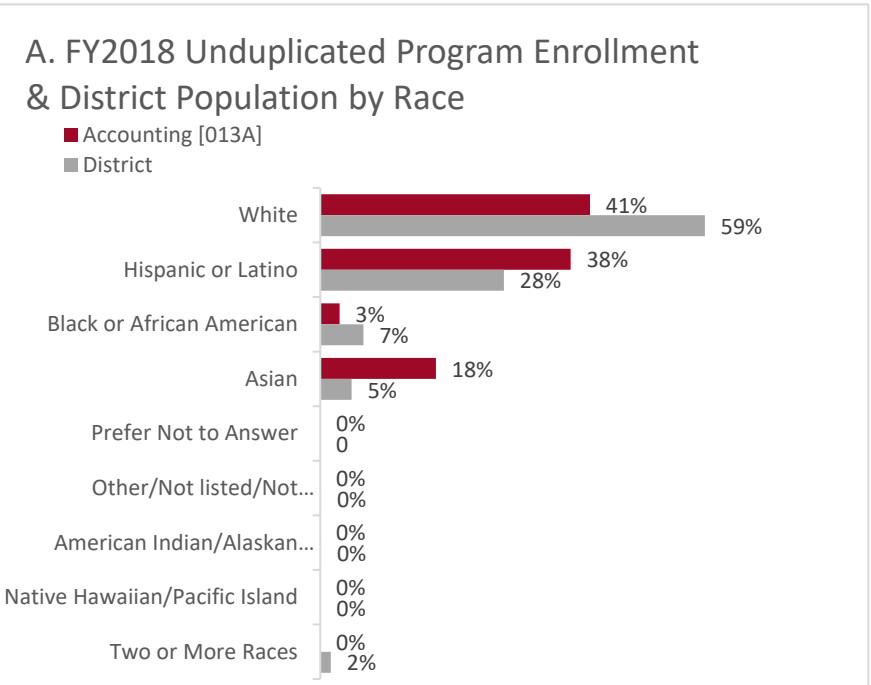


No students majored in this program for FY 2018.

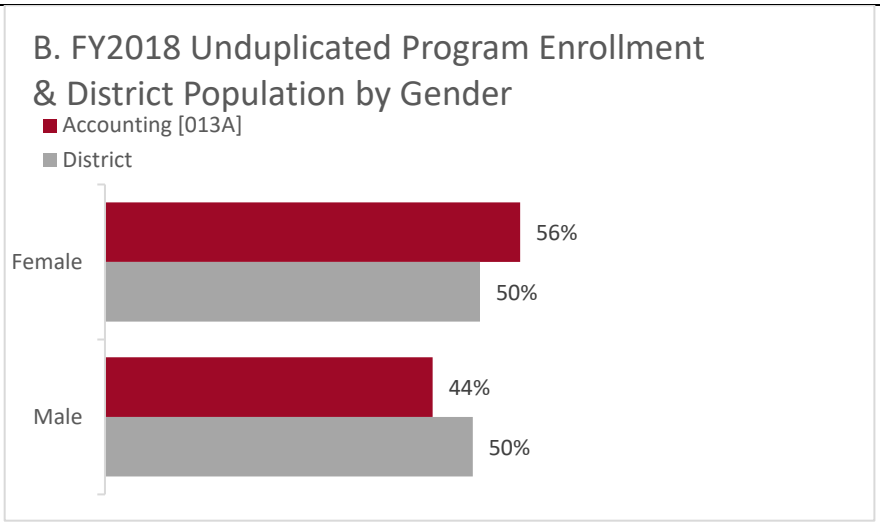
40. Are the students served in this program representative of the district population? Please explain. Please review the APR Comparison Report for WCC and district comparisons.	 This program's enrollment disproportionately has fewer White students compared to the overall district population, although White students are still the largest category.  This program's enrollment generally aligns with the district's population, with females as the majority.



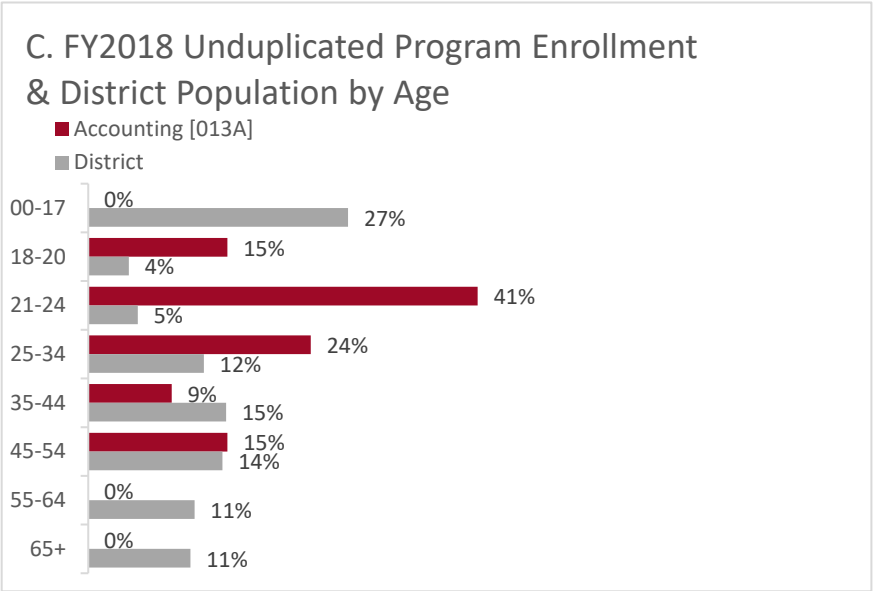
This program's enrollment disproportionately has fewer 00-17 year olds and more 18-20 and 21-24 year olds compared to the district's population and the largest representation is the 18-20 category. This program also has disproportionately fewer students age 65+.



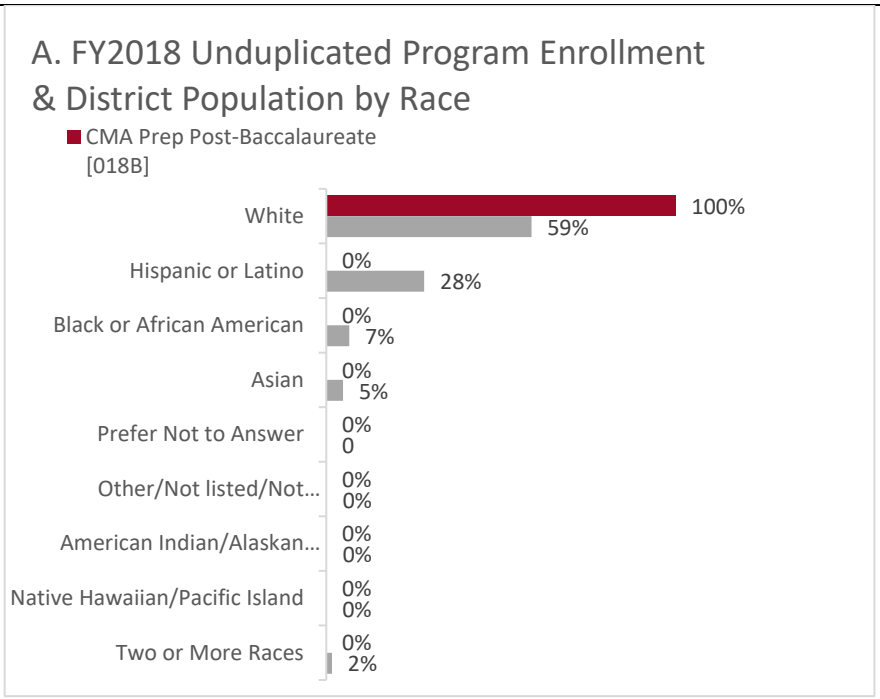
This program's enrollment disproportionately has fewer White students, more Hispanic or Latino students, and more Asian students compared to the overall district population, though White students are still the largest category followed by Hispanic or Latino.



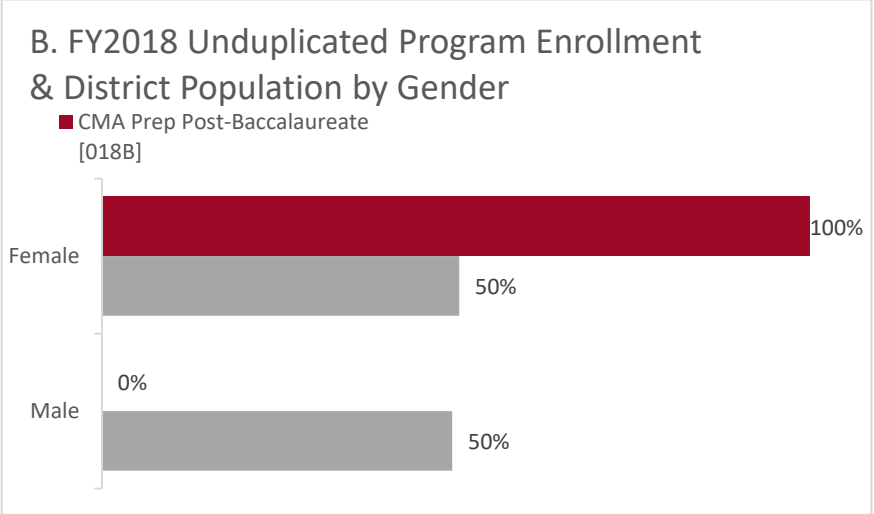
This program's enrollment generally aligns with the district's population, with females as the majority.



This program's enrollment disproportionately has fewer 00-17 year olds and more 18-20, 21-24, and 25-34 year olds compared to the district's population and the largest representation is the 21-24 category. This program also has disproportionately fewer students age 55-64 and 65+.



There are too few students in this major to compare to the overall district population.



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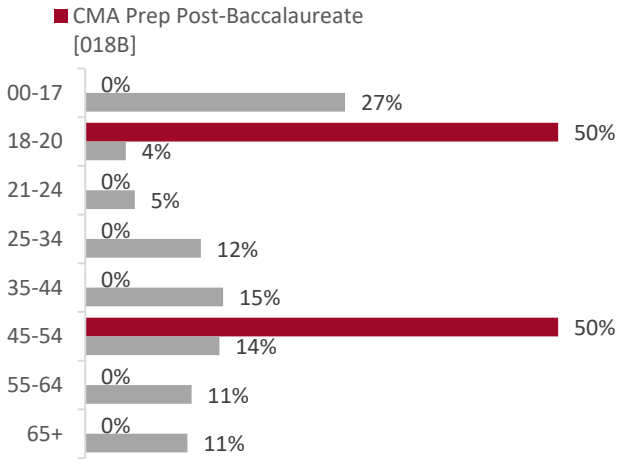

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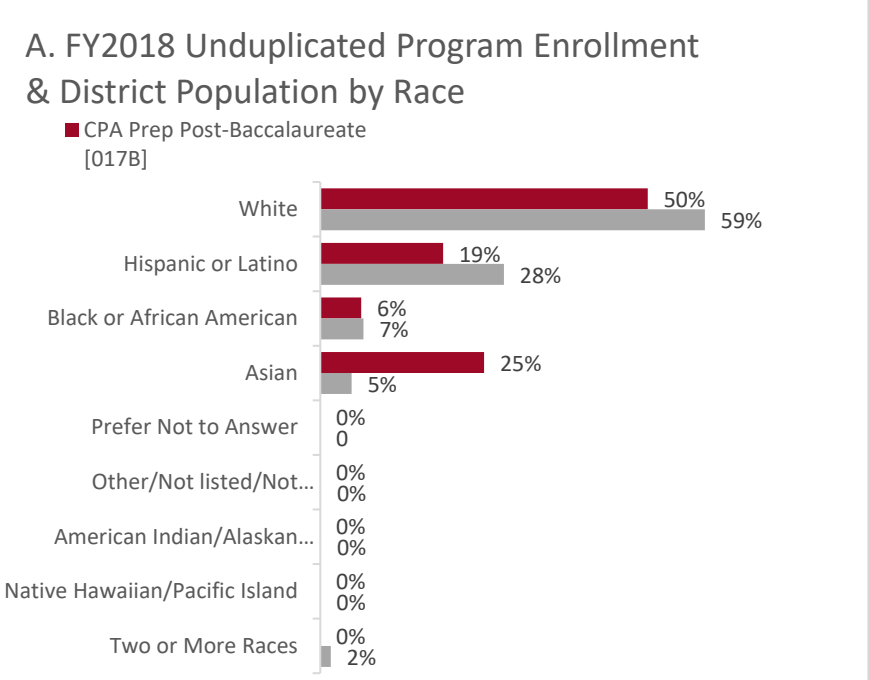
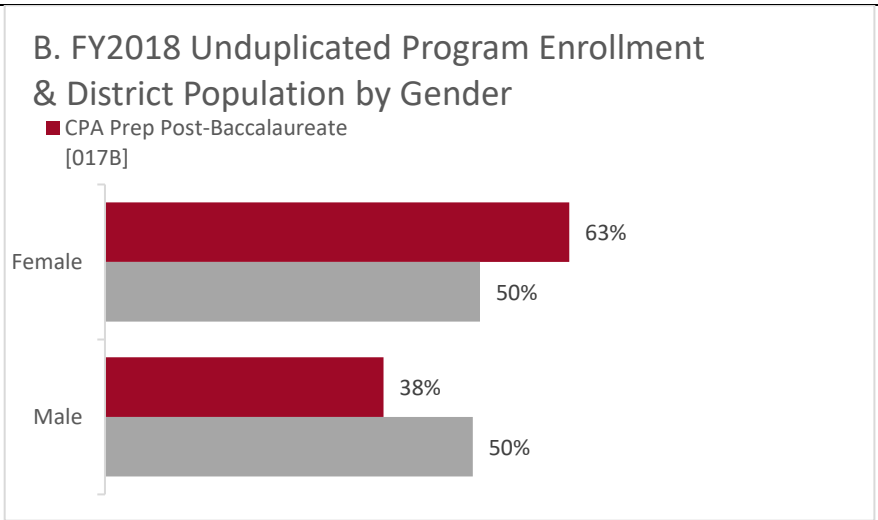


No students majored in this program for FY 2018.



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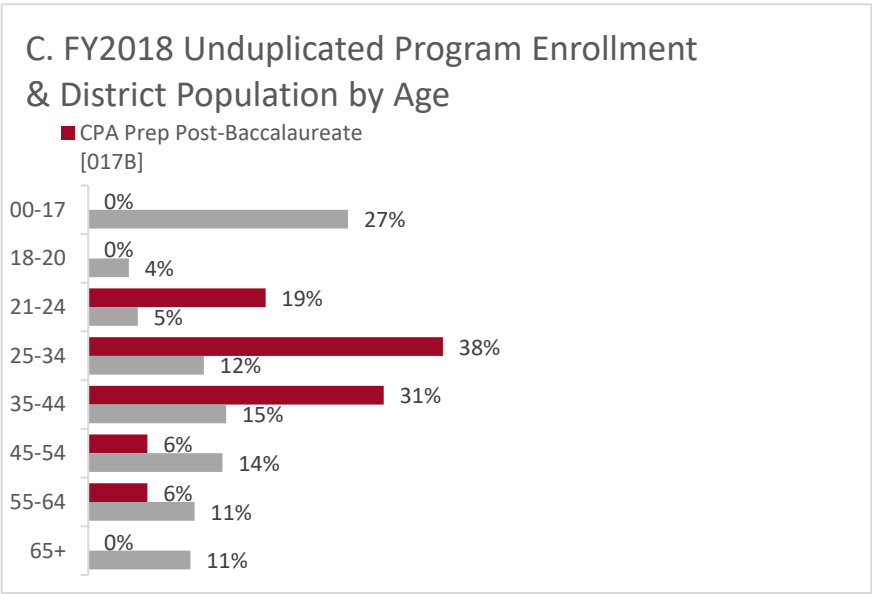


No students majored in this program for FY 2018.

GOAL PLANNING

41. What are the program's strengths? (3.1)	The program prepares students for a career in accounting. Such careers can provide students financial security and upward promotion. Students can participate in internships for elective credit and receive first-hand knowledge of the roles accountants play in the business field.
42. What innovations have been implemented or brought to this program that other colleges would want to learn about? (3.5)	Online course development has been implemented.

43. What are the identified or potential weaknesses of the program? (3.2)	The program needs to decrease the D grade, failure, and withdrawal (DFW) rate. Also students need a clear visual pathway from high school to community college to the workforce. In addition, increased employer feedback and engagement is needed to ensure that the curriculum meets the competencies needed within the industry.
44. Describe actions that can be implemented to turn potential weaknesses into strengths.	Consideration may need to be given to reducing class capacities (36) for both online and face-to-face courses. Higher capacities may have a negative impact on the quality of instruction. Student success could be improved by requiring certain pre-requisites including introductory accounting classes and business math classes. Additional funding for course specific tutoring is needed.
45. List any barriers encountered this year that impeded student success.	Students have experienced financial hurdles which have prevented them from completing. These include attempting to save money by not purchasing textbooks or acquiring them late in the semester. Not having access to child care and missing classes.
46. Describe actions that can be implemented to reduce barriers.	Waubonsee could explore opportunities to provide affordable childcare. In addition, the college is exploring textbook affordability and has developed a task force. Waubonsee could also explore its payment philosophy to make it easier for socioeconomically disadvantaged students to register for classes.
47. Program Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	Waubonsee could add an accounting concentration in order to provide relevant data on whether students are pursuing a transfer degree or an AAS degree. Waubonsee could incorporate feedback from employers in designing curriculum and work-based learning opportunities. Waubonsee could add Business Math to its recommended pre-requisite courses.
48. Resources and Support: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	The program goals above could be implemented if support exists from the administration.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action. (List why this program should continue or be discontinued)	Accounting is a viable career option for students. The employment of accounting professionals at the associate's degree level is expected to grow nationally 3.6%.
Intended Action Steps What are the action steps resulting from this review?	1. Add an accounting concentration in order to provide relevant data on whether students are pursuing a transfer degree or an AAS degree. Timeline: Fall 2020.

Please detail a timeline and/or dates for each step. This can include your goals listed above.	2. Incorporate feedback from employers in designing curriculum and work-based learning opportunities. Timeline: Fall 2019. 3. Add Business Math to recommended pre-requisite courses. Timeline: Fall 2019.

Career & Technical Education

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19

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*
Payroll and Tax Accounting	**Cert**	**18**	**52.0302**	

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.

Past Program Review Action What action was reported last time the program was reviewed?	☒ Continued with Minor Improvements

CTE PROGRAM REVIEW ANALYSIS

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

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

This program does not have any required pre-requisites. The following are recommended pre-requisites:

Course	Recommended Pre-requisite
ACC125 Accounting Information Systems	ACC101 or ACC202
ACC130 Payroll Accounting	ACC101 or ACC202
CIS112 Comprehensive Excel Spreadsheet	CIS105

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

Payroll and Tax Accounting Certificate of Achievement

Course Requirements

ACC 101 Introduction to Accounting..... 3
ACC 125 Accounting Information Systems..... 3
ACC 130 Payroll Accounting..... 3
ACC 215 Individual Tax Accounting..... 3
CIS 110 Business Information Systems..... 3
CIS 112 Comprehensive Excel Spreadsheet..... 3

PROGRAM TOTAL..... 18

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable.
INDICATOR 1: NEED	***RESPONSE***
1. How strong is the occupational demand for the program? (1.1)	Anticipated or expected growth in the region, between 2018 and 2023, will be nearly flat at 1.8%. However, in an average month, there were 6,945 unique job postings and only 4,591 actually hired. The median hourly earnings are $25.55/hour, which is well above the living wage for the county of $12.53/hour.
2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	During the review period there was a 0% increase in positions in the regional area and a 1.9% increase nationally. Economic modeling data projects the accounting occupation to grow 1.8% in the region through 2023.
3. What is the district and/or regional need? (1.3)	Counties in WCC's district currently include 1,931 jobs with an expected increase of 2.9% by 2023. Regionally there are 80,843 jobs with an expected increase of 1.8% by 2023.
4. How are students recruited for this program? (1.4)	Students are recruited through a variety of means including online and print advertising. High school students can earn early college credit through articulation agreements established by the Valley Education for Employment System (VALEES). In addition, the college hosts several open houses to showcase the myriad of programs and services offered by WCC.
5. Where are students recruited from? (1.5)	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs. College tours are available for potential students.
6. Did the review of **program need** result in actions or modifications? Please explain. (1.6)	The review of program need did not result in any actions or modifications.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
7. What are the costs associated with this program? (2.1)	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
8. How do costs compare to other programs on campus? (2.2)	The cost associated with this program is $1989.49 per load hour which is slightly less than the institutional average of $2017.55 per load hour.
9. How is the college paying for this program and its costs (e.g. grants, etc.)? (2.3)	The college pays for this program and its costs through tuition and fees.

10. 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. (2.4)	Not Applicable as the program is supported by institutional funds.
11. Did the review of **program cost** result in any actions or modifications? Please explain. (2.5)	The review of program cost did not result in any actions or modifications.
INDICATOR 3: QUALITY	***RESPONSE***
12. Program Outcomes: What are the expected outcomes of the program?	1. Identify major forms of business ownership 2. Report accounting information in relevant format 3. Explain financial information relevant to stakeholders 4. Solve quantitative problems formed from a variety of contexts
13. To what extent are the outcomes being achieved? Give an overview of assessment results from your assessment report and include assessment methods used to ensure student success.	Currently the assessment method being used to ensure student success is a preliminary test and a post test given to students taking financial and managerial accounting. The financial accounting assessment was completed using Scantron forms. The pre-test was 22 questions while the post-test was only 19. This is because a few additional questions were asked about the student's expectations and accounting experience for the course on the pre-test. Not all the questions asked were graded since some were background information. 97 pre-tests were collected and 37 post-tests. On the pre-test the median score was 22%. On the post-test the median score was a 67%. The managerial accounting assessment was completed using computerized testing software for most classes, but was given in a paper format for one class. Both the pre and post assessments were the same ten questions, one given at the beginning of the semester and one at the end. One hundred and seventy nine (179) pre-tests were administered and one hundred and thirty six (136) post-tests. Seven students did not take the pre-test and fifty students did not take the post test, five students did not take either test. The results of the pre and post-test for all of the students that did not take one test or the other (52) have been excluded from the results. The mean score for the pre-test and post-test was 39.03% and 57.39%, respectively, while the median score improved from 40% to 60%.
14. Describe curricular changes implemented over the last year that resulted from assessment findings.	Changes to the assessment tool to yield a greater return to and determine if a project based assessment (likened to a capstone project embedded within the course and administered at the end) is a better tool to measure the outcomes and learning gains for the students.
15. What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? (3.3)	The program is delivered in face-to-face and online delivery methods.

16. How does this program fit into a career pathway? (3.4)	**Career Cluster:** Business, Management and Administration **Career Pathway:** Business Financial Management and Accounting **CIP Program Title:** Accounting Technology/Technician and Bookkeeping
17. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.6)	**CIS110**-East Aurora HS
18. What work-based learning opportunities are available and integrated into the curriculum? (3.7)	Work-based learning opportunities are not available for this certificate.
19. Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). (3.8)	Industry accreditation is not required for this program.
20. Are industry-recognized credentials offered? If so, please list. (3.9)	Certified Payroll Professional (CPP) recognition is given by the American Payroll Association (APA) to those who complete an examination; and subscribe to the APA Code of Ethics. Certification is granted for five (5) full calendar years. With the variety of courses included in the degree program, students can earn credentials ranging from Microsoft Office-Specialist certification. In addition, individual disciplines within the degree have organizations that identify the knowledge, skills, and abilities required for industry professionals.
21. Is this an apprenticeship program? If so, please elaborate. (3.10)	Not applicable.
22. If applicable, please list the licensure examination pass rate. (3.11)	Not applicable.
23. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)	Program articulation agreements exists with many colleges and universities. https://www.waubonsee.edu/programs-courses/transfer-programs/transferring-credit-waubonsee/transfer-partnership-agreements Articulated Credit: Valley Education For Employment System (VALEES) http://valees.org/early_college_credit_draft.aspx

24. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.13)	Since the prior review period, no partnerships have been formed that increase the quality of the program.
25. What is the faculty to student ratio for courses in this program? Please provide a range and average. (3.14)	Total End of Term Program Enrollment 111.0 Courses In Program (Ran FY2017) 6.0 Min Course Average Class Size 5.0 Max Course Average Class Size 29.2 Average of Course Average Class Size 19.2
26. What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? (3.15)	Waubonsee provides face-to-face training sessions, e-learnings, job aids and one-on-one appointments to all employees of the college. Topics include Blackboard training and support, instructional design, and classroom management strategies. In addition, a three-day orientation is offered for faculty at the beginning of each semester which provides professional development opportunities. Full-time faculty are also provided with professional development funds to attend discipline-specific meetings and conferences provided by outside organizations. Several new positions were recently created to focus on faculty development at the College. These include a Dean of Faculty Development, an Assistant Dean for Online Learning and Flexible Delivery and three faculty liaisons to focus on faculty development and engagement In addition, full-time faculty attend the following professional development opportunities: Teachers at Two-Year Colleges (TACTYC) Conference; Illinois Board of Examiners (ILBOE) Accounting Educators Conference; and the Illinois Accounting Teachers Conference (ILATC); The Tax School at The University of Illinois; and The Center for Professional Education.
27. What is the status of the current technology and equipment used for this program? (3.16)	The technology and equipment associated with this program meet industry standards. In addition, the equipment and technology are evaluated and upgraded as a standard operating procedure within the Business and Career Technologies division and the Information Technology department.
28. How satisfied are students with their preparation for employment? (3.18)	In the past, CTE graduates' satisfaction with preparation for employment was measured by the ICCB mandated Career and Technical Education Follow-up Survey. However, since the CTE Survey is no longer mandated or collected by ICCB, WCC is developing a new Alumni Survey which will be administered annually beginning one year post-graduation. The intent is to capture long-range outcomes, including data about satisfaction with WCC's preparation for their employment.
29. How is student satisfaction information collected? (3.19)	WCC uses two institutional level surveys to measure student satisfaction indicators: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE). In addition, a graduating student survey was piloted in 2017. The survey will be administered to all students completing petitions to graduate in 2018.
30. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.20)	Employers are engaged in this program during our Program Advisory meetings. Most recently a topic of conversation was work based learning opportunities for our students.

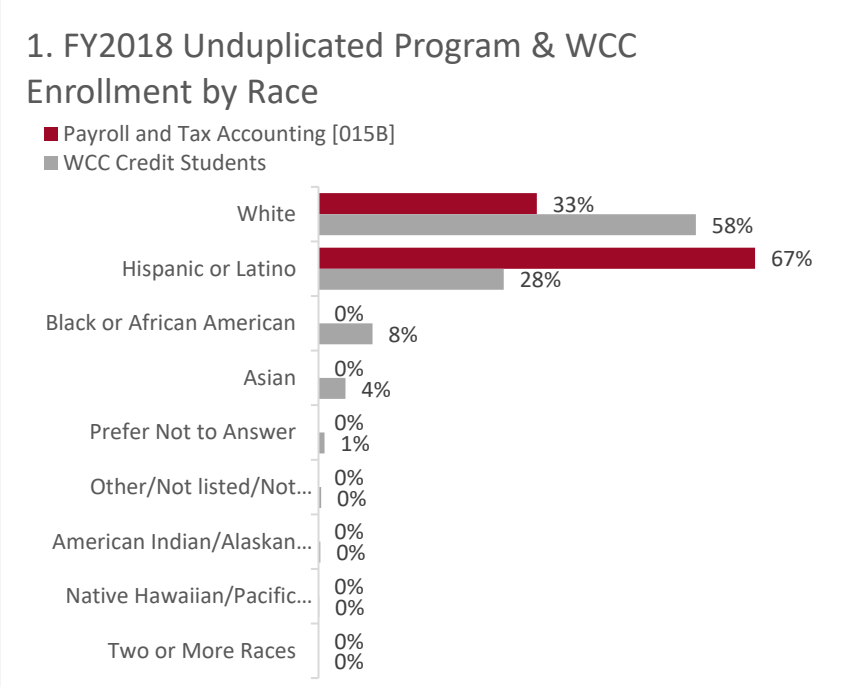
31. How often does the program advisory committee meet? (3.21)	At Waubonsee Community College, all CTE Program Advisory Committees meet two times per year.
32. Do you have evidence or feedback regarding employer satisfaction with the preparation of the program's graduates? Please describe. (3.22)	Currently, college staff and administration are working on an annual employer survey to gauge satisfaction aimed at further evaluation of program outcomes.
33. How is employer satisfaction information collected? (3.23)	Employer satisfaction is informally collected at career fairs and other program focused events. WCC continues to work on a formal process to survey employer satisfaction in order to move beyond reliance on anecdotal information alone.
34. Did the review of program **quality** result in any actions or modifications? Please explain. (3.24)	The program review of quality did not result in any actions or modifications.

