

**DANVILLE AREA COMMUNITY COLLEGE
DISTRICT 507**

PROGRAM REVIEW

FY 2014

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DANVILLE AREA COMMUNITY COLLEGE

**PROGRAM REVIEW
FY 2014**

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CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 19.0699	
Career Cluster Architecture and Construction	
Career Pathway Maintenance and Operations	
Program of Study Home Furnishings	
Community College Program Title Commercial Custodial Services	Degree Type 30 Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Effectiveness The Commercial Custodial Services certificate is offered at the Danville Correctional Center. This curriculum is a DOC state wide curriculum. All the state correctional centers that offer custodial teach the same courses.

Quality There was a recent state wide task force that reviewed and revised the curriculum to reflect changes in the Building Maintenance Area. DACC began educational programming at the Danville site in the summer of 2009. These classes are open entry/open exit with an expectation that there will be 17 students enrolled at all times.

Need There is always a waiting list for this program. I would expect this program will continue to be funded by DOC.

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Cost It has been documented that offering career and tech programs to inmates reduces their time and thus saves the state significant dollars.

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SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 47.0201	
Career Cluster Architecture and Construction	
Career Pathway Maintenance and Operations	
Program of Study Heating and Refrigeration	
Community College Program Title Heating, Ventilation and Air Conditioning	Degree Type 30 Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Effectiveness The HVAC program continues to be a very popular program. The program is staffed by two adjunct faculty members. These two faculty work full-time in the field. They have established an advisory committee to keep the curriculum relevant.

Quality Upon completion of the first semester students are able to take the EPA test for refrigerant use and purchase.

Need Enrollment is strong and completers have increased since the program began.

Improvements With the new addition to the Technology Center this program will have access to a functioning Geo Thermal System. The college is also

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investigating a green construction program and HVAR will provide courses to this new program.

Cost This program is taught by adjunct faculty which keeps the cost low.

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SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 48.0501	
Career Cluster Manufacturing	
Career Pathway Production	
Program of Study Machine Technology	
Community College Program Title Machine Tool Operations	Degree Type 30 Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

Quality The Machine Tool Operations Certificate is the stackable certificate for the Manufacturing Engineering Technology AAS degree. Students in this certificate take all the Machining courses that lead to the NIMS certifications.

Effectiveness There is strong local industry demand for machining students. The college is partnering with our local economic development group and local manufacturers to create internship opportunities.

Quality We have a 98% pass rate on the NIMS exams.

Cost The college has been able to obtain Federal grant dollars (TAA CCCT). We are a member of the iNAM group in Illinois. This has helped with new equipment and additional faculty with no reliance on local tax dollars.

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SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 48.0508

Career Cluster Manufacturing
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Career Pathway Production

Program of Study Welding

Community College Program Title Welding Certificate Advanced Welding Certificate	Degree Type 20 Certificate 30 Certificate
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Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

<p>The Advanced Welding Certificate adds the remaining welding processes that are not included in the beginning welding certificate.</p> <p>Effectiveness Students who achieve the Basic Certificate are very successful in their certificate.</p> <p>Quality Completers of this certificate has improved every year since 2005.</p> <p>Need College Express students also have the opportunity to take the Advanced Welding classes. Our largest employer of welders, Freight Car, is re-opening in July of 2014. They have a new contract to build rail cars. There will be a demand for skilled welders for the next few years.</p>

Our welding equipment was upgraded in the last fiscal year. A large number of old machines were replaced with new technology equipment. The college is also using iNAM funds to improve welding equipment and instruction.

Improvements Our drop rate for this program is over 50%. As a means to address this we are going to develop an Introduction to Welding and Safety class. We have determined we lose a large number of welding students in the 1st two weeks because they cannot pass the welding safety exam.

