PROGRAM REVIEW COVER PAGE	
COLLEGE	Danville Area Community College
DISTRICT NUMBER	507
CONTACT PERSON (NAME, TITLE, CONTACT INFORMATION)	Dr. Natalie Page Vice-President, Academic Affairs Danville Area Community College 2000 East Main Street Danville, IL 61832 217-443-8771 (phone) 217-443-8587 (fax) npage@dacc.edu
FISCAL YEAR REVIEWED:	2020
DIRECTORY OF REVIEWS SUBMITTED	
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Career & Technical Education	
College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2020

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Agribusiness	**Degree**	**62-65**	**010101**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.	
Program Objectives What are the overarching objectives/goals of the program?	The objectives of the Agribusiness AAS is to provide the most up-to-date opportunities for students to learn basic agricultural skills and knowledge, training, and professional/leadership development that would allow the students to transfer to a four-year institution or enter the work world. Our program also mirrors the general education outcomes for the college. The outcomes include the improvement of student skills in the areas of communications, critical thinking, use of technology and social awareness as well as providing the building blocks necessary to complete the program.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives and goals are being met while the curriculum is undergoing a large update to bring it into the 21st century. Achievement of program objectives is measured and assessed in multiple ways, including instructor evaluations, annual course and program assessments and Institutional Effectiveness data reviews. DACC faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on

	observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. At DACC faculty engage in academic assessment to design more effective teaching strategies and create meaningful experiences for our students and ultimately lead them in becoming life-long learners. The office of Institutional Effectiveness and Strategic Planning at DACC supports our faculty by conducting institutional research, coordinating program reviews and evaluations of college units/coordinates college planning, and provides information about students, faculty and programs.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The Division Dean (at that time was in Math and Science) and the full-time agriculture member (who has since retired) 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 a university without completing the Associate Degree. 3) The faculty member will continue to introduce activities requiring students to research techniques used worldwide for agricultural processes. 4) The Division Dean will work with the faculty member to identify reasons for the reduced success rates in AGRI 102—Introduction to Agriculture Economics and AGRI 121—Introductory Crop (Plant) Science, as well as possible techniques for improving rates. The curriculum for AGRI 102—Introduction of Agriculture Economics and AGRI 121—Introductory Crop (Plant) Science has been updated to include relevant student learning outcomes and activities for engaging the students. The success rates for AGRI 102 when taught with updates by new faculty member was 100% and AGRI 121 was 91% a significant improvement. These actions were completed— 1) In the fall of 2019 female and non-traditional enrollment was up 20% from previous years.

	2) There has been a staff change in our Institutional Effectiveness office and during the transition this did not take place. 3) The agriculture faculty member is currently working on updating the curriculum to add activities and research for the students to include global agriculture.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The Review Team for this Agribusiness AAS Degree review includes Tom Carey, DACC Institutional Effectiveness; Brandy Marron, Agriculture Faculty Member; and Terri Cummings, Dean of Business and Technology. Tom and Brandy provided information and Terri compiled the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	We are currently working with our Student Services team, our Industry partners and our students to update our Agriculture program. They all have provided valuable feedback that has allowed us to complete this review.

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Depending on which Agriculture electives a student chooses they could complete more than 60 hours.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The labor market projections for our area as reported by the Illinois Department of Employment Security indicates that there is a slight change/increase expected.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The past five years the demand has remained steady. The outlook for the next five years are looking at an increase.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security for Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties. This is our community college district and surrounding area.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Agriculture program's pipeline would include our area (district) high school students, students participating in Future Farmers of America and 4-H clubs. The new Agriculture faculty member has worked with these organization leaders to build a working relationship and partnership to allow area high school students to understand what an agribusiness degree could lead them to. A series of Agribusiness agriculture courses—AGRI 100—Introduction to Animal Science, AGRI 200— Agriculture Management, AGRI 102—Agriculture Economics, and AGRI 104—Ag Technology are taught to high school students who come to our college during their school day and take agriculture courses. The program is called College Express. Many of them continue on after high school graduation to complete their degrees with us.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The agriculture faculty member, the division dean, and the agriculture advisory board, review the curriculum and discuss and suggest any necessary changes/updates. The Academic Affairs Administrative Committee consists of the Vice-President for Academic Affairs, four academic deans of the college, and various student services employees. Once it is reviewed and questions have been answered it proceeds to our Academic Affairs Committee that includes faculty from the academic divisions. They review and suggest/discuss changes, ask questions and then approve or not approve.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost of the course work depends on enrollment. The population in our district we serve is declining. This last year our district has seen a decline of a little over 300 less high school students enrolled. However, the college and advisory board values the program and supports it. They have encouraged the college to continue the Agriculture program and are very happy with recent changes. Currently the majority of the costs include one full-time faculty member's salary and benefits. The majority of the equipment updates have been funded by grants written by the faculty member. The program is funded from technology bonds, general funds, Perkins grants and grants from local industry partners.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	We will continue to work with our Industry partners who see value in our program to guide us in this area.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	We will continue to identify ways to save money on any purchases, repairs, etc. We currently utilize our maintenance department to provide any labor, when possible. The agriculture faculty member is constantly researching ways to deliver instruction utilizing technology when appropriate.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	DACC agriculture students pay $140/per credit hour and $35 course fee. The college's financial aid department makes every effort within its means to help all students with limited financial resources to secure funds needed to complete their educational goals. The college's foundation department provides over $600,000 in scholarships for DACC students. Just this semester an anonymous donor established a $2000 agriculture scholarship for an agriculture student.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No

Indicator 3: Quality	Response
3.1 What are the program's strengths?	The agriculture program strengths include the new qualified faculty member, very engrained in the agriculture industry, locally and across our state. She came to us with a very strong science background and a strong industry partnership that supports our efforts.
3.2 What are the identified or potential weaknesses of the program?	Currently the only weakness would be low student enrollment, but we are constantly spending efforts to build relationships and recruit students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods include traditional lecture, hybrid lectures, and student field trips. The Division Dean and current faculty member review student evaluations to understand how the student feels about the delivery method. The faculty member also directly communicates with the students to understand them. She is very in tune to our student population and their needs.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[1]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The agriculture program is part of the Program of Study as defined by Perkins V. The new agriculture faculty member has been updating current agriculture courses and developing new ones to incorporate rigorous academic standards. She has also worked with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment and she is very routed to the needs of our community.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Graduates of the Agriculture program are in the pathway that meets the needs of that community. The agriculture program is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associate level.

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[1] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Time has been focused on updating and developing curriculum. We are currently working towards innovations to be shared, but nothing complete yet.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	AGRI 200—Agriculture Management has been taught as dual credit at Georgetown High School. Due to Covid it was not taught this year. We are currently working with other high schools to explore options for dual credit.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	AGRI 202—Supervised Occupational Experience is taken by students in the spring of their first year. AGRI 290—Supervise Occupational Experience is taken the spring of students' final semester. It allows the students a professional experience where they learn a variety of skills they cannot learn through their classes. WBL opportunities can help guide students' career paths, they can create a professional network, build their resume, secure references and recommendations for the future, build their confidence and transition to a full-time job upon graduation.

These opportunities improve the quality of the program by allowing potential employers to identify future employees and see value in our agriculture program. They also could share information with others in their field. (word of mouth)

Occasionally students will have an experience with an employer that is not structured enough and can lead to the student doing menial tasks or not having enough to do. Communicating up front with the employer can help avoid this. |
| 3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | No |
| 3.10 Are there industry-recognized credentials embedded within this program? If so, please list. | No, but we have plans to in the future. |

3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Below is a list of all AGRI courses that are articulated through the Illinois Articulation Initiative to assist students in transferring coursework. Currently for the Agriculture degree the following courses are IAI (Illinois Articulation Initiative) accepted at public institutions of higher education. They are extensively reviewed by a panel. Faculty are required to submit detailed information regarding outcomes, lab and course activities for each course. Then the syllabi are held to a high degree of specificity. IAI approval is indicated in our college catalog. The following Agriculture courses are IAI approved: AGRI 101 Intro to Animal Science AGRI 102 Intro to Agriculture Economics AGRI 103 Ag Mechanization AGRI 106 Computing Applications in Agriculture AGRI 108 Intro to Precision Ag AGRI 121 Intro Crop (Plant) Science AGRI 180 Intro to Soil Science When we have completed updating the Agriculture curriculum and developing the needed new courses we will look into adding 3+1 or 2+2 agreements that would allow students who want to pursue a Bachelor's degree to take their first two (three) years of classes on the DACC campus and then complete the fourth year of the degree through the partner institution.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes, the following partnerships have been formed: University of Illinois 4H Extension, Future Farmers of America (FFA), Section 18, Vermilion County Farm Bureau, and Illini FS.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate during fall and spring semesters in professional development opportunities during our in-service. The faculty member can also attend the Illinois Association of Community College Ag Instructors conference. Other professional development opportunities could be needed or utilized on a case by case basis.

3.16 What is the status of the current technology and equipment used for this program?	The new agriculture faculty member has acquired from grants she wrote for: Phantom 4 Drone, Mavic 2 Drone with NDVI camera, aquaponics system, Farmbot, SMS Precision Ag software, Ag Leader Yield Monitor.
3.17 What assessment methods are used to ensure student success?	Each semester instructors conduct an assessment at the course level. These measure the effectiveness or achievement of the college program or course outcomes. This information allows us to see if any changes need to be made. Student evaluations are conducted that are also reviewed for student success and lastly the Division Dean conducts faculty evaluations based on classroom visits. The Dean and faculty member discuss.
3.18 How are these results shared with others at the institution for continuous improvement?	Student evaluations are shared with the Division Dean and Faculty and discussed. Faculty evaluations conducted by the Dean are shared with the faculty member and Human Resources.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Updating and development of the following courses— New AGRI 106—Computing Applications in Agriculture AGRI 107—Intro to Ag Sales AGRI 108—Precision Ag AGRI 110—Intro to UAS Technology AGRI 111—Ag Safety Updated AGRI 101—Intro to Animal Science AGRI 102—Intro to Agriculture Economics AGRI 103—Ag Mechanization AGRI 121—Intro to Crop (Plant) Science AGRI 180—Intro to Soil Science AGRI 200—Agriculture Management AGRI 205—Grain Drying-Storage AGRI 206—Grain Marketing AGRI 207—Agriculture Pesticides
3.20 How satisfied are students with their preparation for employment?	The students have expressed they are satisfied.
3.21 How is student satisfaction information collected?	Survey of alumni as well as course evaluations.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are members of our agriculture advisory board. They review and comment about curriculum and course work. They also help with placement of work-based learning opportunities based on their need.

3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They are our major stakeholders, so without them we would not be successful. We could improve this engagement by communicating with them on a more regular basis.
3.24 How satisfied are employers in the preparation of the program's graduates?	The employers are also very satisfied with how prepared the graduates of the Agriculture program are.
3.25 How is employer satisfaction information collected?	They verbally share this information at our advisory board meetings and they hire our graduates. They also sponsor or co-sponsor events, inform us of grant opportunities and contribute to agri student scholarships.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Barriers: Our area decrease in population coupled with the struggling FFA chapters due to funding issues. These have affected our enrollments.