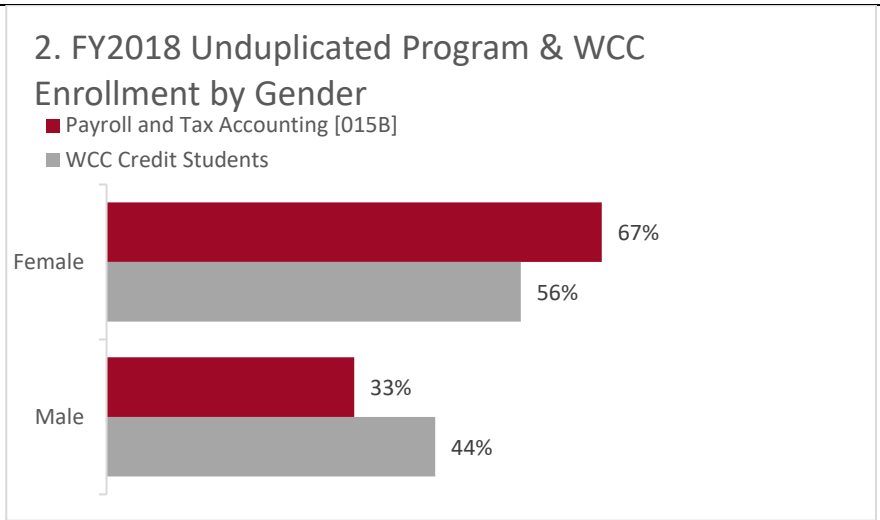
DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

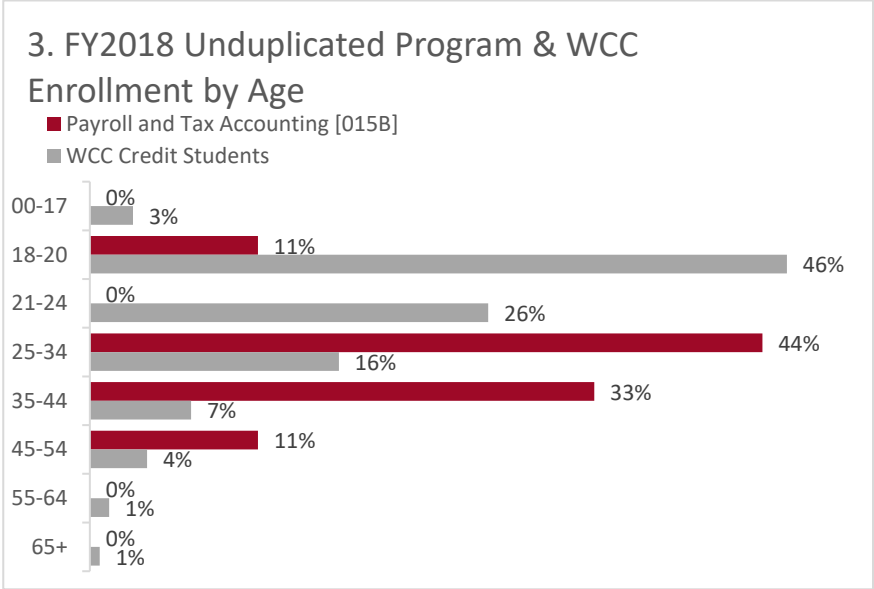
CTE PROGRAM	Payroll and Tax Accounting				
CIP CODE	52.0302				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	6	10	17	9	9
NUMBER OF COMPLETERS	2	7	2	6	3
OTHER (PLEASE IDENTIFY)					

35. Use the data listed above and the APR Comparison and course reports to explain if goals are being met? Elaborate.	WCC has not determined program goals for enrollment and completion, and current goals are based on total credit enrollment. By defining program goals as part of our continuous improvement process, program admission goals will be implemented.
36. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled Success rates excluding withdrawals Withdrawal rates

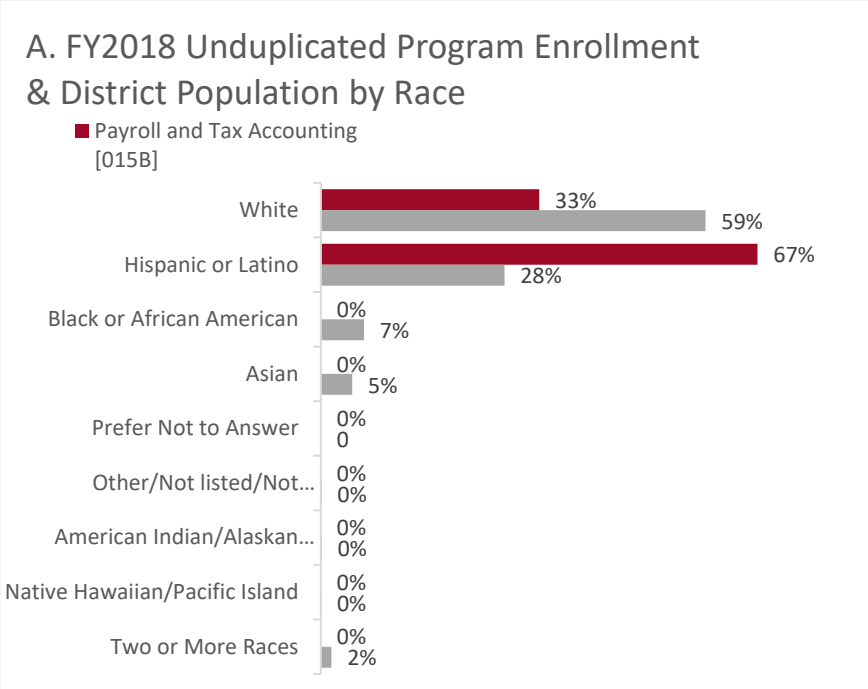
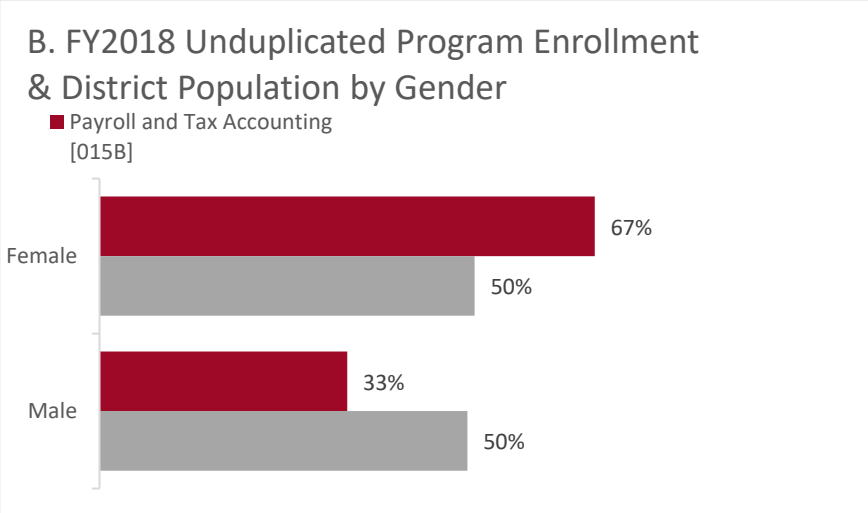
	Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry
37. Do you see any gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change program major declaration at any time online. One concern with the provided data is that students may change their program of study in practice but not change their program major declaration.
38. What suggestions do you have to overcome any identifiable gaps?	Waubonsee should consider adding an accounting concentration.
39. Are the students served in this program representative of the total student population? Please explain.	 There are too few students in this major to compare to the overall WCC population.

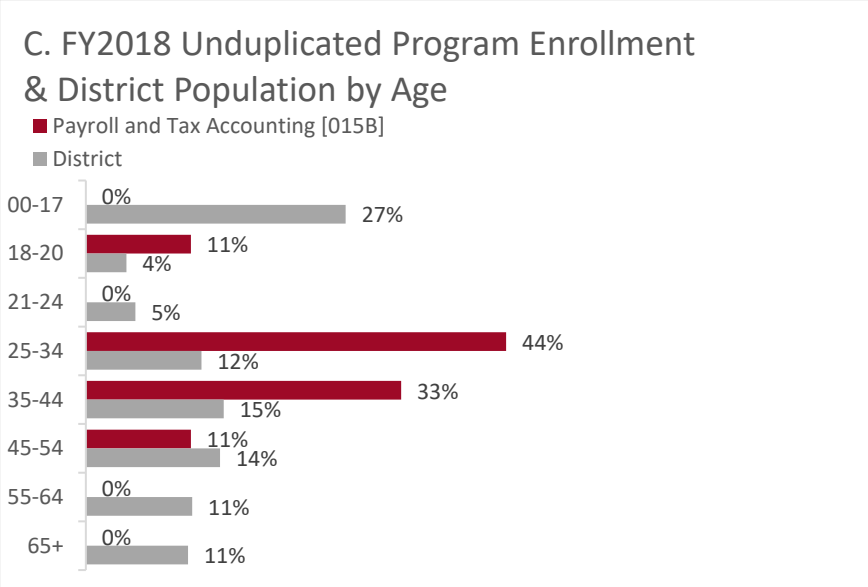


There are too few students in this major to compare to the overall WCC population.



There are too few students in this major to compare to the overall WCC population.

40. Are the students served in this program representative of the district population? Please explain. Please review the APR Comparison Report for WCC and district comparisons.	 There are too few students in this major to compare to the overall district population.  There are too few students in this major to compare to the overall district population.

	 There are too few students in this major to compare to the overall district population.
GOAL PLANNING	
41. What are the program's strengths? (3.1)	The program prepares students for a career in payroll accounting or bookkeeping. Such careers can provide students financial security and upward promotion. In the program, students receive first-hand knowledge of the roles accountants play in the business field. In addition, students have the opportunity to demonstrate a baseline of payroll competency by pursuing the Fundamental Payroll Certification.
42. What innovations have been implemented or brought to this program that other colleges would want to learn about? (3.5)	Online course development has been implemented.
43. What are the identified or potential weaknesses of the program? (3.2)	The program needs to decrease the D grade, failure, and withdrawal (DFW) rate. Also students need a clear visual pathway from high school to community college to the workforce. In addition, increased employer feedback and engagement is needed to ensure that the curriculum meets the competencies needed within the industry.
44. Describe actions that can be implemented to turn potential weaknesses into strengths.	Consideration may need to be given to reducing class capacities (36) for both online and face-to-face courses. Higher capacities may have a negative impact on the quality of instruction. Student success could be improved by requiring certain pre-requisites including introductory accounting classes and business math classes. Additional funding for course specific tutoring is needed.
45. List any barriers encountered this year that impeded student success.	Students have experienced financial hurdles which have prevented them from completing. These include attempting to save money by not purchasing textbooks or acquiring them late in the semester. Not having access to child care and missing classes.
46. Describe actions that can be implemented to reduce barriers.	Waubonsee could explore opportunities to provide affordable childcare. In addition, the college is exploring textbook affordability and has developed a task force. Waubonsee could also explore its payment philosophy to make it

	easier for socioeconomically disadvantaged students to register for classes.
47. Program Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	Waubonsee could incorporate feedback from employers in designing curriculum. Waubonsee could develop work-based learning opportunities. Waubonsee could add Business Math to its recommended pre-requisite courses.
48. Resources and Support: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	The program goals above could be implemented if support exists from the administration.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action. (List why this program should continue or be discontinued)	Accounting is a viable career option for students. The employment of accounting professionals at the associate's degree level is expected to grow nationally 3.6%. In addition, 41.2% of job openings are in payroll services which is aligned with this program.
Intended Action Steps What are the action steps resulting from this review? **Please detail a timeline and/or dates for each step.** This can include your goals listed above.	1. Incorporate feedback from employers in designing curriculum. Timeline: Fall 2019. 2. Create work-based learning opportunities for students. Timeline: Spring 2020. 3. Add Business Math to recommended pre-requisite courses. Timeline: Fall 2019.

Career & Technical Education

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19

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*
Graphic Design	**Degree**	**61**	**50.0409**	**Graphic Design** **Animation** **Web Design**

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.

Past Program Review Action What action was reported last time the program was reviewed?	☒ Continued with Minor Improvements

CTE PROGRAM REVIEW ANALYSIS

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

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

This program requires the following pre-requisites.

Course	Required Pre-requisites
GRD165 Typography	GRD135 and GRD160
GRD173 Graphic Design I	GRD135 and GRD160
GRD190 Prepress and Print Production	GRD173
GRD273 Graphic Design II	GRD173
WEB230 Dreamweaver	WEB230
ART 111 Design II	ART110
ART260 Painting I	ART100 or ART120
GRD290 Graphic Design Studio Art	Consent of instructor
ITS297 Internship ITS298 Internship ITS299 Internship	Consent of instructor

The following are recommended pre-requisites:

Course	Recommended Pre-requisite
GRD280 2-D Animation and Multimedia	GRD160 GRD170
GRD285 3-D Animation and Multimedia	GRD280
WEB230 Dreamweaver	WEB110
ART112 Color	ART110
ART265 Watercolor	ART120
MCM243 Film Production	MCM140 or consent of instructor

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Graphic Design Associate in Applied Science Degree** **General Education Requirements..... 15** COM 100 ***or*** 120 ***or*** 121 ***or*** 135 Communications..... 3 ENG 101 ***or*** 152 English..... 3 ENG 102 ***or*** 153 English..... 3 Social and Behavioral Sciences elective (recommend PSY100)..... 3 Mathematics elective (recommend MTH101, MTH102, or MTH103)..... 3 **Graphic Design Major Program Requirements..... 43** ART 110 Design I..... 3 ART 120 Basic Drawing I..... 3 ART 142 Beginning Digital Photography..... 3 GRD 135 Desktop Publishing..... 3 GRD 160 Computer Illustration..... 3 GRD 165 Typography..... 3 GRD 170 Digital Image..... 3 GRD 173 Graphic Design I..... 3 GRD 190 Prepress and Print Production..... 3 GRD 273 Graphic Design II..... 3 GRD 280 2-D Animation and Multimedia..... 3 GRD 285 3-D Animation and Multimedia..... 3 GRD 292 Graphic Design Portfolio..... 1 WEB 110 Web Development with HTML..... 3 WEB 230 Dreamweaver..... 3 **Electives..... 3** Select electives from the courses listed. ART 111 Design II..... 3 ART 112 Color..... 3 ART 260 Painting I..... 3 ART 265 Watercolor..... 3 ART 293 Art Portfolio and Professional Development..... 3 GRD 290 Graphic Design Studio Art..... 3 ITS 297 Internship..... 1 ITS 298 Internship..... 2 ITS 299 Internship..... 3 MCM 243 Film Production..... 3 **PROGRAM TOTAL..... 61**
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This program requires 61 semester hours because we wanted to include a portfolio class. The class assists students with their job search. Due to the extensive software required for this program, we were unable to reduce our studio content and needed to add one additional semester hour.
INDICATOR 1: NEED	***RESPONSE***

1. How strong is the occupational demand for the program? (1.1)	Graphic Design and certificates. In 2017, there were 871 regional program completions with 2,234 job openings. The demand for these types of programs appear to be strong. Our Animation Certificate and Web Design Certificate are graphic design focused providing additional semester hours in the content area. Therefore, the graphic design occupational information is applicable.
2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	Between 2013 and 2018, job growth in this Graphic Design increased by 11.1 percent in the Chicago region. Projections for the next five years anticipate an overall decrease of 0.2 percent by 2023 in the Chicago region.
3. What is the district and/or regional need? (1.3)	Currently (2018), there are 9,067 jobs in Graphic Design in the Chicago Region with an expected decrease of 14 jobs by 2023. Although the market is not expected to change from current numbers, in Waubonsee's district, there is an expected increase of 11 jobs which is a projected district increase of 4.7 percent.
4. How are students recruited for this program? (1.4)	In addition to traditional college recruitment programs, students are also recruited through the Valley Education for Employment System (VALEES), a program that WCC collaborates with which awards college credit for learning experiences at the high school level for instruction (dual enrollment programs). In addition, the college hosts several open houses to showcase our many programs and services.
5. Where are students recruited from? (1.5)	Students are recruited at local high schools and affiliated vocational centers through individual college visits and college fairs. In addition, WCC reaches out to community organizations and local businesses to share information about certificate and degree programs.
6. Did the review of **program need** result in actions or modifications? Please explain. (1.6)	The review of this program did not result in actions or modifications.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
7. What are the costs associated with this program? (2.1)	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development
8. How do costs compare to other programs on campus? (2.2)	The costs associated with this program are $1,766.69 per load hour which is 12.4 percent less than the institutional average of $2,017.55 per load hour.
9. How is the college paying for this program and its costs (e.g. grants, etc.)? (2.3)	The college pays for this program and its costs through tuition and fees.

10. 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. (2.4)	Not Applicable as the program is supported by institutional funds.
11. Did the review of **program cost** result in any actions or modifications? Please explain. (2.5)	The review of cost for these programs did not result in any actions or modifications.
INDICATOR 3: QUALITY	***RESPONSE***
12. Program Outcomes: What are the expected outcomes of the program?	• Demonstrate the principles of graphic design communication. • Produce successful graphic design projects using industry-standard software including document layout, computer illustration, raster image editing, digital photography, web design, and animation. • Recognize basic type families and styles and how to select type to enhance design pieces. • Recognize art and design's relationship to history and culture. • Prepare a portfolio for career development, transfer or personal use.
13. To what extent are the outcomes being achieved? Give an overview of assessment results from your assessment report and include assessment methods used to ensure student success.	Based on our review of student portfolios, we believe we are meeting program outcomes. This year we will be collecting data across courses and sections to review if students are meeting our outcomes according to our expectations to provide additional assessment evidence.
14. Describe curricular changes implemented over the last year that resulted from assessment findings.	We have not changed curriculum in the last year resulting from assessment findings.
15. What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? (3.3)	The delivery method for students in this program is face-to-face.
16. How does this program fit into a career pathway? (3.4)	**Career Cluster:** Arts, Audio/Video Technology and Communications **Career Pathway:** Visual Arts **CIP Program Title:** Graphic Design

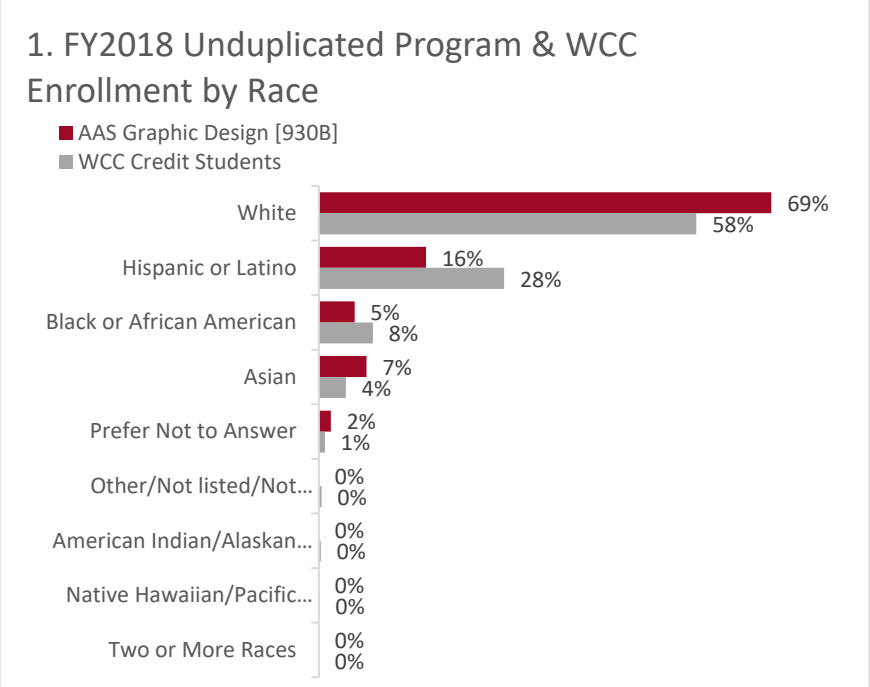
17. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.6)	**COM100**-Batavia HS, Oswego HS, Yorkville Christian HS, and West Aurora HS **ENG101**-Batavia HS, West Aurora HS **ENG102**-Batavia HS, Marmion Academy, Oswego East, Oswego HS and Yorkville HS **PSY100**-Batavia HS **Math Elective**- East Aurora HS
18. What work-based learning opportunities are available and integrated into the curriculum? (3.7)	In GRD173 Graphic Design I and GRD273 Graphic Design II students have an option for project design. AAS students have the option to choose an internship as an elective in the program.
19. Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). (3.8)	Industry accreditation is not required for this program.
20. Are industry-recognized credentials offered? If so, please list. (3.9)	Industry-recognized credentials are not offered for this program.
21. Is this an apprenticeship program? If so, please elaborate. (3.10)	Graphic Design programs including the graphic design, animation and web certificate are not apprenticeship programs.
22. If applicable, please list the licensure examination pass rate. (3.11)	A licensure examination is not applicable in these programs.
23. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)	Waubonsee Community College has an articulation agreement for all AAS degrees with Governors State University for their Interdisciplinary Studies degree program. We also have an articulation agreement with our area high school vocational centers. Students completing graphic design courses are eligible for up to three courses of transfer credit for our AAS degree in graphic design. The certificate programs have 6 hours of articulated credit.
24. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.13)	Partnerships have not been formed since the last review.

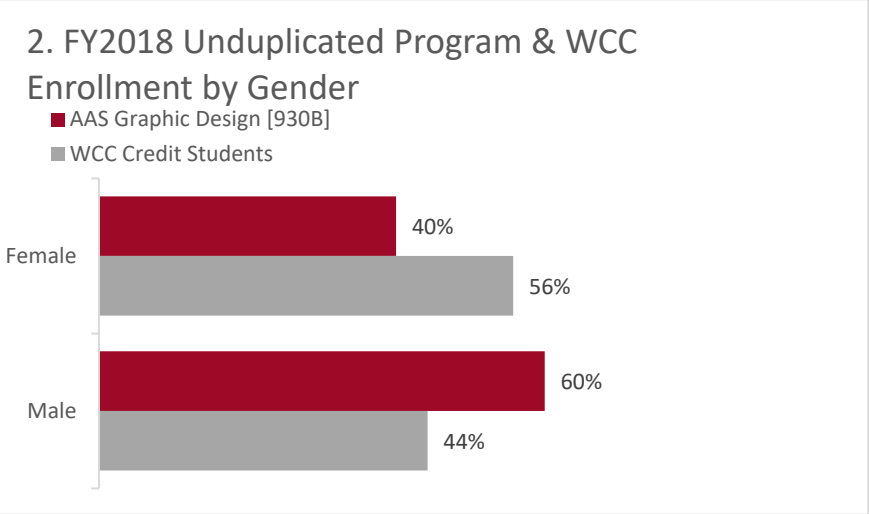
25. What is the faculty to student ratio for courses in this program? Please provide a range and average. (3.14)	**AAS Graphic Design** Total End of Term Program Enrollment 582 Courses In Program (Ran FY2017) 15 Min Course Average Class Size 5 Max Course Average Class Size 20 Average of Course Average Class Size 13 **Web Design** Total End of Term Program Enrollment 346 Courses In Program (Ran FY2017) 9 Min Course Average Class Size 5 Max Course Average Class Size 20 Average of Course Average Class Size 12 **Animation** Total End of Term Program Enrollment 394 Courses In Program (Ran FY2017) 9 Min Course Average Class Size 5 Max Course Average Class Size 20 Average of Course Average Class Size 13 **Graphic Design** Total End of Term Program Enrollment 416 Courses In Program (Ran FY2017) 13 Min Course Average Class Size 5 Max Course Average Class Size 20 Average of Course Average Class Size 12
26. What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? (3.15)	Professional Development is provided during our faculty orientation sessions each fall and spring. Past topics included Blackboard training and support, instructional design, and classroom management strategies. In addition, Waubonsee has an office of Faculty Development and Faculty Engagement supported by a dean, an assistant dean, and three faculty liaisons. This department offers development opportunities throughout the academic year. Full-time faculty are also provided with professional development funds to attend discipline specific meetings and conferences provided by outside organizations.
27. What is the status of the current technology and equipment used for this program? (3.16)	According to our annual review, technology and equipment meet current industry standards. However, we could use an additional classroom or work room for cutting, mounting, and illustration.

28. How satisfied are students with their preparation for employment? (3.18)	We currently do not survey students regarding preparation for employment. Based on informal student feedback, many in our Graphic Design program suggest they are satisfied with their preparation. Our Animation students typically transfer to a four-year school to gain more experience for employment. Working professionals attending our Animation program have suggested that they are satisfied with their skill enhancement with relation to their current job. This is similar with our Graphic Design and Web Certificate.
29. How is student satisfaction information collected? (3.19)	WCC uses two institutional level surveys to measure student satisfaction indicators: The Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE).
30. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.20)	At this time, employer engagement is limited to students completing internships, however, this review and best practices in program growth and development requires that a robust advisory group be a priority going forward. Additionally, faculty and staff will leverage the relationships built with non-profit organizations that participate in service learning opportunities.
31. How often does the program advisory committee meet? (3.21)	At Waubonsee Community College, Program Advisory Committees meet two times per year. The certificate programs are reviewed in the Graphic Design program advisory meeting.
32. Do you have evidence or feedback regarding employer satisfaction with the preparation of the program's graduates? Please describe. (3.22)	WCC does not have a standard process of collecting employer information and is currently in the process of researching an employer survey.
33. How is employer satisfaction information collected? (3.23)	Although a formal process of collecting employer information is currently being considered, Graphic Design programs benefit from the informal input of district employers, and information is collected through a variety of means including Advisory Committees and Internship placement.
34. Did the review of program **quality** result in any actions or modifications? Please explain. (3.24)	The review of quality indicates that we could do a better job of surveying our students and employers. We will consider including student satisfaction with program preparation in our portfolio course beginning this year. We will also explore ways to survey our employers in addition to the survey the college is working on.

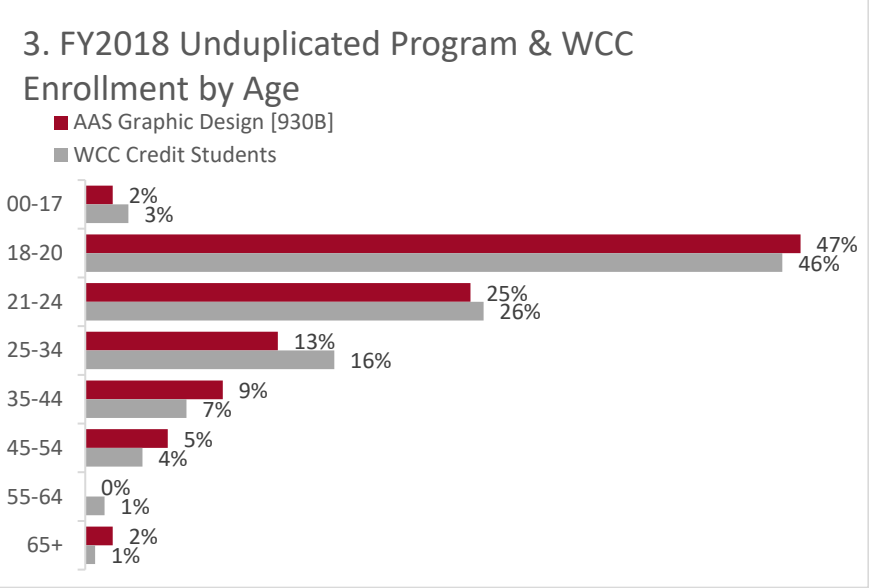
DATA ANALYSIS FOR CTE PROGRAM REVIEW	
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.	
CTE PROGRAM	Graphic Design

CIP CODE	50.0409				
	2013 YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*2018 YEAR 5*
NUMBER OF STUDENTS ENROLLED ***(GRAPHIC DESIGN AAS)***	20	19	24	13	11
NUMBER OF COMPLETERS	1	11	3	6	6
NUMBER OF STUDENTS ENROLLED ***(WEB DESIGN)***	4	2	9	2	3
NUMBER OF COMPLETERS	0	5	4	0	2
NUMBER OF STUDENTS ENROLLED ***(ANIMATION)***	4	2	6	7	7
NUMBER OF COMPLETERS	1	11	3	7	4
NUMBER OF STUDENTS ENROLLED ***(GRAPHIC DESIGN CERTIFICATE)***	20	19	24	13	11
NUMBER OF COMPLETERS	1	11	3	6	6
35. Use the data listed above and the APR Comparison and course reports to explain if goals are being met? Elaborate.	WCC has not determined program goals in the area of enrollment and completion. Our current goals are based on total credit enrollment. Last year, WCC introduced a new College Scorecard with metrics including enrollment, retention, and graduation. Program goals are the next step in our continuous improvement process. This year one of our academic priorities is to set enrollment goals for all CTE programs. We will begin this work this year.				
36. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled Success rates excluding withdrawals Withdrawal rates Grade distributions				

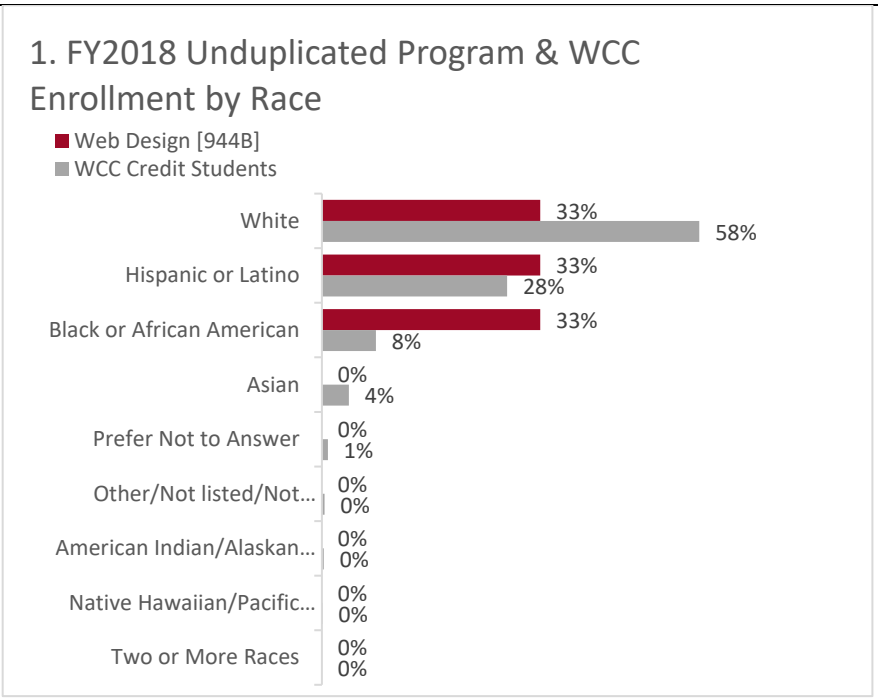
	Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry
37. Do you see any gaps in the data? Please explain.	Students are provided the opportunity to select their program of study on the New Student Information Form (NSIF) upon entry at WCC. Students can change their program at any time online. There may have been students not included in the data that did not select the program. In addition, it was noticed that our WEB110 course has lower success and higher withdraw rates than other classes in the program.
38. What suggestions do you have to overcome any identifiable gaps?	WCC is reviewing practices to increase the accuracy of major definitions without impeding access. Regarding success and withdraw rates, we will need to take a closer look at the data to identify ways that students can be more successful in Web 110.
39. Are the students served in this program representative of the total student population? Please explain.	 This program's enrollment disproportionately has more White students and fewer Hispanic or Latino students, though the largest representation from White students and the second largest population from Hispanic or Latino students.



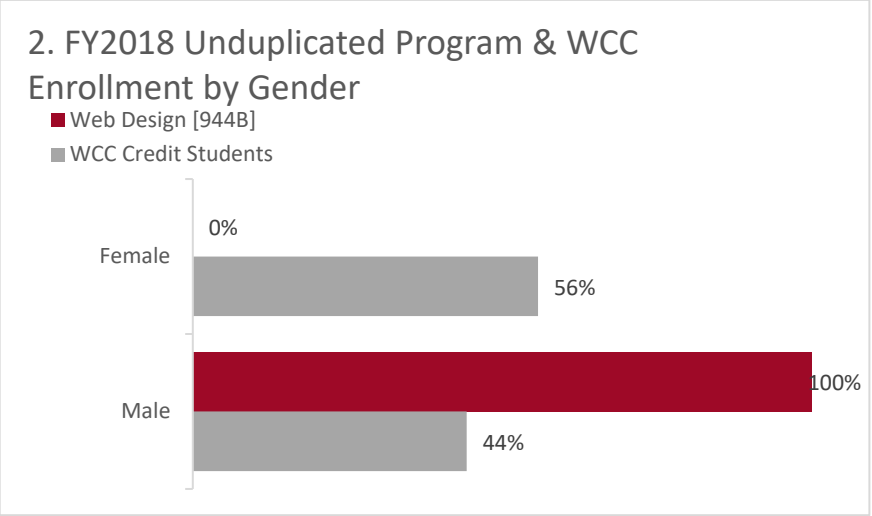
The program's enrollment has disproportionately more male students compared to the college's population.



This program's enrollment aligns with the college's population with the largest representation from 18-20 year old students, and the second largest population is from 21-24 year old students.



There are too few students in this major to compare to the overall WCC population.



