

Prairie State College Discipline Review Summary

Health Indicators	Data Elements	Vulnerable	Sustaining	Thriving
<i>Teaching on the Cutting Edge</i>	<i>Teaching strategies that encourage active learning</i>	< Little or no evidence of teaching innovation	< Evidence of some teaching innovation	< Extensive evidence of exemplary teaching
	<i>New teaching strategies gleaned from professional development.</i>	< Little attention to professional development	< Some integration of ideas from professional development	< Significant integration of new teaching strategies
	<i>Integrating appropriate technology, including Blackboard</i>	< Little or no integration of technology	< Some integration of technology	< Significant integration of technology
	<i>Involvement of adjunct faculty in pedagogy</i>	< Little or no involvement of adjunct faculty in pedagogy	< Involvement of some adjunct faculty in pedagogy	< Extensive involvement of adjunct faculty in pedagogy
<i>Designing High Quality Curriculum</i>	<i>Developing new courses and teaching materials</i>	< No evidence of curriculum innovation	< Some evidence of curriculum innovation	< Extensive and continuing curriculum innovation
	<i>Updating curriculum</i>	< Outdated course outlines, program worksheets, brochures and web site information	< Most course outlines, etc., are current	< All course outlines and materials are current
	<i>Integrating General Education objectives (writing, speaking, numeracy, critical thinking, diversity and information literacy) across the curriculum</i>	< Little or no integration of general education objectives	< Integration of some general education objectives	< Significant integration of general education objectives
	<i>Integration of general education goals into curriculum</i>	< Little or no integration of general education goals	< Integration of some general education goals	< Thorough integration of general education goals
	<i>Assisting with library collection development</i>	< Little or no evidence of assistance with library collection development	< Some attention to library collection development	< Active collaboration with library to develop collection
	<i>Maintaining up-to-date lab facilities and equipment</i>	< Outdated lab facilities and equipment	< Adequate lab facilities and equipment	< State of the art lab facilities and equipment
	<i>Maintaining current articulation documents for all department courses</i>	< Little or no attention to updating articulation documents.	< Current articulation for most department courses.	< Current articulation for all department courses (CAS, IAI, ICCB Form 13)

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<i>Maintaining High Academic Standards</i>	<p><i>Upholding Faculty Senate Statement on Academic Honesty and Academic Standards; Helping students understand and demonstrate academic integrity</i></p> <p><i>Grade distribution</i></p> <p><i>Transfer data from 4-year institutions</i></p>	<ul style="list-style-type: none"> < Little or no evidence of written communication to students of academic standards and expectations for academic honesty < Grade distribution suggests grade inflation (high percentage of A's) < Data indicates poor student success 	<ul style="list-style-type: none"> < Evidence of written communication to students of academic standards and expectations for academic honesty < Data indicates reasonable student success 	<ul style="list-style-type: none"> < Evidence of commitment to academic standards < Written communication to students of expectations for academic honesty < Data indicates widespread student success
<i>Assessing Student Learning</i>	See <i>Assessment of Student Learning</i> attached			
<i>Attracting Students</i>	<p><i>Course and program enrollments</i></p> <p><i>Marketing initiatives to attract high school seniors, reverse transfer and summer only transfer students, and returning adults</i></p>	<ul style="list-style-type: none"> < Declining enrollment < No evidence of marketing initiatives 	<ul style="list-style-type: none"> < Stable enrollment < Regular attention to marketing efforts 	<ul style="list-style-type: none"> < Increasing enrollment < Effective marketing plans to reach target groups.
<i>Retaining Students</i>	<p><i>Course success data</i></p> <p><i>Persistence through course sequence, where relevant</i></p>	<ul style="list-style-type: none"> < Low student success rates < Low persistence rates 	<ul style="list-style-type: none"> < Moderate student success rates < Moderate persistence rates 	<ul style="list-style-type: none"> < High student success rates < Strong persistence rates
<i>Meeting Student Demand Effectively</i>	<p><i>Optimizing course and discipline enrollment</i></p> <p><i>Providing two-year master schedule</i></p> <p><i>Developing summer schedule that meets needs of summer-only transfer students</i></p>	<ul style="list-style-type: none"> < Inefficient offerings < No master schedule < No evidence of planning for summer-only transfer students 	<ul style="list-style-type: none"> < Efficient course offerings < Inadequate master schedule < Some attempt to meet needs of summer-only transfer students 	<ul style="list-style-type: none"> < Efficient course offerings based on master schedule < Summer schedule developed to meet needs of summer-only transfer students.

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<i>Balancing Resources Effectively</i>	<i>Cost analysis</i>	< Program costs significantly exceed revenues	< Reasonable cost/revenue balance	< Reasonable cost/revenue balance
	<i>Cost comparison with cohort institutions</i>	< Program costs significantly higher than cohort institutions	< Course fees cover cost of most consumables	< Course fees cover cost of most consumables
	<i>Average class size for department</i>	< Average class size decreasing	< Average class size maintained across semesters	< Average class size close to capacity
	<i>Percentage of classes taught by full-time and adjunct faculty</i>	< Fewer than 50% of courses taught by full-time faculty	< 50%-60% of classes taught by full-time faculty	< More than 60% of courses taught by full-time faculty
<i>Building Community Partnerships</i>	<i>Public and private schools (K-12)</i>	< Little or no evidence of relationships with public and private schools (K-12)	< Evidence of some relationships with public and private schools (K-12)	< Evidence of significant relationships with public and private schools (K-12)
	<i>Service learning</i>	< No service learning	< Some service learning	< Regular service learning
	<i>4-year colleges/universities</i>	< Little or no evidence of relationships with 4-year institutions	< Some evidence of relationships with 4-year institutions	< Evidence of relationships with 4-year institutions
	<i>Participation in Special events, e.g. College Fairs and Open Houses</i>	< No participation in special events	< Occasional participation in special events	< Frequent participation in special events