We feel the modernizing and completely rebranding the program with new courses, building new community partnerships, and obtaining funding for equipment purchases has added some lag time with student recruitment outcomes. But this is something we have to continually work at.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Agribusiness				
CIP Code	01.0101				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	3	5	7	6
Number of Completers	3	1	4	3	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	We will continue to use this data to help us support Instructional decision making.				
What disaggregated data was reviewed?	The disaggregated data we reviewed is including the success rate of students enrolled in AGRI 102 and 121. The previous review conducted is for the academic year of 2015. At that time they were identified as courses with decreasing success rates. We compared that to the 2018 and 2019 academic year. This is when the current faculty member had updated the curriculum to include activities that are relevant to the students and included rigorous learning outcomes. The data showed improvements to 100% and 91% respectively. We also reviewed that data for female and non-traditional enrollment and found those numbers to be up as well.				
Were there gaps in the data? Please explain.	We did not observe any gap in the data.				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	Because agriculture is a heavy STEM field it is difficult to attract minority and underserved populations. This is something we need to constantly be aware of and work on.				
Are the students served in this program representative of the	Yes, the students served in this program are representative of the district population. We have students from the majority of the high schools that we serve.				

district population? Please explain.	
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ⬯ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Upon completion of this review and many discussions about the work done over the past two years for the Agriculture program and curriculum the Division Dean and the Agriculture faculty member have a clearer vision of where and how the agriculture program is advancing. In order to keep a pulse on the most important priorities, the action steps, timeline, resources needed and who would be responsible were agreed upon.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the agriculture faculty member have agreed upon the following action steps/timeline. Action Steps / Timeline 1.) Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools, FFA, and 4H groups. Targeting even younger students with a College for Kids Drone camp will be added as well. — 1.) This is something that needs to be done on a constant basis. 2.) The Institutional Effectiveness Office has been asked to expand completion data to include tracking the College Express and Dual Enrollment students (high school students) who take the AGRI courses in high school. — 2.) This will be complied yearly. 3.) Staying up-to-date with new innovations and methodologies in the Ag Industry by regular — 3.) This is something that needs to be done each semester.

	interaction with our local agribusinesses, trade shows, field days, and agriculture social media sites. Along with regularly reviewing technology currently in the program, and updating as needed.
Resources Needed	1.) Recruiting and Retention—Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community /interactions for the students to aid us with retention. 2.) N/A 3.) Staying Current. As a small community college funds are sometimes limited for updating equipment/technologies. Perkins grants and private grants are constantly applied for and utilized but not always enough.
Responsibility Who is responsible for completing or implementing the modifications?	1.) The Division Dean and the Faculty member will be responsible for working together to complete. 2.) Institutional Effectiveness Office is responsible 3.) The Division Dean and the Faculty member will be responsible for working together to complete.

Career & Technical Education				
College Name:	Danville Area Community College			
Academic Years Reviewed:	2019-20			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Agribusiness Management	**Degree**	**62-67**	**010101**	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	Prepares students for management positons in agri-business areas in production agriculture and related product service areas.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives and goals are being met while the curriculum is undergoing a large update to bring it into the 21st century. Achievement of program objectives are measured and assessed in multiple ways, including instructor evaluations, annual course and program assessments and Institutional Effectiveness data reviews. DACC faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. At DACC faculty engage in academic assessment to design more effective teaching strategies and create meaningful experiences for our students and ultimately lead them in becoming life-long learners.			

	The office of Institutional Effectiveness and Strategic Planning at DACC supports our faculty by conducting institutional research, coordinating program reviews and evaluations of college units/coordinates college planning, and provides information about students, faculty and programs.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	NA
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The Review Team for this Agribusiness AAS Degree review includes Tom Carey, DACC Institutional Effectiveness; Brandy Marron, Agriculture Faculty Member; and Terri Cummings, Dean of Business and Technology. Tom and Brandy provided information and Terri compiled the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	We are currently working with our Student Services team, our Industry partners and our students to update our Agriculture program. They all have provided valuable feedback that has allowed us to complete this review.

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Depending on which Agriculture electives a student chooses they could complete more than 60 hours.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The labor market projections for our area as reported by the Illinois Department of Employment security indicates that there is a slight change/increase expected.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The past five years the demand has remained steady. The outlook for the next five years are looking at an increase.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security for Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties. This is our community college district and surrounding area.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Agriculture program's pipeline would include our area (district) high school students, students participating in Future Farmers of America and 4-H clubs. The new Agriculture faculty member has worked with these organization leaders to build a working relationship and partnership to allow area high school students to understand what an agribusiness degree could lead them to. A series of Agribusiness agriculture courses—AGRI 100—Introduction to Animal Science, AGRI 200—Agriculture Management, AGRI 102—Agriculture Economics, and AGRI 104—Ag Technology are taught to high school students who come to our college during their school day and take agriculture courses. The program is called College Express. Many of them continue on after high school graduation to complete their degrees with us.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The agriculture faculty member, the division dean, and the agriculture advisory board, review the curriculum and discuss and suggest any necessary changes/updates. The Academic Affairs Administrative Committee who consist of the Vice-President for Academic Affairs, four academic deans of the college, and various student services employees. Once it is reviewed and questions have been answered it proceeds to our Academic Affairs Committee who includes faculty from the academic divisions. They review and suggest/discuss changes, ask questions and then approve or not approve.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost of the course work depends on enrollment. The population in our district we serve is declining. This last year our district has seen a decline of a little over 300 less high school students enrolled. However, the college and advisory board values the program and supports it. They have encouraged the college to continue the Agriculture program and are very happy with recent changes. Currently the majority of the costs include one full-time faculty member's salary and benefits. The majority of the equipment updates have been funded by grants written by the faculty member. The program is funded from technology bonds, general funds, Perkins grants and grants from local industry partners.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	We will continue to work with our Industry partners who see value in our program to guide us in this area.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	We will continue to identify ways to save money on any purchases, repairs, etc. We currently utilize our maintenance department to provide any labor, when possible. The agriculture faculty member is constantly researching ways to deliver instruction utilizing technology when appropriate.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	DACC agriculture students pay $140/per credit hour and $35 course fee. The college's financial aid department makes every effort within its means to help all students with limited financial resources to secure funds needed to complete their educational goals. The college's foundation department provides over $600,000 in scholarships for DACC students. Just this semester an anonymous donor established a $2000 agriculture scholarship for an agriculture student.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No

Indicator 3: Quality	Response
3.1 What are the program's strengths?	The agriculture program strengths include the new qualified faculty member, very engrained in the agriculture industry, locally and across our state. She came to us with a very strong science background and a strong industry partnership who supports our efforts.
3.2 What are the identified or potential weaknesses of the program?	Currently the only weakness would be low student enrollment, but we are constantly spending efforts to build relationships and recruit students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods include traditional lecture, hybrid lectures, and student field trips. The Division Dean and current faculty member review student evaluations to understand how the student feels about the delivery method. The faculty member also directly communicates with the students to understand them. She is very in tune to our student population and their needs.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[2]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The agriculture program is part of the Program of Study as defined by Perkins V. The new agriculture faculty member has been updating current agriculture courses and developing new ones to incorporate rigorous academic standards. She has also worked with industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment and she is very routed to the needs of our community.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Graduates of the Agriculture program are in the pathway that meets the needs of that community. The agriculture program is a life-long learning profession and DACC graduates are encouraged to pursue college beyond the Associate level.

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[2] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Time has been focused on updating and developing curriculum. We are currently working towards innovations to be shared, but nothing complete yet.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	AGRI 200—Agriculture Management has been taught as dual credit at Georgetown High School. Due to Covid it was not taught this year. We are currently working with other high schools to explore options for dual credit.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	AGRI 202—Supervised Occupational Experience is taken by students in the spring of their first year. AGRI 290—Supervise Occupational Experience is taken the spring of a student's final semester It allows the students a professional experience where they learn a variety of skills they cannot learn through their classes. WBL opportunities can help guide students' career paths, they can create a professional network, build their resume, secure references and recommendations for the future, build their confidence and transition to a full-time job upon graduation. These opportunities improve the quality of the program by allowing potential employers to identify future employees and see value in our agriculture program. They also could share information with others in their field. (word of mouth) Occasionally students will have an experience with an employer that is not structured enough and can lead to the student doing menial tasks or not having enough to do. Communicating up front with the employer can help avoid this.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No

3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	Below is a list of all AGRI courses that are articulated through the Illinois Articulation Initiative to assist students in transferring coursework. Currently for the Agriculture degree the following courses are IAI (Illinois Articulation Initiative) accepted at public institutions of higher education. They are extensively reviewed by a panel. Faculty are required to submit detailed information regarding outcomes, lab and course activities for each course. Then the syllabi are held to a high degree of specificity. IAI approval is indicated in our college catalog. The following Agriculture courses are IAI approved: AGRI 101 Intro to Animal Science AGRI 102 Intro to Agriculture Economics AGRI 103 Ag Mechanization AGRI 106 Computing Applications in Agriculture AGRI 108 Intro to Precision Ag AGRI 121 Intro Crop (Plant) Science AGRI 180 Intro to Soil Science When we have completed updating the Agriculture curriculum and developing the needed new courses we will look into adding 3+1 or 2+2 agreements that would allow students who want to pursue a Bachelor's degree to take their first two (three) years of classes on the DACC campus and then complete the fourth year of the degree through the partner institution.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes, the following partnerships have been formed: University of Illinois 4H Extension, Future Farmers of America (FFA), Section 18, Vermilion County Farm Bureau, and Illini FS.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate during fall and spring semesters in professional development opportunities during our in-service. The faculty member can also attend the Illinois Association of Community College Ag Instructors conference. Other professional development opportunities could be needed or utilized on a case by case basis.

3.16 What is the status of the current technology and equipment used for this program?	The new agriculture faculty member has acquired from grants she wrote for: Phantom 4 Drone, Mavic 2 Drone with NDVI camera, aquaponics system, Farmbot, SMS Precision Ag software, Ag Leader Yield Monitor.
3.17 What assessment methods are used to ensure student success?	Each semester instructors conduct an assessment at the course level. These measure the effectiveness or achievement of the college program or course outcomes. This information allows us to see if any changes need to be made. Student evaluations are conducted that are also reviewed for student success and lastly the Division Dean conducts faculty evaluations based on classroom visits. The Dean and faculty member discuss.
3.18 How are these results shared with others at the institution for continuous improvement?	Student evaluations are shared with the Division Dean and Faculty and discussed. Faculty evaluations conducted by the Dean are shared with the faculty member and human resources.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Updating and development of the following courses— New AGRI 106—Computing Applications in Agriculture AGRI 107—Intro to Ag Sales AGRI 108—Precision Ag AGRI 110—Intro to UAS Technology AGRI 111—Ag Safety Updated AGRI 101—Intro to Animal Science AGRI 102—Intro to Agriculture Economics AGRI 103—Ag Mechanization AGRI 121—Intro to Crop (Plant) Science AGRI 180—Intro to Soil Science AGRI 200—Agriculture Management AGRI 205—Grain Drying-Storage AGRI 206—Grain Marketing AGRI 207—Agriculture Pesticides
3.20 How satisfied are students with their preparation for employment?	The students have expressed they are satisfied.
3.21 How is student satisfaction information collected?	Survey of alumni as well as course evaluations.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are members of our agriculture advisory board. They review and comment about curriculum and course work. They also help with placement of work-based learning opportunities based on their need.

3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They are our major stakeholders, so without them we would not be successful. We could improve this engagement by communicating with them on a more regular basis.
3.24 How satisfied are employers in the preparation of the program's graduates?	The employers are also very satisfied with how prepared the graduates of the Agriculture program.
3.25 How is employer satisfaction information collected?	They verbally share this information at our advisory board meetings and they hire our graduates. They also sponsor or co-sponsor events, inform us of grant opportunities and contribute to agri student scholarships.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Barriers: Our area decrease in population coupled with the struggling FFA chapters due to funding issues. These have affected our enrollments.