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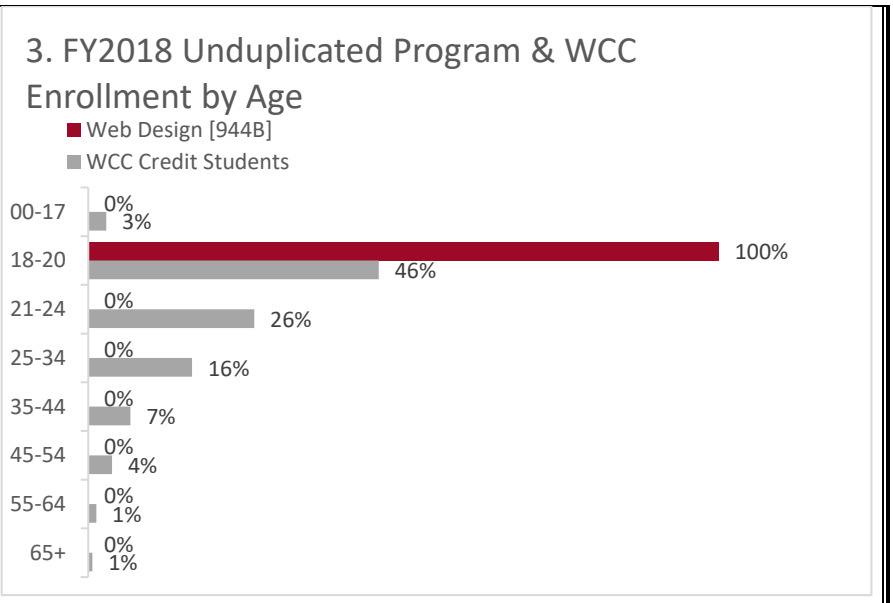

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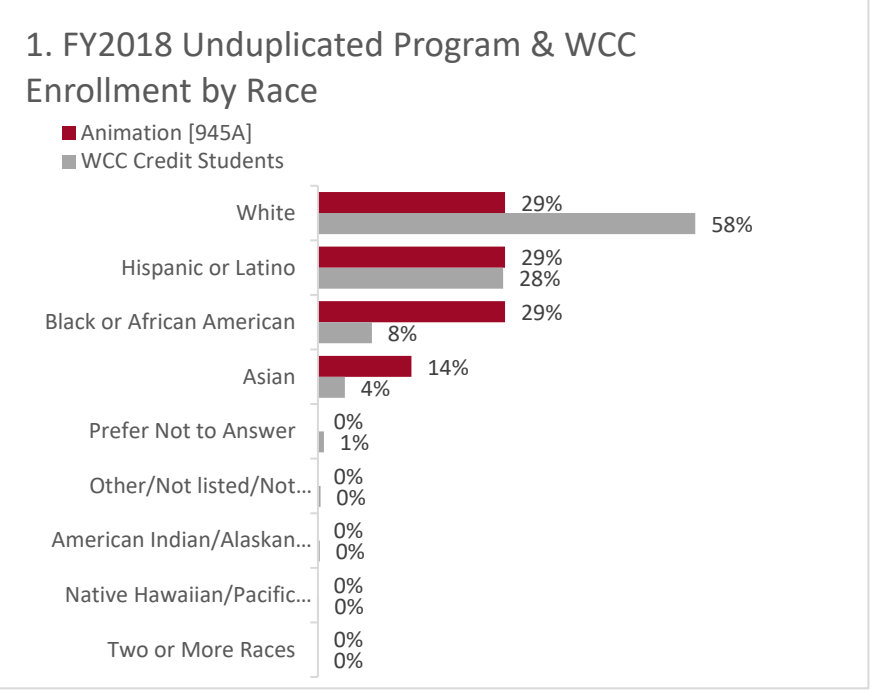

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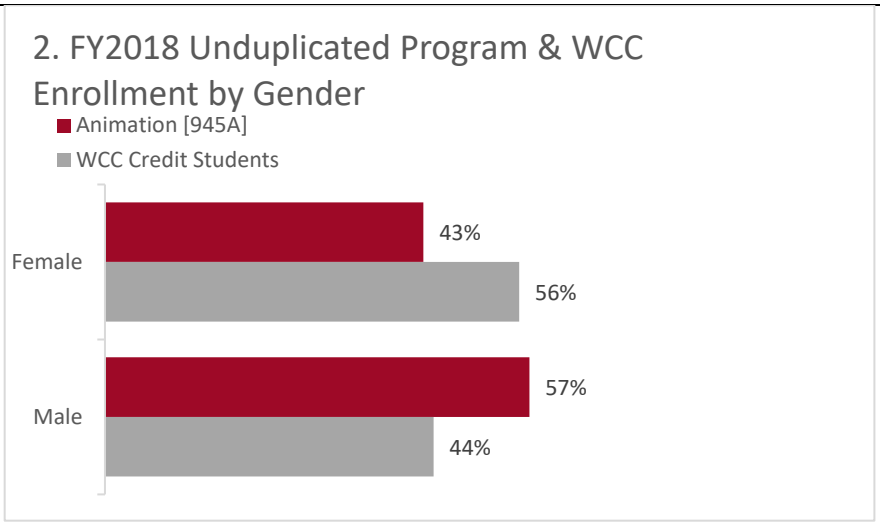

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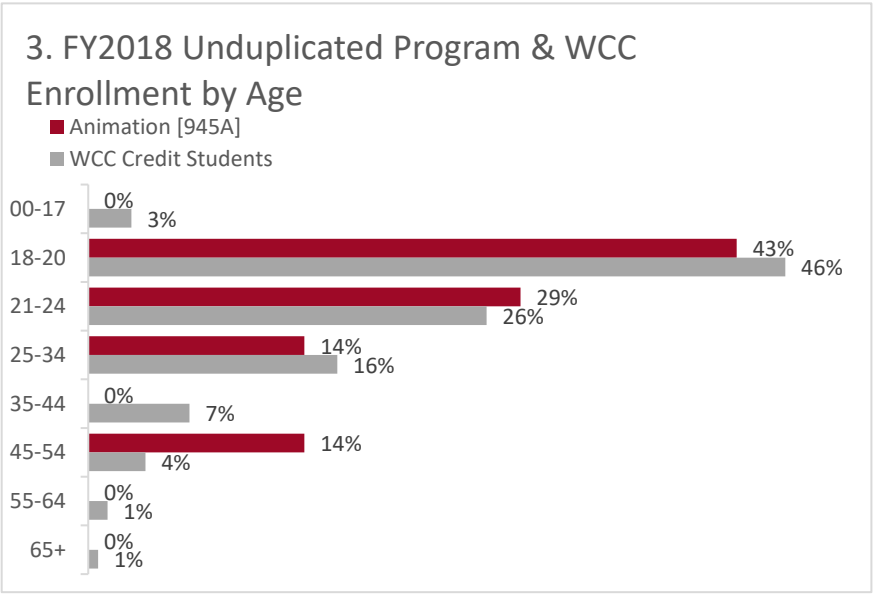

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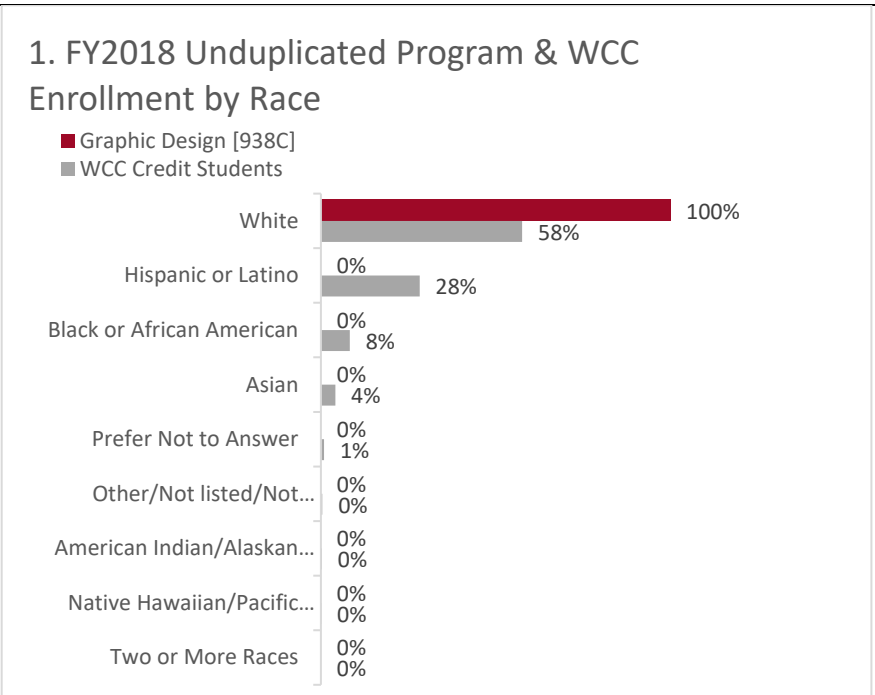

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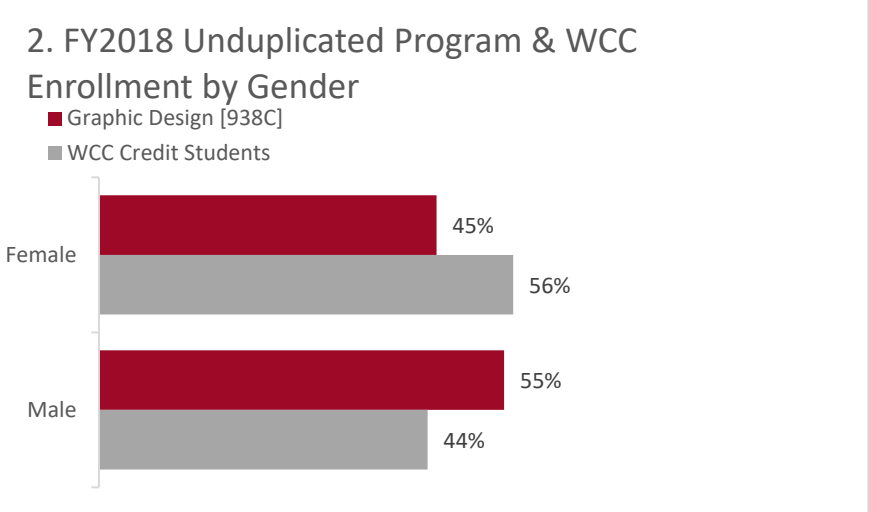
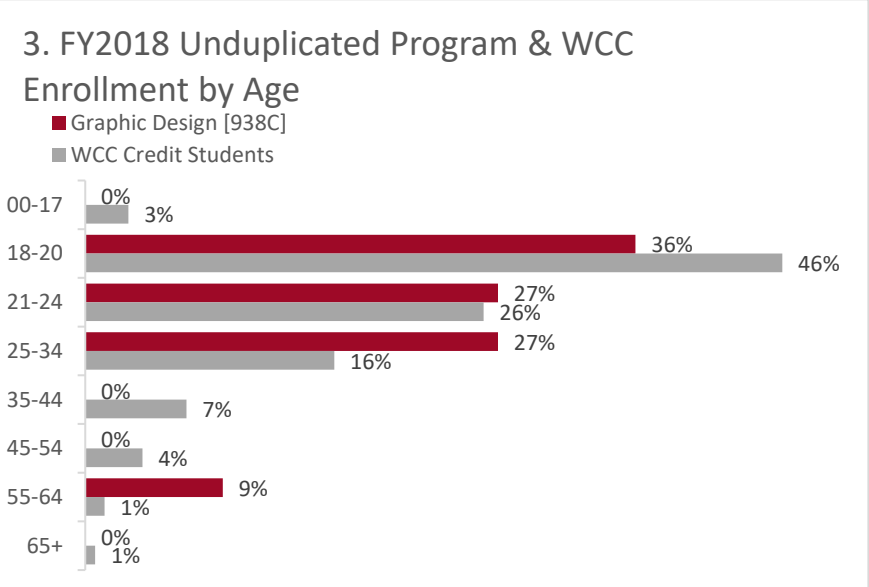
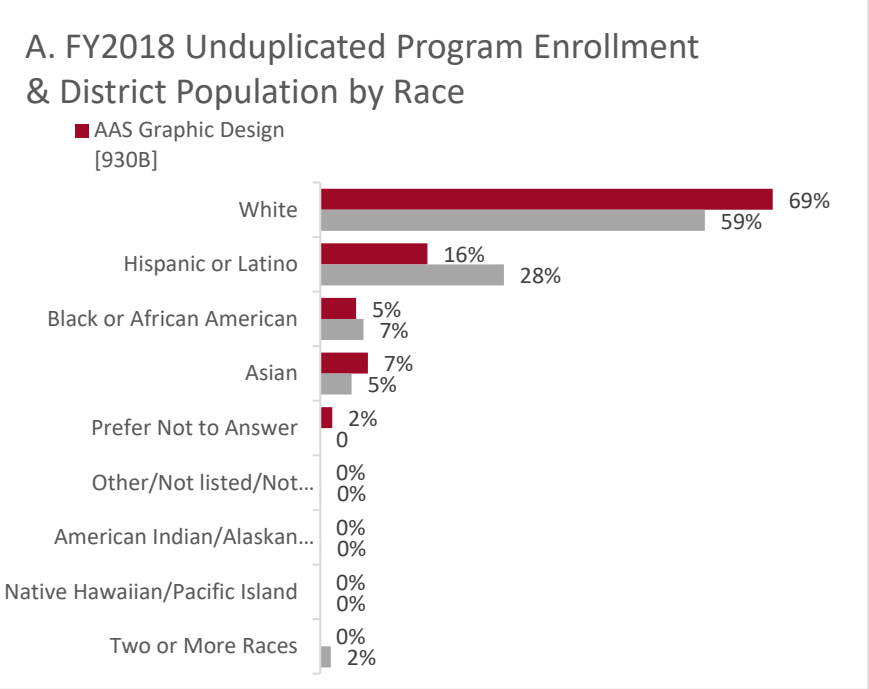
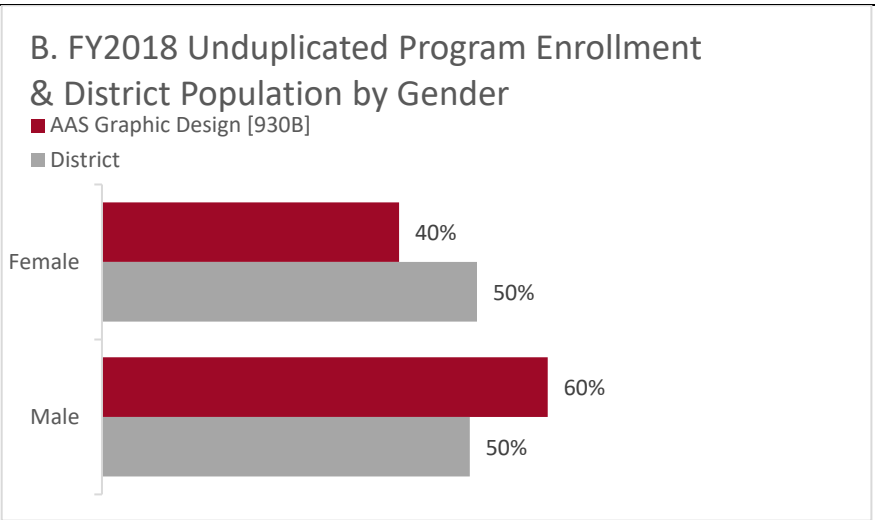


This program's enrollment generally aligns with the college's population, though males are the majority.

	 This program's enrollment aligns with the college's population with the largest representation from 18-20 year old students, though the second largest population is tied between the 21-24 and 25-34 year old students.
40. Are the students served in this program representative of the district population? Please explain. Please review the APR Comparison Report for WCC and district comparisons.	 This program's enrollment disproportionately has more White students and fewer Hispanic or Latino students, though the largest representation from White students and the second largest population from Hispanic or Latino students.



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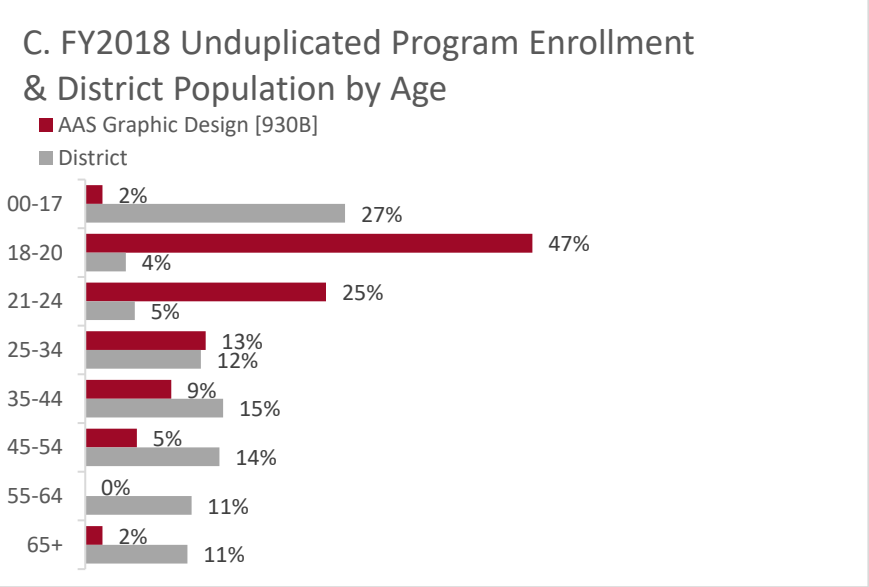
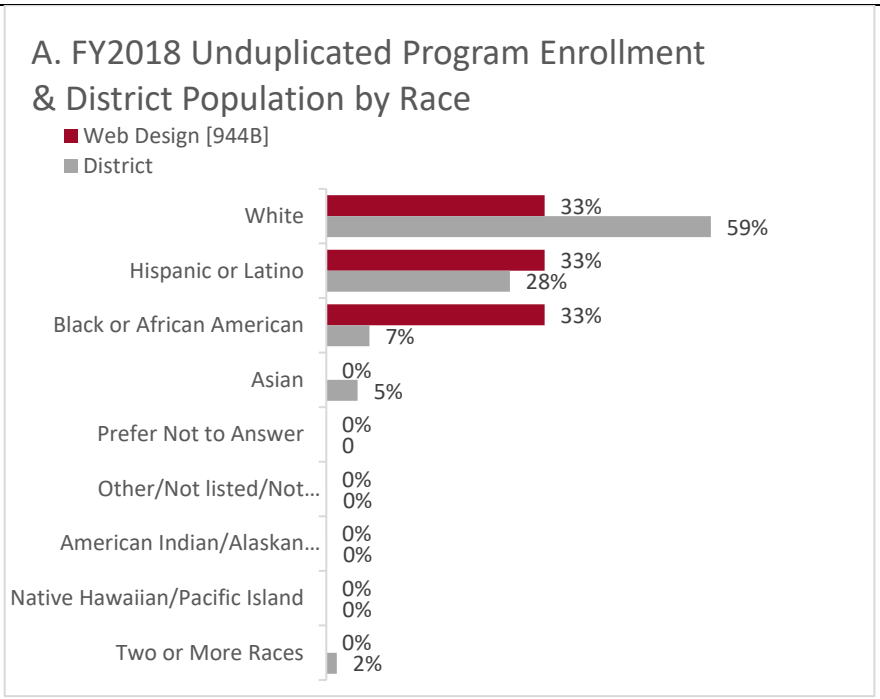


This program's enrollment disproportionately has fewer 00-17 year olds and more 18-20 and 21-24 year olds compared to the district's population, and the largest representation is the 18-20 category. This program also has disproportionately fewer students age 55-64.



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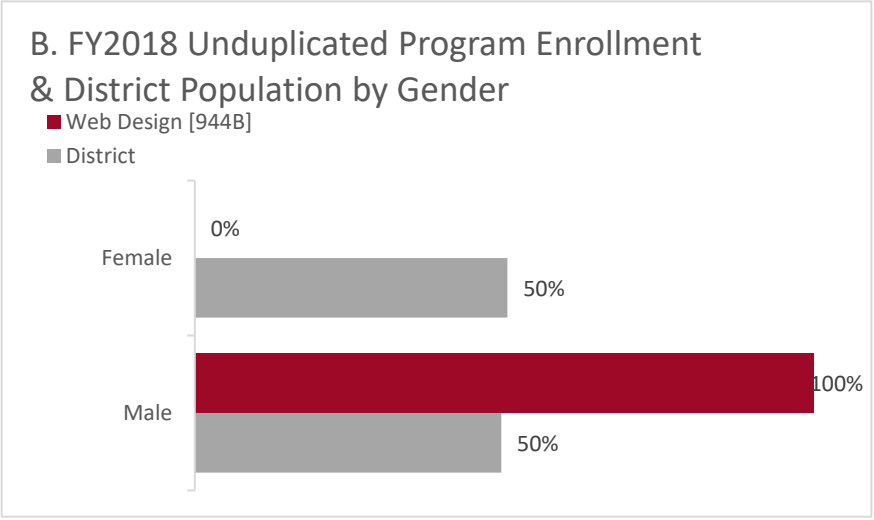

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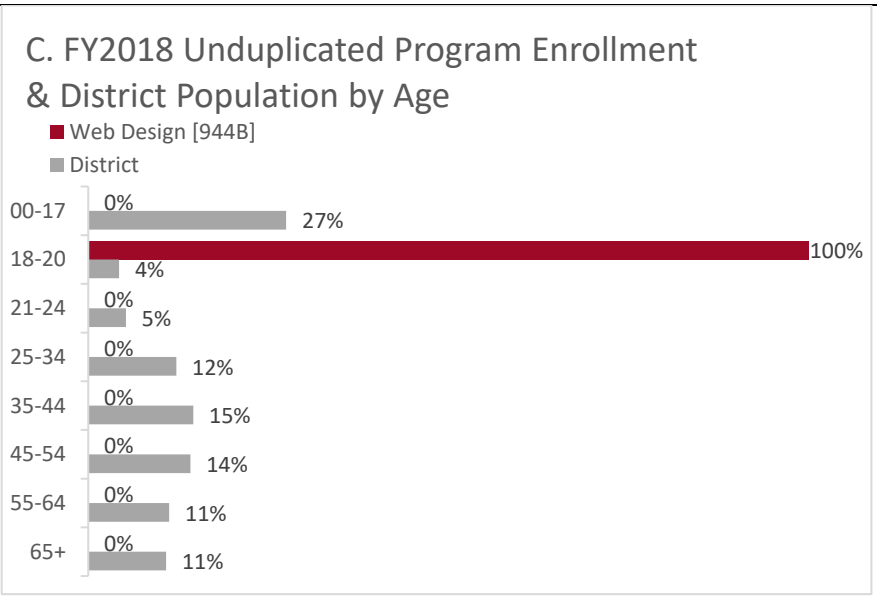

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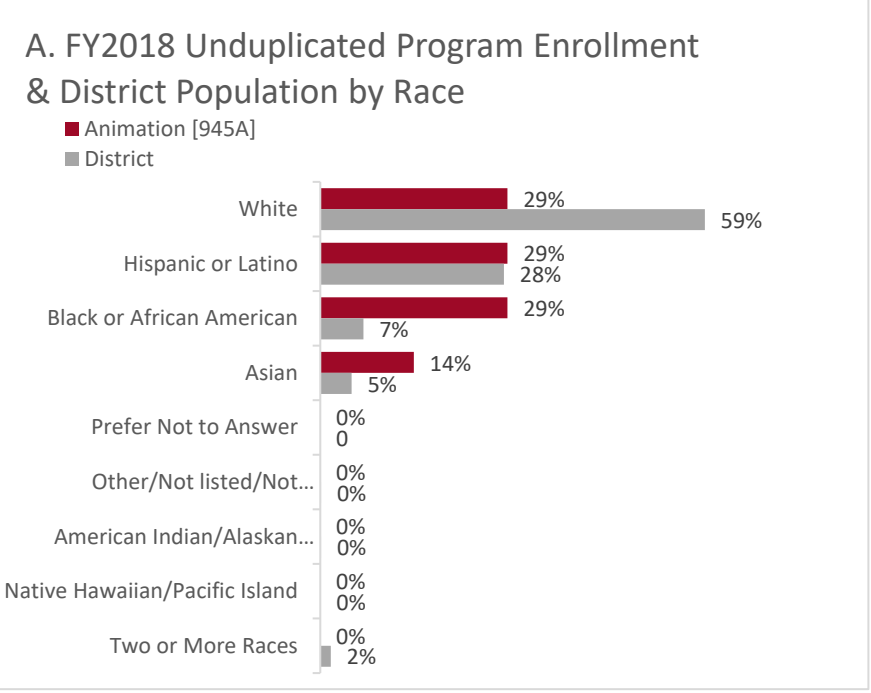

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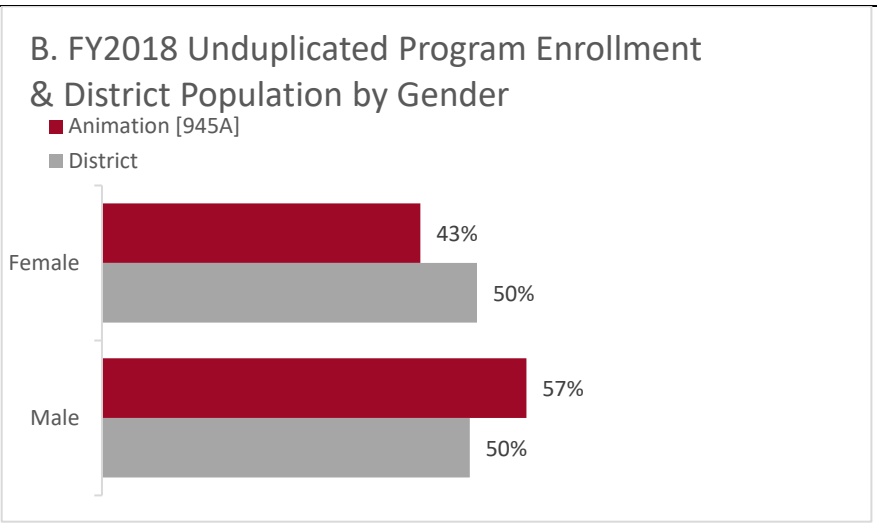

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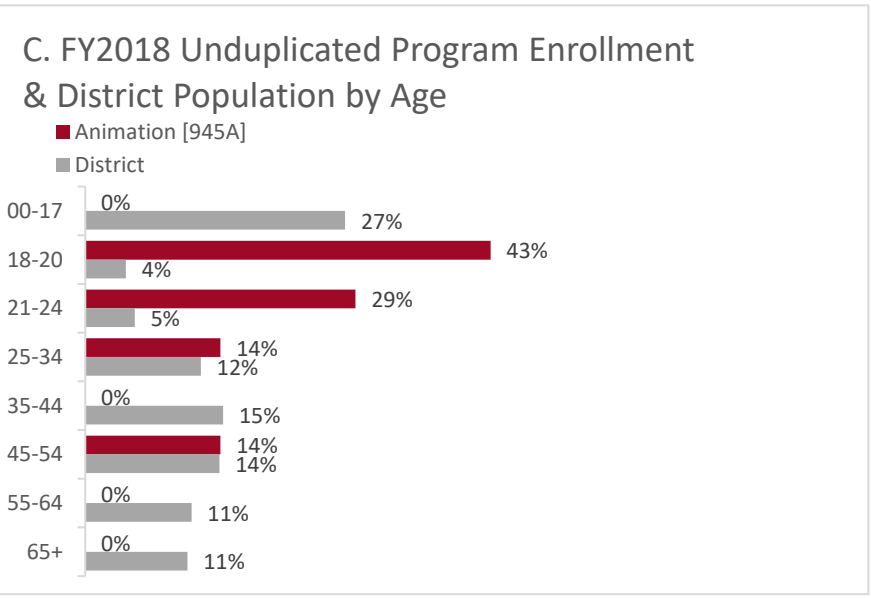

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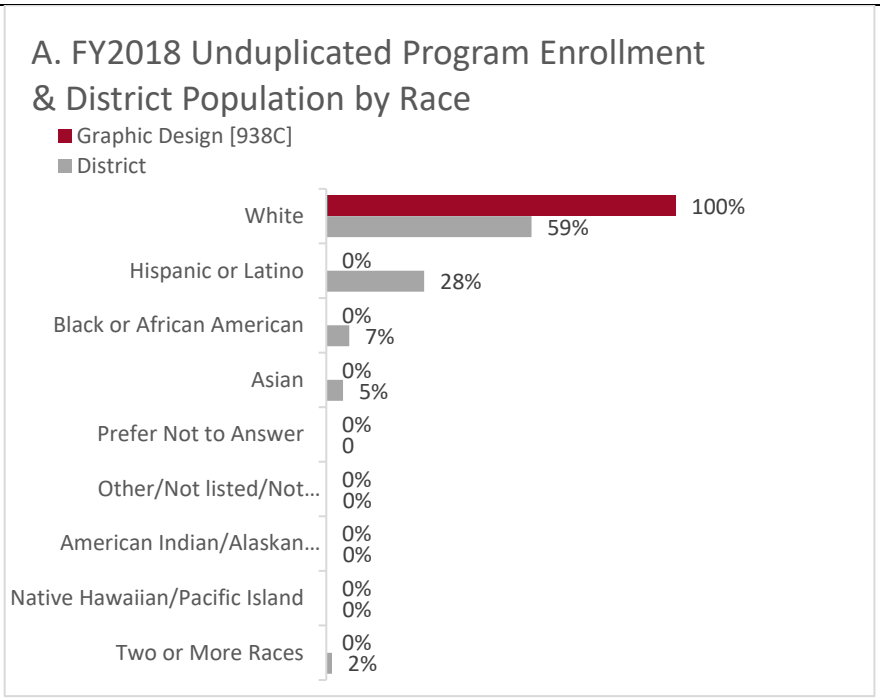

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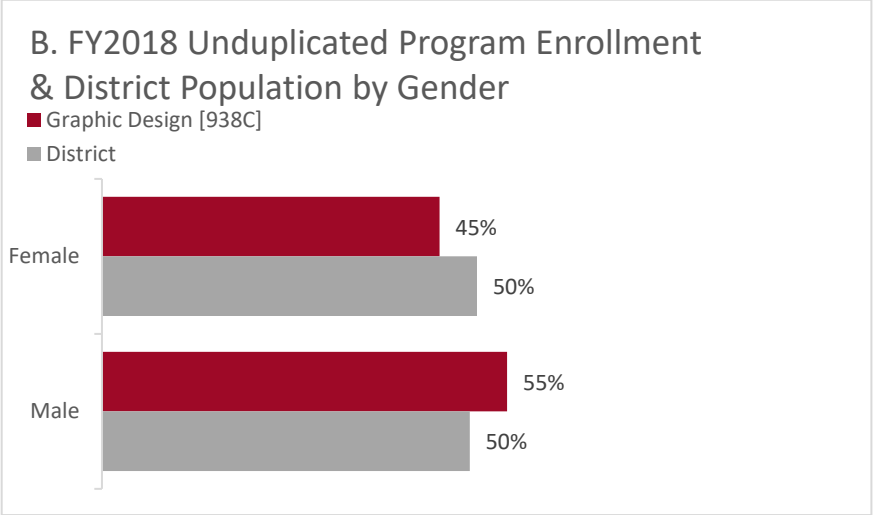

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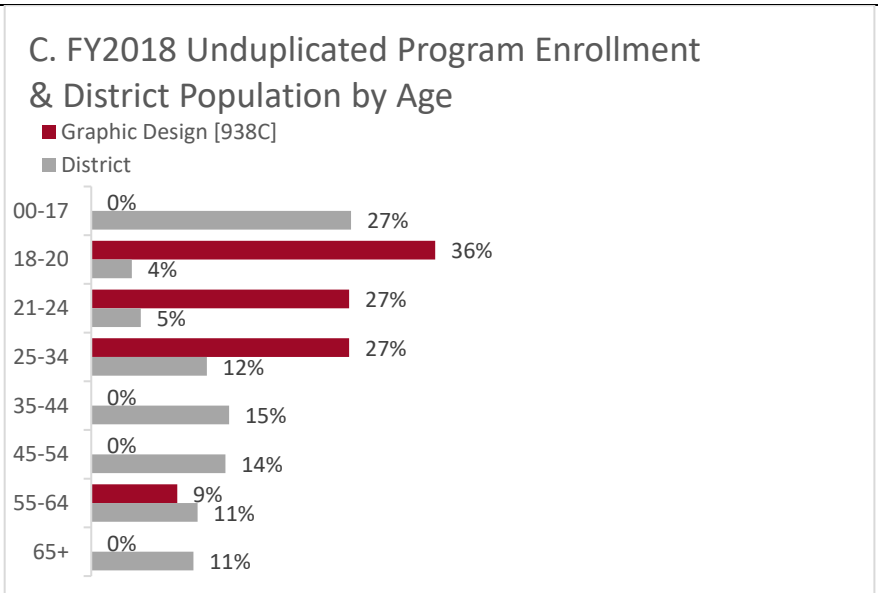
	 This program's enrollment disproportionately has fewer 00-17 year olds and more 18-20 and 21-24 year olds compared to the district's population, and the largest representation is the 18-20 category.
GOAL PLANNING	
41. What are the program's strengths? (3.1)	The AAS and Certificate in Graphic Design as well as Animation and Web Design Certificates offer strong background in current versions of Adobe CC 2018 and includes real project design opportunities for students to gain work experience while supporting the business and community.
42. What innovations have been implemented or brought to this program that other colleges would want to learn about? (3.5)	All Graphic Design faculty are industry professionals, so projects and exams have been created that are designed related to the real world. This gives the students real-life project experience as a designer.
43. What are the identified or potential weaknesses of the program? (3.2)	The following are identified weaknesses Graphic Design Program: 1.) The Graphic Design Department is located too far away from the Fine Arts Department and should be moved closer because these two departments need to collaborate. Graphic Design students register for classes from the Fine Art Department and there is overlap with the Fine Arts and Graphic Design students. We also share art information and have meetings, events, and activities together. 2.) The program needs one working classroom with sketching, cutting, mounting, and spray areas so that students can learn more skills beyond computer skills. 3.) Our Web and Animation certificate prepare graphic designers with skills that complement their current industry positions. However, these certificates do not prepare non-professionals for employment upon completion. We may need to consider a transfer pathway.

