DANVILLE AREA COMMUNITY COLLEGE

DISTRICT 507

PROGRAM REVIEW

FY 2015

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CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Program Identification Information

6-digit CIP
01.0101

Career Cluster
Agriculture, Food & Natural Resources

Career Pathway
Agribusiness Systems

Program of Study
Agriculture

Community College Program Title	**Degree Type**
Agribusiness AAS	03 Degree

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 College reviewed the academic discipline agriculture sciences for the academic year of 2015. Based upon the Institution's review this discipline will be continued with moderate changes. Changes are summarized at the end of this report.

The agriculture science program currently offers Agribusiness and Agribusiness Management Applied Science Degrees. The programs consist of the following coursework. The FY15 enrollment for each agricultural course, along with its articulation agreement, are summarized in the following table:

Course	Enrollment	Articulation
INFO 245 Employment Seminar (Ag Students)	4	

AGRI 102 Introductory Agricultural Economics	27*	IAI
AGRI 200 Agricultural Management	25	IAI
AGRI 202 SOE	7**	Internship Experience
AGRI 206 Grain Marketing	8	
AGRI 290 SOE	6**	Internship Experience
Electives		
AGRI 101 Introduction to Animal Science	24	IAI
AGRI 103 Ag Mechanization	22*	IAI
AGRI 121 Introductory Crop (Plant) Science	21*	IAI
AGRI 180 Introductory Soil Science	12	IAI
AGRI 205 Grain Drying-Storage	7	
AGRI 207 Agriculture Pesticides	8*	
Non-Agricultural Courses		
CHEM 100 Intro to Chemistry		IAI
CACC 101 Financial Accounting		IAI
ENGL 101 Rhetoric & Composition I		IAI
CBUS 150 Business Computer Systems		IAI
CBUS 203 Business Law I		Articulated with 4-yr institutions
CBUS 104 Introduction to Business		Articulated with 4-yr institutions
BOFF 225 Excel I		
BMGT 114: Principles of Management		Articulated with 4-yr institutions
BACC 100 Introduction to Accounting		

*2013-14 Data was used because coursework is on a two year cycle.
**Includes 2013-14 data because students can work internships at any point during the two year cycle.

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 regarding outcomes, labs and course activities for each course. Thus, the syllabi are held to a high degree of specificity. IAI approval is indicated in the College Catalog. AGRI101, 102, 103, 121, and 180 were reviewed and approved by IAI in the fall of 2011, and thus will be up for review in 2016.

Objectives: The objectives for the Agricultural program mirror the general outcomes for the College. The outcomes include the improvement of student skills in areas of communication, critical thinking, use of technology, and social awareness, as well as providing the fundamental building blocks necessary to the completion of the program.

Need: The Agricultural Program offers an Associate in Applied Science in Agribusiness and Agribusiness Management. Both are designed for students

who are interested in farming, but specifically interested in sales, management, and service positions within the agribusiness field. Mid-management employment within agriculture requires that a person have the managerial skills necessary to organize and operate a business with attention given to accounting, selling, and marketing.   Business clusters available to the student with either degree include, but is not limited to, crop, seed and fertilizer industries including sales, supply companies, farm equipment & supplies, feed industry, and service representatives for large livestock operations. Ideally, these students would be able to fulfill managerial, sales, and marketing positions.

The Agriculture Advisory Council indicated the need for job candidates with sales and marketing skills. Additionally, the Vermilion Advantage Manufacturing Cluster has identified a need for employees with logistics, management, sales and marketing skills in their 2014-15 Cluster Job Projections Results. The January 2014-December 2015 Joint Cluster Job Projects Survey illustrated job openings in Environment Services, Sales, Marketing and Supervisory roles; all of which could be serviced by the proposed program. The National Employment Matrix predicts a 2% increase in jobs related to agricultural equipment, 1.3% increase in operation managers, 0.3% increase in marketing managers, 0.7% increase in sales managers, and 8.4% increase in agricultural managers.

Cost-effectiveness: Cost of the coursework depends on the enrollment. Due to the number of the students that transfer before completing our Associate Degrees, the upper agricultural courses are not as cost effective for the college because of low enrollment; however, the College values programs that directly service our rural districts including the industry of farming. Vermilion Advantage and other advisory groups have encouraged the College to continue the Agricultural Program.

To help keep cost down, the College has traditionally used adjunct faculty who are carefully evaluated by lead instructors and students; however, in the case of our Agricultural Program, the current faculty member has agreed to absorb the additional courses at the adjunct rate. Cost to the students has been a concern for our faculty member. As a result, he has explored supplement materials that reduce the cost of the program to the students and is considering designing online course materials.

Quality: The College ensures quality of the Agriculture Program 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.

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. This process is currently under review for consideration of changing the College's assessment process so that program assessments drive course assessments. However, for the timeframe of this review, assessment followed the traditional process.

The course level report submitted by the agricultural sciences faculty this last academic year focused on the general outcomes related to communication, technology and social awareness within the Grain Handling & Storage course. The report's summarized findings included the need to add additional research regarding grain handling and storage throughout the world. However, it was suggested that activities be added that require the students to report their results for discussion within the course.   The agricultural faculty member also works with the biological sciences. The biological program assessment report 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 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 success rates were asked to develop strategies to improve their 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.

Institutional data revealed that our agriculture students are primarily white, male students of which over 50% are not eligible for Pell. Further study of the data shows that our completion rates appear to be less than 50%; however, this is largely due to the fact that students transfer without completing our Associate degrees. These students are not currently considered as successful completers in the data set, but the Agricultural Program does consider them as completers. Additionally, success rates were provided per course for the last five years. Most success rates were stable over the five year period; however, AGRI 102, 200, and 121 were identified as courses with decreasing success rates. The addition in 2014 of AGRI 200 as a dual enrollment off site section decreased the overall success rate since the high school sections did not have as high of a success rate as the campus sections.

Currently, dual enrollment is offered in the Agricultural Program as part of a Program of Study. The students can participate in dual enrollment both on and off-site. On-site courses are taught by our current agricultural faculty member, and off-site courses are taught by faculty pre-approved by campus faculty. Off-site faculty are visited alternately by the Division Dean and the current agricultural faculty. Thus, dual credit instructors participate in the same evaluation process as all adjunct faculty. Dual Credit Enrollment Data: One student enrolled in the fall AGRI 205: Grain Drying-Storage on site. Seven students were enrolled in the spring AGRI 200 off site, while three students were enrolled in the course on site. In the previous year, five students were enrolled in AGRI 102 on site in the fall semester, twenty-three students enrolled in AGRI 200 off site, and seven were enrolled in AGRI 103 on site.

Improvements Intended: The Division Dean and full time Agricultural faculty member have recognized the need to improve:
1. Market to non-traditional students. The faculty member will work closely with the new recruiting officer to develop strategies for marketing the program to minority and female students.
2. The Institutional Effectiveness Office has been asked to explore techniques that would expand the completion data to include students who have transferred to university without completing an Associate Degree.
3. The faculty member will continue to introduce activities requiring students to research the techniques used world-wide for agricultural processes.
4. The Division Dean will work with the agriculture faculty member to identify reasons for the reduced success rates in AGRI 102 and 121, as well as possible techniques for improving the rates.

The agriculture faculty member will continue to visit dual credit faculty at their respective sites to ensure that outcomes are successfully addressed with similar projects and techniques used on campus in hopes of increasing success rates.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Program Identification Information

6-digit CIP
01.0605

Career Cluster
Agriculture, Food & Natural Resources

Career Pathway
Plant System

Program of Study
Horticulture – Department of Corrections

Community College Program Title	**Degree Type**
Horticulture (DoC)	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

Effectiveness. The Horticulture certificate is offered at the Danville Correctional Center. This curriculum is a DOC statewide curriculum. All the State correctional center that officer HORT teach the same classes. Quality. There was a recent state-wide task force that reviewed and revised this curriculum. Our instructor was an active member of this group. 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.