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SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP 52.0302

Career Cluster Business Management and Administration

Career Pathway Business Information Management
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Program of Study Accounting

Community College Program Title	Degree Type
Accounting AAS	03 AAS
Accounting Certificate	30 Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

<p>The Accounting AAS is a blend of transfer and career business classes. It currently has 11 transfer classes and 10 career classes. A fair amount of students that start in the AAS degree make the switch to a transfer Accounting Degree track.</p> <p>Need Because of the large number of transfer Accounting courses this degree serves a wide variety of students. The class mixture is a very diverse group in terms of the ultimate degree goal.</p> <p>Cost This program has two full-time faculty members that teach a variety of accounting and business related classes. The accounting AAS degree is 90%</p>
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doable online. This gives students great flexibility. The AAS degree has about seven completers per year.

Quality The college used the AAS degree as its first Career Pathways model. We worked with the local high schools and developed a dual enrollment class that could be taught in the local high schools. This class was a gateway course for students to begin working on the Accounting Certificate while in high school. This certificate is then stackable to the AAS degree.

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SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Program Identification Information

6-digit CIP
 52.0302

Career Cluster
 Business management and Administration

Career Pathway
 Business Information Management

Program of Study
 Accounting

Community College Program Title	Degree Type
Accounting Office Personnel AAS	03 AAS
Accounting Office Certificate	20 Certificate
Advanced Accounting Office Certificate	20 Certificate

Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

Improvements & Rationale for Action

The Accounting Office Personnel is one of four Associate in Applied Science degrees in our Office Systems department. Need All four of these degrees contain a solid core of office and software classes. Four years ago the staff evaluated all these degrees and aligned core classes to be offered in the same semesters. This effort greatly improved class size and cut back on offering every class, every semester. At the same time all of the associated certificates were evaluated and courses realigned to match degree offerings by semester.

The result of this effort allows a student to complete the 1st and 2nd semesters of an Office Systems degree program and also complete the requirements for two certificates. This was done to give students a sense of accomplishment while they are taking classes.

The Accounting Office Personnel continues to have a low number of degree completers. This degree has averaged four completers a year for the past eight years. When we add in the completers of the other three degrees we have a solid core of 20 to 25 Office System students per year.

Cost There are currently two full-time faculty members teaching in this area. At one time there were four full-time faculty. The use of part-time faculty has helped the college control costs.

Need Our students are still getting jobs as our local and state economy continues to hire office professionals.

Quality We held our second merged Business Advisory Committee in the Fall of 2013. This meeting has become a real asset to our faculty and curriculum development.

ACADEMIC DISCIPLINE REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2014

Written and Oral Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, Social and Behavioral Sciences

Discipline Area	Physical & Life Sciences
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Improvements & Rationale for Action

<p>The College reviewed the academic discipline biological and physical sciences for the academic year of 2013. Based upon the Institution’s review this discipline will be continued with moderate changes. Changes are summarized at the end of this report.</p> <p>The physical & life sciences program consists of the following coursework. The FY13 enrollment for each course along with its articulation agreement are summarized in the following table:</p>		
Course	Enrollment	Articulation
BIOL100: Life Sciences	189	IAI
BIOL101: Human Biology	36	IAI
BIOL 102: Principles of Biology	288	IAI
BIOL104: Zoology	5	IAI
BIOL105: Introduction to Environment	91	IAI
BIOL133: Field Studies in Biology	0	IAI
BIOL136: Anatomy & Physiology I	163	Articulated with local universities
BIOL137: Anatomy & Physiology II	153	Articulated with local universities

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BIOL140: Microbiology	137	Articulated with local universities
BIOL150: Botany	16	IAI
CHEM100: Introduction to Chemistry	42	IAI
CHEM101: General Chemistry I	66	IAI
CHEM102: General Chemistry II	37	IAI
CHEM133: Organic Chemistry I	1	IAI
CHEM134: Organic Chemistry II	1	IAI
GSCI100: Simply Science	39	Non-Transferable
GSCI105: Human Body Structure & Function	21	Non-Transferable
PHYS101: Physics-Mechanic/Heat	14	IAI
PHYS102: Physics-Wave Motion/Electricity/Optics	6	IAI
PHYS106: Physics-Mechanics	13	IAI
PHYS107: Physics-Heat/Magnetism	4	IAI
PHYS108: Physics-Wave Motion/Optics/Modern Physics	4	IAI
PHYS114: Physical Geology	5	IAI
PHYS141: Physical Science I	142	IAI
PHYS142: Physical Science II	42	IAI
PHYS143: Introduction to Astronomy	52	IAI
PHYS152: Applied Mechanics-Statics	5	IAI
PHYS211: Applied Mechanics-Dynamics	3	IAI
PHYS235: Electrical Circuit Analysis	2	IAI