44. Describe actions that can be implemented to turn potential weaknesses into strengths.	The following are identified weaknesses that will help improve the quality of the program. 1.) Move the Graphic Design Department closer to the Fine Art Department. This will benefit students and faculty in regards to collaboration across art disciplines. 2.) Add one working classroom with sketching, cutting, mounting and spray areas.
45. List any barriers encountered this year that impeded student success.	We currently do not have a graphic design assistant. This is a barrier to student and program success. We need an assistant to help with tutoring, contacting outside artists and graphic designers, and to help set up the student art show. For example, each semester we have some students that do not have Mac computer and software experience. They need a tutor's help to make them more successful in college.
46. Describe actions that can be implemented to reduce barriers.	We could collaborate with the Academic Support division of the college and hire a tutor or a student tutor to assist students with their graphic design work.
47. Program Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	• Create a student satisfaction survey. • Create program employer satisfaction survey. • Assess courses across sections.
48. Resources and Support: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	• Need a graphic design assistant to help with tutoring and set up student art show.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action. (List why this program should continue or be discontinued)	We will continue this program with minor improvements because there is still considerable demand for graphic designers in Illinois. We provide a service to our community by preparing students for the graphic design industry at the A.A.S. level. In addition, many students have the opportunity to transfer to four-year institutions. Our certificates support area professionals interested in skill enhancement. The employment of graphic designers in Waubonsee's district is expected to grow 4.7 percent from 2018 to 2023. This represents 11 additional positions. In the Chicago region, the change in demand between 2018 and 2023 is similar. There are currently

	9,067 positions and there is the expectation to lose 14 positions in the next five years which represents 0.2 percent decrease.
Intended Action Steps What are the action steps resulting from this review? **Please detail a timeline and/or dates for each step.** This can include your goals listed above.	Work with Institutional Effectiveness to create an employer survey and a student satisfaction survey. This will be completed by the end of August 2020. Work with our Assessment team to assess courses across sections by May 2020.

Career & Technical Education

College Name:	Waubonsee Community College
Fiscal Year in Review:	FY19

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*
Heating Ventilation and Air Conditioning	**Degree**	**60**	**47.0201**	**Heating Ventilation and Air Conditioning 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.

Past Program Review Action What action was reported last time the program was reviewed?	☒ Continued with Minor Improvements

CTE Program Review Analysis

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

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

This program has the following required pre-requisite:

Course	Required Pre-requisites
ITS299 Internship	Consent of instructor

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Heating, Ventilation and Air Conditioning** **Associate in Applied Science Degree** **General Education Requirements..... 15** COM 100 ***or*** 121 Communications..... 3 ENG 101 ***or*** 152 English..... 3 ENG 102 ***or*** 153 English..... 3 Mathematics elective ..... 3 Social and Behavioral Sciences elective ..... 3 **HVAC Major Program Requirements..... 20** HVA 110 Refrigeration Principles..... 3 HVA 120 HVACR Electrical Systems..... 3 HVA 130 Residential Comfort Systems..... 3 HVA 140 Basic Heating Systems..... 3 HVA 150 Basic Sheet Metal Fabrication and Print Reading..... 3 HVA 160 Refrigerant Transition and Certification..... 1 ITS 299 Internship..... 3 MTT 100 Safety Principles..... 1 **Select from the following courses..... 12** HVA 200 Sheet Metal Estimating, Fabrication and Installation ..... 3 HVA 205 Heating/Cooling and Installation..... 3 HVA 215 Commercial HVAC Systems ..... 3 HVA 230 Advanced HVAC Controls..... 3 HVA 245 Load Calculations and Duct Design..... 3 HVA 250 Residential Hydronic Boiler Technology..... 3 **Electives..... 13** Select electives from: Auto Body Repair (ABR), Automation Technology (AMT), Automotive Technology (AUT), Business Administration (BUS), Computer Aided Design and Drafting (CAD), Computer Information Systems (CIS), Construction Management (CMT), Electronics Technology (ELT), Engineering (EGR), Heating, Ventilation and Air Conditioning (HVA), Industrial Technology (IDT), Internship (ITS), Machine Tool Technology (MTT), and Welding Technology (WLD). **PROGRAM TOTAL..... 60**
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not Applicable.
INDICATOR 1: NEED	***RESPONSE***
1. How strong is the occupational demand for the program? (1.1)	Demand is strong. We have seen an 11.4% Growth during the last 5 years. (2013-2018)

2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	Demand has gone up in the last 5 years, We have seen an 11.4% growth that translated into 770 new jobs in our region. We expect the demand to continue, and are anticipating another 3.6% growth providing another 273 jobs in our region in the next 5 years.
3. What is the district and/or regional need? (1.3)	The district and region need more experienced technicians. There is a growing demand as technicians are retiring at a faster rate than new people are trained to take their place.
4. How are students recruited for this program? (1.4)	We advertise within our district, as well as partner with the high schools that offer trades programs. We also offer tours to high school students and career changers that are interested in Waubonsee trades programs.
5. Where are students recruited from? (1.5)	Students are recruited from within the local community and school systems.
6. Did the review of **program need** result in actions or modifications? Please explain. (1.6)	Yes, we were able to add more classes at times that worked for the students to better serve our district. We were also able to identify places in our program where content could be improved and correct it.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
7. What are the costs associated with this program? (2.1)	The direct costs associated with the program include: •Faculty salary and benefits (full-time and part-time) •Instructional supplies •Technology, software and services •Publications and dues •Full-time faculty professional development
8. How do costs compare to other programs on campus? (2.2)	The costs associated with this program is $1,652.30 per load hour which is 18% less than the institutional average of $2017.55 per load hour.
9. How is the college paying for this program and its costs (e.g. grants, etc.)? (2.3)	The college pays for this program and its costs through tuition and fees.
10. 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. (2.4)	Not applicable as the program is supported by institutional funds.
11. Did the review of **program cost** result in any actions or modifications? Please explain. (2.5)	The review of costs did not result in actions or modifications. There is a high demand in our district for HVAC. Equipment can be expensive initially, but is needed to train and fill the demand in our district.
INDICATOR 3: QUALITY	***RESPONSE***

12. Program Outcomes: What are the expected outcomes of the program?	1. Apply Occupational Safety and Health (OSHA) standards in an industrial work environment 2. Repair or install typical HVAC systems 3. Design a HVAC system including layout and material estimates to code 4. Describe technical HVAC Problems using trade terminology 5. Use appropriate tools or equipment to diagnose and repair HVAC equipment
13. To what extent are the outcomes being achieved? Give an overview of assessment results from your assessment report and include assessment methods used to ensure student success.	We have implemented a series of employment ready exams from our accreditor the ESCO institute. These tests not only tell the industry that our students have the knowledge to go to work in industry, but they also allow us to compare our students to the national average. We have found that our students perform well above the nation on this exam.
14. Describe curricular changes implemented over the last year that resulted from assessment findings.	We were able to redesign the HVA160 class to not only contain the EPA 608 exam, but to also include OSHA 10, and other industry required safety topics (ex. ladder safety).
15. What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? (3.3)	We use a traditional approach to teaching, through a lecture/lab format. We also make sure that the students have the opportunity to reinforce the knowledge they attained through the reading and lecture in a hands-on lab environment.
16. How does this program fit into a career pathway? (3.4)	**Career Cluster:** Architecture & Construction **Career Pathway:** Maintenance/Operations **CIP Program Title:** Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician
17. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.6)	**COM100**-Batavia HS, Oswego HS, Yorkville Christian HS, and West Aurora HS **ENG101**-Batavia HS and West Aurora HS **ENG102**-Batavia HS, Marmion Academy, Oswego East, Oswego HS and Yorkville HS **Math Elective**-Batavia HS, East Aurora HS, Indian Valley Vocational Center, Oswego East HS, Oswego HS, Rosary HS, and West Aurora HS **PSY100**-Batavia HS
18. What work-based learning opportunities are available and integrated into the curriculum? (3.7)	We offer internships as part of our curriculum so that the students can receive hands on training in the field from experienced industry veterans.
19. Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). (3.8)	Industry accreditation is not required for this program. We voluntarily applied for and received accredited through HVAC Excellence.

20. Are industry-recognized credentials offered? If so, please list. (3.9)	We offer employment ready certifications through the ESCO Institute and HVAC Excellence as well as industry required certifications through the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA).
21. Is this an apprenticeship program? If so, please elaborate. (3.10)	HVAC is not an apprenticeship program.
22. If applicable, please list the licensure examination pass rate. (3.11)	Not Applicable.
23. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)	Not Applicable.
24. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.13)	We have a relationship with the Trane corporation. They have been very interested in helping us to teach the next generation of technicians. We have also developed a relationship with Daikin to help us with our equipment needs so that we can keep up with the industry as technology changes.
25. What is the faculty to student ratio for courses in this program? Please provide a range and average. (3.14)	**AAS HVAC** Total End of Term Program Enrollment 334.0 Courses In Program (Ran FY2017) 10.0 Min Course Average Class Size 6.5 Max Course Average Class Size 21.0 Average of Course Average Class Size 15.0 **HVAC Certificate** Total End of Term Program Enrollment 293.0 Courses In Program (Ran FY2017) 7.0 Min Course Average Class Size 13.5 Max Course Average Class Size 21.0 Average of Course Average Class Size 16.4
26. What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? (3.15)	Faculty have taken advantage of opportunities to attend conferences such as the National HVACR Educators and Trainers Conference and the National Career Pathways Conference. Faculty are also encouraged to take advantage of industry training, and have taken advantage of sessions by Trane, Mitsubishi, and Daikin. In addition, the full-time faculty member for the program is pursuing the Certified Master HVACR Educator (CMHE) credential.

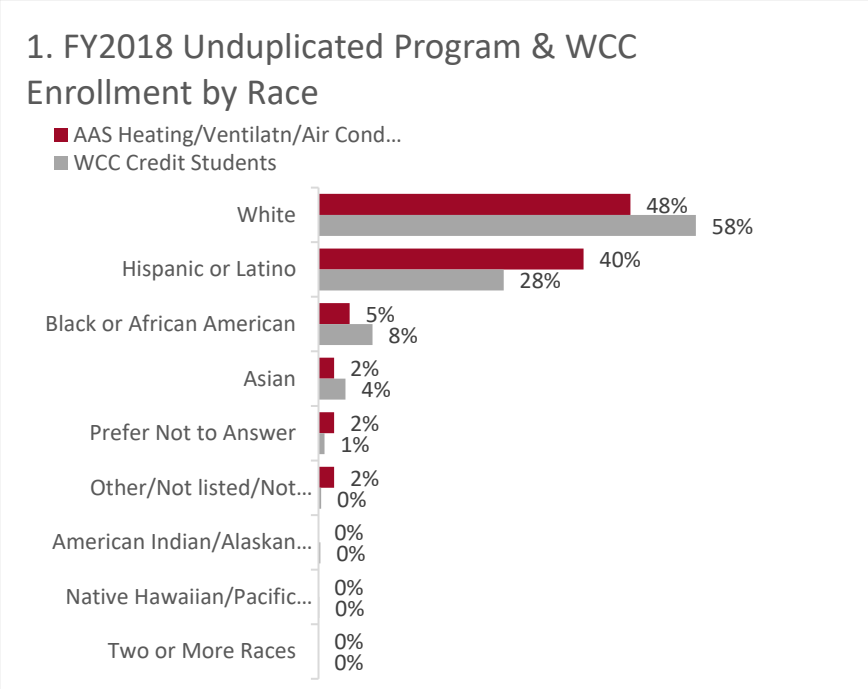
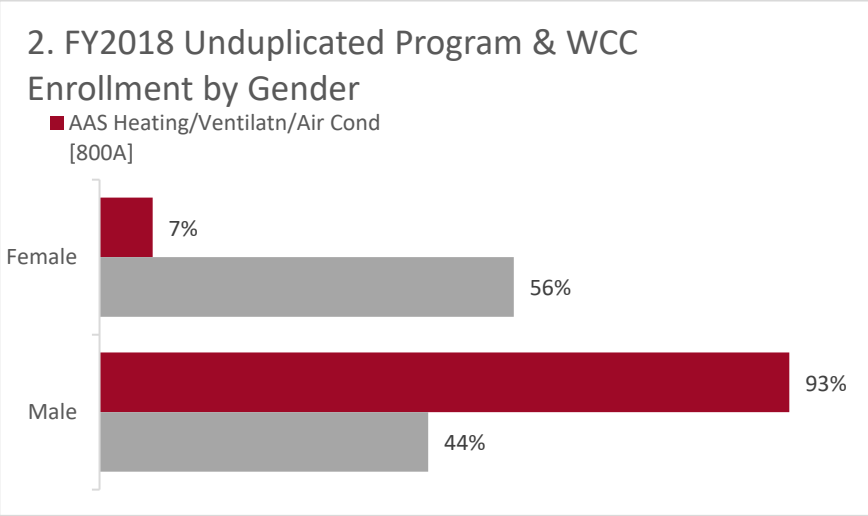
27. What is the status of the current technology and equipment used for this program? (3.16)	The lab has been updated with equipment and tools to further align the program with the current technology of the HVAC/R industry and the requirements of the HVAC Excellence accreditation.
28. How satisfied are students with their preparation for employment? (3.18)	We are not currently collecting data but there are plans to build a system to collect this data through surveys.
29. How is student satisfaction information collected? (3.19)	We use a post-graduation survey to collect data on the student satisfaction of our program faculty and facility.
30. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.20)	We work with employers to offer hands on learning in the field with experienced technicians through internships. We also invite industry experts to sit on our advisory council so that we can understand what their needs are and to be sure to keep up with what is happening in industry.
31. How often does the program advisory committee meet? (3.21)	At Waubonsee Community College, all CTE Program Advisory Committees meet two times per year.
32. Do you have evidence or feedback regarding employer satisfaction with the preparation of the program's graduates? Please describe. (3.22)	Per HVAC Excellence accreditation we are to collect data. We plan to do this through a survey process that we are developing. We also invite employers to be on our advisory council, and we do receive feedback during the meetings.
33. How is employer satisfaction information collected? (3.23)	We are in the process of setting up a survey to collect data.
34. Did the review of program **quality** result in any actions or modifications? Please explain. (3.24)	No modification have been made. We will continue to partner with the employers and use there feedback to make improvements.

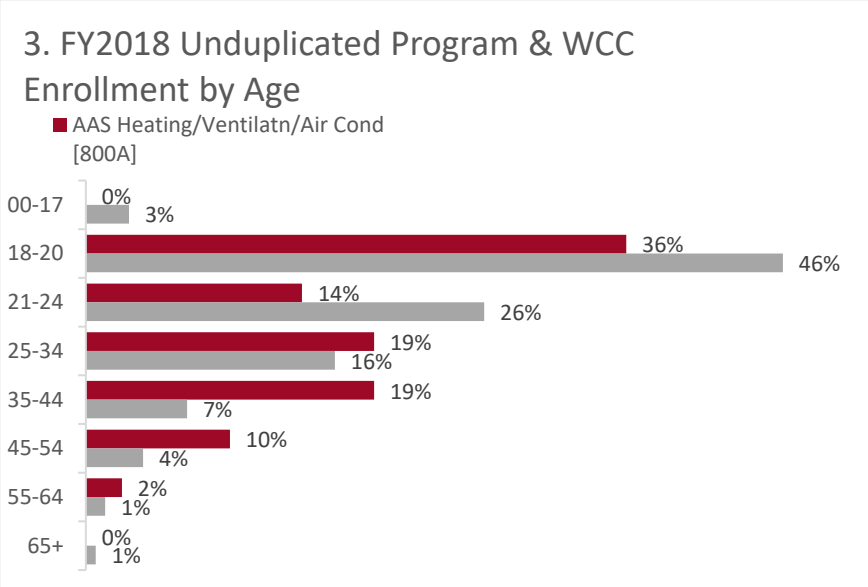
DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

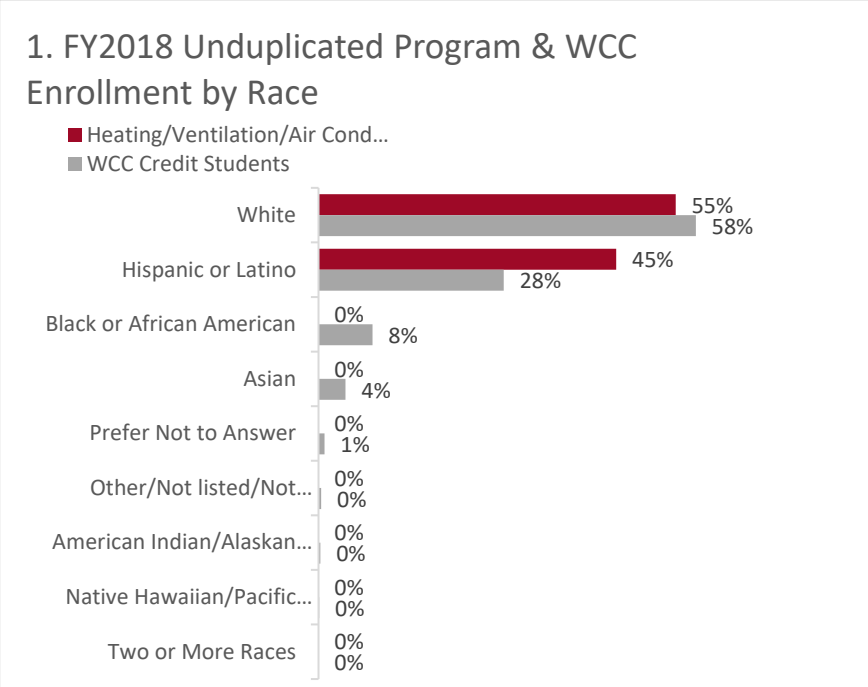
CTE PROGRAM	Heating Ventilation and Air Conditioning				
CIP CODE	47.0201				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED ***(AAS HVAC)***	51	40	47	43	42
NUMBER OF COMPLETERS	4	6	2	3	6

NUMBER OF STUDENTS ENROLLED ***(HVAC CERTIFICATE)***	43	47	29	32	40
NUMBER OF COMPLETERS	9	20	11	5	10
35. Use the data listed above and the APR Comparison and course reports to explain if goals are being met? Elaborate.	New student enrollment goals are being met based upon the programmatic marketing strategy implemented. This strategy and updates to the curriculum and lab have resulted in an increase in enrollment. We are encouraging students to continue with the program after they find employment in the field, and are working with the students and expect to see more completions.				
36. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled Success rates excluding withdrawals Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry				
37. Do you see any gaps in the data? Please explain.	We are not seeing the number of program completions that we expect. As previously mentioned, program faculty and staff are encouraging students to continue with the program after they find employment in the field, and are working with the students and expect to see more completions as a result of this effort.				
38. What suggestions do you have to overcome any identifiable gaps?	We are developing better schedules to be sure we are running the classes at times when the students need them. We have also developed a proper sequence to the classes so that the students are taking the classes in an order that builds on the knowledge already learned. We have also worked with the Waubonsee marketing department to let the community that we are here for them, and developed brochures that they can use to learn about the program and have the data necessary to schedule that classes so that they can meet there own goals.				

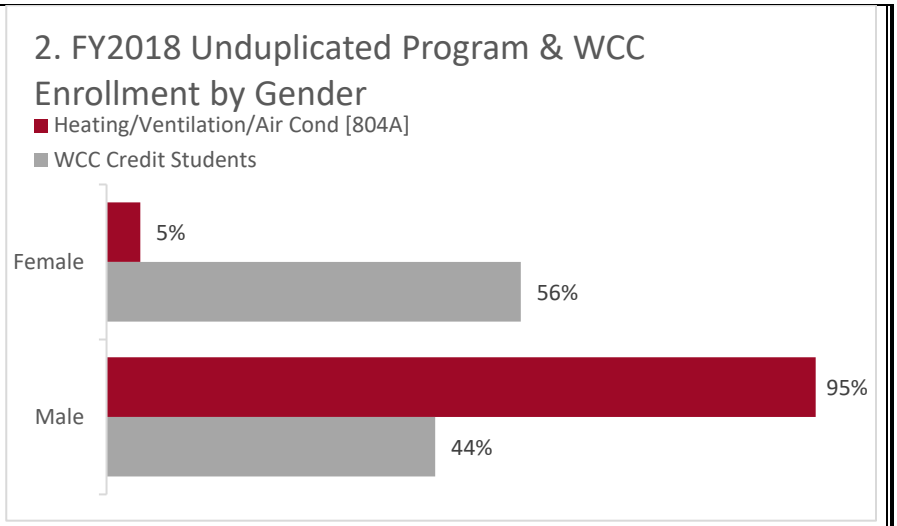
39. Are the students served in this program representative of the total student population? Please explain.	 This program's enrollment disproportionately has more Hispanic or Latino students compared to the overall WCC population, though White students are still the largest category, then Hispanic or Latino students.  The program's enrollment is overwhelmingly male compared to the college's population.



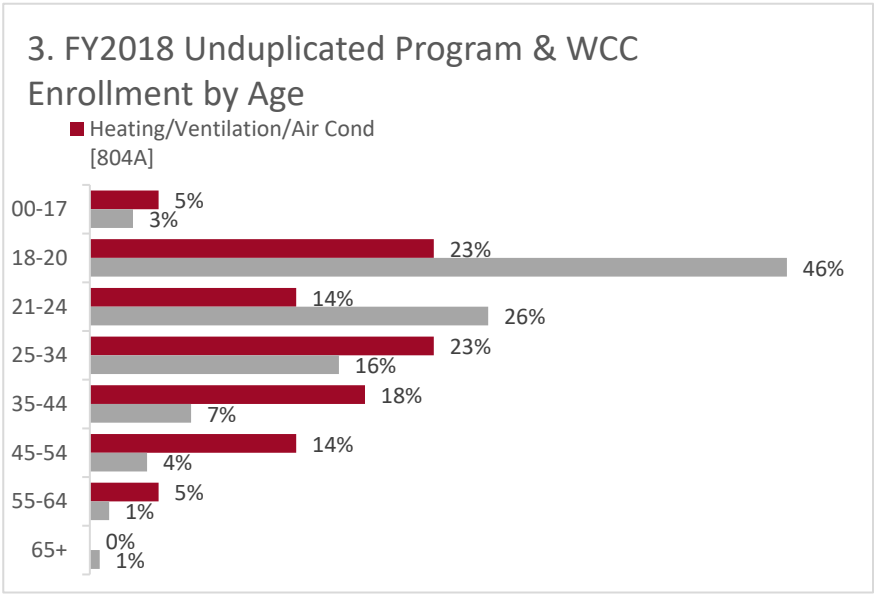
This program's enrollment disproportionately has fewer 18-20 and 21-24 year olds and more 35-44 year olds compared to the college's population though the largest representation is the 18-20 category.



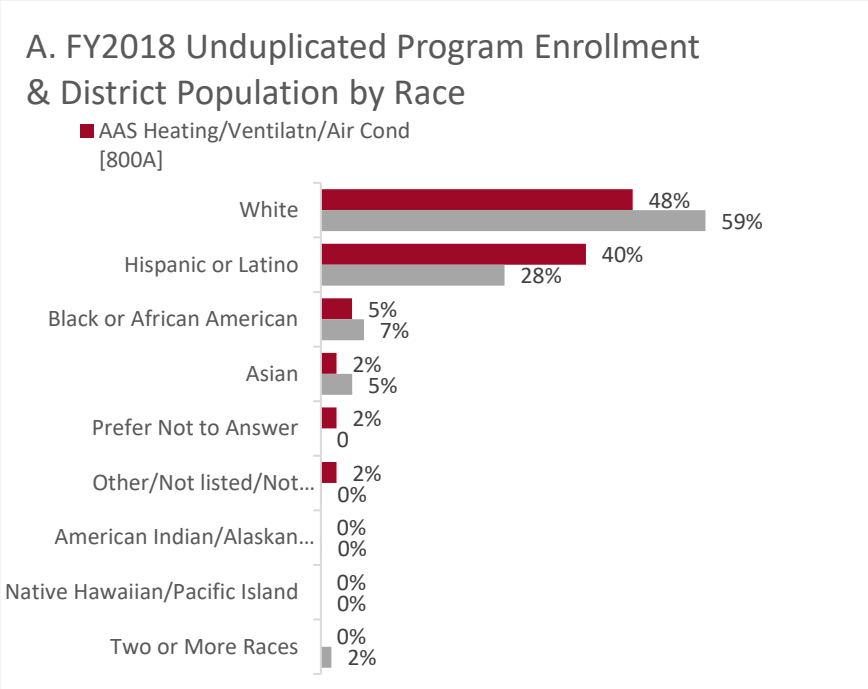
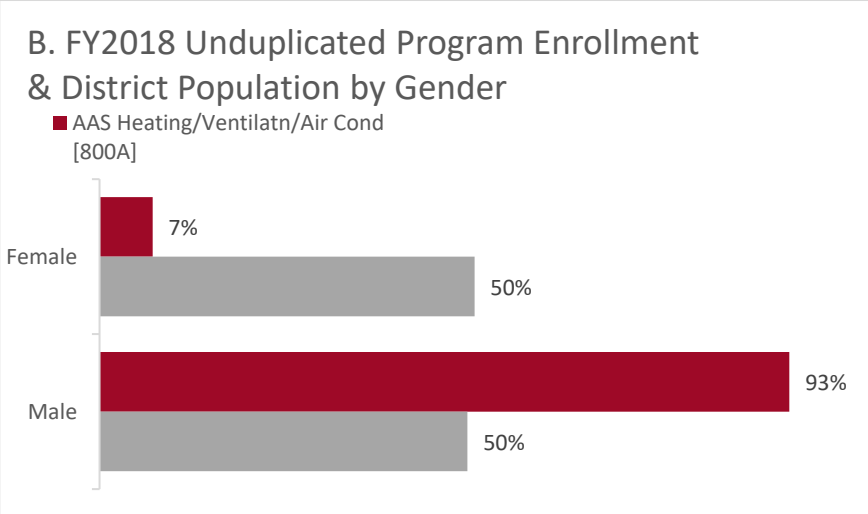
This program's enrollment aligns with the college's population with the largest representation from White students and the second largest population from Hispanic or Latino students.

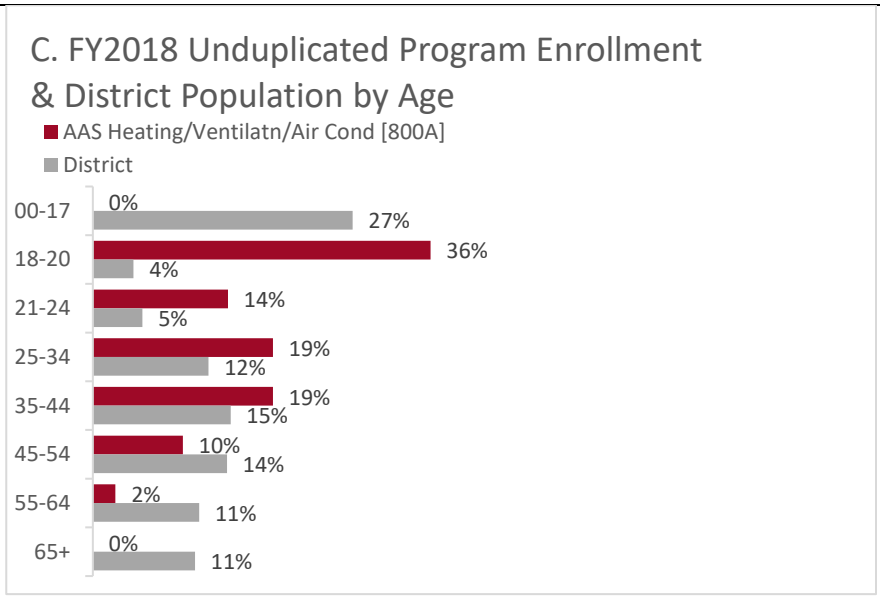


The program's enrollment is overwhelmingly male compared to the college's population.

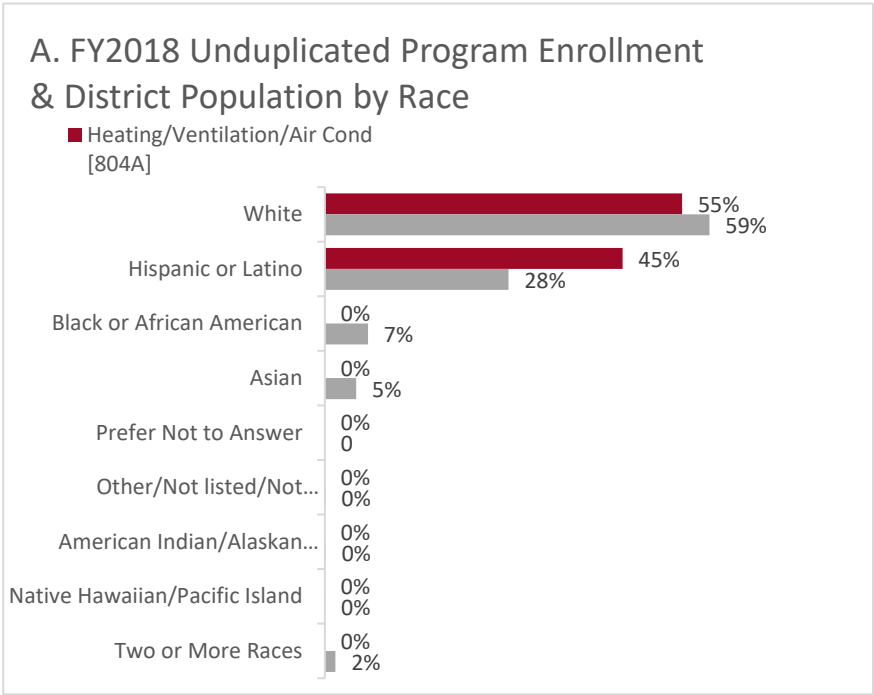


This program's enrollment disproportionately has fewer 18-20 year olds compared to the college's population though the largest representation is tied between the 18-20 category and the 25-34 category.

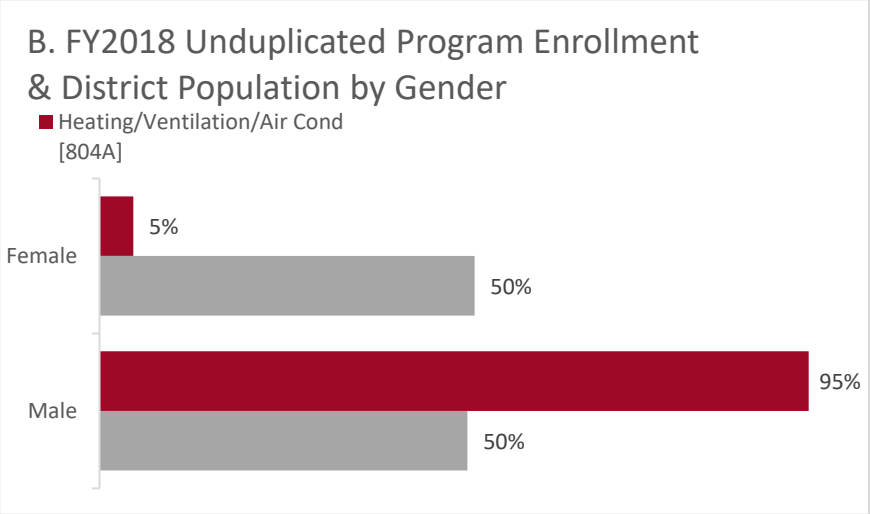
40. Are the students served in this program representative of the district population? Please explain. Please review the APR Comparison Report for WCC and district comparisons.	 This program's enrollment aligns with the district's population with the largest representation from White students and the second largest population from Hispanic or Latino students.  The program's enrollment is overwhelmingly male compared to the district's population.