Improvements. We have added sustainability topics into the classes. The instructor was able to obtain funds to purchase a small greenhouse.

The Department of Corrections is expected to continue funding this program. Cost. It has been documented that offering career and tech programs reduces inmates time and thus saves the State significant dollars.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Program Identification Information

6-digit CIP
01.0607

Career Cluster
Agriculture, Food & Natural Resources

Career Pathway
Plant System

Program of Study
Horticulture

Community College Program Title	**Degree Type**
Golf Course Management	03 Degree
Landscape Design/Construction	03 Degree
Grounds Attendant 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

The Horticulture degrees and certificates are supported by one full-time faculty member and a half-time greenhouse manager.

In the past five years there has been a decline in enrollment. Some of this decline can be attributed to the downturn in our economy. <u>Need.</u> At our most recent Advisory Board meeting it was noted that business at golf courses and landscaping was picking back up. Labor market data shows a need for those types of workers. <u>Effectiveness.</u> Although the enrollment has declined the success rates of our students continues to be 85 percent or higher. The students

who enter the program persist until graduation.

Improvements. In 2012 a new greenhouse was built. This was made possible by a private donation. We now have a modern greenhouse with energy efficient controls. This has allowed us to add new topics to our curriculum (hydroponics). We have also added two sustainably based classes to the degrees.

At our past advisory meetings we discussed creating a local foods sequence into the degrees. With sustainability and local foods, the current "hot topics" we hope to increase our enrollments.

A steady part of the program has been our College Express offerings in the Horticulture area.

In summary the college recognizes we have an enrollment problem and are modifying the curriculum to hopefully increase enrollment.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Program Identification Information

6-digit CIP
01.0608

Career Cluster
Agriculture, Food & Natural Resources

Career Pathway
Plant System

Program of Study
Floriculture

Community College Program Title	**Degree Type**
Commercial Floriculture	03 Degree
Floral Design Certificate	30 Certificate

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

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CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Program Identification Information

6-digit CIP
15.0503

Career Cluster
Architecture and Construction

Career Pathway
Construction

Program of Study
Wind Energy Technician

Community College Program Title	**Degree Type**
Wind Energy Technician	03 Degree

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 Wind Energy degree continues to receive support from the IGEN Career Pathways Grant. This grant allowed us to create five hybrid Wind classes. Students could do technical content online and come to campus for lab work.

The Wind Industry has had peaks and valleys in the past five years. Two years ago all wind farm production stopped as the industry waited on the Production Tax Credit debate in Washington, DC. That was finally reestablished and wind farm construction is gearing back up. In our immediate location there are plans for an additional 300 turbines to be erected. Our enrollment declined in conjunction with the economy. We still select students for this program. This program has a very high class success rate and graduation rate.
<u>Improvements.</u> We acquired an actual Nacelle and have it as a teaching aid for

the students. Our advisory committee is very pleased with our graduates. They wish we had more.

This past spring the college was able to hire a marketing firm to create some very nice promotional materials for this program. DACC has also hired an extra recruiter to market our Wind and other Technology programs. Preliminary numbers for the fall semester look better than they have for the past couple of years.

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Program Identification Information

6-digit CIP
51.3801, 51.3901

Career Cluster
Health Science

Career Pathway
Therapeutic Services

Program of Study
Nursing

Community College Program Title	**Degree Type**
Associate Degree in Nursing	03 Degree
Level 1 Nursing 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

Danville Area Community College's associate degree nursing program is dedicated to providing nursing education using a variety of affordable and accessible delivery methods to a diverse population. The program's goal is to prepare graduates who practice safe, entry level professional nursing and have a desire for lifelong learning. To achieve this mission, we strive to create a culture of excellence and support, where students are challenged to meet high educational standards. Since the last review, the nursing program was awarded accreditation in October 2013 by the Accreditation Commission for Education in Nursing (ACEN). Receiving accreditation was through an extensive review process of critical elements of the nursing program, including mission and administrative capacity,

faculty and staff, students, curriculum, resources, and outcomes. Through the preparation of a self-study, evidence was provided to indicate how the critical elements were met. A systematic plan for program evaluation was developed that has timelines, appropriate assessment methods, expected levels of achievement, collection and analysis of data that is aggregated and trended over time; and verification of the findings are used for program improvement (Accreditation Commission for Education in Nursing, 2013). Earning ACEN accreditation indicates to the public and educational community that the nursing program is ensuring a high quality education, through compliance with established standards (Accreditation Commission for Education in Nursing, 2013).

Since the last review, the curriculum has undergone a minor change. NURS 190 and NURS 191 were combined into one course, NURS 192 which would be offered for 16 weeks. The only changes that would occur with this new combined course would be with the course description and the course outcomes. The course descriptions and outcomes were merged from NURS 190 and NURS 191, to create combined course descriptions and outcomes. The following is the current curriculum with course number and number of credit hours:

Level I

Semester 1	Course Name	Number of credit hours
NURS 192	Concepts of Nursing	12 hours
BIO 136	Anatomy & Physiology I	4 hours
ENG 101	Rhetoric I	3 hours
Total		19 hours

Semester 2	Course Name	Number of credit hours
NURS 194	Adult Nursing	8 hours
NURS 195	Maternal-Child Nursing	4 hours
BIOL 137	Anatomy & Physiology II	4 hours
Total		16 hours

Level II

Semester 1	Course Name	Number of credit hours
NURS 296	Advanced Nursing I	6 hours
NURS 297	Advanced Nursing II	6 hours
BIO 140	Microbiology	4 hours
Total		16 hours

Semester 2	Course Name	Number of credit hours
NURS 194	Advanced Nursing III	8 hours
NURS 195	Advanced Nursing IV	4 hours
PSYC 100	Introduction to Psychology	3 hours

Total	15 hours

Total for A.A.S degree equals 66 credit hours

The nursing skills lab has been updated with medium fidelity mannequins to allow students to not only use the mannequins for skills practice, but also for simulation. A strategic plan is currently being developed for the implementation of simulation into the nursing curriculum. Schlairet and Pollock (2010) found that "simulated clinical experience was as effective as traditional clinical learning experiences in promoting student's knowledge acquisition" (p. 1). A systematic review by Cant and Cooper (2010), demonstrated simulation was an effective method of teaching and learning based on reported statistical improvements in such areas as knowledge, skills, critical thinking ability, and/or confidence after the simulation experience.

For the past two years, the NCLEX-RN pass rate at DACC has been declining from 94% to 83% to 78% for calendar years 2012, 2103, and 2104 respectively. Last year's pass rate is below both the national and state pass rate. The national pass rate is 82% and the state pass rate is 84%. Several factors have been identified and changes will be made beginning in Fall 2015. Extra credit will no longer be given in the nursing program as this practice contributed to grade inflation. Course examinations will be reviewed and aligned with current NCLEX-RN test plan blueprints and formatting to ensure that students are prepared for the exam. The program currently uses the ATI Comprehensive Assessment and Review Program (CARP) throughout the curriculum to strengthen and affirm the student's knowledge. It has been identified, however, there is a lack of knowledge with both faculty and students on how to best utilize the CARP. Training has been occurring with students in Spring 2015 and will continue when new cohorts are admitted. Faculty training will be completed in August 2015 when faculty return from summer break. In order to assist students with NCLEX success, a formal NCLEX Review program, conducted by ATI was integrated into the NURS 299 course. 100% of the students will now complete an NCLEX Review course.