We feel the modernizing and completely rebranding the program with new courses, building new community partnerships, and obtaining funding for equipment purchases has added some lag time with student recruitment outcomes. But this is something we have to continually work at.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Agribusiness Management				
CIP Code	010101				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	3	5	7	6
Number of Completers	3	1	4	3	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	We will continue to use this data to help us support Instructional decision making.				
What disaggregated data was reviewed?	The disaggregated data we reviewed is including the success rate of students enrolled in AGRI 102 and 121. The previous review conducted is for the academic year of 2015. At that time they were identified as courses with decreasing success rates. We compared that to the 2018 and 2019 academic year. This is when the current faculty member had updated the curriculum to include activities that are relevant to the students and included rigorous learning outcomes. The data showed improvements to 100% and 91% respectively. We also reviewed that data for female and non-traditional enrollment and found those numbers to be up as well.				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	NA				
Are the students served in this program representative of the total student population? Please explain.	Because agriculture is a heavy STEM field it is difficult to attract minority and underserved populations. This is something we need to constantly be aware of and work on.				
Are the students served in this program representative of the	Yes, the students served in this program are representative of the district population. We have students from the majority of the high schools that we serve.				

district population? Please explain.	
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Upon completion of this review and many discussions about the work done over the past two years for the Agriculture program and curriculum the Division Dean and the Agriculture faculty member have a clearer vision of where and how the agriculture program is advancing. In order to keep a pulse on the most important priorities, the action steps, timeline, resources needed and who would be responsible were agreed upon.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action Steps 4.) Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools, FFA, and 4H groups. Targeting even younger students with a College for Kids Drone camp will be added as well. 5.) The Institutional Effectiveness Office has been asked to expand completion data to include tracking the College Express and Dual Enrollment students (high school students) who take the AGRI courses in high school. 6.) Staying up-to-date with new innovations and methodologies in the Ag Industry by regular interaction with our local agribusinesses, trade shows, field days, and Timeline

	agriculture social media sites. Along with regularly reviewing technology currently in the program, and updating as needed.
	7.) 4.) This is something that needs to be done on a constant basis. 5.) This will be complied yearly. 6.) This is something that needs to be done each semester.
Resources Needed	4.) Recruiting and Retention—Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community /interactions for the students to aid us with retention. 5.) N/A 3) <u>Staying Current</u>. As a small community college funds are sometimes limited for updating equipment/technologies. Perkins grands and private grants are constantly applied for and utilized but not always enough.
Responsibility Who is responsible for completing or implementing the modifications?	4.) The Division Dean and the Faculty member will be responsible for working together to complete. 5.) Institutional Effectiveness Office is responsible The Division Dean and the Faculty member will be responsible for working together to complete.

Career & Technical Education				
College Name:	Danville Area Community College			
Academic Years Reviewed:	2019-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Floral Design	**Cert**	**16**	**010603**	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	Teach students the different aspects of floriculture to grow, harvest, and market these products.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives are being met. They are measured and assessed which include multiple assessments, instructor evaluations, annual course and program assessments and data reviews.			
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Information not provided			
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Terri Cummings, Dean of Business and Technology completed this review.			
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	NA			

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as a part of this review.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The labor market shows a slight increase.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has remained constant
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security for Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	We work closely with our area high schools.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Horticulture faculty member, division dean, advisory board and vice-president of academic affairs meet yearly and review/discuss any needed changes.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with this certificate include the horticulture faculty members salary and benefits.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Continue to consider options
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Costs to students include tuition and fees.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Strengths include a fairly new greenhouse to help market this certificate.

3.2 What are the identified or potential weaknesses of the program?	Limitations include low enrollments and decline in industry.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods include traditional lectures and labs. Division Dean and faculty member review student evaluations to understand and make necessary adjustments.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[3]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Yes
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	NA
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	NA

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[3] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Occasional visits to nurseries or floral shops are conducted. This is an opportunity for students to see places they could seek employment. Connections could be improved by interacting more often.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	NA
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty are encouraged to attend the fall and spring in-service conducted by the vice-president of academic affairs each fall and spring semester.
3.16 What is the status of the current technology and equipment used for this program?	Current technology and equipment is lacking.

3.17 What assessment methods are used to ensure student success?	Each semester faculty conduct assessments at the course level.
3.18 How are these results shared with others at the institution for continuous improvement?	Student evaluations are shared with the division dean and faculty member and discussed. Faculty evaluations conducted by the dean are shared with the faculty member and Human Resources.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	None
3.20 How satisfied are students with their preparation for employment?	Students are somewhat satisfied
3.21 How is student satisfaction information collected?	Student evaluations measure student satisfaction.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers serve on the advisory board and review and suggest changes to the curriculum.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They are our major stakeholders and without them we would not succeed.
3.24 How satisfied are employers in the preparation of the program's graduates?	Information not available
3.25 How is employer satisfaction information collected?	NA
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
None

Performance and Equity

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

CTE Program	Floral Design				
CIP Code	010630				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	No data provided (first year program offered				
Number of Completers					
Other (Please identify)					
How does the data support the program goals? Elaborate.	NA				
What disaggregated data was reviewed?	No				
Were there gaps in the data? Please explain.	NA				
What is the college doing to overcome any identifiable gaps?	NA				
Are the students served in this program representative of the total student population? Please explain.	Yes, students served in the program are representative of the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, students served in this program are representative of the district population.				

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	Enrollments have been historically cyclical. This certificate was designed to support employment in floral design.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<u>Action Step</u> <u>Timeline</u> 1. Research and make new industry connections. 1. Each semester
Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	The horticulture faculty member will complete this.

Career & Technical Education	
College Name:	Danville Area Community College
Academic Years Reviewed:	2019-20
Program Identification Information	

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Environmental Horticulture	**Degree**	**62**	**010603**	**Floral Design**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	To prepare students for employment in nursery, landscape and turf operations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Goals are somewhat being met. Achievement of program objectives are measured and assessed in multiple ways, including instructor evaluations, annual course and program assessments and Institutional Effectiveness data reviews. DACC faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. At DACC faculty engage in academic assessment to design more effective teaching strategies and create meaningful experiences for our students and ultimately lead them in becoming life-long learners. The office of Institutional Effectiveness and Strategic Planning at DACC supports our faculty by conducting

	institutional research, coordinating program reviews and evaluations of college units/coordinates college planning, and provides information about students, faculty and programs.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	This is the first review since the creation of this degree.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	This review was completed by Terri Cummings, Dean of Business and Technology.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	The Review Team for this Environmental Horticulture AAS Degree review includes Tom Carey, DACC Institutional Effectiveness, the Horticulture Advisory Board. They provided information and Terri compiled the report.

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No pre-requisites for this program were analyzed.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Depending on which Horticulture electives a student chooses they could complete more than 60 hours. In addition to the Internship requirements.

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	The past five years the labor market has had a very small increase.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The outlook for the next five years are looking the same.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security for Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties. This is our community college district and surrounding area.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The Horticulture program's pipeline would include our area (district) high school students, students participating in Future Farmers of America and 4-H clubs. The Horticulture faculty member needs to work with these organization leaders to build a working relationship and partnership to allow area high school students to understand what horticulture degree could lead them to.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The horticulture faculty member, the division dean, and the agriculture advisory board, review the curriculum and discuss and suggest any necessary changes/updates. The Academic Affairs Administrative Committee who consist of the Vice-President for Academic Affairs, four academic deans of the college, and various student services employees. Once it is reviewed and questions have been answered it proceeds to our Academic Affairs Committee who includes faculty from the academic divisions. They review and suggest/discuss changes, ask questions and then approve or not approve.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	See intended action steps

Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost of the course work depends on enrollment. The population in our district we serve is declining. This last year our district has seen a decline of a little over 300 less high school students enrolled. However, the college and advisory board values the program and supports it. They have encouraged the college to continue the Agriculture program and are very happy with recent changes. Currently the majority of the costs include one full-time faculty member's salary and benefits. The majority of the equipment updates have been funded by grants written by the faculty member. The program is funded from technology bonds, general funds, Perkins grants and grants from local industry partners.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	We will continue to work with our Industry partners and expand that base who see value in our program to guide us in this area.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	We will continue to identify ways to save money on any purchases, repairs, etc. We currently utilize our maintenance department to provide any labor, when possible.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	DACC agriculture students pay $140/per credit hour and $35 course fee. The college's financial aid department makes every effort within its means to help all students with limited financial resources to secure funds needed to complete their educational goals. The college's foundation department provides over $600,000 in scholarships for DACC students. Just this semester an anonymous donor established a $2000 agriculture scholarship for an agriculture student.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	See intended action steps.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The strength of the program would include a fairly new greenhouse that needs to include better upkeep and cleaning.
3.2 What are the identified or potential weaknesses of the program?	Weaknesses would include low student enrollment and the need for updated technology related to the Horticulture field.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods include traditional lecture, hybrid lectures, and student field trips. The Division Dean and current faculty member review student evaluations to understand how the student feels about the delivery method.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[4]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The horticulture program is part of the Program of Study as defined by Perkins V.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, the graduates meet the need of this industry. The college will continue to work with current industry partners and identify new ones to obtain feedback for improvements.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Currently an area that we need to work on.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Currently no.

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[4] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	HORT 202, Internship I, HORT 290, Internship II and HORT 250 Internship III allow the students a professional experience where they learn a variety of skills they cannot learn through their classes. WBL opportunities can help guide students' career paths, they can create a professional network, build their resume, secure references and recommendations for the future, build their confidence and transition to a full-time job upon graduation. These opportunities improve the quality of the program by allowing potential employers to identify future employees and see value in our agriculture program. They also could share information with others in their field. (word of mouth) Occasionally students will have an experience with an employer that is not structured enough and can lead to the student doing menial tasks or not having enough to do. Communicating up front with the employer can help avoid this.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	HORT 101 and 160 are both transferable.

3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate during fall and spring semesters in professional development opportunities during our in-service.
3.16 What is the status of the current technology and equipment used for this program?	This is an area that is in need of improving.
3.17 What assessment methods are used to ensure student success?	Each semester instructors conduct an assessment at the course level. These measure the effectiveness or achievement of the college program or course outcomes. This information allows us to see if any changes need to be made. Student evaluations are conducted that are also reviewed for student success and lastly the Division Dean conducts faculty evaluations based on classroom visits. The Dean and faculty member discuss.
3.18 How are these results shared with others at the institution for continuous improvement?	Student evaluations are shared with the Division Dean and Faculty and discussed. Faculty evaluations conducted by the Dean are shared with the faculty member and Human Resources.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	None
3.20 How satisfied are students with their preparation for employment?	Students are somewhat satisfied.
3.21 How is student satisfaction information collected?	Course evaluations.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are members of our horticulture advisory board. They review and comment about curriculum and course work. They also help with placement of work-based learning opportunities based on their need.

3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They are our major stakeholders, so without them we would not be successful. We could improve this engagement by communicating with them on a more regular basis.
3.24 How satisfied are employers in the preparation of the program's graduates?	They are somewhat satisfied.
3.25 How is employer satisfaction information collected?	They verbally share this information at our advisory board meetings and they occasionally hire our graduates.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	See intended action steps

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
Barriers: Our area decrease in population coupled with the struggling FFA chapters due to funding issues. These have affected our enrollments.

Performance and Equity

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

CTE Program	Environmental Horticulture				
CIP Code	010603				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	3	5	5	3
Number of Completers	2	0	3	1	2
Other (Please identify)					

How does the data support the program goals? Elaborate.	We will continue to use this data to help us support Instructional decision making.
What disaggregated data was reviewed?	No
Were there gaps in the data? Please explain.	We did not observe any gap in the data.
What is the college doing to overcome any identifiable gaps?	NA
Are the students served in this program representative of the total student population? Please explain.	Yes, the students served in this program are representative of the total student population. We have students from the majority of the high schools that we serve.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of the high schools that we serve.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ▱ Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	Upon completion of this review Environmental Horticulture needs to have a clearer vision of where and how to advance the program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and the environmental horticulture faculty member have agreed upon the following action steps/timeline. Action Steps 1.) Continue to focus on recruitment and retaining students. Continuously reaching out to form new partnerships and relationships with local high schools, FFA, and 4H groups. Targeting even younger students with a College for Kids camp to be added. 2.) The Institutional Effectiveness Office has been asked to expand completion data to include tracking the College Express Enrollment students (high school students) who take the HORT courses in high school. 3.) Staying up-to-date with new innovations and methodologies in the Horticulture Industry by regular interaction with our local agribusinesses, trade shows, field days, and horticulture social media sites. Along with regularly reviewing technology currently in the program, and updating as needed. 4.) Formulate a maintenance plan for the greenhouse to include repairs, updates and cleaning Timeline 1.) This is something that needs to be done on a constant basis. 2.) This will be complied yearly. 3.) This is something that needs to be done each semester. 4.) This will be complied, updated and maintained yearly.