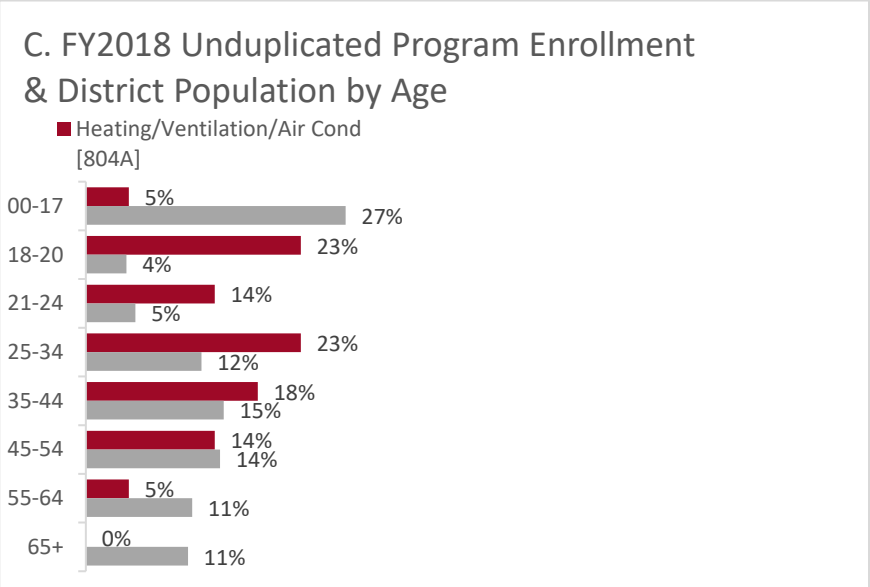
This program's enrollment disproportionately has fewer 00-17 year olds compared to the district's population and the largest representation is tied between the 18-20 and 25-34 categories.



This program's enrollment aligns with the district's population with the largest representation from White students and the second largest population from Hispanic or Latino students.



The program's enrollment is overwhelmingly male compared to the district's population.



This program's enrollment disproportionately has fewer 00-17 year olds and more 18-20 year olds compared to the district's population and the largest representation is the 18-20 category.

GOAL PLANNING

41. What are the program's strengths? (3.1)	The HVAC lab has been updated to ensure that students are learning in a safe and effective environment. We are implementing some of the latest technology that is currently available in the industry, so that our students will leave here with the most current knowledge. The curriculum that is designed so that courses have a scope and sequence best suited for student engagement and learning. All instructors are current in the field, and make a point of keeping up with the latest technology and best practices.

42. What innovations have been implemented or brought to this program that other colleges would want to learn about? (3.5)	We have gone away from the practice of teaching our EPA course as test prep class. We will now be teaching it as a class that is laid out in a manner that will encourage learning. We have also combined the class with our OSHA safety program and added even more safety topics to round out the knowledge of safety that a technician needs to work in the field. We require this course as one of our first semester prerequisites as we want the students to develop a safety mindset early on in the program.
43. What are the identified or potential weaknesses of the program? (3.2)	Lab space is at capacity and it is becoming more challenging to offer new courses and the number of sections needed to support program growth (e.x. we can only run one class at a time).
44. Describe actions that can be implemented to turn potential weaknesses into strengths.	We were able to move our sheet metal classes to another location, and we have been able to run our electrical classes entirely in the classroom to free up the lab for other classes. We also intend to run electrical in the sheet metal area.
45. List any barriers encountered this year that impeded student success.	Scheduling is a barrier for evening classes due to the lab capacity issues and the inability to run multiple evening class sections in the lab.
46. Describe actions that can be implemented to reduce barriers.	Increased capacity would offer more opportunities for classes at times that work for the students, thus allowing them to complete the program efficiently.
47. Program Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	We would like to see our enrollment continue to grow. We know that HVAC and all the trades need qualified technicians and we want to support our community in this need. We would also like to see our national test scores continue to go up. As we use the feedback from these tests to improve our curriculum and lab environments we should see great improvements. We would also like to see more students competing in the Skills USA competition. This is a great opportunity for the students to pair the skills they have developed against others from around the world.
48. Resources and Support: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	We will need to continue to market the program so that our community and potential students know that we are here for them. We will also need to continue to develop and grow our facilities as space is limited for the number of classes we expect to run. We will also need to continue to search out qualified instructors, and continue to work with them to develop their skills so that they can effectively teach the students everything that they need to learn to be successful in the industry. We will also need to continue to develop the labs and add to the equipment and technology that we have available for the students to learn on. Our students are hands-on learners and need to experience what we are teaching.
REVIEW RESULTS	

Action	☒ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action. (List why this program should continue or be discontinued)	This program is currently working for the students. Through scheduling changes and equipment upgrades we have seen vast improvements in student learning and enrollment. We believe that with continued minor improvements this trend will continue. This program should definitely be continued as is a very useful and in demand program that is serving the community and industry in our district. We are seeing job growth and a need for technicians as older technicians retire.
Intended Action Steps What are the action steps resulting from this review? **Please detail a timeline and/or dates for each step.** This can include your goals listed above.	We will be continuing to market the program to draw more students in to the classes. We also have developed a class rotation and pathways that will allow us to run the most amount of classes that our facility can handle. We will be adding class sections as they fill leading up to the beginning of the next semester, so that our students can get the classes they are after and compete the program a pace that works for them. Timeline: Fall 2019 implementation. We will be reviewing the national test scores and looking at the areas that need improvement and taking that data back to our curriculum and adding to the content that is lacking. We will also look at developing classes if there is enough need in these topics to be sure we are allowing adequate time to the subjects. Timeline: Completion by end of fall 2019. We will also be talking to the students more about Skills USA. I plan to add it to my first day lectures for all my classes. Skills is a great experience for the students. It not only allows them to compare their knowledge against and compete with other students from around the world, but it also gives them a chance to work through some of their first difficult troubleshooting challenges in a safe and supportive environment. Timeline: Fall 2019 implementation.

Career & Technical Education

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19

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*
Phlebotomy Technician	**Cert**	**9**	**51.1009**	

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.

Past Program Review Action What action was reported last time the program was reviewed?	☒ Continued with Minor Improvements

CTE PROGRAM REVIEW ANALYSIS

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

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

This program has some required pre-requisites:

Course	Required Pre-requisites
PBT105 Theoretical and Clinical Aspects of Phlebotomy	C or better in ENG085 or placement by appropriate measures into ENG095 or higher
PBT297 Phlebotomy Externship	C or better in PBT105 COM125 HIT105 or HIT110

The following is a recommended co-requisite:

Course	Recommended co-requisite
PBT105 Theoretical and Clinical Aspects of Phlebotomy	COM125 HIT105 or HIT110

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Phlebotomy Technician Certificate of Achievement** **Course Requirements** COM125 Communication Strategies for Health Care Careers ..... 2 HIT105 Medical Terms for Health Care Occupations..... 1 PBT105 Theoretical and Clinical Aspects of Phlebotomy ..... 4.5 PBT297 Phlebotomy Externship ..... 1.5 **PROGRAM TOTAL..... 9**
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable.
INDICATOR 1: NEED	***RESPONSE***
1. How strong is the occupational demand for the program? (1.1)	The occupational demand for phlebotomy is strong. Trends regionally according to economic data indicate an increase in jobs by 13% between 2018 and 2023. In addition, the median hourly earnings are $16.92 per hour, which is well above the living wage for the county of $12.53 per hour.
2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	Between 2013 and 2018 there was a 23.9% increase in job openings. The next five years predicts a 13% increase.
3. What is the district and/or regional need? (1.3)	Currently there are 199 jobs in the district and a 7% increase is predicted.
4. How are students recruited for this program? (1.4)	CTE students are recruited through a variety of means including online and print advertising, as well as promoting CTE programs with high school career counselors. In addition, the college hosts several open houses to showcase programs and services.
5. Where are students recruited from? (1.5)	Students are recruited at local high schools and affiliated vocational centers through individual college visits, fairs and events. In the past, Phlebotomy faculty have visited local communities to promote the program. This was very effective and something we should consider again for the future.
6. Did the review of **program need** result in actions or modifications? Please explain. (1.6)	We should consider hosting community meetings to further promote our program.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

7. What are the costs associated with this program? (2.1)	The direct costs associated with the program include: •Faculty salary and benefits (full-time and part-time) •Instructional supplies •Technology, software and services •Publications and dues •Full-time faculty professional development
8. How do costs compare to other programs on campus? (2.2)	The cost associated with this program is $3,061.74 per load hour which is 34% more than the institutional average of $2,017.55 per load hour.
9. How is the college paying for this program and its costs (e.g. grants, etc.)? (2.3)	The college pays for this program and its costs through tuition and fees.
10. 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. (2.4)	Not Applicable as the program is supported by institutional funds.
11. Did the review of **program cost** result in any actions or modifications? Please explain. (2.5)	The phlebotomy program faculty work very hard to ensure the cost effectiveness of the program including required supplies. This review did not result in modifications.
INDICATOR 3: QUALITY	***RESPONSE***
12. Program Outcomes: What are the expected outcomes of the program?	1. Use OSHA safety guidelines in the disposal of hazardous materials. 2. Demonstrate basic skills required for entry-level phlebotomist for certification. 3. Demonstrate professional skills needed to be a successful Healthcare team member. 4. Identify the functions of the eleven body systems.
13. To what extent are the outcomes being achieved? Give an overview of assessment results from your assessment report and include assessment methods used to ensure student success.	The Phlebotomy program assesses through demonstrations, exams and a paper. We are currently working on our assessment methods to improve and document outcome achievement.
14. Describe curricular changes implemented over the last year that resulted from assessment findings.	Curricular changes were not implemented over the last year.
15. What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? (3.3)	This program is offered in a traditional format. All courses are face-to-face with lecture and includes a hands on lab.
16. How does this program fit into a career pathway? (3.4)	**Career Cluster:** Health Science **Career Pathway:** Diagnostics Services **CIP Program Title:** Phlebotomy Technician/Phlebotomist

17. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.6)	We do not have any dual credit opportunities for this program.
18. What work-based learning opportunities are available and integrated into the curriculum? (3.7)	This program is modeled on work-based learning. Our classrooms are modeled in a work setting. In addition, our students are required to complete an externship at a local hospital or clinic.
19. Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). (3.8)	Industry accreditation is not required for this program.
20. Are industry-recognized credentials offered? If so, please list. (3.9)	American Society of Clinical Pathologists-ASCP certification is offered to students. Three months' work experience is recommended prior to completing the certification exam.
21. Is this an apprenticeship program? If so, please elaborate. (3.10)	This is not an apprenticeship program.
22. If applicable, please list the licensure examination pass rate. (3.11)	We are unable to access this information.
23. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)	We do not currently have an articulation or cooperative agreements for this program.
24. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.13)	We work predominantly with Rush-Copley Medical Center and Advocate Medical Group. We haven't added any new partnerships since the last review.
25. What is the faculty to student ratio for courses in this program? Please provide a range and average. (3.14)	Total End of Term Program Enrollment 461 Courses In Program (Ran FY2017) 3 Min Course Average Class Size 13.1 Max Course Average Class Size 21.8 Average of Course Average Class Size 18.0

26. What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? (3.15)	Waubonsee provides face-to-face training sessions, e-learnings, job aids and one-on-one appointments to all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies. In addition, three days of faculty development is offered for faculty beginning of each at the beginning of each semester. Full-time faculty are also provided with professional development funds to attend discipline-specific meetings and conferences provided by outside organizations. Professional development for faculty in the department included a Value Interpretation Seminar and computer software training. Several new positions were recently created to focus on faculty development at the college. These include a Dean of Faculty Development, an Assistant Dean for Online Learning and Flexible Delivery and three faculty liaisons to focus on faculty development and engagement.
27. What is the status of the current technology and equipment used for this program? (3.16)	Our current technology and equipment is up-to-date.
28. How satisfied are students with their preparation for employment? (3.18)	Informally, students have shared after their externship that they were well-prepared for work. In addition, most of our students were offered employment by their externship site.
29. How is student satisfaction information collected? (3.19)	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). In addition, we survey our Program Advisory Committee employers regarding the quality of our students.
30. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.20)	We work with employers in our Program Advisory Committee to communicate current needs and trends. In addition, we work with employers for placement in externship sites for our students.
31. How often does the program advisory committee meet? (3.21)	At Waubonsee Community College, all CTE Program Advisory Committees meet two times per year.
32. Do you have evidence or feedback regarding employer satisfaction with the preparation of the program's graduates? Please describe. (3.22)	We have informal evidence through our Program Advisory Committee that employers are satisfied with our graduates. Rush Copley, Mercy Hospital, Edward Hospital, Delnor Hospital and Advocate Outpatient Clinics have said they prefer to hire Waubonsee graduates.
33. How is employer satisfaction information collected? (3.23)	This is an opportunity for our program. We could do a better job of collecting this type of information on a systematic basis. Currently, it is an informal collection from our Program Advisory Committee.

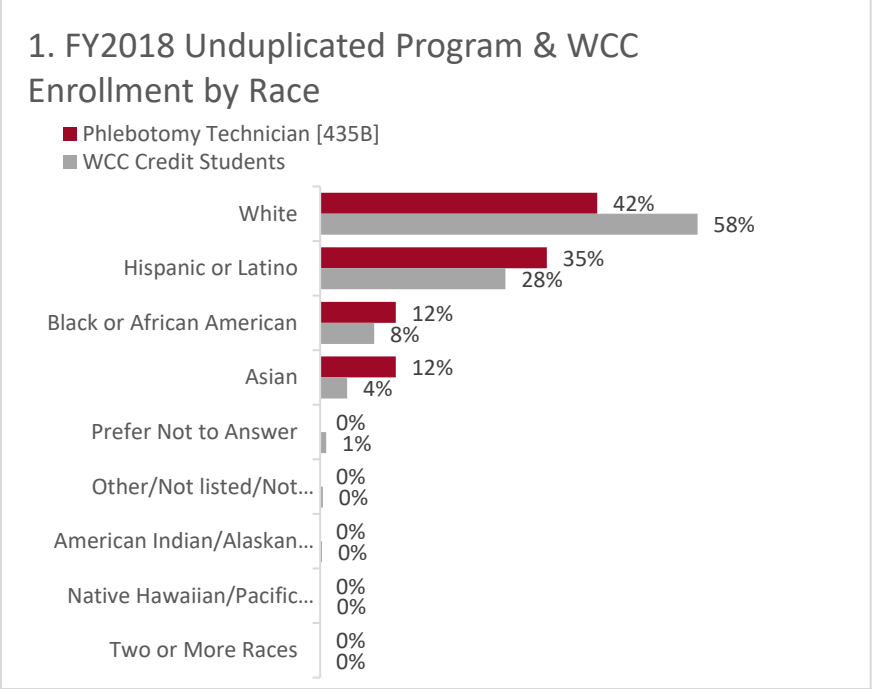
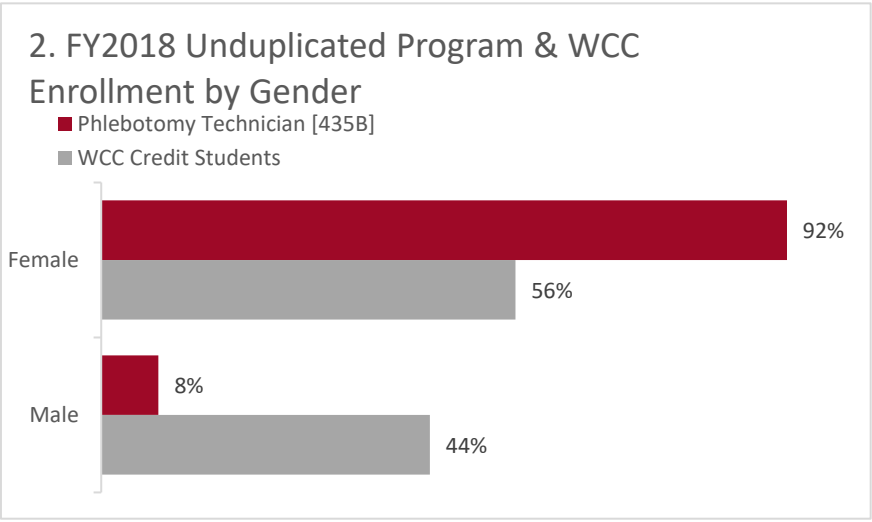
34. Did the review of program **quality** result in any actions or modifications? Please explain. (3.24)	The review of quality has shown us the need to create a survey of student and employer satisfaction.

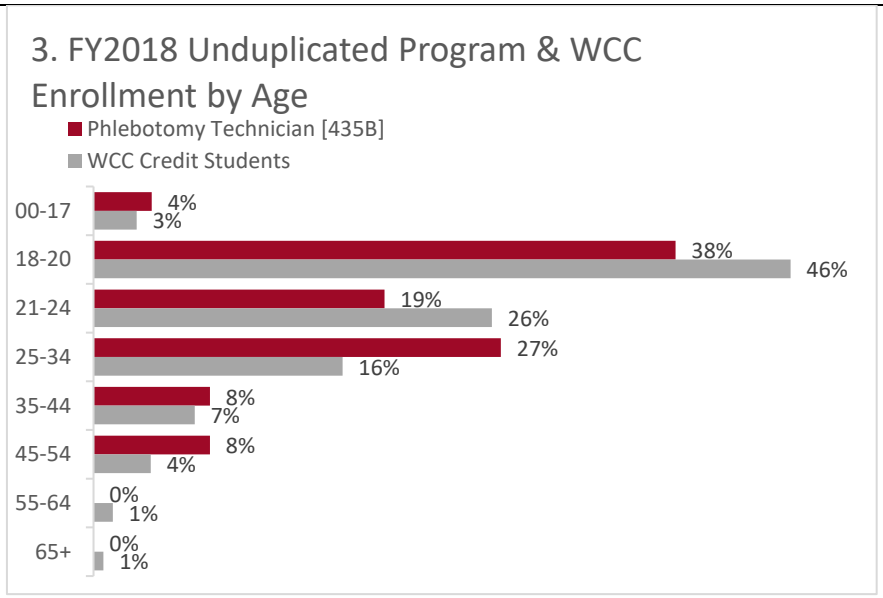
DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

CTE PROGRAM	Phlebotomy Technician				
CIP CODE	51.1009				
	YEAR 1 FY14	*YEAR 2 FY15*	*YEAR 3 FY16*	*YEAR 4 FY17*	*YEAR 5 FY18*
NUMBER OF STUDENTS ENROLLED	85	90	38	54	55
NUMBER OF COMPLETERS	74	76	41	43	54
OTHER (PLEASE IDENTIFY)					

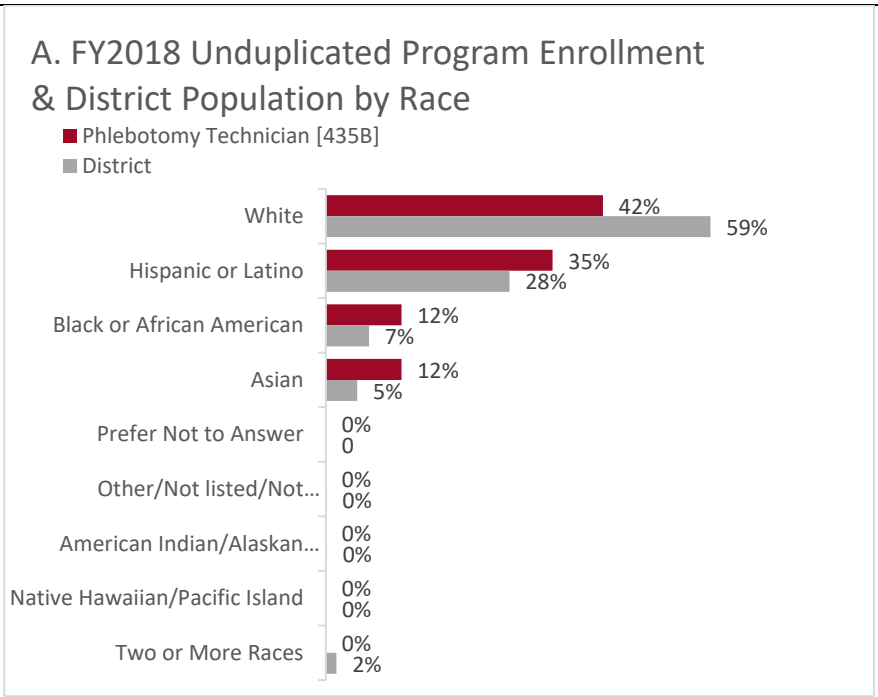
35. Use the data listed above and the APR Comparison and course reports to explain if goals are being met? Elaborate.	Our goal is to start a minimum of 56 students annually. Over the past five years we exceeded our goal in FY14 and FY15. FY17 and FY18 we were close to our goal with 54 and 55 enrollments. FY16 was our lowest enrollment in many years. This is a gap in our data. We are not sure as to why our enrollment was uncharacteristically low. Our student success rate goal for each class is 80% of our students will receive a grade of A, B, or C. In the past five years, we have exceeded this goal with an average over the last five years: PBT105 93%, PBT297 98%, COM125 83%, HIT105 89%.
36. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled, Success rates excluding withdrawals, Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry

37. Do you see any gaps in the data? Please explain.	We saw lower than usual enrollment in FY16. We typically have enrollments of 50 or more students annually.
38. What suggestions do you have to overcome any identifiable gaps?	The gap seemed to resolve in FY17. However, we will consider some alternative marking strategies.
39. Are the students served in this program representative of the total student population? Please explain.	 This program's enrollment aligns with the college's population with the largest representation from White students and the second largest population from Hispanic or Latino students.  The program's enrollment is overwhelmingly female compared to the college's population.

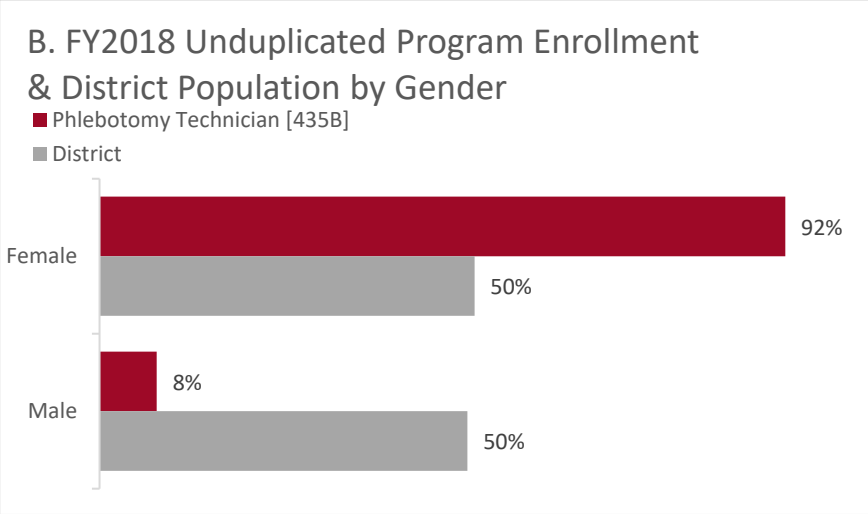


This program's enrollment aligns with the college's population with the largest representation from 18-20 year old students, though the second largest population is from 25-34 year old students.

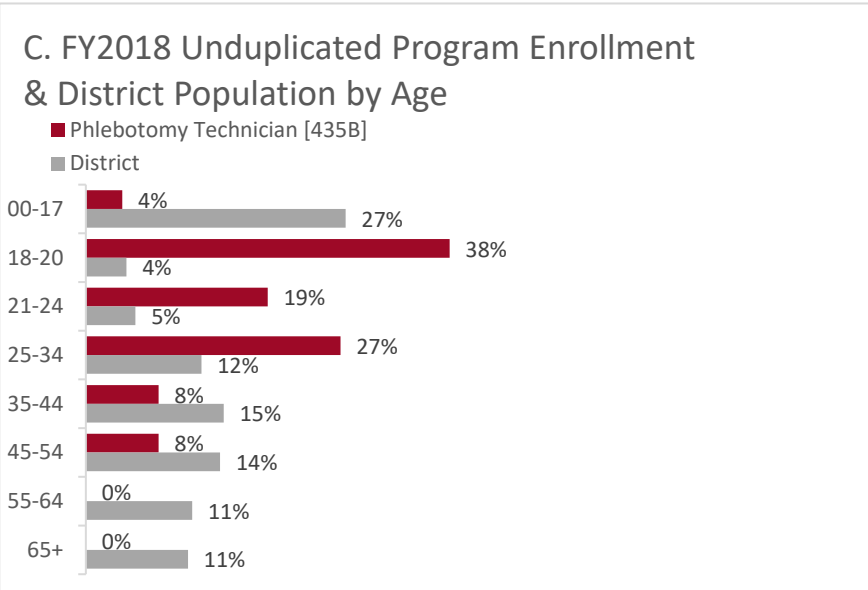
40. Are the students served in this program representative of the district population? Please explain. Please review the APR Comparison Report for WCC and district comparisons.



This program's enrollment aligns with the district's population with the largest representation from White students and the second largest population from Hispanic or Latino students.



The program's enrollment is overwhelmingly female compared to the district's population.



This program's enrollment disproportionately has fewer 00-17 year olds and more 18-20 year olds compared to the district's population and the largest representation is the 18-20 category.

GOAL PLANNING

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

- The program faculty are experienced practitioners in the field.
- The program offers two scheduling options for students: one allows students to complete the program in one academic semester. The second scheduling option allows students to complete in one academic year.
- Our program begins practicing work skills the first week of class. This includes multiple draw techniques in multiple

	locations. • The program has state of the industry facilities that mirror a clinic setting. • The program has a high success rate in all courses. • The program serves a diverse population of students.
42. What innovations have been implemented or brought to this program that other colleges would want to learn about? (3.5)	• Our program begins practicing work skills the first week of class. This includes multiple draw techniques in multiple locations. • The program offers two scheduling options for students: one allows students to complete the program in one academic semester. The second scheduling option allows students to complete in one academic year.
43. What are the identified or potential weaknesses of the program? (3.2)	• Our program does not include a basic EKG course. This has be recommended by our Program Advisory Course as a way to assure our program is relevant. • We need to add prerequisites to our courses. We have recommended prerequisites that students do not follow. Often students finish their Phlebotomy courses prior to completing medical terminology. It would be beneficial for the students to complete this prior to the Phlebotomy class. • We currently do not apply order entry practices in our curriculum which gives students accurate experience in labeling. Specimen processing and handling is included in the PBT105 course description. Our current practice is to handwrite blank labels already on a tube. This is not current industry practice. It has also been identified as a weakness at our externship site.
44. Describe actions that can be implemented to turn potential weaknesses into strengths.	• We plan to update our curriculum to include a 1 semester hour EKG basic skills course. • We could also consider including the EKG skills in place of the communication section in our phlebotomy course. We would need to add a prerequisite to the healthcare communication course to assure this is covered prior to the phlebotomy course. • We could purchase an order entry program, computer and label printer. This could be incorporated into the Phlebotomy course if the healthcare communications section is eliminated.
45. List any barriers encountered this year that impeded student success.	Often students enter their healthcare externship without completing their Medical Terminology Course. Our Externship sites shared the need for medical terminology prior to starting the externship.
46. Describe actions that can be implemented to reduce barriers.	Students would be more prepared, thus, more successful if they completed the Medical Terms for Healthcare Occupations and the Theoretical and Clinical Aspects of Phlebotomy course prior to their

	Externship. We will consider a prerequisite over the current co-requisite.
47. Program Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	1. Create an employer survey. 2. Create a student satisfaction with career preparation survey. 3. Revise Phlebotomy curriculum to include EKG and order entry. All goals above align with the Educational Affairs Plan Goal 1: Ensure effective teaching practices, high quality educational experiences and consistent learning outcomes across all courses, programs, and services.
48. Resources and Support: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	We will need order entry software, a label printer and a computer for student use. We will also need a label scanner to show students how to enter samples into the computer.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action. (List why this program should continue or be discontinued)	This program should be continued because it serves our community by providing entry level career opportunities to our students and filling employment openings in area hospitals and clinics. This short term program also is introduces students to additional healthcare opportunities beyond Phlebotomy.
Intended Action Steps What are the action steps resulting from this review? **Please detail a timeline and/or dates for each step.** This can include your goals listed above.	1. Work with Institutional Effectiveness to create an employer survey to be completed by December 2019. 2. Work with Institutional effectiveness to create a student satisfaction survey to be completed in December 2019. 3. Revise PBT105 course to include Basic EKG to be completed by December 2019.

Career & Technical Education

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19

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*
Photography	**Cert**	**21**	**50.0406**	

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.

Past Program Review Action What action was reported last time the program was reviewed?	☒ Continued with Minor Improvements

CTE PROGRAM REVIEW ANALYSIS

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

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

This program has some required pre-requisites.

Course	Required Pre-requisite
ART240 Photography II	ART140
ART242 Intermediate Digital Photography	ART142
ART243 Advanced Digital Photography	ART242
ART290 Studio Art	Consent of instructor

The following is a recommended pre-requisite:

Course	Recommended Pre-requisite
ART241 Photographic Lighting	ART240

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Photography Certificate of Achievement** **Course Requirements** ART 140 Photography I..... 3 ART 142 Beginning Digital Photography..... 3 ART 240 Photography II..... 3 ART 241 Photographic Lighting..... 3 ART 242 Intermediate Digital Photography..... 3 ART 243 Advanced Digital Photography..... 3 ART 290 Studio Art..... 3 **PROGRAM TOTAL..... 21**
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable.
INDICATOR 1: NEED	***RESPONSE***
1. How strong is the occupational demand for the program? (1.1)	Although economic modeling data was included for positions at local or regional companies, this is a more contractual or self-employed industry so the report is not comprehensive. Insufficient to determine demand since the data doesn't include self-employed photographers.
2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	The past 5 years shows -9.1% employment growth. The projected 5 year growth shows -24.0% growth. Refer to answer in 1.1.
3. What is the district and/or regional need? (1.3)	The past 5 years shows -21.2% district need. The projected 5 year growth shows -29.3% group.
4. How are students recruited for this program? (1.4)	Recruitment through district high schools on a regular basis. We also recruit students at college open houses.
5. Where are students recruited from? (1.5)	High schools, community at large, and through our website.
6. Did the review of **program need** result in actions or modifications? Please explain. (1.6)	It's been determined that there is no longer a need for a certificate program in photography. There are low completion rates for the photography certificate (over 5 years, we have had 21 completers). We currently have a 2 + 2 articulation agreement in photography with Columbia College, Chicago.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

7. What are the costs associated with this program? (2.1)	The direct costs associated with the program include: • Adjunct faculty salary • Instructional Supplies • Technology, software and services
8. How do costs compare to other programs on campus? (2.2)	The costs associated with this program is $1,340.02 per load hour, which is 15% less than the institutional average of $2,017.55 per load hour.
9. How is the college paying for this program and its costs (e.g. grants, etc.)? (2.3)	The college pays for this program and its costs through tuition and fees.
10. 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. (2.4)	Not applicable as the program is supported by institutional funds.
11. Did the review of **program cost** result in any actions or modifications? Please explain. (2.5)	After reviewing the needs section, it did not result in any actions or modifications.
INDICATOR 3: QUALITY	***RESPONSE***
12. Program Outcomes: What are the expected outcomes of the program?	Operate SLR and DSLR cameras Use industry standard digital imaging software Apply elements of design in artwork Prepare images for various media Demonstrate darkroom processes Use lighting equipment appropriately for various scenarios Recognize the diverse photographic genres and processes
13. To what extent are the outcomes being achieved? Give an overview of assessment results from your assessment report and include assessment methods used to ensure student success.	We are beginning the process of assessment in Photography. We will be collecting data in ART 142 Beginning Digital Photography courses this upcoming academic year. We will identify an assignment that meets all of these course outcomes.
14. Describe curricular changes implemented over the last year that resulted from assessment findings.	The students were having difficulty completing the photography certificates within a reasonable timeframe. We combined the Comprehensive and Basic Photography Certificates into one Photography Certificate that can be completed in a year and a half.
15. What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? (3.3)	Traditional format for studio courses and traditional and online formats for the ART 104 History of Photography course.