A retention program has been developed that will identify "at risk" students and interventions will be put into place to assist the student with success in nursing school. Students will have a full day orientation covering topics such as: time management, study skills, test-taking skills, how to use resources, and library resources available. Workshops will be provided throughout the semester for students. A peer mentor program will be initiated where second year students mentor first year student. In 2010, 75% of admitted student completed the nursing program within six semesters. In 2011, the number of completion percent increased to 81%. During that same time period, 2010-2011, the percentage withdrawn decreased from 23 to 19% respectively. Data is not

available for years since 2011 as students are still currently enrolled in the program.

The average time for program completion has increased from 2.4 years to 3.5 years from calendar year 2010 to 2014. For Title IV purposes, students have to declare a major. The rationale for this increase is that students are taking general education coursework for admission into the nursing program. Due to the rigor of the nursing program and the admission process favoring students taking coursework prior to the nursing program, the amount of time for course completion has increased.

The associate degree nursing program at Danville Area Community College is necessary to meet the needs of Vermilion and eleven surrounding counties. It is predicted there will be 13% increase for registered nurses in this area. It is estimated there will be 1,750 openings for registered nurses in the next ten years. The associate degree nursing program allows the nursing graduate to enter the workforce earlier and then may pursue their BSN while working.

Formal and informal articulation agreements are in place for DACC graduates to seamlessly transfer into RN-BSN programs. In the Future of Nursing: Leading Change, Advancing Health report compiled the Institute of Medicine (IOM), 80% of nurses should have a baccalaureate degree by 2020 (2010). Per data from the National Student Clearinghouse, since 2010, 29 of our graduates have obtained a BSN or higher degree. While this number is low, these numbers do not include former graduates who are currently enrolled in a BSN or higher degree program. Our nursing graduates are given two years from graduation in an ADN program to enroll in a BSN or higher degree nursing program and five years to graduate from a BSN program, as stipulated by hospitals in the surrounding area. In order to help meet the IOM recommendation, RN-BSN programs have been invited to speak to each of our cohorts throughout the year. Starting the Spring 2015 semester, a RN-BSN transfer fair will be held to encourage students to continue on with their education. In Spring 2015, a RN-BSN transfer fair was well attended by our current nursing students.

Program administration and faculty will continue to assess and evaluate the program and make minor changes as needed.

References:

Accreditation Commission for Education in Nursing. (2013). *Accreditation manual.* Retrieved from http://www.acenursing.net/manuals/GeneralInformation.pdf

Cant, R., & Cooper, S. (2010). Simulation-based learning in nurse education:

Systematic review. *Journal of Advanced Nursing, 66*(1), 3-15. doi:10.1111/j.1365-2648.2009.05240.x

Schlairet, M., & Pollock, J. (2010). Equivalence testing of traditional and simulated clinical experiences: Undergraduate nursing students' knowledge acquisition. *Journal of Nursing Education, 49*(1), 43-47. doi:10.3928/01484834-20090918-08

CTE PROGRAM REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC EAR 2015
Program Identification Information

6-digit CIP
51.3902

Career Cluster
Health Science

Career Pathway
Therapeutic Services

Program of Study
Nursing Assistant

Community College Program Title	**Degree Type**
Nursing Assistant Certificate	30 Certificate
Advanced CNA (AO)	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

In the last five years, the CNA program has continued to be a much-sought after program due to low-costs, quick time to finish, and employability opportunities.

There is no tuition cost to enroll in CNA classes and students have minimal costs associated with textbooks, uniforms, TB testing, background checks, equipment, and State testing fees. The College has traditionally waived the tuition cost because years ago the CNA-portion was covered under the ICCB Adult Education grant. However, a need arose to add more GED Instructors so the ICCB grant could no longer cover CNA costs. The College institutionalized the CNA program and continued not charging tuition.

The program is relatively quick from start to finish with an average length of 2.5 months. The Illinois Department of Public Health (IDPH) requires a minimum of 99 classroom theory hours and 40 clinical hours. The program continually receives inquiries from area employers who express a high-degree of need for CNA applicants.

- A 2013-2014 Job Projection Survey administered by Vermilion Advantage (economic development group) states a projection of 61 CNA replacement jobs in CNA and 80 replacement jobs in nursing. The responders were two hospitals and two clinics.
- The U.S. Census Bureau 2013 report finds that Vermilion County has a 17% population of adults 65 years of age or older while the State of Illinois has 13.5%.
- The Illinois Dept. of Employment Security shows a 6% increase by the year 2020 in Nursing/Psychiatric/Health Aides, a 40% increase in Home Health Aides, and a 4% increase in Nursing Aides.
- Vermilion County has eight nursing homes in addition to 4 Senior Citizen Apartment complexes, one Retirement Village, and a Veteran's Administration Hospital.
- The Illinois Career Information System shows an expected National growth rate of 21% with annual job openings close to 60,000.

The *2013 Older Americans Report* states that American senior citizens can expect to live six years longer than they did in 1980—past their 85th birthdays and that 80 percent of older Americans have at least one major disabling health condition the last 7.8 years of their life. Because of the increased population of senior citizens, CNA is a field that will experience continued demand.

Positive Changes over the last five years have included:

1. New Application Process
   Previously classes were filled on a first-come, first-serve basis. This method didn't always allow the best applicants an opportunity to attend classes. The new application process requires candidates to complete a two-step TB test, a CNA questionnaire, and a Physical Verification form. The applications are then independently reviewed by a CNA Instructor and an Adult Education staff member using a points-system. The highest scoring applicants are then given enrollment preference.
2. New Enrollment Caps
   The CNA program is monitored, regulated and authorized under the Illinois Department of Public Health. Class sizes are now limited to 15 students per theory instructor and 8 students per clinical instructor.
3. Addition of Full-time Instructor

Previously, the CNA program had one full-time Instructor.   DACC has added one additional full-time Instructor. This allows for more fluid instruction and consistency with course offerings/availability.

4. Addition of Advanced CNA Certificate
    The CNA program is a 7-credit hour program. The College joined the ICCB Accelerating Opportunities program in order to more quickly move GED participants into employment. Area employers were surveyed to find if an Advanced CNA certificate would be beneficial, and all responding employers agreed that students with the Advanced Certificate would have hiring preferences. This certificate is a 12-credit hours and includes traditional CNA, Medical Terminology, and Orientation to Health Occupations.

5. Ladder approach to DACC Nursing
    In 2014, DACC applied and received Accreditation Commission for Education in Nursing. Part of this process included a revised application and points system since the program is so highly in demand. Points are now awarded for grades in Medical Terminology and for CNA completion, making the ladder approach more obtainable to CNA graduates.

6. High School Inclusion
    DACC offers a CNA Healthcare Path to junior and senior High School students through the College Express Program. As part of their regular instruction day, students come to DACC and complete the CNA program. This program is one-full school year (2 semesters) and includes a one week 40-hour summer clinical. Since CNA's can begin working at the age of 16, this is a great opportunity for students to gain valuable work-ready skills and credentials, and continue on a healthcare ladder path if they choose.

Completers:

In FY13, DACC had 116 grads. In 2014, there were 134 grads. Additionally, in 2013 and 2014 IDPH reports that of all State-wide CNA testers completing the CNA state test, Community College testers have over a 90% pass rate. Of all training programs, Community College's has the highest rate of passers. All students in the CNA program complete Instructor evaluations at the end of class (the evaluations are anonymous). Instructors continually receive Satisfied or Extremely Satisfied ratings in the majority of the surveys.