IAI courses are accepted at all public institutions of higher education. They are extensively reviewed by a panel. Faculty are required to submit detailed information as to what is covered in each course and the syllabi are held to a high degree of specificity. IAI approval is indicated in the College Catalog. BIOL 133, CHEM101, and CHEM100 were reviewed and approved by IAI this last academic year. PHYS152, PHYS211, PHYS235, and PHYS101 were reviewed and approved the previous academic year.

Objectives: The objectives for the biological and physical sciences discipline mirror the general outcomes for the College. These are to improve student skills in areas of communication, critical thinking, use of technology and social awareness as well as provide the fundamental building blocks necessary to the completion of a program.

Need: In a society that is becoming more technically oriented, the need for the science programs is high. This need is highlighted by the fact that twenty-seven percent of the credit hours offered by Danville Area Community College are offered in the Math and Science Division. Currently, the Associate in Applied Science (AAS) requires three credit hours of mathematics or science. The Associate in General Studies (AGS) requires six hours of mathematics or science. The Associate of Science and Arts requires that students take 7-8 hours of sciences depending upon their program of study, while the Associate in Engineering Science requires 33 science credit hours. In addition, all Health Professions Programs currently require BIOL136, BIOL137, and BIOL140. Radiology also requires PHYS141.

The need for science coursework is also supported by Advisory Committees within the Math, Sciences & Health Professions Division as well as articulation work with local high school instructors. Currently, Health Information Technology, Nursing, and Radiology Advisory Committees meet annually while the Agriculture Advisory Committee meets biannually. Sciences faculty consistently meet with secondary level instructors every two years for articulation meetings, but informal articulation takes place at the annual Academic Challenge and high school site visits.

Cost-effectiveness: Cost of the coursework depends on the enrollment. The upper physical science level courses are not as cost effective for the college because of low enrollment; however, the College values the programs that require the upper level sciences such as the Associates in Engineering. Vermilion Advantage and other advisory groups have encouraged the College to continue these programs.

To help keep cost down, the College has traditionally used adjunct faculty who are carefully evaluated by lead instructors and students. Cost to the students has been a concern for faculty. As a result, it was decided that course materials would be reviewed to decrease the cost. One faculty member is experimenting with

websites that offer free online books and articles while another is experimenting with e-books and the use of tablets within the classroom.

Quality: The College ensures quality of the Sciences discipline in multiple ways including instructor evaluations, annual course and program assessments, and Institutional Effectiveness data reviews.

Instructors, who have been working for the College longer than three years, are evaluated annually. Full-time faculty are evaluated by the Division Dean while the part-time faculty are evaluated by the appropriate lead instructor. Instructors who have worked for the College less than three years are evaluated biannually. Evaluations are based on classroom visits, student evaluations, and self-reporting. Student evaluations are administered in three of the sections taught by a full-time instructor and in all sections of part-time instructors' courses.

Current College processes are in place for program assessment. Each semester instructors conduct an assessment at the course level. These assessments either measure the effectiveness or achievement of the College, program, or course outcomes. Reports are submitted to Assessment Champions for each division. The recommendations and resources needed are then summarized and submitted to the Division Dean. In addition, program-level assessment reports are created to reflect changes made to the program as a result of the course-level assessments.