16. How does this program fit into a career pathway? (3.4)	**Career Cluster:** Arts, Audio/Video Technology & Communications **Career Pathway:** Visual Arts **CIP Program Title:** Commercial Photography
17. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.6)	We do not have dual credit opportunities with high schools.
18. What work-based learning opportunities are available and integrated into the curriculum? (3.7)	Internships are not required to complete this certificate but are encouraged and available to students.
19. Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). (3.8)	Not required, but we are accredited through the National Association of Schools of Art and Design (NASAD).
20. Are industry-recognized credentials offered? If so, please list. (3.9)	Industry-recognized credentials are not offered.
21. Is this an apprenticeship program? If so, please elaborate. (3.10)	The Photography Certificate is not an apprenticeship program.
22. If applicable, please list the licensure examination pass rate. (3.11)	Not applicable.
23. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)	We currently have a 2 + 2 articulation agreement in photography with Columbia College, Chicago.
24. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.13)	No partnerships have been formed.
25. What is the faculty to student ratio for courses in this program? Please provide a range and average. (3.14)	Total End of Term Program Enrollment 183 Courses In Program (Ran FY2017) 8 Min Course Average Class Size 2.7 Max Course Average Class Size 17.0 Average of Course Average Class Size 7.1
26. What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? (3.15)	A faculty workshop in cyanotype was offered to all art faculty for further development in this specific photographic style. Waubonsee has offered training opportunities to faculty for instructional design and Blackboard.

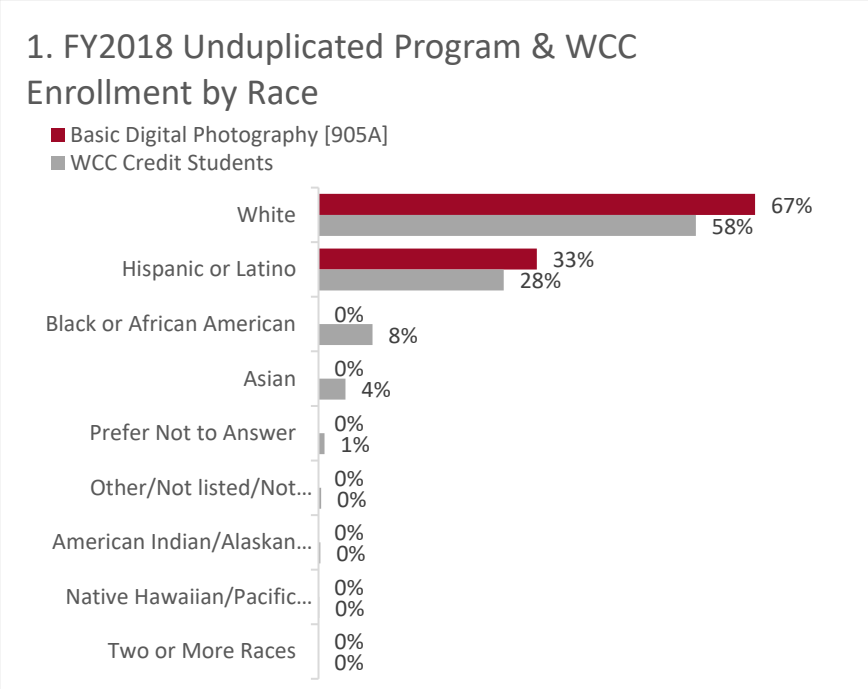
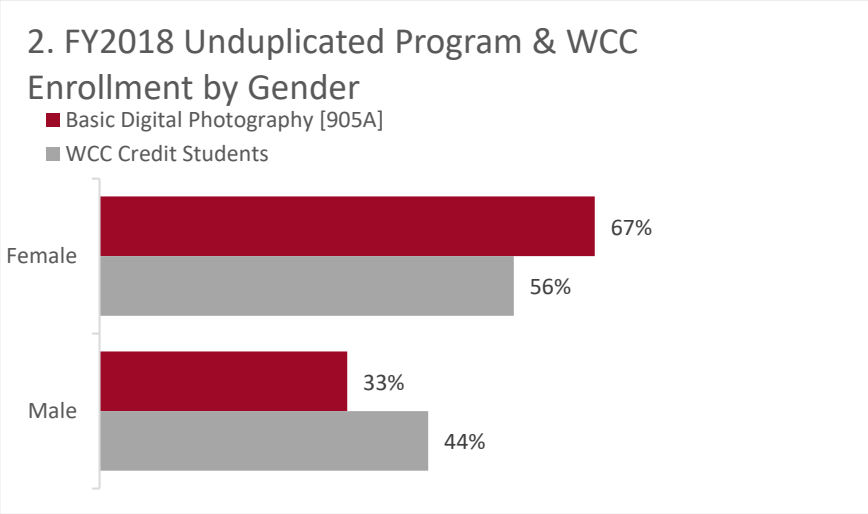
27. What is the status of the current technology and equipment used for this program? (3.16)	We have the latest equipment including Adobe CC, MacPro workstations and laptops, Wacom tablets, Imacon scanner, Epson 4900 printers, Epson P10,000 printer, 9800 printer, Cannon digital SLR cameras and lenses, 35mm film cameras, 4x5 Cambo and Toyo cameras, tripods. In addition, we have cameras and equipment available for student check out.
28. How satisfied are students with their preparation for employment? (3.18)	Based on anecdotal evidence, our students have shared that they are prepared for employment.
29. How is student satisfaction information collected? (3.19)	CCSSE survey and Noel Levitz survey. Course evaluations are collected every semester for every course.
30. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.20)	CTE Program Advisory Committees meet two times per year. Employers are asked about current and future industry trends, available jobs or opportunities, internship and partnership opportunities, feedback regarding our curriculum, and equipment requirements including hardware and software.
31. How often does the program advisory committee meet? (3.21)	At Waubonsee Community College, all CTE Program Advisory Committees meet two times per year.
32. Do you have evidence or feedback regarding employer satisfaction with the preparation of the program's graduates? Please describe. (3.22)	We've had past conversations regarding this, but based on this review, we are planning to discontinue the certificate and focus more on our transfer student population.
33. How is employer satisfaction information collected? (3.23)	In the past, we tried to work with our program advisory members who have employed our students. Collecting employment information has been a challenge.
34. Did the review of program **quality** result in any actions or modifications? Please explain. (3.24)	The review of quality confirmed that we need to focus more on the transfer population and continue our efforts in assessment and learning.

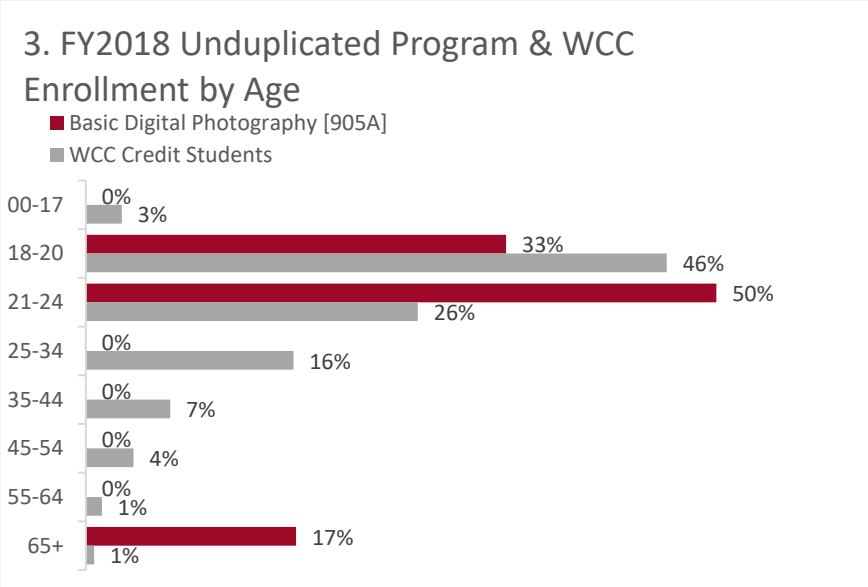
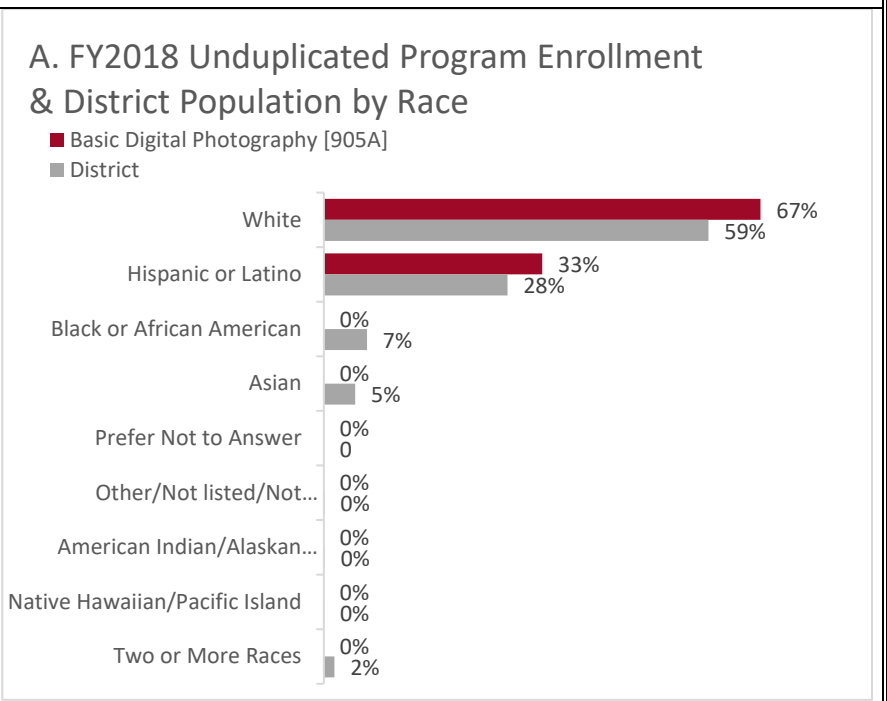
DATA ANALYSIS FOR CTE PROGRAM REVIEW

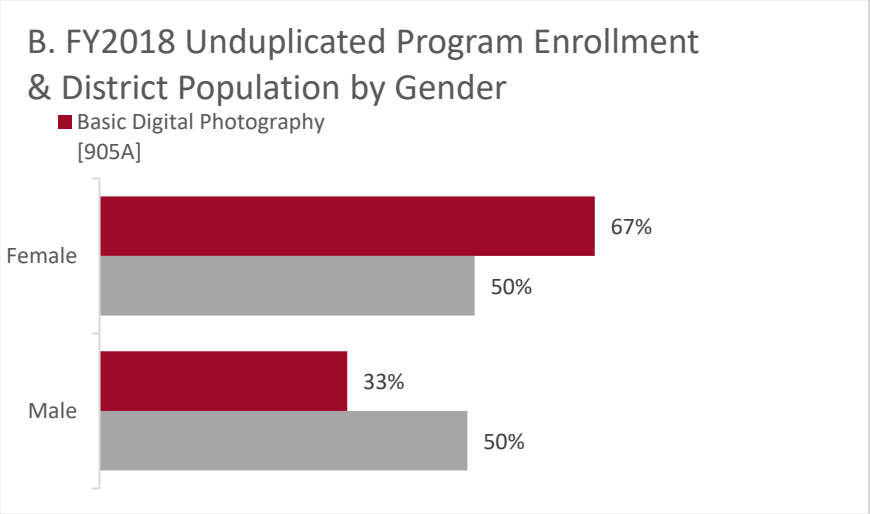
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	Photography				
CIP CODE	50.0406				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	3	8	9	7	6

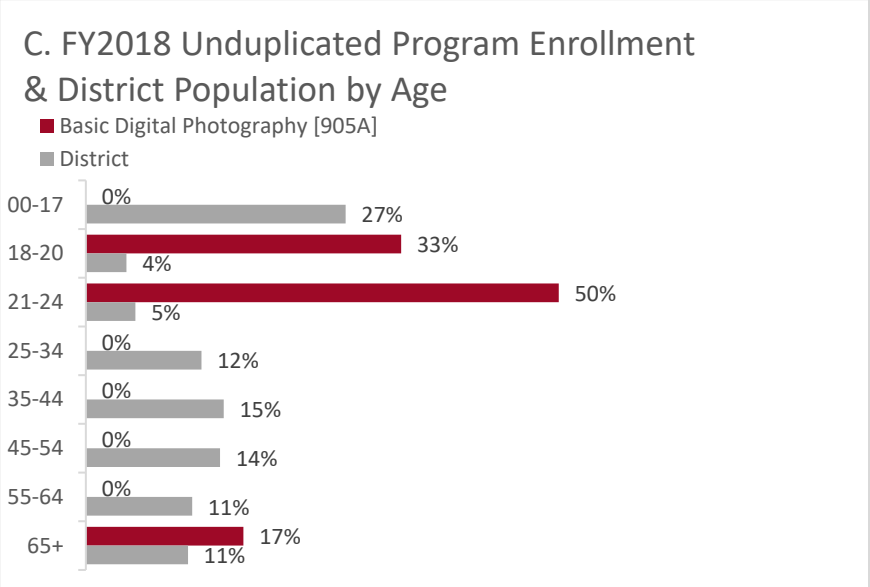
NUMBER OF COMPLETERS	5	5	2	5	4
OTHER (PLEASE IDENTIFY)					
35. Use the data listed above and the APR Comparison and course reports to explain if goals are being met? Elaborate.	Setting goals for CTE programs is a key initiative for the college this academic year. In the past, we did not focus on enrollment goals.				
36. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled Success rates excluding withdrawals Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender, and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry				
37. Do you see any gaps in the data? Please explain.	This certificate has a higher percentage of white students than the overall Waubonsee student population.				
38. What suggestions do you have to overcome any identifiable gaps?	We could promote the program to increase diversity through our student organizations and marketing efforts.				

39. Are the students served in this program representative of the total student population? Please explain.	 There are too few students in this major to compare to the overall WCC population.  There are too few students in this major to compare to the overall WCC population.

	 There are too few students in this major to compare to the overall WCC population.
40. Are the students served in this program representative of the district population? Please explain. Please review the APR Comparison Report for WCC and district comparisons.	 There are too few students in this major to compare to the overall district population.



There are too few students in this major to compare to the overall district population.



There are too few students in this major to compare to the overall district population.

GOAL PLANNING	
41. What are the program's strengths? (3.1)	We have exhibiting artists who are our faculty. Our photography lab coordinator is a professional photographer and has taught in our program. Our facilities and equipment are state of the art. In addition, we provide equipment check out for our students.
42. What innovations have been implemented or brought to this program that other colleges would want to learn about? (3.5)	We are researching the opportunity of offering a special topics course in Drone Photography (including still and video).

43. What are the identified or potential weaknesses of the program? (3.2)	We do not have a full-time faculty member or a full-time photography coordinator to better support the program and student needs.
44. Describe actions that can be implemented to turn potential weaknesses into strengths.	If we can increase enrollment, we could hire full-time faculty and staff to turn our weaknesses into strengths.
45. List any barriers encountered this year that impeded student success.	We had to cancel classes due to low enrollment.
46. Describe actions that can be implemented to reduce barriers.	This can be addressed in scheduling and how we determine what courses are to be offered based on student demand. A faculty task force will be meeting to discuss scheduling options to avoid future cancellations of courses.
47. Program Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	Develop student workshops based on specific photography genres. Increase internship opportunities. Work with adjunct faculty to create assessment plans.
48. Resources and Support: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	We will need support from Career Development to increase internship opportunities. We may need funding to develop specialized workshops in the various photography genres. We need support from the assessment coordinator to implement assessment with our adjunct faculty.
REVIEW RESULTS	
Action	☐ Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☒Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action. (List why this program should continue or be discontinued)	Based on the limited number of completers of the Photography Certificate, we have determined to withdraw the certificate. All photography courses will remain in place. We will begin to identify additional articulation agreements with four-year universities.
Intended Action Steps What are the action steps resulting from this review? **Please detail a timeline and/or dates for each step.** This can include your	We are eliminating the Photography Certificate effective Fall 2019. Students currently in the program will have 5 years to complete the certificate.

goals listed above.	

Career & Technical Education

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19

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*
Welding Technology	**Degree**	**60**	**48.0508**	**Welding Technology Certificate Advanced Welding Welding 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.

Past Program Review Action What action was reported last time the program was reviewed?	☒ Continued with Minor Improvements

CTE PROGRAM REVIEW ANALYSIS

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

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

This program has some required pre-requisites:

Course	Required Pre-requisites
WLD220 Shielded Metal Arc Welding II	WLD120
WLD223 Shielded Metal Arc Pipe Welding	WLD220
WLD226 Gas Tungsten Arc Pipe Welding	WLD130

The following are recommended pre-requisites:

Course	Recommended Pre-requisites
WLD200 Fabrication and Weld Design	WLD101

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	**Welding Technology Associate in Applied Science Degree** **General Education Requirements..... 15** COM 100 ***or*** 121 Communications..... 3 ENG 101 ***or*** 152 English.....,,..,and..... 3 ENG 102 ***or*** 153 English..... 3 Mathematics elective ..... 3 Social and Behavioral Sciences elective..... 3 **Welding Technology Major Program Requirements..... 27** WLD 101 Blueprint Reading for Welders..... 3 WLD 115 Oxy-Fuel Welding and Cutting..... 3 WLD 120 Shielded Metal Arc Welding I..... 3 WLD 125 Gas Metal Arc and Flux Cored Arc Welding.....,.. ..... 3 WLD 130 Gas Tungsten Arc Welding..... 3 WLD 200 Fabrication and Weld Design..... 3 WLD 220 Shielded Metal Arc Welding II..... 3 WLD 223 Shielded Metal Arc Pipe Welding..... 3 WLD 226 Gas Tungsten Arc Pipe Welding..... 3 **Electives..... 18** Select electives from: Accounting (ACC), Auto Body Repair (ABR), Automation Technology (AMT), Automotive Technology (AUT), Business Administration (BUS), Computer Aided Design and Drafting (CAD), Computer Information Systems (CIS), Construction Management (CMT), Electronics Technology (ELT), Engineering (EGR), Heating, Ventilation and Air Conditioning (HVA), Industrial Technology (IDT), Internship (ITS), Management (MGT), Marketing (MKT), Welding (WLD) **PROGRAM TOTAL..... 60**
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Not applicable.
INDICATOR 1: NEED	***RESPONSE***
1. How strong is the occupational demand for the program? (1.1)	Trends regionally, according to economic data, indicate an increase in jobs by 0.9% regionally and 5.1% nationally between 2018 and 2023. In addition, the median hourly earnings are $19.22 per hour, which is well above the living wage for the county of $12.53 per hour.
2. How has demand changed in the past five years and what is the outlook for the next five years? (1.2)	The demand increased in the past five years and looks to also increase for the next five.
3. What is the district and/or regional need? (1.3)	Our district has a projected increase in jobs of 6.6% over our region which projects a .9% increase in job openings.

4. How are students recruited for this program? (1.4)	Students are recruited through career day at our college and local high schools in our district. We also recruit students through contact with local companies and trade unions. Our marketing department also assists with recruitment.
5. Where are students recruited from? (1.5)	We recruit students regionally from our district high schools.
6. Did the review of **program need** result in actions or modifications? Please explain. (1.6)	The review of program need resulted in the need for additional marketing and the institution expanding facilities.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
7. What are the costs associated with this program? (2.1)	The direct costs associated with the program include: •Faculty salary and benefits (full-time and part-time) •Instructional supplies •Technology, software and services •Publications and dues •Full-time faculty professional development
8. How do costs compare to other programs on campus? (2.2)	The costs associated with this program is $2,696.43 per load hour which is 24% more than the institutional average of $2017.55 per load hour.
9. How is the college paying for this program and its costs (e.g. grants, etc.)? (2.3)	The college pays for this program and its costs through tuition and fees.
10. 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. (2.4)	Not Applicable as the program is supported by institutional funds.
11. Did the review of **program cost** result in any actions or modifications? Please explain. (2.5)	The review of costs did not result in actions or modifications. There is a high demand in our district for welders. Equipment can be expensive initially, but is needed to train and fill the demand in our district.
INDICATOR 3: QUALITY	***RESPONSE***
12. Program Outcomes: What are the expected outcomes of the program?	• Interpret welding prints in the planning of projects. • Use welding processes including Shielded Metal Arc Welding, Gas Metal Arc Welding, or Gas Tungsten Arc Welding in plate or pipe. • Weld in the four welding positions including flat, horizontal, vertical and overhead. • Produce industry quality welds on a variety of metals in varied thicknesses. • Complete a visual inspection according to industry standards.

13. To what extent are the outcomes being achieved? Give an overview of assessment results from your assessment report and include assessment methods used to ensure student success.	The outcomes are being achieved through a multitude of weld performance tests in many processes and all weld positions. Last year's assessment report indicated that we were exceeding our expectation in visual inspection. Students were scored against industry standards.
14. Describe curricular changes implemented over the last year that resulted from assessment findings.	We have not made any curricular changes resulting from assessment findings.
15. What are the delivery methods of this program? (Example: traditional format/online/hybrid/team-teaching etc.)? (3.3)	Traditional for welding; with emphasis of about 80% practical.
16. How does this program fit into a career pathway? (3.4)	**Career Cluster:** Manufacturing **Career Pathway:** Production **CIP Program Title:** Welding Technology/Welder
17. Are there dual credit opportunities? If so please list offerings and the associated high schools. (3.6)	**COM100**-Batavia HS, Oswego HS, Yorkville Christian HS, and West Aurora HS **ENG101**-Batavia HS and West Aurora HS **ENG102**-Batavia HS, Marmion Academy, Oswego East, Oswego HS and Yorkville HS **Math Elective**-Batavia HS, East Aurora HS, Indian Valley Vocational Center, Oswego East HS, Oswego HS, Rosary HS, and West Aurora HS **PSY100**-Batavia HS **WLD101**-East Aurora HS **WLD125**- East Aurora HS
18. What work-based learning opportunities are available and integrated into the curriculum? (3.7)	We offer internship opportunities to our students when available. We are working with advisory committee members to find additional locations for our students.
19. Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). (3.8)	Industry accreditation is not required for this program. We are considering offering welder qualification as an Accredited Welding facility through American Welding Society (AWS). We need an updated facility to accomplish this goal.
20. Are industry-recognized credentials offered? If so, please list. (3.9)	Industry-recognized credentials are not offered at this time through Waubonsee.
21. Is this an apprenticeship program? If so, please elaborate. (3.10)	Our program is not an apprenticeship program.
22. If applicable, please list the licensure examination pass rate. (3.11)	Welding does not require a licensure examination.

23. What current articulation or cooperative agreements/initiatives are in place for this program? (3.12)	We have articulated credit for welding courses with Oswego High School, Indian Valley Vocational Center in Sandwich and Fox Valley Career Center in Elburn.
24. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? (3.13)	We have not formed any new partnerships in the past five years.
25. What is the faculty to student ratio for courses in this program? Please provide a range and average. (3.14)	**AAS Welding Technology** Total End of Term Program Enrollment 153 Courses In Program (Ran FY2017) 11 Min Course Average Class Size 2.0 Max Course Average Class Size 19.0 Average of Course Average Class Size 10.2 **Welding Technology Certificate** Total End of Term Program Enrollment 101 Courses In Program (Ran FY2017) 5 Min Course Average Class Size 8.0 Max Course Average Class Size 19.0 Average of Course Average Class Size 12.8 **Advanced Welding** Total End of Term Program Enrollment 153 Courses In Program (Ran FY2017) 11 Min Course Average Class Size 2.0 Max Course Average Class Size 19.0 Average of Course Average Class Size 10.2
26. What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? (3.15)	Waubonsee provides face-to-face training sessions, e-learnings, job aids and one-on-one appointments to all employees of the college. Topics include Blackboard training and support, instructional design, classroom management strategies. In addition, a three-day orientation is offered for faculty at the beginning of each semester which provides professional development opportunities. Full-time faculty are also provided with professional development funds to attend discipline-specific meetings and conferences provided by outside organizations. We are also currently considering providing American Welding Society (AWS) certifications including Certified Welding Inspector (CWI) and Certified Welding Educator (CWE) for our adjunct faculty.

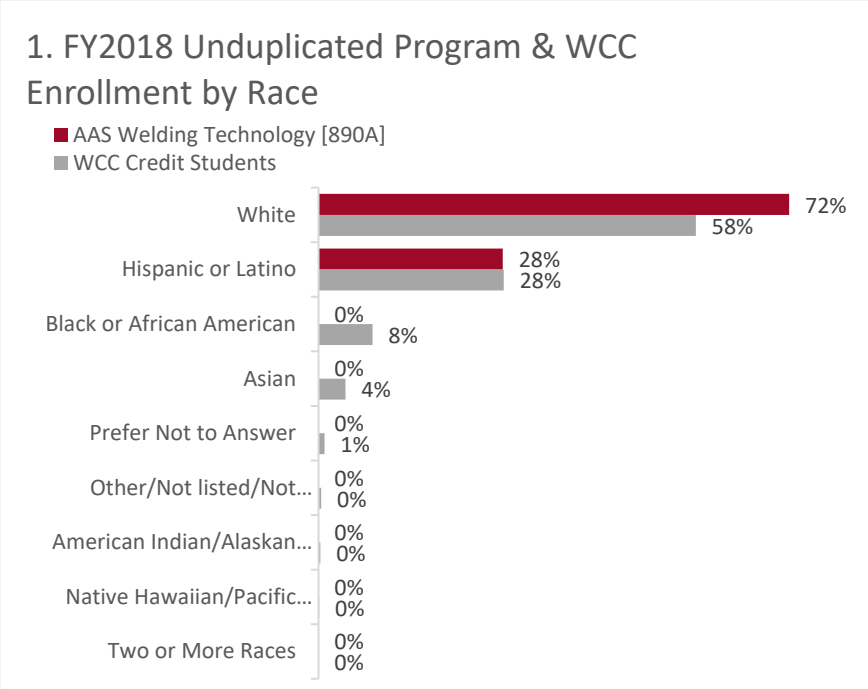
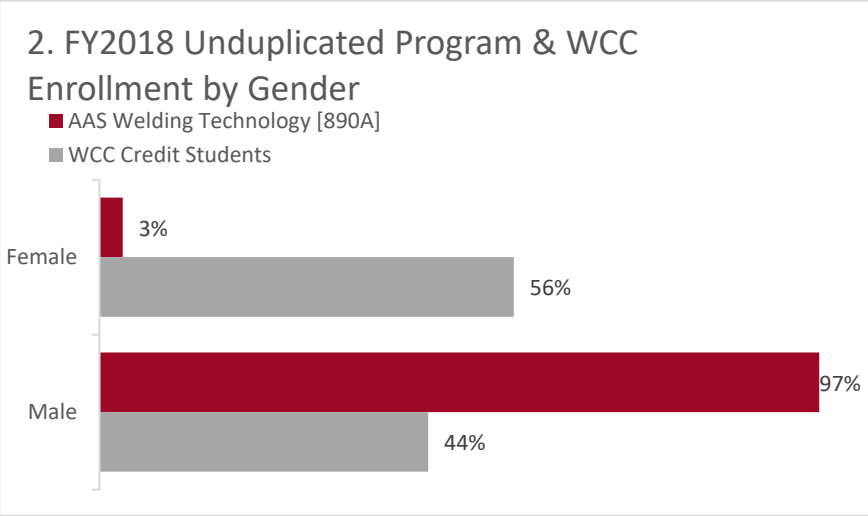
27. What is the status of the current technology and equipment used for this program? (3.16)	The current status of our technology and equipment is fair. The equipment is getting old and outdated. Our facility is not large enough, nor is there a classroom. Waubonsee is currently in the process of expanding facilities on our Plano campus for additional and updated welding space.
28. How satisfied are students with their preparation for employment? (3.18)	Anecdotal evidence suggests that our students are very satisfied with preparation for employment.
29. How is student satisfaction information collected? (3.19)	Satisfaction is collected through feedback and employment success.
30. How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) (3.20)	We are included in the Manufacturing Advisory Committee. We also collaborate with companies and trade unions individually.
31. How often does the program advisory committee meet? (3.21)	At Waubonsee Community College, all CTE Program Advisory Committees meet two times per year.
32. Do you have evidence or feedback regarding employer satisfaction with the preparation of the program's graduates? Please describe. (3.22)	It is very difficult to get feedback from employers. We do not have a system in place to collect this information. Occasionally, we are able to get information directly from the employer. Typically they are satisfied. In addition, they reach out for students to fill open positions.
33. How is employer satisfaction information collected? (3.23)	We do not have a system in place. Occasionally, we receive emails or phone calls.
34. Did the review of program **quality** result in any actions or modifications? Please explain. (3.24)	The review of quality identified a need for a more current facility and equipment. This is based on need and what surrounding colleges and high schools have invested in their welding programs in the past 5-10 years. In addition, we need to set up a system to survey employers and students regarding program and employment satisfaction.

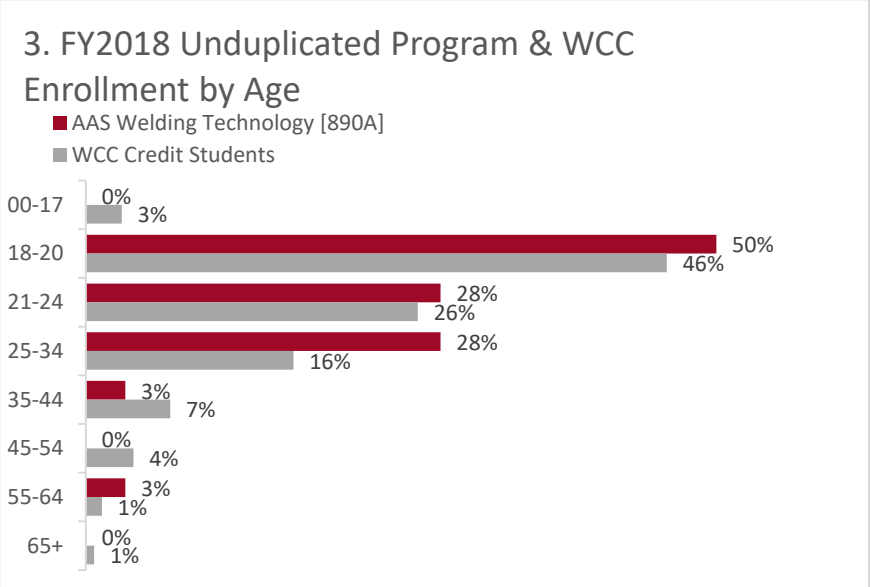
DATA ANALYSIS FOR CTE PROGRAM REVIEW

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

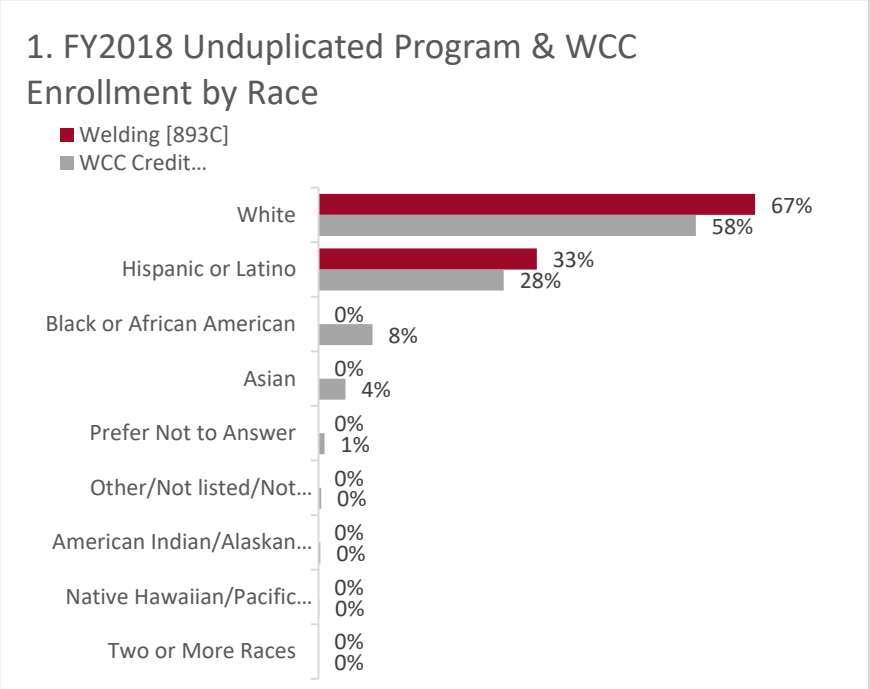
CTE PROGRAM	Welding Technology				
CIP CODE	48.0508				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED ***(AAS WELDING TECHNOLOGY)***	34	37	35	34	32

NUMBER OF COMPLETERS	3	5	4	4	4
NUMBER OF STUDENTS ENROLLED ***(WELDING CERTIFICATE)***	0	4	15	10	9
NUMBER OF COMPLETERS	0	2	5	13	10
NUMBER OF STUDENTS ENROLLED ***(ADVANCED WELDING)***	13	11	13	12	9
NUMBER OF COMPLETERS	5	3	2	5	5
35. Use the data listed above and the APR Comparison and course reports to explain if goals are being met? Elaborate.	I would conclude results from the data above are typical. Many students enroll in the AAS degree but end up opting to achieve a welding certificate. In addition, many of our students attend for a few courses and are able to get a job and do not complete a degree or certificate. Regarding goals, our facility accommodates 16 students. We enroll 16 students each semester. We are meeting our enrollment goals.				
36. What disaggregated data was reviewed?	The data set reviewed consisted of students who officially selected this program of study. The data was retrieved from the Advance Data Warehouse and sourced from Banner. The following data was reviewed by course: Credit hours generated Total students enrolled Success rates excluding withdrawals Withdrawal rates Grade distributions Modalities offered The following data was reviewed by program: Enrollment Fall to spring retention Enrollment by race, gender and age Degree headcounts Program's average terms to degree Percentage of graduates within three years of entry				
37. Do you see any gaps in the data? Please explain.	There is a gap between the enrollment of men and women in this program. Welding enrollment typically has very few women.				
38. What suggestions do you have to overcome any identifiable gaps?	In the past we have tried to market to the female population. This didn't appear to result in additional female enrollment.				