Proposed Changes:

CNA Advisory Board
Members include a minimum of one representative from every hospital, nursing home, and retirement village in College District 507. Additional members were

added as a few new Nursing homes and a hospital merger created additional facilities. The Board will meet twice a year on-campus. Board members will be asked to have their employer's complete surveys regarding the quality and overall performance of the CNA program and graduates.

SUMMARY REPORT OF REVIEW RESULTS

CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2015
Program Identification Information

6-digit CIP
52.1804

Career Cluster
Marketing

Career Pathway
Marketing Management

Program of Study
Marketing

Community College Program Title	Degree Type
Marketing	03 Degree

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 Marketing AAS is a blend of transfer and career business classes. It currently has six transfer classes and 18 career classes. This degree is offered totally online. This format has proven to be very appealing to students. Right now this degree leads all our other business degrees in enrollment.

Need. Students like the format and do very well. The completion rate for classes and the degree are above 85%. This degree also has an articulation agreement with Franklin University. This allows students to take a third year at DACC and their fourth year online from Franklin and obtain a BS degree.

Cost. This program has one full-time faculty member who teaches 90% of the classes. Because the courses are offered online, there are no faculty or lab costs added to this program.

<u>Improvements.</u> A Sports Management class was added as an elective three years ago. This class has been very popular with our student athletes.

DISCIPLINE REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2015

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

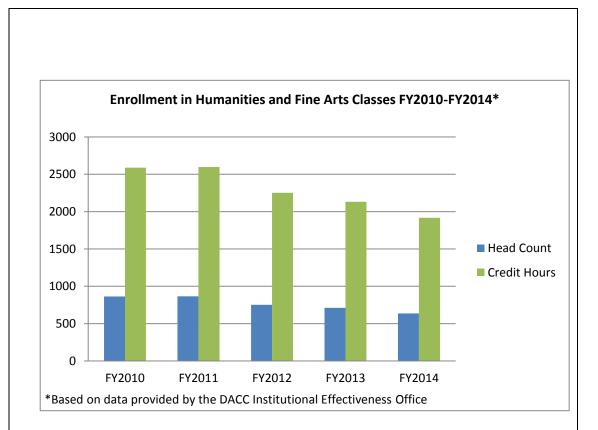| **Discipline Area**	Humanities and Fine Arts

Improvements & Rationale for Action

The academic discipline area reviewed in Academic Year 2015 was Humanities and Fine Arts. The College offers 19 courses that meet the IAI standards in Humanities and 11 courses that meet the IAI standards in Fine Arts. In addition DACC offers 21 courses in Humanities and 24 courses in Fine Arts that have been articulated with local universities. Based upon the institution's review this discipline will be continued with minor changes. These are summarized at the end of this report.

Objectives: The objectives for the Humanities and Fine Arts division mirror the general education outcomes for the College. These are to improve student skills in the areas of communication, critical thinking, use of technology, and social awareness.

Program need: The need for this discipline is great. Representatives from four-year institutions and members of advisory committees for career and technical program all agree that students need a firm foundation in Humanities and Fine Arts. Students pursuing the Associate in Engineering Science degree must complete a minimum of 3 credit hours in Humanities and Fine Arts, while students pursuing all other transfer associate degrees must complete 9 credit hours in this discipline. These must be courses approved by IAI. In addition a majority of the students in the many career-technical degrees offered at the college must complete some hours in Humanities and/or Fine Arts. The wide variety of Humanities and Fine Arts courses offered by the college allows students to easily meet the state requirement that at least 3 of the 9 credit hours are in Humanities and at least 3 are in Fine Arts, with the other 3 credit hours being either Humanities or Fine Arts.

The need for the discipline is indicated by the enrollment figures over the last five years.

Enrollment in Humanities and Fine Arts Classes FY2010-FY2014*

*Based on data provided by the DACC Institutional Effectiveness Office

Although the total number of students and credit hours in Humanities and Fine Arts has declined over the five-year period, this is consistent with the overall decline in enrollment. Fewer students are enrolling in higher education nationally, regionally, and locally. A decline specific to DACC and to Humanities and Fine Arts was a loss in dual enrollment students from Danville High School. When the DHS teacher who was qualified to teach LITR121 and LITR122, Chief English Writers I and II, retired, the school could no longer offer those classes as dual enrollment because the incumbent was not qualified. Those two dual enrollment classes had generated 127 credit hours in FY2010, 66 credit hours in FY2011, 86 credit hours in FY 2012, and 102 credit hours in FY2014. The decline in credit hours is also indicative of changes made to other programs on campus. Some programs reduced the number of credit hours students must complete in the Humanities and Fine Arts, primarily to meet a program's accreditation requirement and/or to reduce the overall number of credit hours in a program to be closer to 60.

Cost-effectiveness: The net cost for providing instruction in Humanities and Fine Arts classes in general is very reasonable. Most sections are enrolled near to capacity. In cases where enrollment is low, the sections are either taught on a tutorial basis or are cancelled and students are directed to other courses that fulfill the same requirement. Because of the nature of the courses, there is little overhead other than the instructor, some computers, and a projector. The studio art classes are somewhat more expensive to provide because instructors are paid per the time spent in the classroom, which is nearly 6 hours a week, but students pay per credit hour (3 credit hours for each art class). This disparity is mitigated by the course fees attached to the studio art classes, currently $85 per course.

Quality: The College assures the quality of this discipline in several ways. These include evaluations of instructors, assessments conducted by instructors, data collected by the Institutional Effectiveness Office, and the College's participation in the Achieving the Dream initiative.
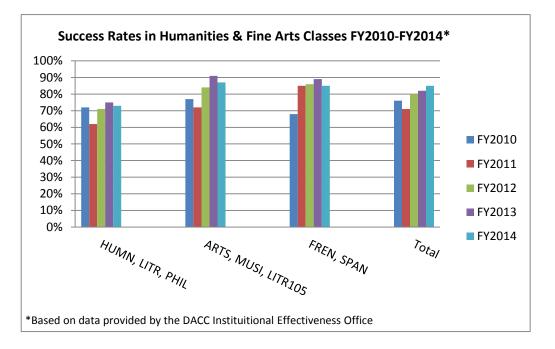
Full-time faculty are observed once each year by the appropriate dean and part-time faculty are observed each year by the appropriate lead instructor. Each semester student evaluations are administered in three of the sections taught by a full-time instructor and in all sections taught by a part-time instructor. The results of these observations and evaluations are reviewed by the appropriate dean and any problem areas identified are addressed.

The College has had an aggressive assessment process in place for many years. The College is making adjustments to this process, but during the time covered by this review the process was that each semester instructors conducted an assessment at the course level and submitted an assessment report. At the end of the academic year each program submitted a program-level assessment report that included changes made to the program as a result of the course-level assessments. (For College purposes, Humanities and Fine Arts was divided into three programs – Humanities, Fine Arts, and Foreign Language.) In addition the College assessed one general education outcome each year and used the results from that assessment to gauge overall how the College was doing in regards to each outcome.