	(daily/monthly/yearly task list. This will allow us to reduce equipment failures, avoid disease and assure safety.
Resources Needed	1.) Recruiting and Retention—Marketing, promotional support which could include materials, graphics, social media, and photography. Ways to build a community /interactions for the students to aid us with retention. 2.) NA 3.) NA 4.) Funds to cover updates or repairs.
Responsibility Who is responsible for completing or implementing the modifications?	1) The faculty member will work with our marketing department. 2) Institutional Effectiveness will be asked to provide the data. 3) The Division Dean will work with the Horticulture faculty member to identify a plan. 4) The Division Dean will work with the Horticulture faculty member to formulate this plan.

Career & Technical Education				
College Name:	Danville Area Community College			
Academic Years Reviewed:	2019-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Grounds Attendant	**Cert**	**25**	**010605**	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	Prepare students for occupations in landscape maintenance and grounds keeping in parks, golf courses, and homes.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives are not being achieved. Measurements include multiple assessments: instructor evaluations, annual course and program assessments and data reviews.			
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Information not provided			
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Terri Cummings, Dean of Business and Technology completed this review.			
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	NA			

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as a part of this review.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The labor market projections for our area shows a possible small uptake.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand and outlook has been trivial.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security for Champaign, Douglas, Ford, Iroquois, Piatt and Vermilion Counties. This is our community college district and surrounding areas.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The pipeline would include our area (district), high school students, and community businesses in the field. The Horticulture faculty member is charged with recruiting students in this program. Forming relationships with these sectors could assure success.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The horticulture faculty member, division dean, and horticulture advisory board, and vice-president of academic affairs review curriculum and discuss any changes/updates.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with the certificate include horticulture faculty members' salary and benefits.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Continue to consider options.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	Costs to students include tuition and fees.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Strengths include a fairly new greenhouse to market this certificate.

3.2 What are the identified or potential weaknesses of the program?	Limitations include low enrollments and decline in industry.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods include traditional lectures and labs. Division Dean and faculty member review student evaluations to understand and make necessary alterations.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[5]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Yes
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	NA
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	NA

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[5] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Occasional visits to horticulture/landscape/nurseries happen. It shows the students where they could work. This could be improved if more connections were built and this occurred more often.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	NA
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty are encouraged to attend the fall and spring in-service where professional development occurs.
3.16 What is the status of the current technology and equipment used for this program?	Current technology and equipment is lacking.

3.17 What assessment methods are used to ensure student success?	Each semester instructors conduct assessment at the course level.
3.18 How are these results shared with others at the institution for continuous improvement?	Student evaluations are shared with the Division Dean and faculty member and discussed. Faculty evaluations conducted by the Dean are shared with the faculty member and Human Resources.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	None
3.20 How satisfied are students with their preparation for employment?	Students are somewhat satisfied.
3.21 How is student satisfaction information collected?	Student evaluations measure student satisfaction.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers serve on the Advisory committee and review and suggest changes to the curriculum. More consistent interactions would improve engagement.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They are our major stakeholders and without them we would not be successful.
3.24 How satisfied are employers in the preparation of the program's graduates?	Information not available.
3.25 How is employer satisfaction information collected?	NA
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Performance and Equity

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

CTE Program	Grounds Attendant				
CIP Code	010605				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	No data provided				
Number of Completers					
Other (Please identify)					
How does the data support the program goals? Elaborate.	NA				
What disaggregated data was reviewed?	No				
Were there gaps in the data? Please explain.	NA				
What is the college doing to overcome any identifiable gaps?	NA				
Are the students served in this program representative of the total student population? Please explain.	Yes, students served in the program are representative of the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, students served are representative of the district population.				

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	Enrollment has been historically cyclical. This certificate was designed to support employment in local golf courses. There have been a few closures, but we are recently seeing some resurgence.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	

Action Step	Timeline
1. Recruit non-traditional students.	1. This should be addressed each semester

Resources Needed	NA
Responsibility Who is responsible for completing or implementing the modifications?	The Horticulture faculty will reach out to the area golf courses to recruit students.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Commercial Floriculture	**Degree**	**62**	**010608**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	****program discontinued****
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	

Also describe their role or engagement in this process.	

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	

Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	
1.3 What labor market information sources are utilized?	
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	
2.5 Did the review of program cost result in any actions or modifications? Please explain.	
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	

3.2 What are the identified or potential weaknesses of the program?	
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[6]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	

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[6] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	
3.11 Is this an apprenticeship program? If so, please elaborate.	
3.12 If applicable, please list the licensure examination pass rate.	
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	
3.16 What is the status of the current technology and equipment used for this program?	

3.17 What assessment methods are used to ensure student success?	
3.18 How are these results shared with others at the institution for continuous improvement?	
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	
3.20 How satisfied are students with their preparation for employment?	
3.21 How is student satisfaction information collected?	
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	
3.24 How satisfied are employers in the preparation of the program's graduates?	
3.25 How is employer satisfaction information collected?	
3.26 Did the review of program quality result in any actions or modifications? Please explain.	

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Commercial Floriculture				
CIP Code	010608				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	No Data Available				
Number of Completers					
Other (Please identify)					
How does the data support the program goals? Elaborate.					
What disaggregated data was reviewed?					
Were there gaps in the data? Please explain.					
What is the college doing to overcome any identifiable gaps?					
Are the students served in this program representative of the total student population? Please explain.					
Are the students served in this program representative of the district population? Please explain.					
Review Results					
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☒ Discontinued/Eliminated ☐ Other (please specify)				

Summary Rationale Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Career & Technical Education				
College Name:	Danville Area Community College			
Academic Years Reviewed:	2019-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Horticulture-DOC	**Cert**	**34**	**010605**	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	**This program was discontinued in FY17 due to lack of state budget.**			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?				
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?				
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.				
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.				

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	
1.3 What labor market information sources are utilized?	
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	
2.5 Did the review of program cost result in any actions or modifications? Please explain.	
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	

3.2 What are the identified or potential weaknesses of the program?	
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[7]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	

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[7] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	
3.11 Is this an apprenticeship program? If so, please elaborate.	
3.12 If applicable, please list the licensure examination pass rate.	
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	
3.16 What is the status of the current technology and equipment used for this program?	

3.17 What assessment methods are used to ensure student success?	
3.18 How are these results shared with others at the institution for continuous improvement?	
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	
3.20 How satisfied are students with their preparation for employment?	
3.21 How is student satisfaction information collected?	
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	
3.24 How satisfied are employers in the preparation of the program's graduates?	
3.25 How is employer satisfaction information collected?	
3.26 Did the review of program quality result in any actions or modifications? Please explain.	

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Performance and Equity

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

CTE Program	Horticulture-DOC				
CIP Code	010605				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	11	0	0	0
Number of Completers	7	10			
Other (Please identify)					

How does the data support the program goals? Elaborate.	
What disaggregated data was reviewed?	
Were there gaps in the data? Please explain.	
What is the college doing to overcome any identifiable gaps?	
Are the students served in this program representative of the total student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	

Review Results

Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☒ Discontinued/Eliminated ☐ Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	

Career & Technical Education				
College Name:	Danville Area Community College			
Academic Years Reviewed:	2019-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Wind Energy Technician	**Degree**	**67**	**150503**	**Maintenance Mechanic Certificate**
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	The objective of the Wind Energy Technician AAS is to provide the graduates with the necessary skills to work in the wind and solar power industry. Students will learn about electrical and solar power generation industry, safety at the worksite, mechanical devices, as well as hydraulic and electrical systems. Our program also mirrors the general education outcomes for the college. The outcomes include the improvement of student skills in the areas of communications, critical thinking, the use of technology, and social awareness as well as providing the building blocks necessary to complete this program.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives and goals are being met. Achievement of program objectives are measured and assessed in multiple ways, including instructor evaluations, annual course and program assessment and Institutional Effectiveness data reviews. DACC faculty are evaluated by the Division Dean in the following categories: classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (examples: participates in college committees, community involvement, shows commitment to college policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms and labs. Faculty are also evaluated by their students each semester in the courses they teach.			

	At DACC, faculty engage in academic assessment to design more effective teaching strategies and create meaningful experiences for our students and ultimately lead them in becoming life-long learners. The office of Institutional Effectiveness and Strategic Planning at DACC supports our faculty by conducting institutional research, coordinating program reviews, and evaluation of college units/coordinates college planning, and provides information about students, faculty, and programs.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Preview information given from FY15 did not note any actions.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The review team for this Wind Energy Technician AAS degree includes Tom Carey, Institutional Effectiveness; Greg Hansbraugh, Wind Energy faculty member; and Terri Cummings; Dean of Business and Technology.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	We worked with our student services team, industry partners, and our students to complete this review. They all provided valuable information that allowed us to complete the review.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review.

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	In order to incorporate the appropriate labs/hands-on experiences for the students to be prepared to function as a Wind Energy Technician students need to complete more than 30 hours.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	The labor market projections for our area/district indicates a small increase in employment.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There has been a slow, steady increase over the past five years. The outlook for the next five years is encouraging as reports point out a moderate increase.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security for Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion County. This is our community college district and surrounding areas.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The Wind Energy programs pipeline includes our area (district) high school students. Occasionally a student enrolled in a different major could learn about the program and transfer. This year when we were not able to get into the high schools due to Covid we launched an aggressive marketing plan that included a video about Wind Energy at DACC and who to contact. This was shared on various social media platforms. We also launched a video/audio campaign that was directed to potential students within a 60-mile radius of our college. The response rates/analytics were impressive and we did net (2) students outside of our area.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Wind Energy faculty member, the division dean, and the Wind Energy advisory board review the curriculum annually and discuss and suggest any needed updates or changes. The Academic Affairs Administration Committee who consist of the Vice-President for Academic Affairs, four academic deans at the college and various student services employees. Once it is reviewed and questions have been answered it proceeds to our Academic Affairs Committee who includes faculty from the academic divisions. They review and suggest/discuss changes, ask questions and approve or not approve.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost of the course work depends on enrollment. The population in our district we serve is declining. This last year our district has seen a decline of a little over 300 less high school students enrolled. However, the college and the advisory board values the program and supports it. They have encouraged the college to continue. Currently the majority of the costs include one full-time faculty member's salary and benefits. The majority of the equipment updates have been funded by grants. The program is funded from technology bonds, general funds, Perkins grants and grants from local industry partners.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	We will continue to work with our Industry Partners who see value in our program to guide us in this area.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	We are consistently looking at ways where we can save money to allow this program to be cost effective.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	DACC wind students pay 140 per credit hour and $65-$100 (varies by course) course fee. The college's financial and department makes every effort within its means to help all students with limited financial resources to secure funds needed to complete their educational goals. The college's foundation department provides over $600,000 in scholarships for DACC students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No

Indicator 3: Quality	Response
3.1 What are the program's strengths?	The strengths of our Wind Energy program include a substantial focus on hands-on learning that is conducted on school equipment and tooling used in the industry. We incorporate future employers on or Advisory Board and we infuse continuous education for faculty.
3.2 What are the identified or potential weaknesses of the program?	Our safety and rescue equipment has a short allowable training life. Funding can be challenging for maintaining and purchasing new equipment and a stronger advertising presence could be helpful.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods include traditional lecture and hybrid lectures. The division dean and wind energy faculty member review student evaluations to understand how the student feels about the delivery method. The faculty also directly communicates with the students to understand them. He is very in tune to our student population and their needs.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[8]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The Wind program is a part of the program of study as defined by Perkins V. The faculty member works with the industry partners to be sure the academic and technical knowledge the students are mastering will lead them to being marketable for employment and be very routed to the needs of our community.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Graduates of the Wind Energy program are in the pathway that meets the needs of this industry. The college will continue to work with Industry Partners to obtain feedback or improvements needed.