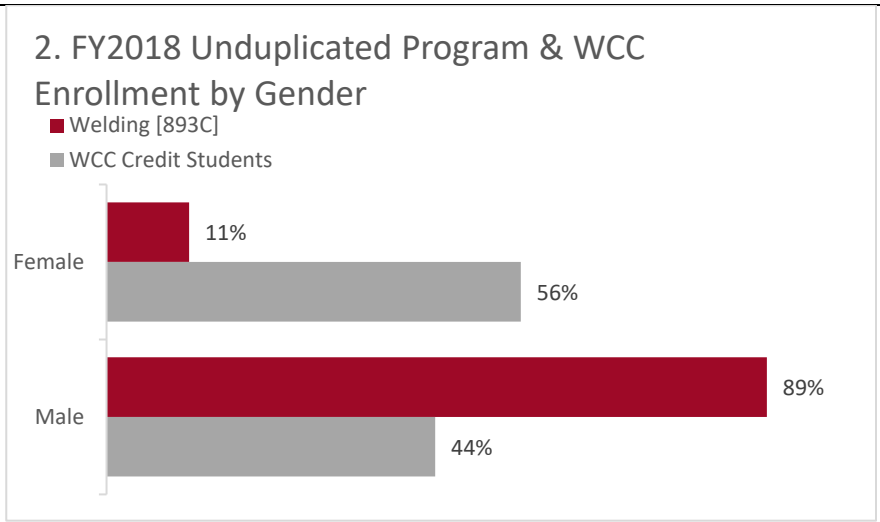
39. Are the students served in this program representative of the total student population? Please explain.	 This program's enrollment disproportionately has more White students, though the largest representation from White students and the second largest population from Hispanic or Latino students.  The program's enrollment is overwhelmingly male compared to the college's population.



This program's enrollment disproportionately has more 25-34 year olds compared to the college's population, though the largest representation is still the 18-20 category. The second largest category is tied between 21-24 and 25-34.



There are too few students in this major to compare to the overall WCC population.



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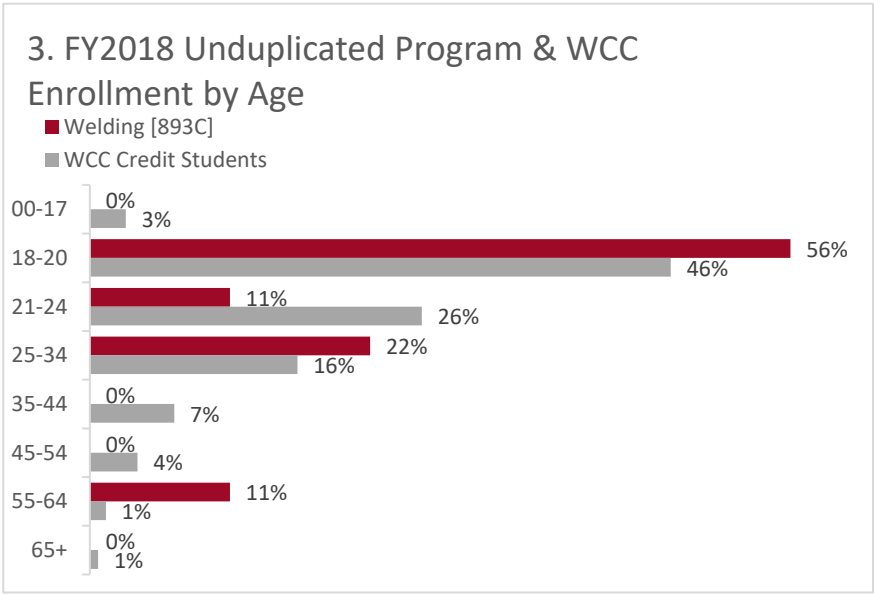

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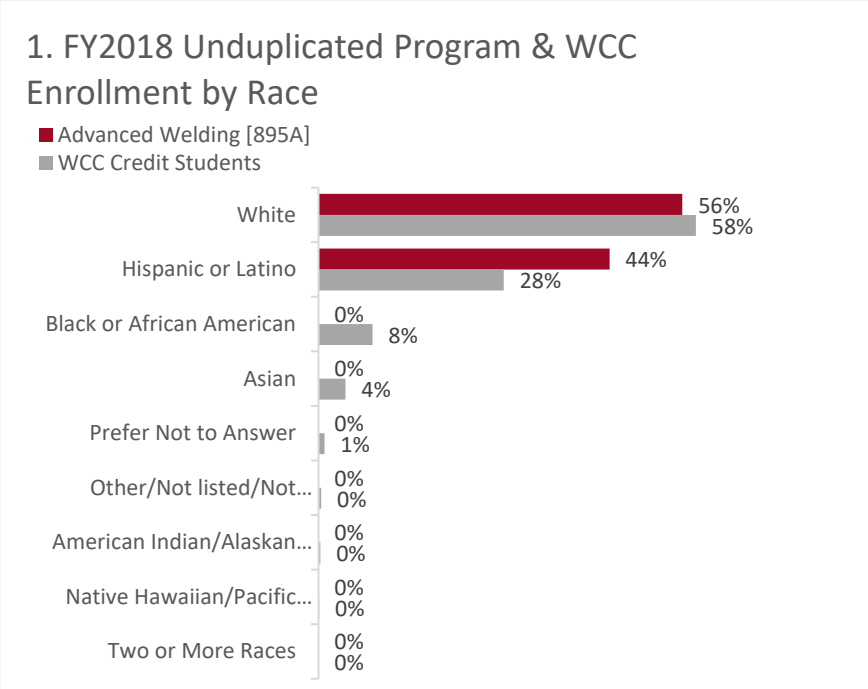

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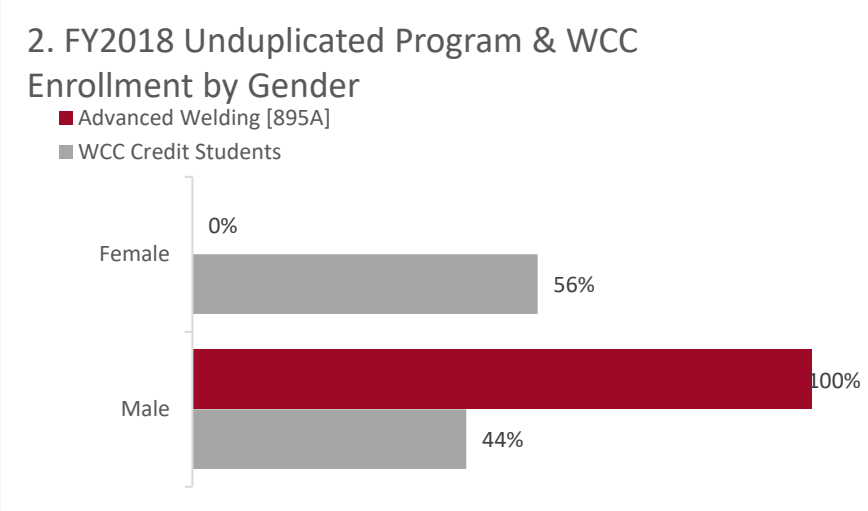

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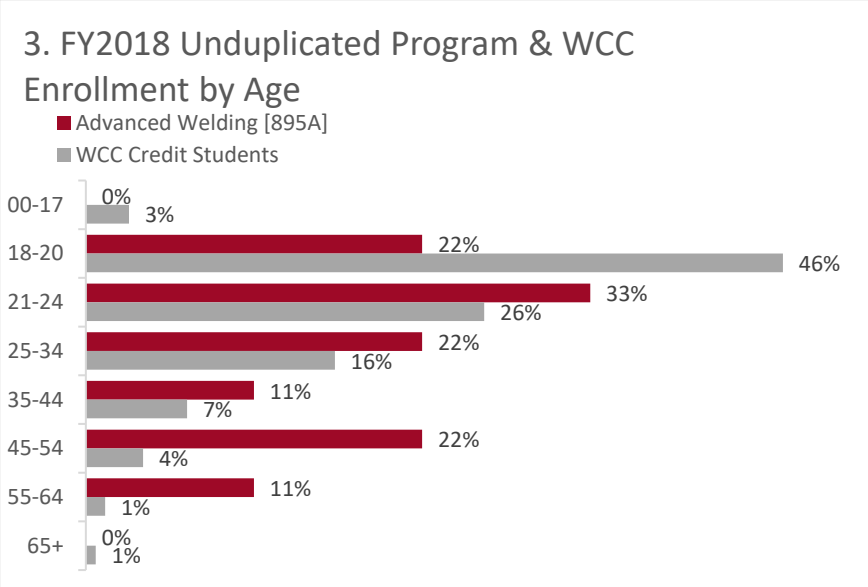
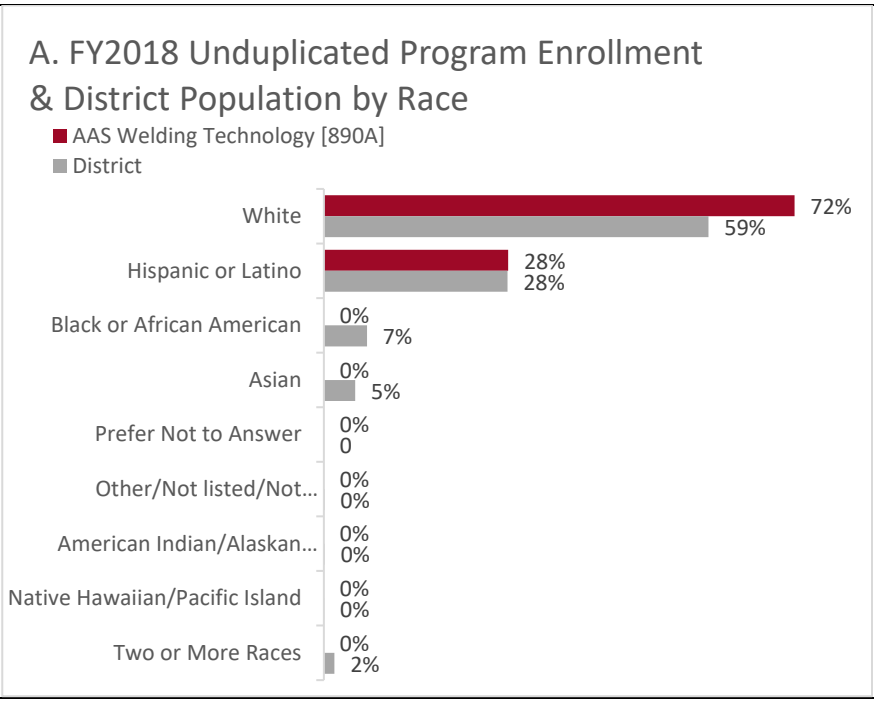
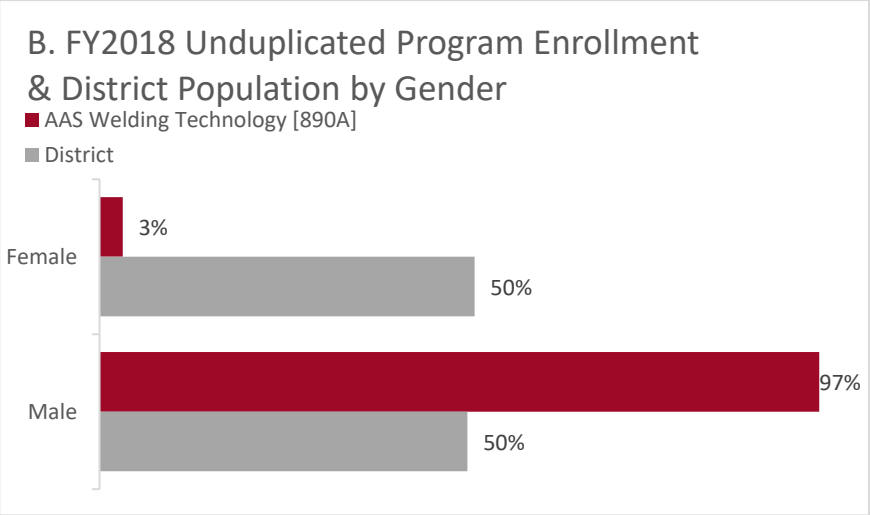


There are too few students in this major to compare to the overall WCC population.

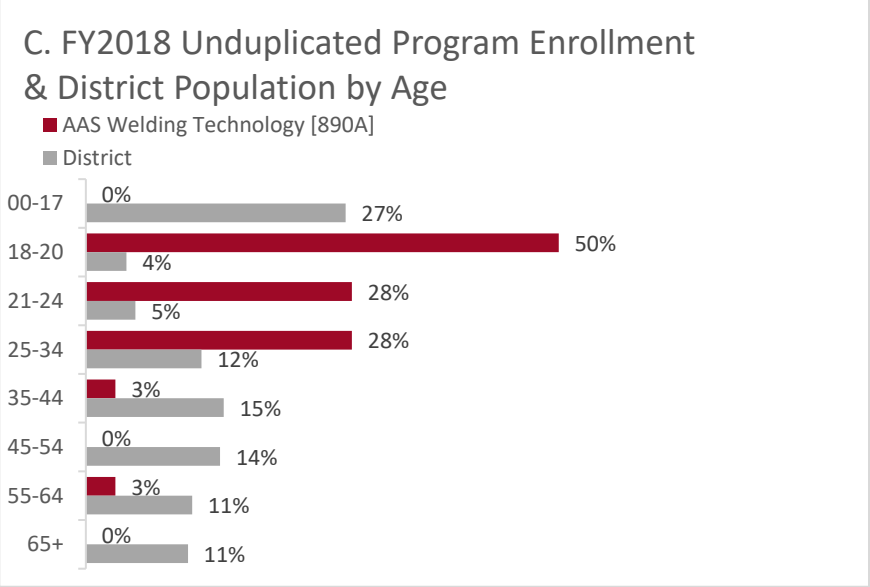
40. Are the students served in this program representative of the district population? Please explain. Please review the APR Comparison Report for WCC and district comparisons.



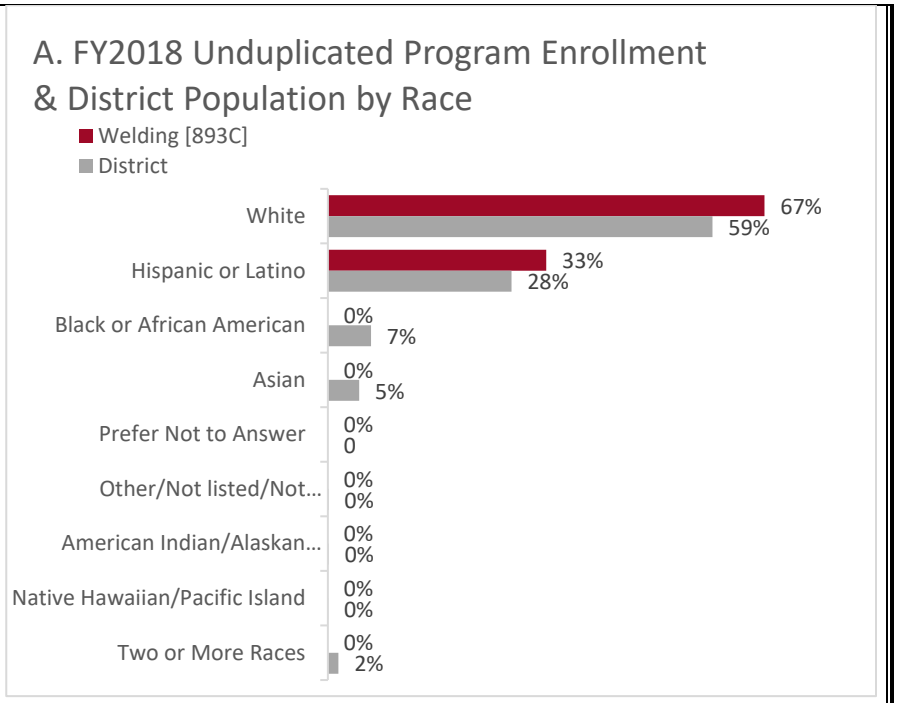
This program's enrollment disproportionately has fewer White students and more Hispanic or Latino students compared to the overall district population, though White students are still the largest category, then Hispanic or Latino students.



The program's enrollment is overwhelmingly male compared to the district's population.



This program's enrollment disproportionately has fewer 00-17 year olds and more 18-20 year olds compared to the district's population and the largest representation is the 18-20 category. This program also has disproportionately fewer students age 65+.



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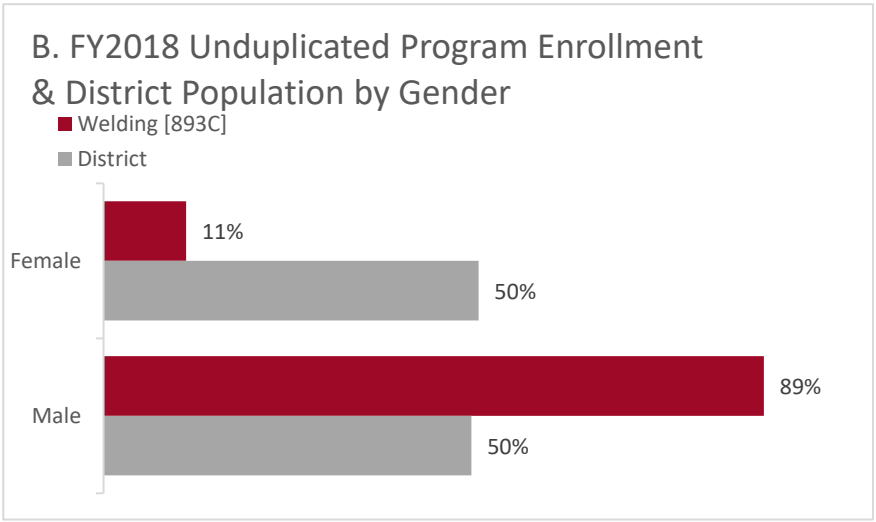

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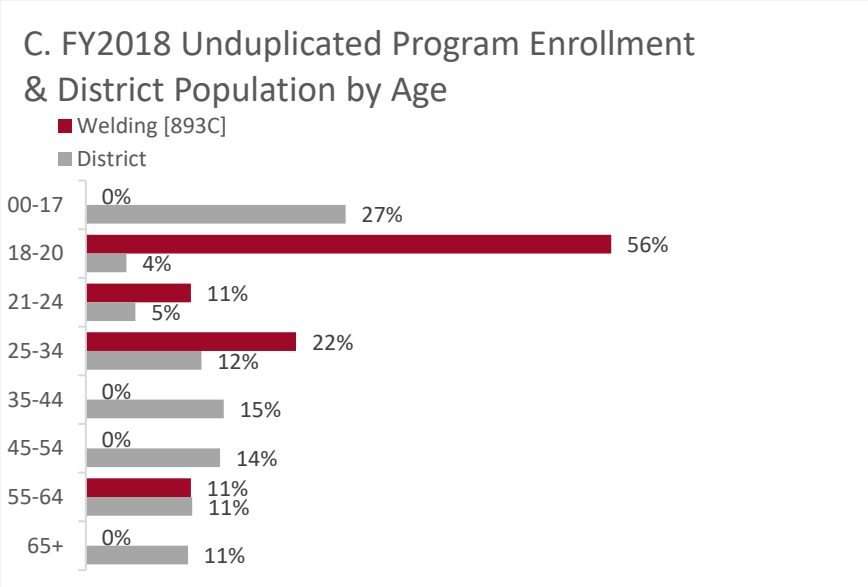

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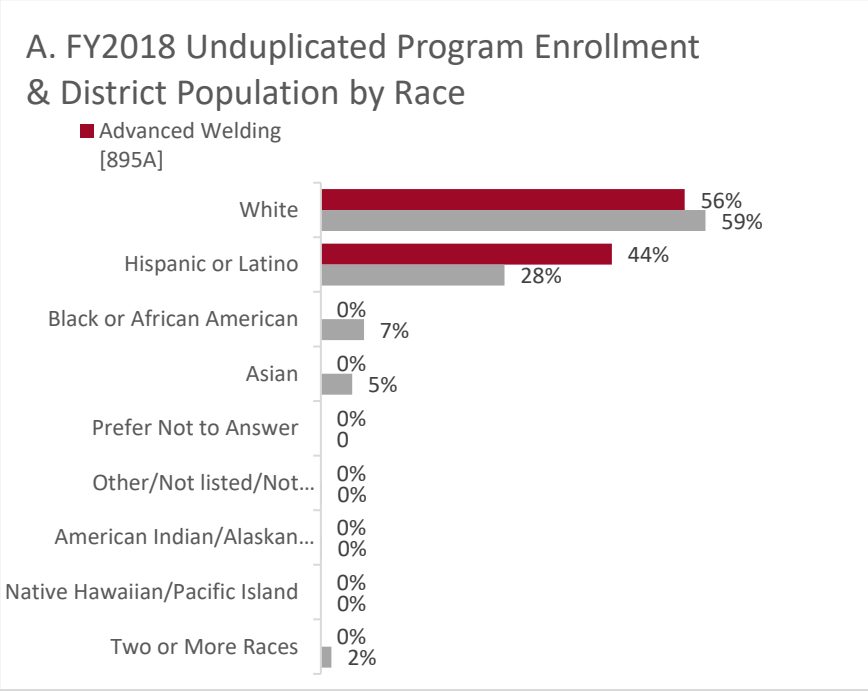

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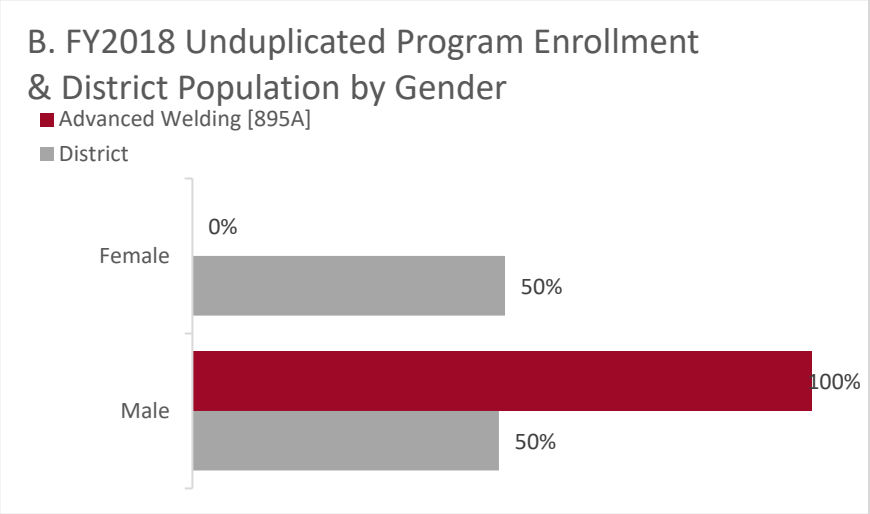

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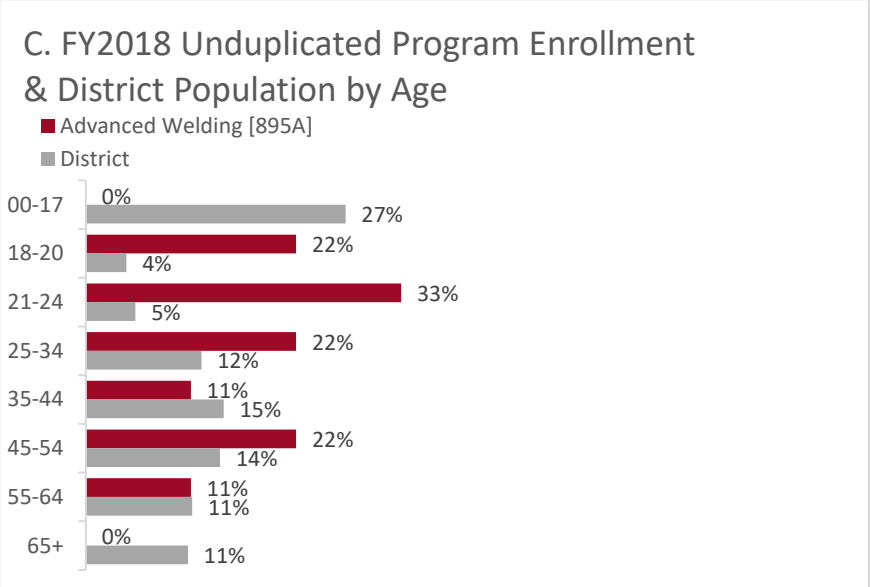


There are too few students in this major to compare to the overall district population.

GOAL PLANNING

41. What are the program's strengths? (3.1)	Our strengths include: instructor knowledge, experience, and dedication. In addition, we offer pipe welding and many educational institutions within the region do not.
42. What innovations have been implemented or brought to this program that other colleges would want to learn about? (3.5)	We participate in the Pipefitters Local 597 welding contest for our students which offers them a chance to see the union's facility and learn more about their apprenticeship program.

43. What are the identified or potential weaknesses of the program? (3.2)	Our weakness is our facility and our course offerings are limited to 16 students. We are located at the local high school which prevents us from offering day classes to college students. We also do not have a classroom for lecture or the technology that is in a classroom. In addition, we do not have a dedicated space for students to change into their equipment.
44. Describe actions that can be implemented to turn potential weaknesses into strengths.	We need updated facilities that comply the American Welding Society standard AWS EG2.0 - Recommendations for Facility Planning which includes: Classrooms, Laboratory, Office, Storage, Personal Services and changing facilities. Additional facilities are currently being planned which will address these needs.
45. List any barriers encountered this year that impeded student success.	Barriers in this program relate to scheduling. We only have 16 booths and can only offer evening courses to college students. Day classes are offered for high school dual credit students. This will be possible when the Plano facility renovations are completed in AY21.
46. Describe actions that can be implemented to reduce barriers.	To reduce barriers, we will need additional facilities and the ability to offer classes during the day for college students.
47. Program Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	1. Work with adjunct faculty in the assessment of student learning across all sections including dual credit. 2. Become an AWS Accredited Test Facility which would allow us the ability to administer tests to qualified welders. 3. Increase industry participation on our Program Advisory Committee including Lincoln Electric.
48. Resources and Support: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	Resources and support needed include an update facility, a classroom with technology, updated equipment, and professional development for welding faculty. In addition, we will need assistance in acquiring Accredited Test Facility status.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action. (List why this program should continue or be discontinued)	We will continue and expand on this program. There is a high demand for skilled welders in our region. We provide tremendous hands on training in welding including theory.

Intended Action Steps What are the action steps resulting from this review? **Please detail a timeline and/or dates for each step.** This can include your goals listed above.	1. Work with adjunct faculty on assessment across courses. We began conversations regarding assessment at the faculty development days in January 2019. Our goal is to continue creating a common assessment across all courses. First course completion by December 2019. 2. Will reach out to industry for additional participation on our advisory committee including a partnership discussion with Lincoln Electric by May 2019.

Remedial English Language Arts (Reading and Communication Skills)	
College Name:	Waubonsee Community College
Fiscal Year in Review:	FY19

REVIEW SUMMARY

Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.

1. **Prior Review Update** Describe any quality improvements or modifications made since the last review period.	Since academic year 2014, the developmental English department has been at the forefront of myriad innovations designed to help students move more quickly and successfully into and through transfer-level English courses along with all other transfer courses at Waubonsee Community College. The mission was to reduce time to completion for students and disallow developmental students from getting stuck in a series of developmental classes from which they may not exit. In Spring 2018, placement tests and scores were revised. The college adopted new exams (Write Placer and Next Generation Reading), to help place students into the respective courses. A cut-score was created to offer students the opportunity to co-enroll in ENG 101 (college level) with ENG099 supplemental instruction. Currently, the following are used for student placement: Accuplacer Next Generation Reading and Write Placer. A combination of these scores help determine course placement for students. In fall 2018, Integrated Reading and Writing courses were introduced. ENG 050, ENG 070, RDG050 & RDG 070 (12 cr.) were redesigned and updated the curriculum to combine Reading and English courses, a change which better aligns with best practices in the field. The current model includes ENG 080- Reading and Writing Fundamentals (2 cr.), ENG 085 Basic Integrated Reading & Writing (4 cr.), ENG 095 Integrated Reading & Writing (3cr.) and ENG 099 Supplemental First- Year Composition I (1 cr.). This model creates multiple entry points and a better path to college level courses, saving students time and money. 1. ELL Pathway: The College redesigned the English Transition Pathway (ETP) courses to align with our new Integrated Reading and Writing courses. The new courses include: ENG 065 English Language Learners Communication Skills I (4 cr.) & ENG 075 English Language Learners Communication Skills II (4 cr.). These courses allow students to transition from Basic Education (ELL) to Developmental Education and ultimately to College level courses. 2. Researching and advocating for multiple measures placement, especially with regard to the use of a student's high school G.P.A., in order to best place students in English courses, along with any support needed to succeed and reduce time to completion.

	In accomplishing our first goal of switching to an IRW model, we met nearly every Friday for one year with notable IRW consultants from Northern Illinois University. With their guidance, the core developmental English faculty created a robust, cutting-edge, and comprehensive IRW model that included two pathways: one for native English speakers and one for non-native English speakers (ELL). This new curricula, rolled out during the Fall 2018 semester, now allows for greater flexibility in student placement, fewer barriers to student completion, and a renewed emphasis on modern best practices in developmental education. In accomplishing the second goal of using multiple measures, including the use of a student's high school G.P.A., we are working with Waubonsee's CAO and the Placement Committee to arrange for this to move from theory to practice by Fall 2020, so that even more students are better placed into courses that can help them move quickly and successfully toward completion.