The DACC Spanish instructor provides an excellent example of how the course-level assessment process worked. Students in his SPAN 102 class were asked to type their second composition in Spanish. Students had received instruction on typing accented characters (á é í ó ú ñ) before the first composition and again before the second. As a last resort, students were asked to write in accents on their final copy if they were unable to produce them using their word processing program. Before typing, students received feedback on a rough draft that included adding missing accent marks if necessary so students would know where they should be. The instructor chose this assessment because it measures a technical aspect of producing correct characters of another language using the computer. As we move to be a more connected society using technology these skills become more important to ensure accurate communication. He learned that students continue to struggle with the technical aspects of this task and not just the language acquisition aspects (knowing that a character should be accented in the first place). He also learned that offering instruction on the technology aspect of this is difficult because of the varying technology platforms that students use to complete their work—windows, mac, ipads, tablets, different word processing programs, etc. Each of these has a different method for producing the desired characters. In the end, 16 of 18 students produced compositions with the correct characters. The remaining two wrote in their accent marks. (This compares to 3 of 9 SPAN 101 students who had received significantly less instruction on using technology to produce the characters). He suggested that it would be helpful to have a computer lab available to use together as a class. Spanish classes would not benefit from being in a computer classroom every day, but there are certain days in the semester when having one available would be useful. Then, students could receive this type of instruction there and actually apply it to their

work immediately while having an instructor available for prompt help and feedback.

The Institutional Effectiveness Office compiles data that assist the academic divisions in assessing the quality and effectiveness of their programs. One example of the data compiled by the Institutional Effectiveness Office that is used to improve programs is the Student Success Report by division. At the end of each semester the deans of the academic divisions receive a report that shows what percentage of students in each section of a course were successful (defined as a C or above), withdrew from a course, or were unsuccessful in a course. The overall success rate in all sections is also provided. This data is then reviewed to see if patterns or areas of concern emerge.

Success Rates in Humanities & Fine Arts Classes FY2010-FY2014*

*Based on data provided by the DACC Instituitional Effectiveness Office

Overall students in the Humanities and Fine Arts classes at DACC have strong completion rates, and these rates have improved over the last five years. This has been a result of the College's participation in the Achieving the Dream initiative since 2009. The improvements in fiscal years 2012, 2013, and 2014 are directly related to the College consistently looking at the course success rate data and making changes based on that data.

Although the overall success rates were good, the College looked at individual courses and ultimately individual sections of courses to find ways to improve the success rates in all areas. While all courses were reviewed, we will discuss IAI courses because they have the highest enrollment and thus the greatest impact.

It quickly became apparent that the course causing the most difficulty overall was HUMN101 Introduction to Humanities. This class had the highest enrollment of all IAI Humanities classes over the five-year period (947), but an abysmal retention rate of 58%. This was compared to the success rate of 84% in ARTS115 Art Appreciation, the IAI Fine Arts class with the highest enrollment of 1216 over the five-year period. Face-to-face sections were compared to online sections. The students in the online sections

were completing the course at much higher rates than the students in the face-to-face sections. Further investigation indicated that the online sections were taught by three different instructors, all of whom had good retention and completion rates. The face-to-face sections were all taught by one instructor. The dean discussed this with the instructor for the face-to-face sections. That instructor has taken advantage of resources available to all faculty on campus and has made efforts to incorporate more strategies into her pedagogy to help students be successful. There has been modest but measurable improvement in the last year.

Enrollment and Success Rates in IAI Humanities & Fine Arts Courses FY2010-FY2014			
Course Number	**Course Title**	**Enrollment**	**Success Rate**
		FY2010-2014	**FY2010-2014**
ARTS 105	Theater Appreciation	38	92%
ARTS 111	Art History I	102	52%
ARTS 112	Art History II	81	58%
ARTS 115	Art Appreciation	1216	84%
FREN 104	Intermediate French II	7	92%
HUMN 101	Introduction to Humanities	947	58%
HUMN 103	Fantasy and Mythology	124	90%
LITR 102	Introduction to Drama	51	39%
LITR 103	Introduction to Fiction	346	76%
LITR 105	Introduction to Film	280	79%
LITR 106	Women in Literature	31	68%
LITR 109	The Bible as Literature	75	95%
LITR 111	Non-Western Literature	31	68%
LITR 113	American Literature I	111	71%
LITR 114	American Literature II	99	74%
LITR 121	Chief English Writers I	192	99%
LITR 122	Chief English Writers II	189	96%
LITR 131	Introduction to Shakespeare	44	52%
MUSI 115	Music Appreciation	943	70%
MUSI 120	Intro to American Music	248	82%
MUSI 126	Non-Western Music	26	82%
PHIL 101	Introduction to Philosophy	589	63%
PHIL 102	Logic	378	61%
PHIL 103	Ethics	648	66%
PHIL 104	World Religions	78	85%
SPAN 104	Intermediate Spanish II	24	100%
*Based on data provided by the DACC Institutional Effectiveness Office			

The course-level analysis revealed two other areas of concern that ultimately were related to instructor pedagogy. Over the five-year period 1615 students enrolled in one of three philosophy courses, all taught by the same instructor. The success rates In these courses were between 61% and 66%. Taking into account the difficulty of the subject matter, the dean discussed these low completion rates with the instructor and encouraged him to incorporate some of the teaching/learning strategies being used by his colleagues to help students be successful. We will continue to monitor the success rates in these courses and make adjustments as indicated. One change might be to not offer late-start online sections of these courses as the retention rates are significantly lower in those sections than in other sections, either online or face-to-face.

The other area of concern involved four literature classes with low completion rates, all taught by the same instructor. These were Intro to Drama, Women in Literature, Non-Western Literature, and Intro to Shakespeare. The dean discussed these success rates with the instructor. Were the rates low because these classes were all online? Were they low because students weren't prepared for the rigor of the coursework? Were there things the instructor could do in structuring the courses to help students be more successful? Each of these courses is offered just once, every other year, so we can't make any observations at this time. We will continue to monitor them, however, and made adjustments as warranted.

The low success rates in Art History I and Art History II were not a concern. The five-year success rates for both were low, 52% and 58% respectively. This was because the success rates were low in FY2010 (40%, 50%), FY2011 (43%, 32%), and FY2012 (32%, 43%). The faculty member teaching the classes during those years is no longer with the College. A full-time art instructor was hired beginning FY2013 and since he has been teaching the classes, the success rates have improved to 88% and 100%.

The College's participation in Achieving the Dream has had a dramatic impact on how the institution evaluates the quality of its programs. As part of this initiative the College is required to disaggregate success rates by gender, race, and socio-economic status. Individuals from minority backgrounds, particularly males, and individuals from lower socio-economic backgrounds are less likely to be successful overall in their courses than their white counterparts from higher socio-economic backgrounds. Several strategies have been implemented to address this finding. Focus groups have been held with students who were both successful and unsuccessful to get input into how to improve courses and help them be successful. An individual who is knowledgeable about how to assist "under-resourced" college students conducted an all-day workshop with faculty to help them gain understanding of and expertise in working with these students. In addition faculty participated in a two-day workshop on cooperative learning strategies, which have been shown to improve retention across all groups but particularly with students from minority and low socio-economic backgrounds. The College will continue to collect and analyze data to determine if any of these strategies help students complete the Humanities and Fine Arts classes they need, particularly students from minority and low socio-economic backgrounds.

Programmatic Improvements

The biggest improvement to the Humanities and Fine Arts program has been the addition of two new full-time faculty. In FY2013 a full-time art instructor and a full-time Spanish instructor were hired. Both of these instructors have brought energy, enthusiasm, and creativity to their programs.

The art instructor has developed four new courses: ARTS 103 Research Methods and Professional Practices, ARTS 122 Life Drawing, ARTS 153 Graphic Abstraction, and ARTS 154 Typography. All four classes have been articulated with at least three four-year institutions and have been approved by ICCB. DACC can now submit a request to ICCB to offer an Associate of Fine Arts in Art with studio and graphic design options and an Associate of Fine Arts in Art Education. The College anticipates submitting this request summer 2015. The Spanish instructor has put all four levels of Spanish online as an option for those students who cannot come to campus. He makes use of technology to put his students in touch with native speakers.