According to the program level report submitted by the biological & physical sciences faculty this last academic year have set additional goals. The biological sciences have confirmed that collaborative work is increasing student understanding of discipline specific material. They have also measured that although students' technical work is good, more critical thinking activities need to be added to the courses. The physical sciences have proven that students feel that use of technology is being used at an adequate level primarily in the laboratory setting, although faculty indicated that students are routinely exposed to word, excel, and online sites as well as specialized instrumentations. The physical sciences have recognized within their classroom assessments that graphing is a skill that most students are struggling with and thus need more practice.

The Institutional Effectiveness Office compiles data that assists the academic divisions in assessing the quality and effectiveness of their programs. This office is essential in the College assessment process and ensures that the College is assessing at least one general outcome each academic year. They also compile data collected from the CAAP assessments and track enrollment and success rates for each division. For example, at the end of each semester the Deans are provided a report that provides success rates by section, and thus, by instructor. The success rate data is used to select faculty for individualized improvement plans. Faculty

with the lowest rates were asked to develop strategies to increase success rates. For example, several have implemented early warning systems for the students such as conferencing. The technique of instruction is also investigated with this data. For example, sections that made use of cooperative learning were consistently registering higher retention rates.

Improvements Intended: The Division Dean has recognized that the current course assessments are not providing useful information within the physical sciences. As a result, it is intended that the physical science faculty will develop a four-year plan for assessment including the assessment tools to be used. At this point, the initial assessment team has met to discuss ideas and will be finalizing their assessment techniques.

Within the biological sciences, faculty intend to increase the critical thinking activities within their coursework. In addition, they will continue to develop methods for reducing the cost of course materials to the student. The results from the pilots including free textbook-ware and tablets within the course will be shared with all science instructors during the curriculum team meetings to determine the next strategy to implement.

CROSS-DISCIPLINARY REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

General Education, Adult Education, Remedial/Developmental Education, Vocational Skills, Transfer Programs and Functions

Cross-Disciplinary Program	(i.e. Remedial/Developmental Ed)
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Improvements or Rationale for Action

For the fiscal year 2013, Developmental Education reported an enrollment of 397 students across all sections and levels of English, Reading, and Math coursework. This includes English 098 and 099; Math 098, 099, and 100; and Reading 098 and 099. This enrollment equals a total of 1588 generated credit hours in Developmental Education.

Over the last five years, all courses and levels of Developmental Education have been assessed and modified to meet changing student dynamics. Additionally, research has been done to focus on necessary changes to help enhance and add to student success at each level in each course. Multiple changes have been made departmentally including:

- Increased technology. All classrooms are now equipped with three computers (minimum), video projection systems, and interactive Smartboards. Additionally, all math courses are now held in fully-interactive labs that combine computer/online resources with lecture/group activities.
- Reviewed textbooks and supplemental materials. Each course underwent a textbook review for both content quality and student cost. Each course adopted different textbooks to not only save students money, but also to mirror coursework in college credit bearing classes. Additionally, the 098/099 math courses added an online textbook option along with a paper text to give students an extra resource. The online option also adds study guides and additional practice modules.
- Added additional faculty. In the spring of 2009, an additional full-time faculty member was added to over-see the English/Reading classes. This was in addition to the math faculty member already on staff. Adding the second full-time faculty member allowed for more continuity

between classes and increased oversight of course curricula and materials.

- Added acceleration options. Math 098/099 (all sections) and English 098/099 (online sections) were redesigned to allow students the option of completing both levels in the same semester. Students are now actively encouraged to complete multiple levels of both math and English in the same semester. This helps students to move through the Developmental sequence of these classes more quickly, allowing them to move into credit bearing coursework more quickly. It is the hope that this acceleration model can be expanded to the in-class sections of English in the future.

STUDENT & ACADEMIC SUPPORT SERVICES REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2014

Admissions/Recruiting, Registration/Records, Learning & Tutoring Centers, Career Centers/Job Placement, Financial Aid, Disability Services, Counseling/Advising, Library, Business Services, Athletics, and Student Activities.