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[8] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	We incorporate hands-on-training that parallels on-the-job-training. We constructed a simulated WTG base for climb and rescue training. We purchased a 1Mw Nacelle for training. We own a 42 meter wind turbine blade for training and we train our students on actual equipment, not simulators.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Due to the fact that our industry partners require all who work on/in their environment to be educated and well trained for safety purposes our students are not able to obtain work based learning opportunities. We do however expose them to the environment with visits to wind farms and our industry partners visit the classrooms.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Industry accreditation is not required. In order to make our students marketable for employment we provide comprehensive person/climb/rescue certifications, OSHA 30 certification, first aid/CPR/AED training and NFPA70e Arc flash safety certificate.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	We have a strong partnership with Duke Energy, Invenergy, White Construction, RAD Technologies, Hytorc, Vestas, GE, Stauffer Safety, EON, and Industrial Bolting.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Our Wind energy faculty member maintains professional contacts that he developed while working in the field. He is an AWEA Member and attends the AWEA Convention when possible. He also attends training seminars and is constantly educating himself with the latest technology.
3.16 What is the status of the current technology and equipment used for this program?	We follow industry standards and protocols to assure we are current/up-to-date. We recently purchased new safety equipment through an IGEN grant we were able to obtain. We need to update/purchase new torque equipment.
3.17 What assessment methods are used to ensure student success?	Each semester instructors conduct an assessment at the course level. These measure the effectiveness or achievement of the college program or course outcomes. This information allows us to see if any changes need to be made. Student evaluations are conducted that are also reviewed for student success and lastly the Division Dean conducts faculty evaluations based on classroom _____. The dean faculty member discuss.
3.18 How are these results shared with others at the institution for continuous improvement?	Student evaluations are shared with the Division Dean and faculty member and are discussed. Faculty evaluations conducted are shared with faculty members and human resources.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	No changes to curriculum have been made, but syllabi are reviewed and updated as needed every semester it is taught.
3.20 How satisfied are students with their preparation for employment?	Students have expressed they are very satisfied.
3.21 How is student satisfaction information collected?	Survey of alumni as well as course evaluations.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are member of our advisory board. They review and comment about curriculum and course work. They also help with placement of graduates.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They are major stakeholders and without them we would not be successful. We could improve this engagement by communicating more on a regular basis.

3.24 How satisfied are employers in the preparation of the program's graduates?	The employers are also very satisfied with how prepared the graduates the wind program.
3.25 How is employer satisfaction information collected?	They verbally share this information at our advisory board meeting and the hire our graduates.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
Barriers—Our area decrease in population has made recruiting new students a challenge. It is difficult to procure internship opportunities for students. Funding for equipment and faculty continuing education is also difficult. The decrease in population in our area has made recruiting new students challenging. It is difficult to procure internship opportunities for students. Funding for equipment and faculty continuing education is also problematic.

Performance and Equity

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

CTE Program	Wind Energy Technician				
CIP Code	010101				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	7	8	12	10
Number of Completers	4	2	5	6	6
Other (Please identify)					

How does the data support the program goals? Elaborate.	We will continue to use this data to help us support instructional decision making.
What disaggregated data was reviewed?	No disaggregated data was reviewed
Were there gaps in the data? Please explain.	N/A
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program representative of the total student population? Please explain.	Because this field requires someone who has an aptitude for mechanical and electrical, critical thinking skills, a sense of adventure/athleticism and open to travel. These sometimes limit the playing field.
Are the students served in this program representative of the district population? Please explain.	Yes, the students served in this program are representative of the district population. We have students from the majority of the high schools we serve.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	The Division Dean and Faculty member along with the advisory board understand the need for people to work in this field and potential for growth.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Division Dean and Wind Energy Faculty member have agreed on the following action steps, timeline and resources needed and who needs to be responsible. Action Steps 1) Continue to focus efforts on recruitment and retention. Continuously reaching out to form new partnerships and strengthen the existing ones. 2) With the uptake/rise of renewable energy look at ways to incorporate solar into other areas. 3) Look for opportunities for continuing educations and seminars to allow the faculty member to stay current/up-to-date. Timeline 1) This is something that needs to be done on a consistent basis. 2) The faculty member will incorporate projects into his classes each semester. 3) Faculty member will work with Advisory Board and AWEA to explore opportunities.
Resources Needed	1) Recruiting and Retention – Marketing, promotional support which could include materials, graphics, social medial and photography. Ways to build community/interactions for the students to aid us with retention. 2) Funding for equipment and training. 3) Funding.
Responsibility Who is responsible for completing or implementing the modifications?	The Wind Energy Faculty member working with the Dean will be responsible.

Career & Technical Education	
College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2020
Program Identification Information	

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Digital Marketing	**Cert**	**26**	**521804**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	This certificate encompasses the spectrum of marketing methods needed to understand interactive marketing in today's world.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives and goals are being met since the addition of this certificate.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	NA
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The Division Dean, Terri Cummings researched and completed this review.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	The stakeholders engaged in this process included the Advisory Board and faculty member in marketing. The advisory board and faculty member provided information.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The labor market projections for our area are reported by the Illinois Department of Employment Security indicates a possible small growth.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The past five years the demand has seen a small increase with about a 34% increase outlook for the next five years.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security for Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion Counties. This is our community college district and surrounding area.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The marketing programs pipeline would include our area (district), high school students enrolled in our college express program, and their main high school. Many of these students come to DACC upon graduation to complete their degrees. We also market to working _____ in our area.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The marketing faculty member, the division dean, and the marketing advisory board review curriculum and discuss/suggest any changes. The Academic Affairs Administrative Committee consists of the Vice-President for Academic Affairs, four academic deans of the college and various student services team members. Once it is reviewed and questions have been answered it proceeds to our Academic Affairs Committee which includes faculty from academic divisions. They review and discuss/suggest changes, ask questions and then approve or not approve.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No
Indicator 2: **Cost Effectiveness**	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost of the coursework depends on enrollment. The population in our district we serve is declining. This last year our district has seen a sharp decline of a little over 300 high school students enrolled. However, the college and advisory board values the program and supports it. They have encouraged the college to continue the program. Currently the majority of the costs include one full-time faculty members' salary and benefits. The program is funded from technology bonds, general funds, and the Perkins grant.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	We will continue to work with our Industry partners who see value in our program guide us.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Always look for and consider pricing/quality when making purchases.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	DACC's marketing students pay $140/credit hour and $65 course fee. The colleges' financial aid department makes every effort within its means to help all students with limited financial reserves to secure funds needed to complete their educational goals. The colleges' foundation department provides over $600,000 in scholarships for DACC students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No

Indicator 3: Quality	Response
3.1 What are the program's strengths?	The strengths of the marketing program include a new faculty member with updated credentials and updated curriculum to include a Digital Marketing Certificate.
3.2 What are the identified or potential weaknesses of the program?	A potential weakness of the marketing program would include lower than normal enrollments.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods for the marketing program include traditional lecture format, online hybrid (synchronous) versions. The success rates in each modality show a 92-100% retention rate.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[9]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The marketing program is a part of the program of study as defined by Perkins V.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Graduates of the marketing program are in the pathway that meets the needs of the community we serve. Through the advisory board we have partnered with local industry that includes several sectors of business. They help us understand their needs to design curriculum and ___ funds ___where applicable. Our college then always measures effectiveness and makes changes where necessary.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This year the marketing students in various classes are assisting with social media marketing for our college.

[9] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	NA
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students work with industry partners to design marketing plans that they can utilize. This allows our industry partners to see firsthand what our students learn and can transfer to their environment.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	NA
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	NA
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The partnerships formed include Toyota of Danville, Bryant Industries, Watchfire, and Vermilion Advantage.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate during the fall and spring semesters during in-service. The new marketing instructor has a masters with a specialization in digital and social media and recently attended the Midwest Digital Marketing Conference.

3.16 What is the status of the current technology and equipment used for this program?	Recently updated technology includes Hostsuite, Google Analytics, Facebook print, Canva and Sales Force.
3.17 What assessment methods are used to ensure student success?	Each semester instructors conduct an assessment at the course level. They measure the effectiveness or achievement of the college program or course outcomes. This information allows us to see if any changes need to be made. Student evaluations are conducted that are also reviewed for student success and lastly the Division Dean conducts faculty evaluations based on classroom visits. The Dean and faculty member also discuss.
3.18 How are these results shared with others at the institution for continuous improvement?	Student evaluations are shared with the Division Dean and faculty member and discussed. Faculty evaluations conducted by the Dean are shared with the faculty member and Human Resources.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	This is a new certificate implemented this year. There have been course revisions _____ to BMGT 213 Principles of Advertising and BMGT 253 Social Media for Business. New courses added include BMGT 210 Content and Social Media Marketing and BMGT 244 Digital Marketing.
3.20 How satisfied are students with their preparation for employment?	Students are very satisfied with how well they are prepared for employment.
3.21 How is student satisfaction information collected?	Survey of alumni and course evaluations.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are members of our advisory board. They review and comment.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They are major stakeholders, so without them we would not be successful. We could improve this engagement by communicating with them on a more regular basis.
3.24 How satisfied are employers in the preparation of the program's graduates?	The employers are very satisfied with how prepared our graduates are.
3.25 How is employer satisfaction information collected?	They verbally share this information at our advisory board meetings and they hire our graduates.

3.26 Did the review of program quality result in any actions or modifications? Please explain.	No

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Our area decrease in population has affected enrollment.

We feel the modernizing and rebranding of the program with new courses, building new community partnerships will aid us in making this program strong.

<table>
<tr><td colspan="6" align="center">**Performance and Equity**
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.</td></tr>
<tr><td>CTE Program</td><td colspan="5">Digital Marketing Certificate</td></tr>
<tr><td>CIP Code</td><td colspan="5">521804</td></tr>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td></tr>
<tr><td>Number of Students Enrolled</td><td>No data provided</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of Completers</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Other (Please identify)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>How does the data support the program goals? Elaborate.</td><td colspan="5">We will continue to assess data to help us support instructional decision making.</td></tr>
<tr><td>What disaggregated data was reviewed?</td><td colspan="5">NA</td></tr>
<tr><td>Were there gaps in the data? Please explain.</td><td colspan="5">NA</td></tr>
<tr><td>What is the college doing to overcome any identifiable gaps?</td><td colspan="5">NA</td></tr>
<tr><td>Are the students served in this program representative of the total student population? Please explain.</td><td colspan="5">Yes, students in this program are representative of the total student population. This includes high school graduates and adult students.</td></tr>
<tr><td>Are the students served in this program representative of the district population? Please explain.</td><td colspan="5">Yes, students served in this program are representative of the district population.</td></tr>
<tr><td colspan="6" align="center">**Review Results**</td></tr>
<tr><td>**Action**</td><td colspan="5">☒ Continued with Minor Improvements
☐ Significantly Modified
☐ Placed on Inactive Status
☐Discontinued/Eliminated
☐Other (please specify)</td></tr>
</table>

Summary Rationale Please provide a brief rationale for the chosen action.	Upon completion of this review which includes discussing the updates we now have a clearer picture/vision of where we need to focus our efforts.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action Step 1. Continue to focus on recruitment and retention. Continuously reaching out to form new partnerships. 2. Staying up-to-date with the latest technologies and incorporate into our classes. 3. Implement community involvement projects adding collaborative/hands-on learning components. Timeline 1. This is something we will do each semester. 2. This is something that will be done each semester. 3. Faculty member will work on implementing this.
Resources Needed	Recruiting and retention
Responsibility Who is responsible for completing or implementing the modifications?	The marketing faculty member along with the Dean will work together to accomplish these objectives.