Beginning in FY2014 the College made a renewed commitment to program-level assessment. One of the first steps was to review program level outcomes and rewrite them so they would be more measurable. The four full-time faculty in Humanities and Fine Arts spent considerable time the last two years rewriting the program level outcomes, the competencies to measure those, and then reviewing their course-level outcomes to verify they support the program outcomes. There is still work to be done here, but faculty have made great progress in this area.

Online sections of several Humanities and Fine Arts courses were added to the schedule to better serve students. LITR 105 Intro to Film, the only literature class that fulfills the fine arts requirement, was added to the College's online offerings. It is still offered in the face-to-face format. MUSI 124 Music History I and MUSI 125 Music History II were added to the online schedule, as well. These two courses had not been offered for several years due to limited enrollment. By putting them online, however, the music professor can offer them each academic year and teach them as tutorials if enrollment is small. This gives music majors the opportunity to complete these two foundation courses while they are at DACC. ARTS 111 Art History I and ARTS 112 Art History II also went online. The primary reason for this was that students who will be pursuing the AFA in Fine Arts degree will have a very rigorous schedule because studio art classes require so much class time. Putting these two lecture classes online frees up the students' schedules and also gives the instructor the ability to offer the classes more frequently. Instead of just offering one in the fall and the other in the spring, he can offer them in the summer also.

Intended Improvements

One intended improvement is to submit a request to ICCB for approval to offer an Associate of Fine Arts in Art degree and an Associate of Fine Arts in Art Education degree. Assuming this request is approved, the College will submit a request for an Associate of Applied Science degree in Graphic Design.

A second intended improvement is to increase the opportunities for students to take courses that are more culturally diverse. While reviewing the course offerings in Humanities and Fine Arts since the review five years ago, it quickly became apparent that we are not offering many courses that can help students gain the cultural and social awareness so needed in today's global society. We currently offer Non-Western Literature and Non-Western Music, but courses that we are approved to offer but have not in recent years include: African-American Culture, Afro-American Literature, Asian Cultures, Black Churches in America, Chinese Humanities, and Japanese Culture. World Religions has been taught at the Danville Correctional Center but not on campus for several years. In addition, we are currently offering just one foreign language, Spanish. Efforts to recruit a new French instructor when ours of many years retired were unsuccessful. We will make a concerted effort to recruit faculty who can teach these courses.

A third intended improvement is to increase the number of opportunities for students to complete their Humanities and Fine Arts requirements as dual enrollment classes. The College is working closely with Danville High School and Eastern Illinois University as part of the "Redesigning High School to College Transition in Illinois" initiative. As part of this initiative we are looking for ways to provide more dual enrollment opportunities. The College is also working closely with its Higher Learning Center in Hoopeston to increase the number of students from the north end of our district who complete dual enrollment courses. They have had the opportunity to take English, Speech, Psychology, and Sociology classes, but they have not had the opportunity to take Humanities and Fine Arts classes.

Articulation:

IAI courses are accepted at all public institutions of higher education in Illinois. They are extensively reviewed by a panel of content experts. Faculty must submit very complete, detailed syllabi. In FY2013 IAI moved to an On-Going Review Process. DACC has submitted many courses for review as part of this on-going process, but at this time only two courses in Humanities and Fine Arts have been scheduled for review. They are FREN 104 Intermediate French II and SPAN 104 Intermediate Spanish II. Syllabi for both of these courses were submitted spring 2015. They were returned and marked incomplete. The panel wrote: As submitted, this course does not contain the panel's expectation of culture, as explained in the course description: Culture should go beyond the everyday and provide a more in depth focus on the humanities: Art, literature, music, dance, etc. Please refer to the current course descriptor. These syllabi will be re-submitted in the fall with the additional content provided.

In addition to the 30 Humanities and Fine Arts courses DACC has articulated with IAI, the College has 45 other Humanities and Fine Arts courses, and each of these has been articulated with at least three four-year institutions. The College will be submitting a request to ICCB to offer an Associate of Fine Arts in Art and an Associate of Fine Arts in Art Education. The studio and graphic design courses that are part of this degree have been articulated with numerous four-year institutions throughout the state. The College will submit these courses to more institutions, particularly those that have a BFA degree.

CROSS-DISCIPLINARY REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

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

Cross-Disciplinary Program	Vocational Skills

Improvements or Rationale for Action

Vocational Skills courses offered at DACC include the following:

Medical Technician training programs (MEDT : 050-260); First Aid CPR AED; Emergency Medical Technician (EMT)-Basic; Emergency Medical Responder (EMR); Pharmacy Technician; Phlebotomy Techniques; Medical Insurance Coding

Need: With the exception of Emergency Medical Responder, scheduled upon request from area businesses, these offerings are very popular with the students. We offer them twice per fiscal year and classes are rarely cancelled. Employment is based on job opportunities in the area. Because payment is due when signing up, the courses often fill the day enrollments are opened.

Quality: The quality of these programs comes from the curriculum and the expertise of the faculty. Experienced practitioners are hired and the curriculum is carefully maintained to give the students the relevant skills, experiences, and knowledge that are required for success in the job position.

Cost-effectiveness: Most of these programs are developed on a cost recovery basis. All expenses are taken into consideration when determining the enrollment minimums per course. Class enrollments continue to be high, even full at times, showing continued interest and financial support from students and area employers. Course fees range from $40-$340 from single-day to multi-day training sessions.

Programmatic Improvements Achieved: The EMT-B course was recently modified to become a hybrid course including a textbook with and online learning access code to enable instructors to spend more hands-on time with students during the class sessions on campus.

The Emergency Medical Responder course was updated to reflect new changes in the state of Illinois with regard to the course name and curriculum (previously named First Responder).

Medical Insurance Coding (ICD-10-CM/PCS) was created in an entirely online format to meet the needs of the new healthcare industry changes for coding.

First Aid CPR AED modules/courses are now offered in a hybrid or eLearning format via the American Heart Association. These courses provide online part 1 training via the AHA web site and hands-on skills practice and testing, parts 2-3, on the campus with an AHA certified instructor. This option provides convenience for those who may not be able to schedule themselves for a classroom-based course and has been very popular.

Programmatic Improvements Planned: None at this time

Geriatrics Healthcare courses provided in partnership with the Continuing Education Institute of Illinois (HCPI 050-075)

Need: A large majority of these programs are designed around geriatric issues. At this time, there are not a lot of offerings in the field for participants to choose from which is why our programs are maintaining healthy enrollments. The healthcare field is so diverse and needs quality programs that can support and educate the workforce. Most facilities do not have the resources to address this need in addition to their core services to the patient. When the interest in new courses becomes known from existing and new student groups or employers, we develop courses to meet their need.

Quality: The participant evaluations are outstanding. The instructors are carefully chosen from practicing professionals with expertise within this field and who possess outstanding presentation skills. Even in the one-day courses, multiple instructors are used which keeps the audience engaged and participatory. Over the years, an instructor database has been built that is multi-level deep with first-class instructors on each subject. As topics change or come strongly into focus, new faculty are assessed and added to the database.

Cost-effectiveness: These programs are developed on a cost recovery basis. All expenses are taken into consideration when determining the enrollment minimums per course. These courses range from $129 - $579 from single-day to multi-day training sessions.

Programmatic Improvements Achieved: Enrollments continue to be high and few

courses are cancelled because of the high interest, value and need of these courses.

Programmatic Improvements Planned: None at this time

The program offerings in this category were developed to address training, skill updating, and professional continuing education opportunities for students in the field needing skill enhancements or students who are trying to get into these fields. Students are successfully achieving updated skills and hands-on experience in their field of interest. For the CPR/AED/First Aid student, successful completion is recognized with an American Heart Association Course Completion Card. Most students in EMT Basics and Emergency Medical Responder are being sponsored by a company or area fire department.