Student & Academic Support Services Area	Admissions/Recruiting and Registration/Records (Note: This department also includes Information, Registrar, and Retention services.)
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The Admissions and Records department is still a vital part of the student experience at Danville Area Community College as we continue to evolve with our services, programs, technology, and the community we serve. Overall, the services we provide now encompass Admissions, Registration, Records/Registrar, Information, Recruitment, and Retention. Danville Area Community College is now a Leader College in the Achieving the Dream network, so the college as a whole has made a major shift from student access to student success. This has led to several changes in policies and procedures that are a part of this department. Some of these changes include the following:

- Continued coordination of the Dual Enrollment/Dual Credit Program (Annual numbers average around 1300 students and 5300+ credit hours)
- Continued registration, records, and general maintenance of the education offerings at one state prison (ended affiliation with East Moline Correctional Center; now only serve the Danville Correctional Center; Annual numbers average around 500 students and 6000+ credit hours)
- Expanded roles in Recruitment and Retention plans based on the college's involvement with Achieving the Dream
- Continued assisting in MIS on-going system development and maintenance
- Continued constant and varied communications with our students/customers: in person, by phone, mail, e-mail, fax, online, websites, extended hours, and at various locations
- Continued growing data sharing and maintenance demands from ICCB, other college departments and offices, various grants, Department of Education, Clearinghouse, NJCAA, and Achieving the Dream
- Expanded services to the northern part of our college district through the establishment of the Hoopston Higher Learning Center in Hoopston, IL.
- Continued cost effectiveness through the use of our online student services portal, the Jaguar Spot, instead of mailing paper copies of student schedules, bills, grades, etc.

With the college's shift from student access to student success through our involvement in the Achieving the Dream initiative, several policies and procedures in the Admissions and Records department have been altered to help reduce obstacles to student success. Listed below are some of the major findings, improvements, and modifications that have been made since the last program review:

Major Findings and Improvements/Modifications to the Area

- Implemented an electronic signature process for midterm class lists and final grade rosters (also a cost savings in terms of paper usage and mailing costs)
- Developed an electronic tenth day enrollment verification process that is incorporated into the faculty WebAdvisor system (will be implemented in Summer 2014)
- Implemented a paperless system where student schedules, grades, transcript requests, transcripts, applications, class lists, bills, financial aid award letters, etc. are all online via the Jaguar Spot Online Student Service portal
- Reviewed policies and procedures to determine possible student success barriers and made changes when possible to eliminate these obstacles
- Mapped the first-year student experience to determine the many avenues by which students enter the college; from this, implemented a process where all incoming students start with the Admissions office for assessment of their educational level and personal needs to promote a successful start to college.
- Started holding front-line staff meetings to dispel any communication barriers between departments and make sure every office provides consistent, accurate information to students
- Hired a Coordinator of Recruitment and International Student Affairs to increase recruitment efforts in the community as well as assist international students wanting to study at DACC
- Implemented a mandatory student orientation for incoming students based on best practices found through our involvement with Achieving the Dream
 - Created an online version of the student orientation to provide access to our diverse student population
- Implemented a registration deadline of ten days before classes start for students with less than nineteen credit hours to provide adequate enrollment time for optimal student success
- Redesigned our high school senior registration processes by bringing students to campus for a more traditional college day of orientation, registration, and a campus tour
- Developed an online Lost and Found report to streamline this process

- Implemented the Ask Me Campaign at the beginning of each semester where faculty and staff are available in each academic building to answer any questions students may have during the first two days of class
- Assisted in the review and revision of ICCB programming data entry for A1, A2, SU/SR, and E1s
- Updated student ID cards to increase security of student information and verification
- Implemented MAPWorks, an early warning system designed to help identify at-risk students and provide the communication network necessary to connect these students to resources on campus that can help them succeed in reaching their educational goals

As we continuously assess our situation (needs, costs, and student success outcomes), the following actions will take place in the near future:

1. Implement the use of an automatic degree audit system that will better assist students in the program completion goals.
2. Research and implement the use of an electronic transcript system to remain up-to-date with growing technology.
3. Research different scanning software to allow for more technologically sound record-keeping of old student records as well as incoming high school and college transcripts and GED scores.