Career & Technical Education	
College Name:	Danville Area Community College
Academic Years Reviewed:	2019-20
Program Identification Information	

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Marketing	**Degree**	**62**	**521804**	**Digital Marketing**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.	
Program Objectives What are the overarching objectives/goals of the program?	This program provides students with a variety of employment options such as Customer Engagement, Sales, Telemarketing, Marketing, Hospitality, Advertising, Travel & Tourism, Social Media Marketing and Management.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Objectives and goals are being met. Achievement of program objectives are measured and assessed in multiple ways, including instructor evaluations, annual course and program assessments and Institutional Effectiveness data reviews. DACC faculty are evaluated by the Division Dean in the following categories: Classroom performance based on knowledge of subject matter and teaching techniques, staff development related to subject matter, and teaching techniques, use of assessment and learning outcomes, works effectively with colleagues and administrators (Examples: participates in college committees, community involvement, shows commitment to college, policies and procedures), student engagement and communication effectiveness. Evaluations are based on observing classrooms or labs. Faculty are also evaluated by their students each semester in the courses they teach. At DACC faculty engage in academic assessment to design more effective teaching strategies and create meaningful experiences for our students and ultimately lead them in becoming life-long learners.

	The office of Institutional Effectiveness and Strategic Planning at DACC supports our faculty by conducting institutional research, coordinating program reviews and evaluations of college units/coordinates college planning, and provides information about students, faculty and programs.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Nothing provided.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	The Review Team for this Marketing AAS Degree review includes Tom Carey, DACC Institutional Effectiveness, Jen Slavik, Marketing Faculty Member and Terri Cummings, Dean of Business and Technology. Tom and Jen provided information and Terri compiled the report.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	We are currently working with our Student Services team, our Industry partners and our students as we updated our Marketing program. They all have provided valuable feedback that has allowed us to complete this review.

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Pre-requisites or placement scores were not analyzed as part of this review.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Depending on which Marketing electives a student chooses they could complete more than 60 hours.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The labor market projections for our area as reported by the Illinois Department of Employment security indicates that there is a slight change/increase expected.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The past five years the demand has remained steady. The outlook for the next five years are looking at an increase.
1.3 What labor market information sources are utilized?	Illinois Department of Employment Security for Champaign, Douglas, Ford, Iroquois, Piatt, and Vermilion counties. This is our community college district and surrounding area.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Marketing program's pipeline would include our area (district) high school students and working adults. The Marketing faculty member has worked with the Industry partners to aid in providing specifically what the students will need to be successful in the workplace. The faculty member also began a College Express section (high school students who attend DACC and earn college credit) to strengthen the high school pipeline.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Marketing faculty member, the division dean, and the marketing advisory board, review the curriculum and discuss and suggest any necessary changes/updates. The Academic Affairs Administrative Committee who consist of the Vice-President for Academic Affairs, four academic deans of the college, and various student services employees. Once it is reviewed and questions have been answered it proceeds to our Academic Affairs Committee who includes faculty from the academic divisions. They review and suggest/discuss changes, ask questions and then approve or not approve.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No

Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost of the course work depends on enrollment. The population in our district we serve is declining. This last year our district has seen a decline of a little over 300 less high school students enrolled. However, the college and advisory board values the program and supports it. They have encouraged the college to continue the Marketing program and are very happy with recent changes. Currently the majority of the costs include one full-time faculty member's salary and benefits. The majority of the equipment updates have been funded by grants written by the faculty member. The program is funded from technology bonds, general funds, Perkins grants and grants from local industry partners.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	We will continue to work with our Industry partners who see value in our program to guide us in this area.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	Always look for and consider pricing/quality when making purchases.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	DACC's marketing students pay $140/credit hour and $65 course fee. The colleges' financial aid department makes every effort within its means to help all students with limited financial reserves to secure funds needed to complete their educational goals. The colleges' foundation department provides over $600,000 in scholarships for DACC students.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	The strengths of the marketing program include a new faculty member with updated credentials. Updated curriculum to include a Digital Marketing Certificate.
3.2 What are the identified or potential weaknesses of the program?	A potential weakness of the marketing program would include lower than normal enrollments.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Delivery methods for the marketing program include traditional lecture format, online hybrid (synchronous) versions and web (asynchronous) The success rates in each modality show a 92-100% retention rate.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[10]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The marketing program is a part of the program of study as defined by Perkins V.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Graduates of the marketing program are in the pathway that meets the needs of the community we serve. Through the advisory board we have partnered with local industry that includes several sectors of business. They help us understand their needs to design curriculum and id funds or grants where applicable. Our college then always measures effectiveness and makes changes where necessary.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This year the marketing students in various classes are assisting with social media marketing for our college. And also added for in person options the creation of a more collaborative/ hands on classroom focusing on community involvement.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, BMGT 117, Principles of Marketing and BMGT 114 Principles of Management are slated to be offered this year.

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[10] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students work with industry partners to design marketing plans that they can utilize. This allows our industry partners to see firsthand what our students learn and can transfer to their environment.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	NA
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	NA
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	BMGT 117, Principles of Marketing and BMGT 114 Principles of Management are articulated courses.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Yes, partnerships have been formed with Toyota, United Way and True Grit.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty participate during the fall and spring semesters during in-service. The new marketing instructor has a masters with a specialization in digital and social media and recently attended the Midwest Digital Marketing Conference.
3.16 What is the status of the current technology and equipment used for this program?	Recently updated technology includes Hostsuite, Google Analytics, Facebook print, Canva and Sales Force.

3.17 What assessment methods are used to ensure student success?	Each semester instructors conduct an assessment at the course level. They measure the effectiveness or achievement of the college program or course outcomes. This information allows us to see if any changes need to be made. Student evaluations are conducted that are also reviewed for student success and lastly the Division Dean conducts faculty evaluations based on classroom visits. The Dean and faculty member also discuss
3.18 How are these results shared with others at the institution for continuous improvement?	Student evaluations are shared with the Division Dean and faculty member and discussed. Faculty evaluations conducted by the Dean are shared with the faculty member and human resources.
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	A new Digital Marketing certificate was implemented this year. There have been course revisions/updates to BMGT 213 Principles of Advertising and BMGT 253 Social Media for Business. New courses added include BMGT 210 Content and Social Media Marketing and BMGT 244 Digital Marketing.
3.20 How satisfied are students with their preparation for employment?	Students are very satisfied with how well they are prepared for employment.
3.21 How is student satisfaction information collected?	Survey of alumni and course evaluations.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are members of our advisory board. They review and comment.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They are major stakeholders, so without them we would not be successful. We could improve this engagement by communicating with them on a more regular basis.
3.24 How satisfied are employers in the preparation of the program's graduates?	The employers are very satisfied with how prepared our graduates are.
3.25 How is employer satisfaction information collected?	They verbally share this information at our advisory board meetings and they hire our graduates.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
The previous lack of collaborative learning classroom set up, small enrollments and the transition to e-learning are barriers.

Performance and Equity

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

CTE Program	Marketing				
CIP Code	521804				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	31	19	14	13	14
Number of Completers	17	12	12	5	4
Other (Please identify)					

How does the data support the program goals? Elaborate.	We will continue to assess data to help us support instructional decision making.
What disaggregated data was reviewed?	No
Were there gaps in the data? Please explain.	NA
What is the college doing to overcome any identifiable gaps?	NA
Are the students served in this program representative of the total student population? Please explain.	Yes, students in this program are representative of the total student population. This includes high school graduates and adult students.
Are the students served in this program representative of the district population? Please explain.	Yes, students served in this program are representative of the district population.

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	Upon completion of this review which includes discussing the updates we now have a clearer picture/vision of where we need to focus our efforts.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action Step 1. Continue to focus on recruitment and retention. Continuously reaching out to form new partnerships. 2. Staying up-to-date with the latest technologies and incorporate into our classes. 3. Implement community involvement projects adding collaborative/hands-on learning components. Timeline 1. This is something we will do each semester. 2. This is something that will be done each semester. 3. Faculty member will work on implementing this.
Resources Needed	Recruiting and Retention
Responsibility Who is responsible for completing or implementing the modifications?	The marketing faculty member along with the Dean will work together to accomplish these objectives.

Career & Technical Education

College Name:	Danville Area Community College
Academic Years Reviewed:	2019-2020

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Nursing Assistant	**Cert**	**7**	**51.3902**	**1)Nursing Assistant 2)Advanced Nursing Assistant**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	This program is designed to prepare students to provide basic health care in hospitals, clinics, nursing homes and private residences per approved Illinois Department of Public Health guidelines.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Program objectives are measured within the classroom through quizzes/tests, homework, hands-on demonstrations and skill assessments, and all students must receive an 82% or higher score to be able to move on to the clinical portion of the program. During clinicals, students must demonstrate competency of all required manual skills to 100% correctness in order to pass and then qualify to take the State Nurse Assistant Exam. Student must complete 80 hours of classroom instruction/lecture and 40 hours of clinical. Overall achievement of program objectives is measured through the number of enrollees who successfully complete the course. This information is aggregated through the Institutional Effectiveness dept., who in turn reports the data to the program Dean, and Executive Vice-President of Instruction. Every program completer who wishes to be employed as a CNA must take a written competencies test through the Illinois Dept. of Public Health (IDPH) Nurse Aide test in order to become certified. Per Section 395.175 Program Notification Requirements, the Program Sponsor (Lead Instructor) submits the names of students who have successfully completed the classroom and clinical. State testing results are provided each year for comparative

	information to measure the number of pass/fails per program and per Instructor, and data is provided by skill categories to find any deficit areas. If any noticeable deficits are identified, a corrective-measures plan must be developed and submitted to IDPH for approval and then those areas are monitored for improvement. This program is not under any corrective measures at this time.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	It was suggested that the program needed to seek more professional input by forming a CNA Advisory Board; comprised of a representative from every hospital, nursing home and retirement village in College District 507. An Advisory Board was formed and has met annually since 2015. This has proven to be an effective partnership to provide guidance, more clinical experiences, and professional networking opportunities for our students. Additionally, this Board lent support/advice for the Advanced CNA program, which added Medical Terminology and Orientation for Health Occupations to the curriculum.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Laura M. Williams, M. Ed., Dean of Adult Education & Literacy Angela Harris, RN, Lead Instructor, Certified Nurse Assistant Ms. Williams was the principal writer/researcher Ms. Harris assisted with writing review/collecting and providing data
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Advisory Team members included representatives from local hospitals, health care clinics, nursing homes, Veteran Administrative Services, and retirement villages along with other Instructors from the CNA program and Adult Education staff. The Lead Instructor is the chair and directs the meeting/defines the agenda. Team members review items and provide input.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Before admittance into the program, students must score 80% or higher on a basic math test since mathematical ability closely correlates to job duties (i.e. CNA must be able to read a thermometer, use a scale, measure patient intake and output and do comparisons to monitor patient health). Testing is done by a high-level administrator, who then logs scores into Student Registration forms and stores the test in each student's file. This is a sound and necessary admissions practice and all admitted enrollees did have an 80% or higher score.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	The Illinois Career Information System classifies the annual openings as Very High and population studies show 19.8% population of adults 65 years of age or older as almost 20% of the State total (those most likely to suffer ambulatory/self-care/or independent living difficulties) = those most likely to require CNA services.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In Vermilion County, the number of 65+ has increased by almost 3% and the State average has increased by 2.6%. The employment outlook for CNA's in the State of Illinois shows a 10-year growth average of 5.1% with approximately 62,000 in the field and 7,300 annual openings.
1.3 What labor market information sources are utilized?	U. S. Census Bureau, IDES, IDPH, Vermilion Advantage Jobs Survey, ACL Profile of Older Americans
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Students are recruited a number of different ways, including but not limited to: DACC Marketing Dept., Facebook, Local radio and t.v. stations, newspaper, Flyers distributed throughout the community, Nursing Home Employers visiting classrooms, Recruiting booths at job fairs/high schools/housing residents, and through WIOA partnerships.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	IDPH provides required curriculum. Instructors are required to attend the annual STATE CNA conference to monitor and implement any changes. Instructors and Advisory Board meet yearly to align to real-world need (campus administrators are on the Advisory Board and report to the Executive Vice-President of Instruction). Additionally, Instructors are evaluated by both students and administrators regularly.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	At this time, there are no noted modifications. This program is very ordered and professional with mandatory requirements from the State of Illinois Dept of Public Health, and oversight from the Lead Instructor, Dean of Adult Education, and Executive Vice-President of Instruction for content and delivery, with oversight from the Advisory Board for real-time labor market input. It also has a Lead Instructor assigned to monitor professional regulation requirements and submit rosters/other administrative duties. Additionally, there are no corrective actions for this program and the Mean % Score for this Location is 77.9% with an 80.4% pass rate for First-time Test Takers.
Indicator 2: Cost Effectiveness	**Response**
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	Until approximately 2018, there were no tuition and fee costs associated with this program. However, new teacher-to-student ratio requirements (1:8 versus 1:15), the State budget crisis, additional class loads and a cost-analysis determined this to be unreasonable and unsustainable. Students must now pay regular tuition and fees. However, the program works closely with WIOA partners and a large percentage of students have tuition paid by other sources (i.e. Community Action, Vermilion County Works, ICCB/DACC Adult Education I-Pathways/ICAPS grant, Vermilion Vocational Educational Delivery System – VVEDS, local Employers). The CNA certificate is 7 credit hours and the Advanced CNA certificate is 12 credit hours. Additional cost to student includes: textbook, uniform, TB testing, background check, light equipment and State testing fees. Again, a large percentage of the community students qualify for funding assistant with many paying little to no costs. The college pays for this program with braided funding sources: tuition, grant dollars, and waivers.