Skill updating and development is the ultimate goal. In addition, most of the professionals in the audience are seeking professional continuing education hours. The Healthcare Professions Institute is authorized as a Continuing Education Sponsor through the Department of Financial and Professional Regulation, State of Illinois.

The processes used for vocational skills courses have improved as we now use an online enrollment and payment mechanism for several courses, allowing students to register and pay without having to come to the campus in person.

Class cancellations for our open-enrollment public courses have not seen an increase in cancellations with the exception of open enrollment CPR courses. This may be due to a new option to take the courses as a hybrid non-credit course and because many students are getting the training through their academic classes and from their employer. Over the last 4 years, enrollments appear to be increasing in sections for all HCPI 060-450, MEDT 210 and MEDT 340. Course enrollments have been up and down slightly in MEDT 350 and MEDT 260 but are relatively flat over the last 4 years.

Many of our vocational skills courses are offered in the late afternoon or evening to accommodate students who work or have other classes during the day. The high enrollments tell us the times we offer them are very popular.

Students are asked to complete hard copy end-of-course evaluations which includes the question "What additional courses would be of interest to you?". We also are very flexible to create/identify curriculum and instructors for new topics of interest when we determine there is a need from area employers.

STUDENT & ACADEMIC SUPPORT SERVICES REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

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	Advising/Counseling

Major Findings and Improvements/Modifications to the Area

Department Mission:
The DACC Academic Advisement Department is committed to helping our students develop, define, evaluate, achieve their academic and career goals, and to be productive in the communities which they live.

Philosophy:
Academic Advisement is a process where students and advisors work together to develop a plan to assist the student in meeting their educational and career goals. The Advisor will facilitate the process as a knowledgeable resource, assessing, interpreting, educating, encouraging, and empowering students throughout the journey. The student will develop the ability to make and communicate informed, responsible decisions leading toward successful goal attainment. Services and activities are mindful of the diverse people and communities that will be served and contributed.

We achieve our mission and incorporate our philosophy by offering the following supportive services:
- Counseling/advisement at the Hoopeston Extension Site
- Discover DACC Days – High School Registration for courses at DACC after high school graduation
- Appointment reminder calls
- Maintain a computer in our lobby for student access to online services
- Website updates, changes & improvements
- Transfer articulations
- MapWorks – Early alert/Retention System. Advisors are 1st responders to notices about students
- Career/major advisement
- Registration of coursework

- Instruction for accessing online services and resources: DACC website, Transferology.com, Online Learning Orientation, Blackboard, 4-year university & community college websites and applications
- Personal counseling and community referrals, if necessary
- Assist students with accessing DACC resources: peer/professional tutoring, disability services, financial aid, Emergency Funds Request, assessments
- Presenting New Student Orientations
- Maintaining & developing 2 + 2 transfer programs and course articulation

Our office has changed since the last reporting period, due to Achieving the Dream and the Higher Learning Commission Quality Project. Some of the changes include:

- Gathering and interpreting of various departmental data for reports, HLC Project & review, department use, recruitment/retention
- Improvements to our office procedures, processes, individual roles and staff expectations
- Increased development of 2 + 2's and course articulation
- Incorporation of Map Works – a student alert system used campus wide
- Addition of a new part time advisor
- Approval of the HLC Project – Mandatory Advisement
- Discover DACC Days – High school students have a college visit at DACC and enroll in classes, versus the advisors going to the high schools
- Relocated the Administrative Assistant so that she is visible to provide front line services
- Development of an All Advisor's Meeting to include Trio and faculty advisors, where advisors discuss resources, updates and services so that all advisors are consistent, campus wide
- Additional/continuing advisor training: Suicide Prevention, Mental Health First Aid, Mental Health for Veterans, Leadership, MapWorks
- Promoted 2 advisors to Administrators and Retention Specialist

We rely on the Community College Survey of Student Engagement (CCSSE), Noel Levitz Student Satisfaction Inventory (NLSSI), office surveys through Survey Monkey and student focus groups to obtain data that we can use in assessing our current practices, for Mandatory Advisement and for making modifications to our department, as deemed necessary. The Counseling Department objectives were outlined to meet the variety of Student Service's goals that were developed, to comply with the college-wide strategic plan which we adopted.

Based on the results of the surveys, as well as a need to meet the Higher Learning Commission's requirements, it was determined that there was a need for change in how we advise students. Currently, all full time students must meet with an advisor when scheduling classes. Part time students are not required to see an advisor. The counseling department submitted Mandatory Advising as the Higher Learning Commission's Quality Project, which was approved this spring 2015. We are

proposing that all full and part time, degree or certificate seeking students meet with an advisor and develop an academic plan, prior to registering for classes. In doing this, a clear pathway is established for all students, financial resources are preserved and because its affects are campus wide, faculty, staff and administration are more aware of the services that the counseling department is providing.

The 2002 Higher Learning Commission visit recommended that counselors/advisors specialize in certain areas because they were spread too thin. As previously reported, each of the advisors has areas of specialty, but are cross-trained on the other majors so that we can advise students if their advisor is not available. However, the student is always referred to the advisor of their major. With the Mandatory Advising Process, we are moving towards more of a case management style of advising.

We continue to update our curriculum guides, yearly, referring to the transfer school's curriculum, as well as collaboration with their advisors and staff. Additionally, every fall, all advisors attend the Community College Counselor Meetings at the 4- year universities for updates.

Data collected from our counseling surveys indicated that expectations were met, during advisement sessions, 90% of the time. However, 100% of the students surveyed indicated that they would want to meet with that same advisor again. We are always striving towards improvement, which is a continuous process. Seventy percent of the students who completed the surveys were walk ins, rather than a scheduled appointment. Most all were pleased with their advising session.

In addition to the individual surveys, we compile a monthly department report where we track: the number of students with appointments, walk ins, meetings attended, no-shows, intents to graduate, degree audits, verifications for veterans, transcripts evaluated and course articulation activity. We no longer track the number of telephone calls and website hits, as it became tedious to track, with the increase usage of the internet and multiple telephone calls received daily. Due to the previous numbers of "no-show" appointments, we started making reminder calls, prior to the student's scheduled appointment. Consequently, our number of "no-shows" decreased. Additionally, we only allow 1 ½ months of appointments and then move to all walk ins. Appointments are still made to accommodate special circumstances.

We have hired a part time advisor and continue to use retired counselors as back up, as needed, during our busy season and when an advisor was out on leave. We project that with the new Mandatory Advisement Process, we will see an increased number of students, a population that we may not have seen previously, due to our processes. As a result, we plan to hire a full time counselor to assist with preparing academic plans for each student, the increased advisement load and to stay in accordance with the National Academic Advising Association's (NACADA) standards regarding advisor loads. The new counselor would also be available to meet with students to address

personal counseling needs. Our advisement staff will also receive additional training through NACADA, as well as other resources. We have attended some training such as: Mental Health First Aid, Suicide Prevention, Leadership and MapWorks.

We are still offering our online registration for students, with an advisor's approval, after a review of the curriculum with the student. Many students were not taking advantage of this opportunity, as they are able to register themselves prior to the face-to-face appointments & walk ins with the advisors. As a result, we have reduced the amount of time allotted for online registration, prior to traditional registration. Online registration now opens up on the Friday before the Monday that our traditional registration begins. With the Mandatory Advisement Process, we will encourage more students to register themselves online, after they have established their academic plan.