ICCB 5-Year Program Review Schedule
 Academic Disciplines

FIVE-YEAR SCHEDULE

Academic Discipline Reviews		
	Year	
1	2012	Written & Oral Communications
2	2013	Mathematics
3	2014	Physical & Life Science
4	2015	Humanities & Fine Arts
5	2016	Social & Behavioral Sciences

Cross-Disciplinary Curricula

FIVE-YEAR SCHEDULE

Cross-Disciplinary Reviews		
	Year	
1	2012	General Education (all transferable)
2	2013	Adult Education and ESL
3	2014	Remedial/Developmental Education
4	2015	Vocational Skills
5	2016	Transfer Functions and Program including the AA, AS, AES, AFA, AAT, and the AGS degree program

Student & Academic Support Services

FIVE-YEAR SCHEDULE

Student & Academic Support Reviews		
	Year	
1	2012	Student Support Services
2	2013	Student Financial Aid & Veterans' Educational Benefits
3	2014	Admissions/Recruiting; Registration/Records
4	2015	Advising/Counseling and Career & Employment Services
5	2016	Library/Learning Resource Center

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DACC 5-Year Program Review Schedule – CTE Programs						
	CIP TITLE	FY2012	FY2013	FY2014	FY2015	FY2016
01	Agriculture, Agriculture Operations, and Related Sciences				Ag Business-0101 Horticulture-0106	
03	Natural Resources and Conservation					
09	Communication, Journalism, and Related Programs					
10	Communications Technologies/Technicians and Support Services					
11	Computer and Information Sciences and Support Services	Comp. Prog-1102 Data Proc-1103 Graphics/Database-1108 Networking-1109				
12	Personal and Culinary Services		Culinary-1205			
13	Education					Teacher's Asst - 1315
15	Engineering Technologies/Technicians		Construction Tech-1510 CAD/CADD-1513		Envirmnt Control-1505	Indust Prod - 1506
16	Foreign languages, literatures, and Linguistics					
19	Family and Consumer Sciences/Human Sciences			Home Furn-1906 Commercial Custodial Services (DOC)		Child Dev - 1907
22.	Legal Professions and Studies					
23	English Language and Literature/Letters					
25	Library Science					
30	Multi/Interdisciplinary Studies					

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DACC 5-Year Program Review Schedule – CTE Programs						
	CIP TITLE	FY2012	FY2013	FY2014	FY2015	FY2016
31	Parks, Recreation, Leisure, and Fitness Studies					
36	Leisure and Recreational Activities					
41	Science Technologies/Technicians					
43	Security and Protective Services	Criminal Just-4301	Fire Protectn-4302			
44	Public Administration and Social Service Professions					
46	Construction Trades	Electric & Pwr-4603				
47	Mechanic and Repair Technologies/Technicians	Electy/Electric-4701		HACR-4702 Heating, Ventilation & Air Conditioning		Ind Equip – 4703 Veh Repair - 4706
48	Precision Production			Precious Metals - 4805 Machine Tool Operations Cert. Welding Cert. Advanced Welding Cert.		
49	Transportation and Materials Moving					Ground Trans - 4902
50	Visual and Performing Arts					
51	Health Professions and Related Clinical Sciences	Heath Med Serv-5107	Diagnostic-5109		Nursing-5116	Mental Health - 5115
52	Business, Management, Marketing, and Related Support Services		Adm & Mgt-5202 Adm/Sec-5204	Accounting – 5203 Accounting Office Cert. Advanced Accounting Office Cert. Accounting AAS Accounting Office Personnel AAS	Retail-5218	

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DACC 5-Year Program Review Schedule – CTE Programs						
	CIP TITLE	FY2012	FY2013	FY2014	FY2015	FY2016
				Accounting Cert.		