2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	At this time, this program and associated costs are as lean as they can be. WIOA and Community partnerships have afforded great ability to train numerous students to fill the needed nursing-professional roles.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	See Section 2.1
2.5 Did the review of program cost result in any actions or modifications? Please explain.	There is no need to modify costs at this time nor in the foreseeable future.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Strongly regulated by State professional agency, Long-time Instructors who are also professionals in the field, networking relationships and ability to braid funding for student affordability, cumulative pass rates.
3.2 What are the identified or potential weaknesses of the program?	There are no identified weaknesses.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	This program is mandated to have 80 hours of in-class Instruction and 40-hours of clinical instruction. All of this is in the traditional format of in-person learning with Instructor present. However, due to COVID concessions, Instruction was approved to be delivered in an online format utilizing LMS Blackboard and Zoom Professional, along with EVOLVE 2020 Elsevier Clinical skills (provided at no cost to the student and supplemented with a technology loan program and hotspot if needed). This was used to complete the Spring 2020 semester and is on standby to be utilized again if the college should close mid-semester.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[11]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	This program is part of the Programs of Study as defined by Perkins V and approved by ICCB. Faculty members and the Dean update courses as required and consistently meet professional development standards to ensure professional quality. Working with industry, community and WIOA partners ensure the academic and technical knowledge along with affordability are present and monitored.
3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, this program meet the career pathway definition. This program is part of the Nursing/Health Occupations program. It is a beginning step in the Healthcare Career Pathway ladder. Students who successfully complete a CNA certificate can take a few additional classes to receive the Advanced CNA certificate, which incorporates Medical Terminology. The ADN/LPN program at DACC is a very competitive and sought after program. Therefore, there is an application/points system for admittance. DACC grants anyone who completes the CNA program with one point, and anyone who passes Medical Terminology with additional point increments. This allows multiple ways/times to enter/exit the ladder, allows a student to begin employment after approximately three months and continuously move on the pathway with day, night and online class options. Employer input and integrated support services through DACC Student Services, Adult Education and WIOA partners also help develop/move the student along the path.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	We feature the CNA class as part of our ICAPS programming. It has been successful in attracting students into both programs (CNA and GED/HSE) and providing qualified CNA's to the community.

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[11] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	The CNA program is a part of the Vermilion Vocational Educational Delivery System's (VVEDS) College Express Programming for Health Occupations. DACC offers seven sections to area high school students, who in turn earn dual credit. Associated schools are Danville High School, Bismarck High School, Hoopeston High School, Armstrong/Potomac High School, Salt Fork High School, Oakwood High School, Westville High School, Georgetown Ridge Farm High School and DACC's Middle College program.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students who have completed the CNA program but have not yet completed State testing can work in facilities with restrictions. Again, this is regulated by the State of Illinois because of the risks/liability involved with having untrained/unapproved persons in nursing facilities. Students do have the opportunity to experience what it is like to work in the facility during their clinical experiences while gaining work-based learning.
3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	The CNA program must seek and maintain approval through the Joint Committee on Administrative Rules: Administrative Code Title 77, Chapter 1, PART 395 LONG-TERM CARE ASSISTANTS AND AIDES TRAINING PROGRAMS CODE.
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Certification is achieved primarily by successfully completing a state-approved nursing assistant training program, a competency test covering 21 mandated manual skills and a written competency test, which results in an approved certification as a CNA through the State of Illinois.
3.11 Is this an apprenticeship program? If so, please elaborate.	n/a
3.12 If applicable, please list the licensure examination pass rate.	Pass rate for first-time testers: 80.4%
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	n/a

3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Partnerships have been formed with WIOA and community partners. Some of their programs have pre-qualifiers, which helps with predetermination factors (if they qualify for their service and can then receive training at no cost to the student); many of the partner programs have additional supportive services that help the student be more successful (transportation, child care, tutoring, etc).
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	All faculty have opportunity to attend professional development activities offered through DACC during fall and spring in-service as well as throughout the year. A most recent example was Blackboard training/usage that was offered long before the COVID-19 pandemic struck. The CNA teachers had attended these trainings and thus were quickly able to switch to an online format. Additionally, the faculty attend the annual State CNA conference. DACC also offers educational tuition assistance for further education, and two of the Instructors have recently participated in additional educational opportunities.
3.16 What is the status of the current technology and equipment used for this program?	Equipment used includes typical nursing facility aides (lifts, beds, wheelchairs, walkers, bathroom facilities, scales, blood pressure cuffs, thermometers, PPE, gait belts). CPR/AR models and mechanical mannequins. Technology includes a computer lab with access to LMS Blackboard.
3.17 What assessment methods are used to ensure student success?	Each semester, Faculty conduct a course assessment. This measures the effectiveness/achievement as well as student outcomes, and this in turn advises any needed changes. Student success outcomes are measured by grades, retention and completion numbers as compiled by our Institutional Research office as well as reviews by the Dept. Dean. Student/testers are tabulated monthly when State CNA testing is completed and those results are forwarded to the Lead Instructor at the College.
3.18 How are these results shared with others at the institution for continuous improvement?	Scores and data are reviewed within the program by all Instructors and the Dean. The summary report of program clusters are carefully reviewed and discussed, and any lower score areas develop a plan of action. These scores are shared within the Dept. and Executive Vice-President of Instruction.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	A new textbook has been adopted: Mosby's Textbook for Nursing Assistants, Ninth Edition. This textbook correlates with the online Elsevier Nurse Training Skills video that has been added to compliment instruction as well as increase student knowledge during and after the program as they have one year to review the skills. This aids in pre-testing review.
3.20 How satisfied are students with their preparation for employment?	
3.21 How is student satisfaction information collected?	Students anonymously evaluate the course and Instructor at the end of every course. This can be done paper/pencil or through a web link. These results are shared with the Instructor, Lead Instructor, Dean and Executive Vice-President of Instruction.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are involved in the CNA Advisory Council, and they give presentations to the classrooms for employment purposes/placement.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council provides valuable insight into industry protocol and up-to-date policy as well as hiring procedures/openings and hiring events. They also have input into augmenting curriculum and they provide clinical sites. Engagement could be improved with more communication/meetings.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers provide qualitative data and 100% of them have stated students are prepared or very prepared as entry-level providers.
3.25 How is employer satisfaction information collected?	This is provided orally at the Advisory Council meetings.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.
We have had to add faculty and additional classes due to staffing ratio requirements. However, this has resulted in more one-on-one time with each student, which has increased their time on task and allowed for more intimate learning/instruction per student.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Certified Nursing Assistant CNA (Advanced CNA)				
CIP Code	51.3902				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	99	107	107	131	111
Number of Completers	49	102	111	69	74
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data shows that the program is still one that students are interested in and where completion rates five-year average is over 70%. Basic health care workers are needed in College District 507 and the programming is fulfilling the community need. The program does not require a high school diploma and has about 50% of enrollees still in high school, and it has minimal entry requirements with a basic math test, so the completion rate is fairly high.				
What disaggregated data was reviewed?	No				
Were there gaps in the data? Please explain.	There was a notable gap in year 3 with more students completing than enrolling in the program. This was due to students changing to another Healthcare path, but within that path, taking classes that would fulfill the Advanced CNA criteria.				
What is the college doing to overcome any identifiable gaps?	Program staff regularly review outcomes to compare the number of finishers to enrollees. Gaps are examined and shared with the Advisory board, and curriculum revisions are made to aid completion. Additionally, IDPH provides monthly reports on students who have taken the State CNA examination. Gaps/trends are identified and then corrective measures are developed if required. This is relevant when meeting the program objective of preparing students to provide basic healthcare as licensed professionals.				
Are the students served in this program representative of the total student population? Please explain.	This program has many more female students than male students, which is not representative in comparison to the general student population. It is considered a non-traditional path for males by many. However, the Department, along with				

	the Marketing Dept at the College produce materials showing diverse enrollees.
Are the students served in this program representative of the district population? Please explain.	The U.S. Census data shows the population is comprised of 82% white residents and 18% other. Using this comparative data, the enrollment at DACC, as well as in this specific program, show a more diverse student population as compared to the district.

Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ▱Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	A careful review was led by the Dean, and included input from the Lead Instructor, Program Instructors, Institutional Research, and used external data to include Illinois Dept of Public Health data. The program continues to meet the objective of developing basic healthcare providers to meet the growing community need (increase in aging population as well as increase in healthcare facilities) of licensed professionals. This program is monitored not only by our Institution but also by the Illinois Department of Public Health. Yearly modifications are made according to any changes directed by the State as well as any required program modifications.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Fall 2020: 5-Year Program Review Fall 2021: Review & comparison of data Fall 2022 – 2025: Continued review and comparison of data. Results shared with College Administrators, Institutional Research team, and Advisory Board.
Resources Needed	Institutional and State comparison data. Meeting time.
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Adult Education, with input from the program's Lead Instructor and oversight by the Executive Vice-President of Instruction.

Career & Technical Education	
College Name:	Danville Area Community College
Academic Years Reviewed:	2019
Program Identification Information	

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Associate Degree in Nursing	**Degree**	**69**	**513801**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	**The End-of- Program Student Learning Outcomes are:** **1. Caring Interventions** By the end of the DACC Nursing Program, the graduate nurse will adopt behaviors that support a caring patient-centered environment where choices related to cultural values, beliefs, and lifestyles are respected. **2. Clinical Decision Making** By the end of the DACC Nursing Program, the graduate nurse will integrate clinical decision making in planning care that incorporates the holistic needs of the patient population by providing culturally and developmentally competent assessment and care while respecting differences, values, preferences, and expressed needs. **3. Collaboration** By the end of the DACC Nursing Program, the graduate nurse will organize collaboration with clients, significant support person(s), and members of the interdisciplinary healthcare team in the responsibilities of shared planning, decision making, problem solving, and goal setting while delivering high quality, evidence-based, patient-centered care to diverse populations within a family and community context. **4. Communication** By the end of the DACC Nursing Program, the graduate nurse will model therapeutic communication skills verbally and non-verbally when interacting with patients, significant support person(s), and members of the

	interdisciplinary team in complex environments and practice effective written and electronic documentation. **5. Managing Care** By the end of the DACC Nursing Program, the graduate nurse will determine effective utilization of information and technology, and other resources regarding management of comprehensive care to diverse patient populations within a family and community context. **6. Professional Behaviors** By the end of the DACC Nursing Program, the graduate nurse will integrate professional nursing practice behaviors that demonstrate lifelong personal responsibility and accountability for own care and care delegated while practicing within a legal, ethical, and professional scope that is guided by accepted standards of nursing practice. **7. Safety** By the end of the DACC Nursing Program, the graduate nurse will incorporate the nursing process to make clinical judgments using evidence-based practice providing safe, quality care to promote the health of diverse populations within a family and community context. **8. Teaching and Learning** By the end of the DACC Nursing Program, the graduate nurse will design and implement health education to clients and/or significant support person(s) while promoting and facilitating informed decision-making to achieve safe and high quality health outcomes within a family and community context.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The ACEN requires periodic program assessment regarding how these objective are being met. Program evaluation has been an ongoing process within the DACC Nursing Program. The Accreditation Commission for Education in Nursing (ACEN) 2017 Standards required the Nurse Administrator and faculty to revise the methods of assessment and data analysis. It was determined that in order to monitor student progress through the program towards the end-of-program student learning outcomes that specific milestones needed to be identified.