In the past, the advisors went to each of the high schools to register the high school students in the spring semester for summer and fall classes. We, now, offer Discover DACC Days, which are college visit days for the high school students. During their college visit at DACC, we provide them with an orientation, scheduling of courses, lunch, a tour and resources. Point-of-service surveys indicate that the students are very satisfied with this format.

As previously mentioned, based on our CCSSE, NLSSI and office surveys, we found a need to restructure our advisement process. We requested this spring and have received approval from the Higher Learning Commission to use Mandatory Advisement as our Quality Project. This spring we held several student focus groups and emailed faculty a survey to gain their perceptions about Advisement. We will use the information received to help structure the advisement process and access additional training for advisors. In addition, we have worked on updating the Degree Audit System so that students can easily audit their own progress and evaluate their courses in different programs. Degree Audit is currently up and running.

With the Dean of Student Services position filled, we reinstated a Director of Counseling & Advisement structure. An Advisement Syllabus/Expectations were created to increase student awareness, regarding the advisement process. The Syllabus is given to students during the New Student Orientation, which it is mandated that all new students attend.

In 2012, we began implementing and training staff on MapWorks, a student alert system. Referrals are made through the MapWorks system from faculty, staff and administration, regarding student issues and concerns. The referral is sent to the assigned advisor or person trained in that area. That advisor, then, follows up with that student and the reason for the referral. MapWorks allowed us to survey students and assess their risks.   However, only 16 – 18% of students participated in the survey, which was not conducive to participation. Staff used MapWorks as an

early alert system so we will capitalize on staff wanting to use an early alert system through Maxient. Although MapWorks is a useful system, it does not allow for tracking of disciplinary issues and the sender is unable to view any progress of the follow up interaction with the students. The Maxient program is a cost savings for the college, at one-third of the cost of MapWorks, and it provides the software to track student disciplinary issues. It will be implemented this fall.

DACC received the Illinois Network for Advanced Manufacturing (INAM) grant, which ends September 30th, 2015. Due to the grant, DACC was able to hire a Technology Recruiter. As the Recruiter, she provides presentations to groups of individuals in the community, as well as businesses, specializing in Career and Technical Education and career advising. She has also made herself available to sit in on advisement sessions, while scheduling students in the Career and Technical majors.

STUDENT & ACADEMIC SUPPORT SERVICES REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - STUDENT & ACADEMIC SUPPORT SERVICES PROGRAMS REVIEWED IN ACADEMIC YEAR 2015

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	Career and Employment Services

Major Findings and Improvements/Modifications to the Area

The Danville Area Community College's vision statement speaks of being an active partner in building and maintaining academic excellence, economic vitality of the communities it serves. This vision will be accomplished through many factors.

The Career & Employment Services Center directly impacts the vision through cultivating partnerships with the community to develop innovative and vital solutions to meet the changing economic needs. Challenging students to explore their full potential is embodied through innovative career experiences and comprehensive support services.

The Career and Employment Services Center (The Center) assists students/community members in making their career choice and/or identifying skills which will aid them in obtaining economic stability. The center provides a variety of career information and activities to promote awareness of skills and opportunities within the community. Staff is available to assist students/community members with the career decision making process through individual counseling and assessment and job search activities.

Through self-study, student/client surveys, and focusing on key areas of the institution's strategic plan of "early career counseling and expanded services for at-risk-students", the center has continued to develop/implement activities that respond to the needs of students/community members. We have found that there has been an overall 52% increase in students and community members accessing career and employment services since 2013.

In reviewing accountability measures and actual performance, according to the Illinois Community College Board's Postsecondary Career and Technical Educational plan, one of the challenges for the institution has been increasing the number of nontraditional students attaining program completion.

A Coordinator of Special Populations position was added to the center. The goal of the position is to provide focused and purposeful programs and activities to address the needs of students enrolled in nontraditional programs of study.

The addition of the Coordinator of Special Populations position has been a major change to the Career Services Center (the Coordinator). The Coordinator is housed in the Career Center, which allows for assistance in providing crucial services to student in nontraditional career paths.

Utilizing Carl Perkins dollars, the Coordinator provides targeted activities that address the barriers experienced by the students enrolled in nontraditional career paths. Focus groups were scheduled to invite students in to provide the "student voice" to inform decisions on future program services and activities.

Career Services continues to provide employment opportunities for students to gain employment experience through the Cooperative Work Based Learning program. Students received on the job experience in a business closely related to their program of study. This opportunity provided students documented experience in their discipline when they enter the workforce.

Through services currently being offered and the development of new initiatives Danville Area Community College, through Career Services, will fulfill its vision of building and maintaining academic excellence, economic vitality of the communities it serves.

Along with key members of DACC's Achieving the Dream Equity and Inclusion team, Career Services staff has provided campus-wide professional development and student courses/seminars in addressing barriers faced by economically disadvantaged students utilizing the "Investigations into Economic Class in America" curriculum. The Investigations curriculum has been extended to the community workforce and employers in an effort to bridge the gap.

Career Services, along with its partners, continue to provide career decision-making information to parents of high school sophomore students in Vermilion County. Data, Desserts and Decisions is an event geared toward putting vital education and career information in the hands of the parents to help guide their student. The event has transitioned from a one day event to being presented in various locations throughout the county.

Identified goals of Career Services are:

a. Continue to increase the number of students and community members accessing career and job search services
b. Increase the number of students receiving career counseling prior to within

the first semester of college
- c. Increase the number of Nontraditional students seeking/utilizing the Career Service Center
- d. Develop monthly mentoring sessions for nontraditional students
- e. Increase the number of job search workshops to students, through classroom presentations and scheduled workshops throughout the academic calendar
- f. Increase customer response to assessment questionnaire/surveys
- g. Provide current training and resources to staff for effective career counseling to students and community members
- h. Increase partnerships with area employers and service providers
- i. Continued receipt of grant dollars to support internship opportunities for students
- j. Expand offering of "Investigations into Economic Class in America" curriculum to students and staff

The center has made several improvements/additions to programs and services provided. The center continuously researches opportunities to provide students and community members with the most current career and employment services. Innovative programs, activities and tools have been introduced to the center to address the needs of our diverse populations.

Customer satisfaction and assessment of services has been a concern for quality improvement of the center. Utilizing online survey resources, The center will transition from paper satisfaction surveys to service/staff specific surveys, focusing on information gained. The surveys will be available online or in paper format to better gauge how services are provided and if an increase of knowledge occurs through their appointment/visit to the center.

By providing the online survey, the center hopes to increase the number of students/clients providing feedback to be utilized to inform decisions on improvements for the center.

Employers report an overall high satisfaction with the students referred to them for employment or for internship opportunities.

The availability of services is an issue due to an increase in demand and a decrease in funding resources. As the number of students and clients, seeking services from the center increases, resources provided will be impacted drastically. Career assessment tools and other resources cannot be replaced or maintained at a level to address the needs.

Additions/Improvements to the department:
1. As mandatory academic advisement becomes a reality on campus, Career Services' visits will increase. Having additional staff, trained in career counseling

assessments, will allow the center to meet the demands/needs of our stakeholders and customers

2. Work in partnership with the Technology Recruiter for targeted (nontraditional) career advisement, program training for the Career Services center staff, while acting as a liaison between key cluster employers
3. Transition program assessment tools to online technology
4. Restructure the Cooperative Work Based Learning Program to increase the number of student placement opportunities

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

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					
31	Parks, Recreation, Leisure, and Fitness Studies					

DACC 5-Year Program Review Schedule – CTE Programs						
	CIP TITLE	FY2012	FY2013	FY2014	FY2015	FY2016
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 Accounting Cert.	**Retail-5218**	