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. Review will be sent back if any of the below fields are left empty or inadequate information is provided.

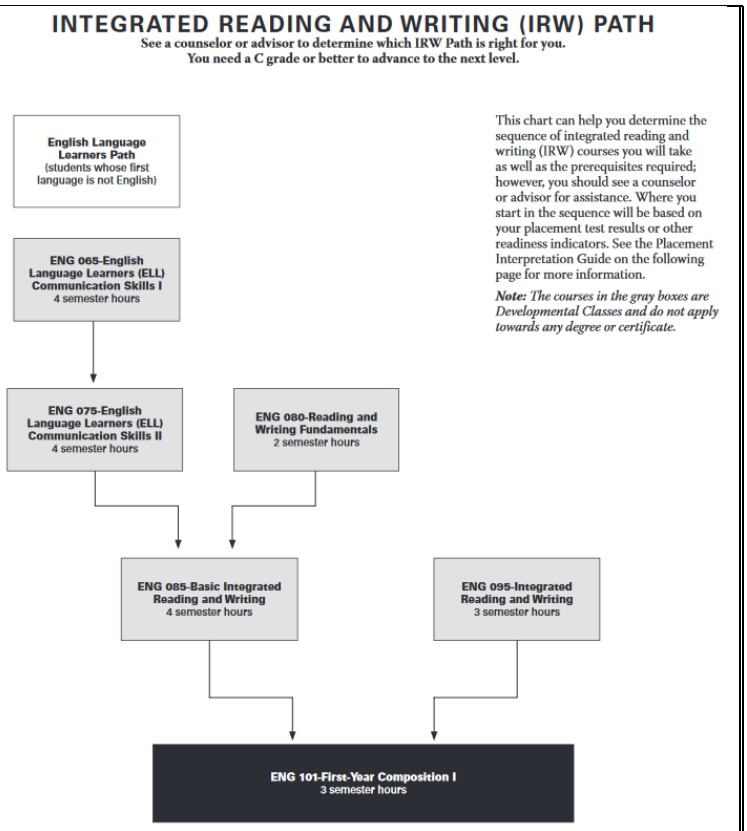
Indicator 1: Need	Response

2. Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs. 1.1	The integrated reading and writing program offerings are sufficient and meet the needs of students across all programs. There are 2 pathways for students: one for students who are English speakers and one for English language learners. The pathway for English Language Learners is designed to lead an ELL student directly into college-level courses. As a Hispanic Serving Institution, over 25% of Waubonsee's students identify as Latinx so this pathway serves an important role in preparing students in this population for success in college level courses. Students in ELL pathway now also get into college level courses faster. In the past students had to take a total of 12 credit hours to meet the English and Reading requirement for college level courses. The new curriculum requires students to take a minimum of 3 credit hours or a maximum of 8 credit hours, depending on their placement. The courses are offered at multiple locations. Dates and times are structured to meet student needs. Developmental Education English courses were created using a backwards plan design from transfer-level English 101, and all courses match the Illinois common core state standards in English Language Arts. As such, they are sufficiently aligned in the following ways: course learning outcomes match course descriptions and are measurable using Bloom's Taxonomy, course content (syllabus, course schedule, and sample assignments), as well as rubrics and assessment practices are posted on the Blackboard shell for each designated course, and common assessments for each course have been created to build upon student advancement through each level of learning. However, where we could be more effective is showing how we have aligned learning outcomes to specific lessons, which might make it clearer whether students have reliably demonstrated what they know and are able to do by the end of each respective course. In addition, we also plan to assess how effective our course alignment is to Waubonsee's more specific college learning outcomes, which we will plan to tackle in Fall of 2019 and Spring of 2020. Tutoring is available daily on a walk-in basis at the Sugar Grove and Aurora Downtown campuses and by appointment at the Aurora Fox Valley and Plano campuses. Online tutoring is available through Smarthinking 24 hours a day/7 days per week. Library resources are also integrated into many IRW courses. These resources consist of subject guides, library instruction sessions, and library visits.

Indicator 2: Cost Effectiveness	Response
3. What are the costs associated with this program? 2.1	The direct costs associated with the program include: • Faculty salary and benefits (full-time and part-time) • Instructional supplies • Technology, software and services • Publications and dues • Full-time faculty professional development The cost associated with this program is $2,955.10 per load hour which is 46% more than the institutional average of $2,017.55 per load hours.
4. How is the college paying for this program and its costs (e.g. grants, etc.)? 2.2	The college pays for this program and its costs through tuition and fees.
5. If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate. 2.3	Not applicable as the program is supported by institutional funds.
6. Based upon this review, what steps are being taken to offer curricula more cost-effectively? 2.4	Investigations have been made into the use of instructional materials that can be provided at little or no cost to the students, such as rented or used textbooks, public domain and open-source materials, and similar initiatives.
7. Are there needs for additional resources? If so, what are they? 2.5	Additional resources would be beneficial for the following: 1. Expansion of co-requisite remediation offerings. 2. More academic support (tutoring, supplemental instruction)
Indicator 3: Quality	**Response**
8. Program Objectives What are the objectives or goals of the program?	The primary objectives of the developmental English department are to: 1. Ensure students can read and write at the college level. 2. Develop students' non-cognitive skills, 3. Improve student reading comprehension, and 4. Strengthen oral and written communication skills in order to provide access and increase student success in all college-level courses.

9. To what extent are these objectives or goals being achieved? (Assessment Results)	From 2016 to 2017, at least 70% of all developmental students were meeting and/or exceeding English 050 and English 070 expectations. 58 % of students enrolled in developmental courses enroll in college level ENG101. 51 % of students who have taken developmental courses, pass ENG101. Data for our new Integrated Reading & Writing courses is now being collected after its debut in Fall 2018.
10. How does this program contribute to other fields and the mission of the college?	In teaching our students to become self-sufficient readers, writers, and thinkers, Developmental English prepares students not only for transfer-level English but also all other transfer-level courses. With regard to Waubonsee Community College's core values, this discipline ensures that students can communicate effectively in their chosen field; supports the mission of the college by providing access to all persons of all abilities; assessing and reassessing the quality of its course offerings; making interpersonal connections with students who see developmental education faculty as more than professors but also mentors and advocates; reading, writing, and valuing diverse experiences and needs, both academic and affective.
11. Describe curricular changes implemented over the last year that resulted from assessment findings.	Assessment data collected from English 050 and English 070 informed the decision to implement the new Integrated Reading & Writing course curriculum and pilot co-requisite remediation model in Fall 2018. The goal was to reduce the number of developmental courses students need to take and time spent in remediation before they are able to succeed in all transfer-level courses.

12. How is the college working with high schools to reduce remedial needs? 3.1	The College has formed several partnerships with local high schools aimed at reducing remediation needs: • The College offers dual enrollment courses with select area high schools for student to complete developmental courses prior to attending Waubonsee. • WCC hosted a College and Career Readiness Summit from 2013-2016. The goal of the summit was to discuss College and Career Readiness with teachers, principals and superintendents from our District. It provided area high school teachers and college faculty time to discuss opportunities for improvement. In addition, best practices around college readiness and curriculum alignment were presented. • In accordance with the Post-Secondary & Workforce Readiness Act, faculty from Waubonsee and area high schools began conversations regarding remedial needs that can be addressed in the high school. • Multiple measures will be used for placement into English courses, with the goal to start in fall 2020. The following measures will be used for placement: o ACT/SAT Scores o ACCUPLACER Scores o GED Scores o Approved Prior Learning Assessment o High School Transitional Math and English Courses o Prior College Level Work • Incoming high school students also have access to the PLATO program, which helps to prepare them for placement testing and therefore reduce the number of incoming students needing remedial courses.
13. What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year? 3.7	In Fall 2018, the college piloted co-requisite remediation for developmental English. Modeled after the ALP program at the Community Colleges of Baltimore County, students who are close the border of being college ready are provided an opportunity to concurrently enroll in ENG 101 along with ENG 099, which is a support course taught by the same faculty who teaches ENG 101. ENG 099 meets immediately after ENG 101 and the purpose of the course is to reinforce concepts presented in 101. After the Fall 2018 pilot, the faculty met to evaluate what was learned and to propose changes.

14. Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation. 3.8	
15. Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	Developmental English courses are offered via myriad deliveries, places, times, and duration. For instance, students can choose between face-to-face, online, and/or hybrid developmental courses; students are able to attend classes at the Sugar Grove, Aurora Downtown, Aurora Fox Valley, and Plano campuses; students can attend class during the day, night, and even weekend; students can complete a course in a traditional sixteen week semester or in an accelerated 12 week term; and students can choose between 3 pathways to transfer-level English: IRW 085 into ENG 101; IRW 095 into ENG 101; or ENG 099 as a co-requisite with ENG 101 at the same time.

16. To what extent is the program integrated with other instructional programs and services? 3.4	Integrated Reading and Writing courses use multi-disciplinary textbooks that allow students to critically read, write, and think about other academic fields such as nursing, business, sociology, criminal justice, etc., which provides a direct link to all transfer course offerings. Secondly, developmental English instructors work closely with the librarian and all library services to help students find, evaluate, use, and cite outside sources in research essays. With regard to prior curricula, which included English 050 and English 070, courses were paired in a learning community with transfer courses such as criminal justice, health information technology, and psychology. Staff from TRIO, Career Services, and the Tutoring Center visits faculty classroom to explain their services and encourage students to use them.
17. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? 3.5	Since the last review, Waubonsee hosted a High School Partnership Conference to strengthen collaboration between discipline faculty at each institution. Waubonsee faculty shared expectations and objectives with the high school partners, which created an open line of communication for future planning and course design. Developmental English faculty also partnered with West Aurora High School on the creation of a transitional course that students complete in two years (junior and senior year). Students who successfully complete the transitional course are guaranteed direct placement into college level English for several developmental education English courses.

18. What professional development or training is offered to instructors and/or staff to ensure quality programming? 3.9	Internally, Waubonsee has provided several options for faculty and staff professional development through our Department of Faculty Development and Engagement. Several new positions were recently created to focus specifically on faculty development at the college. These include a Dean of Faculty Development, an Assistant Dean for Online Learning and Flexible Delivery and three faculty liaisons to focus on Faculty Development and engagement. Faculty Development options have included face-to-face training, e-learning, job aids and one-on-one appointments with the Instructional Technologist. Topics have also included Blackboard training and support, instructional design, and classroom management strategies. During Orientation week, faculty are exposed to a variety of topics related to professional development. For example, during division meetings faculty can share/present innovative ideas or accomplishments. Guest speakers provide an array of professional development topics and opportunities. Usually topics related to technology, student engagement, persistence, success and assessment are presented. During the last two semesters, orientation has focus on the first four-week initiative. This strategy is designed to increase retention and ultimately enable larger numbers of students to achieve their educational goals. Faculty are encouraged to try new strategies to engage students during the most critical weeks of the semester in terms of retention – the first four weeks. During the creation and development of the Integrated Reading and Writing Model, faculty received professional development from two Developmental Education consultants. This opportunity provided faculty with the foundational knowledge to integrate Reading and Writing into single courses.

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS

Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.

COURSE TITLE	English 050 Basic Composition 1				
COURSE DESCRIPTION	Basic composition 1 is the first in a two course developmental composition sequence that precedes transfer-level composition courses. This course encourages students to find/define their voice while developing an understanding and facility with basic writing skills and negotiating an individualized writing process. Students express themselves in a variety of both formal and informal writing situations.				
	YEAR 1 *(2013-2014)*	*YEAR 2* *(2014-2015)*	*YEAR 3* (2015-2016)	*YEAR 4* *(2016-2017)*	*YEAR 5* *(2017-2018)*

Number of Students Enrolled	339	326	275	244	145
Credit Hours Produced	1017	978	825	732	435
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81%	75%	76%	83%	82%

19. How well are completers of remedial/developmental courses doing in related college-level courses? 3.6

ENG Pathway	Enrolled ENG 070	Passed ENG 070	Success Rate	Enrolled ENG 101	Passed ENG 101	Success Rate
Enrolled ENG 070 during AY 2017-2018	705	514	73%	236	188	80%
Enrolled ENG 101 during AY 2017-2018 (no prior Dev ENG)				1324	1033	78%

The above chart shows how students who pass the last step in the developmental sequence perform in ENG 101 compared to students who enter at college level. In AY 2017-2018, the success rate for developmental education students who enrolled in ENG 101 was 80%. This illustrates that students who complete developmental education have comparable success rates to their native college level peers.

Course Title	ENG 070 Basic Composition 2				
Course Description	Composition 2 is the second in a two-course developmental composition sequence that precedes transfer-level composition courses. This course encourages students to develop/refine their voice and writing skills while responding to more complex formal writing situations. Students learn how to compose both formal essays and informal writing tasks. Students also engage in the research process as they participate in a larger academic community of thinkers, readers, and writers.				
	Year 1 *(2013-2014)*	*Year 2* *(2014-2015)*	*Year 3* (2015-2016)	*Year 4* *(2016-2017)*	*Year 5* *(2017-2018)*
Number of Students Enrolled	767	632	559	513	704
Credit Hours Produced	2301	1896	1677	1539	2112

SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	79%	79%	81%	81%	78%
GOAL PLANNING					

20. What are the discipline's strengths?	Pathways and Curriculum Redesign • First and foremost, the developmental English discipline allows underprepared students access and provides a path to college-level courses where they can pursue their dream of earning a college degree and become successful in their chosen academic field. • Having just implemented the new IRW curricula, which includes the English 101 co-requisite, students can immediately enter transfer-level English and shorten time spent in remediation. Additionally, in developmental courses, students not only will be improving their writing skills but also their reading skills, which is at the root of much of their struggles in academia. Developmental English classes also shorten time to successful completion and help the student avoid taking a plethora of developmental courses, which may ultimately deter them from successful certificate or degree completion. Faculty • The developmental English faculty care, above all else, for the students and their ultimate success, and possess a love of teaching and learning, which often goes above and beyond what is required. • The faculty are collaborative, innovative, knowledgeable, and constantly evolving to keep up with national, state, and institutional directives. • The faculty additionally have representation on the following committees: The Placement Committee, The Outcomes Committee, and Curriculum Council. The faculty also help co-advise student clubs such as the Creative Writing Club, National Society for Leadership and Success. • Faculty also provide as much assistance as possible to students in the form of one-on-one help and mentoring and the promotion of additional support services such as the tutoring center, online tutoring, TRIO, and the Access Center, among others. Multiple Measures • Before the national and state push for multiple measures placement, developmental English faculty were promoting its use--particularly the use of G.P.A., a measure that seems to most accurately predict a student's ability to succeed in transfer courses.

	High School Partnerships • As a developmental unit, it is imperative to work closely with K-12 partners. As such, the unit has hosted professional development summits in the past to share developmental curricula, transfer curricula, and best practices. Calibration sessions have also been held where grade-normed student essays are reviewed. The faculty also discussed what a college-level English 101 paper should exemplify. On top of hosting summits, faculty have travelled to other schools to provide support to high school faculty and counselors and to help them design curricula to prepare students for college. • Faculty also support dual credit courses and even provide mentoring to high school faculty who are teaching Waubonsee's developmental curricula to their students, so that students can move directly into English 101 after high school. Data Informed Decision Making • Lastly, developmental English faculty have been at the forefront of assessment at Waubonsee Community College and have developed and carried out assessment plans for the former English 050/070 curricula and now for new IRW curricula, which we just launched in fall 2018. • The faculty will soon gather that data, look at what is working and what isn't, and tailor instruction to best meet the needs of students and help them move into transfer courses as quickly and as efficiently as possible.
21. What innovation has been implemented or brought to this program? 3.3	Over the past five years, the discipline and department have evolved rapidly to meet the needs of students and align learning objectives with national, state, and institutional goals. To this end, the faculty have: • Designed completely new curricula with the guidance of developmental education experts. • Researched and advocated for multiple measures placement. • Lobbied for an English 101 co-requisite and developed our first course, which ran alongside our new IRW courses in the fall of 2018. We look forward to additional innovation as we all work to best help our students succeed at the college level.

22. What are the identified or potential weaknesses of the discipline?	One of the hardest aspects of discipline is the timeline from development to implementation when gaps in learning or changes in curricula or placement need to occur. There are many departments at the college with whom we need to collaborate, and these changes don't always happen as quickly as we would like.
23. Describe actions that can be implemented to turn potential weaknesses into strengths.	Our primary initiative is to scale up offerings of our English 101 co-requisite, so that as many students as possible may immediately go into transfer English with the knowledge and support they need to be successful. Another way to better ensure student success is to collaborate more closely with our transfer English faculty in order to align our curricula to transfer-level expectations.
24. List any barriers encountered this year that impeded student success.	The greatest barrier would be Accuplacer cut scores, which should be reassessed. Some students placed, for example, into English 095 but might be better served in our co-requisite ENG 099 course, which would allow them to immediately enter transfer courses with the right support and shortened time to completion. Moreover, in Fall 2018, for IRW 095 and IRW 085, the Pearson textbooks did not come into the bookstore until after the fourth week of school, which significantly interfered with teacher instruction.
25. Describe actions that can be implemented to reduce barriers.	The faculty plan to immediately review Accuplacer cut scores to see if more students would be appropriately placed in our English 101 co-requisite model. Offering even more sections of the co-requisite model at different times, campuses, and modes of delivery would also benefit students and reduce time to completion.
26. Goals: List three measurable goals for the next 5 years. Make sure that each aligns with the Educational Affairs plan and any needs identified in this review	Three Measurable Goals: 1. Increase number of English 099/English 101 co-requisites; 2. Advocate for the use of multiple measures, including high school G.P.A., in placing our students; 3. Reconsider the role of English 095 and consider whether these students would be better placed in English 099/101 to shorten time to completion.

27. Resources and Support needed: List and describe resources and support needed to implement your goals and sustain improvements to your program. (Example: Tutoring, software, professional development).	In order to achieve the three measurable goals, we humbly ask for: ● College-wide support for the many changes happening in our division (including but not limited to support from administration, counseling and advising, registration, etc.) ● Time to research best practices, attend conferences, and network with colleagues at other institutions to develop the best courses possible; ● Ability to scale up number of co-requisites offered; ● Ability to educate the college and our community about the changes to developmental education; ● Research the role of assistive technology and dedicated computer labs for our students; ● Monies to build a library of materials and resources to be the top in our field; Increasing our presence at the Aurora Downtown Campus, in particular, to serve needs of all students in all locations.
REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The developmental English department is committed to providing a quicker path to transfer-level courses, including English 101, while empowering students to succeed as self-proficient readers, writers, and thinkers. In order to do this, it is imperative that our department not only keep up with but join and actively contribute to the national, state, and institutional conversation about the direction of developmental English. Developmental English faculty will continue to engage in rigorous, constant professional development to offer the very best instruction to our students--especially with regard to our ALP co-requisite model that is key to shortening time to completion and improving success rates. More specifically, developmental English faculty intend to offer more co-requisites via myriad delivery methods, locations, and times/days. At the same time, our department is and will continue to be part of the movement to use multiple measures in best placing our students, including the use of high school G.P.A.s. Lastly, throughout the next five years, developmental English faculty will continue to thoroughly assess our course outcomes, and with the help of administration and staff, identify gaps in learning, remedy them, and implement necessary changes to increase student success.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Please see the detailed timeline below.

Responsibility Who is responsible for completing or implementing the modifications?	Each goal will have a dedicated faculty leader and/or co-leaders who take charge of the initiative and enlist the help of fellow developmental English colleagues, staff, and administration to execute the assigned goal. **Goal 1 Leads: Teri Fuller, Janet Gaff, and Michelle Lindquist** Increase number of English 099/English 101 co-requisites **Goal 2 Leads: Teri Fuller, Janet Gaff, Josh Mattern** Advocate for the use of multiple measures, including high school G.P.A., in placing our students **Goal 3 Leads: Josh Mattern and Michelle Lindquist** Discuss role(s) of pathways in the English developmental sequence

Developmental English Program Review FY19

Intended Action Steps timeline:

5-Year Plan	
Year 1 **Fall 19 – Spring 20**	**Goal 1:** Increase number of English 099/English 101 co-requisites A. Determine ways to increase enrollment in the ALP model 1. Use the bookmarking process to assess and determine the correct Accuplacer cut scores for developmental English student placement (method used successfully by math faculty to review Accuplacer scores); 2. Collaborate with the Placement Committee, Assessment, Counseling and Advising, transfer faculty in reviewing Accuplacer; 3. Revise and approve recommended cut-scores, which will likely place most students into the co-requisites model; 4. Work with faculty from other colleges and attend professional development opportunities to learn more about ALP best practices including course outline and syllabus content to make our co-requisites course as robust and effective as possible; 5. Survey developmental students to determine when, where, and how our course offerings could best meet their needs and report to the Scheduling Taskforce in order to provide opportunities for students to take co-requites as soon as possible during their academic career; 6. Identify and use additional multiple methods to place students in highest English course to shorten time to completion and more quickly place students in transfer-level courses; 7. Market these courses; educate frontline staff about these courses, and ultimately allow more students to directly enroll in transfer level courses with appropriate support; 8. Review English 095, in particular, to see if these top students could also place into the co-requisite ALP model; 9. Search for best text(s) for co-requisite course(s); 10. Create a hybrid co-requisite course (online 101 and face-to-face English 099 course) offered Spring 2019; 11. Discuss efficacy of math bridge program and investigate its potential benefit to our English students; 12. Engage in constant assessment and revision of the co-requisite model to best meet student needs, shorten time to completion, and boost student success rates. 13. Revisit Spring 2019 course offerings to add more co-requisite courses if possible;

	14. Revisit Fall 2019 course schedules to add more co-requisite courses.
Year 2 **Fall 20 – Spring 21**	**Goal 1:** Increase number of English 099/English 101 co-requisites A. Implement new Accuplacer cut scores; B. Collect initial assessment data on our courses, reflect, and make initial adjustments as needed; C. Assess the effectiveness of adjusted Accuplacer cut-scores; D. Engage in developmental/transfer, full/part-time English faculty collaborative calibration sessions to best understand our English 101 student profile; E. Continue to advocate for and implement multiple measures in placing students; F. Gather data and assess success of co-requisite hybrid course offered Spring 2019; G. Gather data and assess success of English 095 students placed directly into co requisite model; H. Continue to gather data on how, when, and how students prefer to take classes; I. Review textbook; J. Assess how co-requisite students are doing in other transfer courses; K. Continue to engage in professional development for ALP; L. Offer more sections of ALP at the Aurora Downtown and other campuses as well
	Goal 2: Advocate for the use of multiple measures, including high school G.P.A., in placing our students A. Continue to serve on key committees such as the Placement Committee that impact our student populations and the direction of our department; B. Continue to informally and voluntarily survey developmental students G.P.A. to see if it aligns with ICCB's recommended G.P.A. placement; C. Support the institution, which will begin adopting multiple measures in fall 2019 and finish Fall 2020. _____ **Goal 3:** Discuss role(s) of pathways in the English developmental sequence.
Year 3 **Fall 21 – Spring 22**	**Goal 1:** Increase number of English 099/English 101 co-requisites A. Engage in ongoing faculty professional development to prepare for the rapidly evolving field of developmental education and the needs of our students;

	B. Repeat all of Year 2 initiatives for Goal 1; C. Investigate role of open, free textbook for co-req. _____ **Goal 2:** Advocate for the use of multiple measures, including high school G.P.A., in placing our students A. Collect data on the impact of multiple measures on placement in developmental education and success of courses; B. Advocate for adjustments as needed. _____ **Goal 3:** Discuss role(s) of pathways in the English developmental sequence A. Engage in benchmarking process that includes Illinois community colleges; B. Share and discuss findings with transfer English faculty and appropriate administrators; C. Make a recommendation to pursue or not pursue changes to current model.
Year 4 **Fall 22 – Spring 23**	**Goal 1:** Increase number of English 099/English 101 co-requisites A. Pilot OER, free text for ALP course; B. Pilot a hybrid IRW 095 course; C. Continue to offer classes at times, locations, and modes of delivery that meet student needs; D. Collect assessment data and compare assessment data to other modalities; E. Determine findings and make adjustments as needed. _____ **Goal 2:** Advocate for the use of multiple measures, including high school G.P.A., in placing our students A. Assess effectiveness of multiple measures in placing students in developmental classes. _____ **Goal 3:** Discuss role(s) of pathways in the English developmental sequence A. Develop a plan and work with affected parties to institute pathway model if department decides it is in the best interest of students.
Year 5 **Fall 23 – Spring**	**Goal 1:** Increase number of English 099/English 101 co-requisites

24	A. Determine and track how changes impact student success. _____ **Goal 2:** Advocate for the use of multiple measures, including high school G.P.A., in placing our students _____ A. Assess effectiveness of multiple measures in placing students in developmental classes. _____ **Goal 3:** Discuss role(s) of pathways in the English developmental sequence.

Student and Academic Support Services

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

COLLEGE NAME:	Waubonsee Community College
FISCAL YEAR IN REVIEW:	FY19
REVIEW AREA:	Financial Aid Office
Program Summary Please provide a brief summary of the function of the program.	The Financial Aid Office has responsibility for the administration of federal, state, institutional and private programs of financial aid for students. Depending on the source of financial aid, administration of these programs can include one or more of the following responsibilities: • Compliance with policies and regulations • Communicating to students • Determining student eligibility • Awarding aid amounts • Adjusting aid based on credit hours and for over awards of need-based aid • Allocating funds for bookstore purchases prior to the beginning of a term • Disbursing aid amounts • Reconciling total disbursements with the amounts allocated from the sources • Reviewing student academic eligibility at the end of each term • Maintaining and updating consumer information • Annual reporting • Responding to audits

Prior Review Update Describe any quality improvements or modifications made since the last review period.	The following improvements have been implemented since the last Program Review for 2010-2011: a. A program to give advances of financial aid refunds to students who need funds for necessary expenses prior to the disbursement date of their financial aid. The advance request includes documentation of expenses like rent/mortgage, insurance, and utilities. 60 – 70 students receive advances for each term of fall, spring or summer. b. Implemented a job scheduling software to more efficiently run batch processes in Banner. This has allowed Financial Aid to load FAFSA results and award students three times a week. Scheduling batch processes also allows enrollment updates and disbursement to run more frequently so students receive the correct amount of financial aid disbursed as quickly as possible. c. Financial Aid created an on-line tutorial that helps students understand the Terms and Conditions of their financial aid awards. The tutorial covers attendance, credit hours minimums for aid eligibility, disbursement, and satisfactory academic progress requirements. During 2017-2018, more than 500 students completed the tutorial. d. Financial Aid formed an institutional workgroup to create a default prevention plan. The objective was to reduce the Cohort Default Rate for student loans which for FY2011 was at a high of 18%. This was accomplished by reviewing institutional practices in the areas of student borrowing and default prevention and making recommendations based on available information and student/borrower data. Process and/or policy changes were implemented to reduce overall borrowing and the institutional default rate. The goals below were implemented beginning in 2014-2015. The first cohort of borrowers that the contractor worked with went into repayment during 2012-2013.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	i. Reduce borrowing by offering loans only to non-Pell eligible students. Some students were accepting loans that they were offered even if the loan was not needed to cover their educational expenses. ii. Promote intelligent borrowing by having students who request loans indicate the expenses for which they need the loan, provide documentation of these expenses for loan increases, and by having students confirm that they have checked NSLDS for their current loan balance. To encourage financial planning, develop a Smart Borrowing web page. iii. Convert from on-line to in-person entrance counseling so that first-time borrowers must physically participate in entrance counseling and hold diplomas for graduating borrowers until they have completed exit counseling either in person or on-line. Entrance and exit counseling both provide borrowers with information about the provisions of their loans and their repayment plan options. iv. Enter into a contract with a company that can obtain borrower information from multiple servicers and use this information to contact delinquent borrowers in order to assist them with realistic options before their loans go into default including the resumption of payments and short-term forbearance. The impact of the Default Prevention Plan on the Cohort Default rate is summarized in the following table: Year FY2011 FY2012 FY2013 FY2014 FY2015 Default Rate 18.0% 15.4% 12.7% 12.3% 11.2%

Prior Review Update Describe any quality improvements or modifications made since the last review period.	e. Student Survey. In a Graduating Student Survey conducted in spring 2017, Financial Aid was ranked the 4th highest among 15 services with 77% of the graduates begin satisfied or very satisfied with Financial Aid. f. Telephone Outreach. Financial Aid regularly contacts students by phone that need to submit missing requirements or complete a step in the financial aid process to avoid having their registrations dropped for nonpayment. g. Financial Literacy. In order to promote financial literacy: i. students who attend loan entrance counseling are encouraged to complete assignments in Cash Course, a free on-line, financial literacy resource. ii. a Smart borrowing page was added to waubonsee.edu to encourage students to make informed decisions about borrowing student loans. iii. a Financial Aid Estimator was created for the Financial Aid Advisors to show students how much financial aid they qualify for in comparison to their tuition and fee costs. At the end of the advising session the Estimator is printed for the student to take with them. iv. the Financial Aid Office conducts a Game of Life event annually to make students aware of the benefits of financial planning both while they are students and after leaving Waubonsee. h. Deferment Program. Students whose FAFSA results are received in August and who have additional document requirements are offered a deferment that only requires payment of the $25 Partial Payment Plan Fee. The student has 30 days to submit the required documents and be awarded before the 1st payment is auto-debited from the bank account provided by the student.

What are the identified or potential weaknesses of the program?	Students applying for financial aid could use additional support in the following areas: 1. Early in the registration process, financial aid applicants who have not completed the process can be dropped for nonpayment due to not yet being awarded. 2. Pell Grants are not disbursed until midterm so students who need funds for transportation and living expenses are not receiving their refunds in a timely manner. 3. Admissions Advisors could be better trained so they can advise potential students on what is needed to complete the financial aid process and be awarded.
What are the program's strengths?	1. Compliance with federal and state regulations. There were no findings that resulted in any financial penalties from the most recent external audit or from a Program Review conducted by the Illinois Student Assistance Commission. A re-certification for federal program participation was also completed during 2017-2018. 2. Customer service. The Financial Aid Office rarely has complaints from students or parents and these are typically resolved internally. 3. Communication. The Financial Aid Office communicates weekly with students on what is needed to complete their applications. 4. Awarding. Awarding is done three times a week to inform students about their financial aid eligibility as quickly as possible. 5. Innovation. The Financial Aid Office recently implemented e-sign documents so that forms can be completed and signed electronically by both the student and the parent if needed. The Financial Aid Office created a Financial Aid Estimator to allow Financial Aid Advisors to show students how much aid they qualify for in comparison to their tuition and fee costs.

Rationale Detail all major findings resulting from the current review.	1. The Aurora Downtown Campus currently has a part-time Administrative Assistant to staff the reception desk. This is inadequate for the amount of walk-in student traffic. 2. To encourage students to complete forms required to complete the financial aid process, as many forms as possible should be available electronically. 3. Due to recently passes state legislation, the Financial Aid Office will need to provide cumulative loan information to all student borrowers. 4. Students are required to complete a Financial Aid Tutorial so they learn about the Terms and Conditions. No student evaluation of the Tutorial has been done. 5. Scholarship information is provided to students on the waubonsee.edu web site and scholarship flyers in brochure racks. More options should be utilized to disseminate scholarship information.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. A request is being made through the 2019-2020 budget process to increase the part-time Administrative Assistant at the Aurora Downtown campus to full-time. 2. Forms will be reviewed to determine those that would be best to convert to the e-sign format. 3. A RFI is being distributed to vendors who can use student loan data to provide the required information to borrowers via email. 4. Work with Institutional Research to develop a student survey to ask student's about the usefulness of the Financial Aid Tutorial. 5. Explore ways to use mywcc portal more frequently to message students about scholarship opportunities and to have a designated area in the re-designed mywcc. 6. The Financial Aid Office will explore how Admissions Advisors could be given additional training on financial aid.