One method is the Summative Clinical Evaluation. Faculty assess each individual student's progress as it specifically relates to the End-of-Program Student Learning Outcomes. This document is retained in the student folders. It is designed to benchmark progression throughout the nursing program.

The second assessment method is analyzing group performance on proctored assessments. Assessment Technologies Institute (ATI) is used throughout the program from pre-application to the RN Comprehensive Predictor exam at the end of the fourth semester, just prior to graduation. The students have used the tools provided by ATI for study, for self-assessment, and for benchmarking their progress via proctored examinations. In order to more effectively use ATI, the ATI Nurse Educators presented onsite in-services for faculty on an annual basis. Topics included best-practices for high stakes testing, analyzing assessment results, and curriculum incorporation. Analytics, and product utilization are on this year's agenda.

DACC uses ATI's Content Mastery Series of proctored assessments. The ATI proctored assessments allow faculty to review individual and group results related to the NCLEX blueprint, the nursing process, QSEN and NLN competencies, and clinical areas. These results are then discussed between the faculty teams and as a whole in faculty meetings. Decisions are made regarding any knowledge gaps. These are passed off to the receiving faculty team when students' progress to the next course.

The third assessment method is to review NCLEX performance as an immediate indicator of student performance at the end of the nursing program. Mountain Measures is used to retrospectively assess whether the testing cohort displayed any deficiencies that can be traced back to the curriculum. Changes are made, if required, to expand content or change the method of presentation. It has been determined that the areas where students are scoring poorly in the NCLEX are scattered. There is no discernable pattern and the curriculum has been deemed to be solid. Due to the retrospective nature of the Mountain Measures reports, no corrective action can be taken that affects the cohort who tested. However,

	the data and information can be proactively used to make adjustments to the program if needed. The Nursing Program expect cohort performance to be greater than or equal to the Test Plan Passing Performance. The fourth cohort assessment method is to survey employers of recent graduates to determine how well they display the end-of-program student learning outcomes during their first year of professional practice. Most of our graduates remain in the community and many of their employers are also members of our Advisory Board. This close community connection allows us to maintain collegial relationships. They provide honest feedback and offer constructive comments.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The 2015 Action Plan included: • Developing a student retention plan. The goal was 65% of all entry level students would complete the program in 150% of stated time. • Peer tutoring. This initiative was felt to be underutilized. • Peer mentoring. Level 2 student were to mentor Level 1 students • Workshops on study skills, time management, utilization of resources, dosage calculation, care planning • Revision of admission requirements • Advising Current 2020 state: • Student retention is still a concern. The Expected Level of Achievement remains at 65%. A review was done and documented in a Close the Loop assessment. • Peer tutoring: this is no longer in effect due to lack of qualified students. Faculty currently hold scheduled tutoring sessions. • Peer mentoring: this is no longer in effect. The faculty sponsor resigned and if was found that students' schedules did not coincide adequately to support peer mentoring. • Workshops: Orientation was revised to be a hybrid offering with study skills, time management, etc. embedded into it. Care planning is delegated to the faculty tutors. ATI offering have been increased from the CARB

	bundle to the Supreme bundle. This added several tutorials such as dosage calculation and Achieve. These are included in the hybrid orientation. • Revision of admission requirements: Admission criteria have been revised further since 2015. Currently there is a minimum GPA of 2.5. General Education courses must be completed prior to application. The application point system has received further revision. Science points are double liberal arts points. • Advising: The Nursing Program works closely with the academic and TRiO advisors to ensure students interested in applying to the nursing program receive the correct information. These advisors also are members of the Advisory Board and have input to the program.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Mary S. Skinner, MSN, RN Director Nursing Education Kathy R. Sturgeon Dean, Math, Sciences and Health Professions
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	The Nursing Program has an Advisor Board that meets annually. Membership of both internal and external stakeholders. These external stakeholders represent healthcare facilities in the local community who hire our graduates. The internal stake holders represent campus advisors, the executive team, and student services representative. A student from each cohort is invited. A parent from each level is invited. See list of Advisory Board membership: External: Connie Schroeder, MSN, RN, Retired DACC Director of Nursing, Danville Area Community College Molly Nicholson, MSN, RN Chief Nurse Executive OSF Sacred Heart Medical Center, Danville Michaela Elliott, RN, BSN, CMSRN, Clinical Educator OSF Sacred Heart Medical Center, Danville

	Timyra Carter MSN, RN, Patient Care Coordinator, DACC ADN Graduate, OSF Sacred Heart, Danville
	Amber Nibling MSN, RN-BC Manager, Transition to Practice Programs, Carle Hospital
	Kim Longfellow, RN, Carle Hoopeston Regional Health Center
	Sarah Martin RN, Nursing Education Specialist, Carle Foundation Hospital
	Chelsea Klekamp, Nurse Residency Coordinator, Carle Foundation Hospital
	Melissa Rome, BS, MBA, CHES, Public Health Emergency Planning & Response Coordinator
	Kelley Sermack, MSHSA, BSN, RN, CENP, Associate Director of Patient Care Services, VA Illiana Health Care System
	Patty Vice, RN, Nurse Manager 101-3, VA Illiana Health Care System
	Karen Hodges, MSN, RN, Nurse Manager 58-2, VA Illiana Health Care System
	Internal: Isela Rangel, Health Careers Advisor
	Amie Musk, Health Careers Advisor
	Bob Mattson, Director of Institutional Effectiveness
	Shanay Wright, Director, TRIO and Student Success Center
	Student representatives from the cohorts: 0521 Ali Shilo 0520-PT Jerrica Pearson 0520 Emily Craft and Rebecca Boethner 1219 Jennifer Lyman
	Parent: Naomi Yonke and Samantha Fye

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Before Fall Semester of 2019, students were taking the required courses before applying to the nursing program since it increased the point required for admission to the nursing program, but they were not required prior to application. They were integrated into the nursing curriculum. It was found that students were not able to successfully complete the nursing courses, especially in the first year, without the foundational knowledge gained from having the general education courses completed. The Nursing Program reinstituted required prerequisites in the Fall of 2019.Therefore all nursing applicants must have the required general education completed at the time of application.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Nursing Program awards an Associate Degree of Applied Science upon completion. The nursing courses are sequential and build upon each other. The program is built upon the standards and criteria of ACEN. https://acenursing.org/ and the requirements of the Illinois Board of Nursing to provide foundational education prior to entrance to the nursing program. The prerequisites are 21 credit hours. Each level of the Nursing Program is 24 credit hours. The DACC Nursing Program is designated a Ladder Program and therefore focuses on the Associate Degree requirements. Students who opt to sit the PN-NCLEX may stop after the two semesters of Level 1, but unless otherwise noted, all students automatically continue onto the Level 2 coursework.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	According to the Illinois Department of Employment Security, November, 2019, nursing continues to be in high demand. The aging population combined with many practicing nurse reaching retirement age projects a nationwide shortage of 800,000 nurses.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The projected growth in the DACC region (Economic Development Region 2) is an annual compound growth rate of 1.3% for Registered Nurses and 0.1% for Practical Nurses. This represents a 14% projected increase from 2016 to 2026 for RNs and a 1% increase for LPNs.

1.3 What labor market information sources are utilized?	The national data came from the US Bureau of Labor Statistics' current Occupational Outlook Handbook. The State of Illinois data came from the Illinois Department of Employment Security, November 2019.
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Student are recruited in many ways: • Program director presents on "DACC Nursing Program at DACC" to community groups. • Attend "DACC Days" to promote the program to area high school students. • Participate annually in "Health Professions Day" for area sophomores. • Program director attends Anatomy and Physical Science classes to talk about the Nursing Program. • Participated with "Family Science Night" for area kids to do hands-on demonstration with science. • Students and graduates also market the program • Social Media
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Nursing Program is faculty driven per our accreditation standards. The Nursing Program Director and faculty did a formal curriculum review in AC 2016-2017. Minor changes were made, but the faculty and director determined that the curriculum supported end-of-program student learning outcomes, had integrity, rigor, and currency. In preparation for the ACEN site visit for reaccreditation, the faculty reviewed ACEN Standard 4: Curriculum and the only area the needed development was to increase inter-professional collaboration. Opportunities for this are being integrated into clinical experiences. The faculty continually assess and reassess program. Faculty meet monthly and review issues and concerns regarding the program. Input from the Advisory Board also initiates changes. Changes that require evaluation from the curriculum review committee are submitted to the Academic Affairs Committee and then, if approved, taken to the Office of Instruction Committee.

1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	One example of this was the review of the two courses that are shared by the three faculty teams. NURS 194 and NURS 299 are rotated every four semesters. Each team teaches these courses so it was necessary to ensure there was an adherence to the established curriculum and a consistency in student experiences in both classroom and clinical. Faculty reviewed the course objectives and outcomes and made minor changes to align these courses among the faculty teams.
	Another example is the addition of the part time LPN-to-RN option. The external members of the Advisory Board felt that LPNs could be better utilized at their facilities if they continued on with their education and became eligible to take the RN-NCLEX. This expansion graduated its first cohort in December, 2018 and will graduate the second cohort in May, 2020.
	A third action was the expansion of academic partnerships to provide students with a seamless transition to RN-to-BSN completion opportunities. This past year the Nursing Program partnered with Illinois State University's Mennonite College of Nursing. It offers both dual enrollment and pre-graduation acceptance.

Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost associated with this program have two areas: faculty and administrative costs managed by the college finance office and the operational costs. These costs are comparable with other programs on campus in that salaries are governed by the Board of Trustees, benefits such as medical are governed by Human Resources. The nursing program is a large program and has a line-item budget to support the following: • Consultants • Maintenance Services • Contractual Services • Office Supplies • Instructional Supplies • Computer Software • Publications and Dues to professional organizations • Miscellaneous materials and supplies • Travel, Meetings and Conferences for both Program Director and faculty • Mileage for part time faculty While other programs on campus have similar costs, the Nursing Program has additional costs associated with accreditation fees, technical support for educational equipment, educational software, and professional development for licensed faculty and the Program Director. The financial support for these costs are gathered through student course fees and tuition, grants, and apportionment. Even so, the program has a -34.8% deficit due to a decrease in income since FY 2015.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Grant fund $3820.00 of the budget. Therefore, the program is not relying on grant funding for sustainability.

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The Nursing Program is reviewing funding sources and expenditures in order to remain current with 21st century healthcare. The nursing program is an expensive program and therefore is always looking at ways to reduce costs while providing students with an optimum educational experience. One example is to review current and potential technology for redundancy. The program is reviewing a virtual simulation software, Shadow Health, for integration into the curriculum. However ATI also has virtual simulation in their Complete Tier. The decision will be made whether these two programs compliment or complete with each other and which one will be the most cost effective.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The total estimated cost of the program is $16,344.00 per student. Students with financial needs are assisted by the Financial Aid Office, TRiO, the American Job Center (Vermilion County Works), the Veterans Support Services, and the DACC Foundation.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Review of program costs indicate that the nursing program needs to ask for increases in fees and tuition in order to support our equipment via warranties, support our faculty via staff development opportunities, move forward with electronic testing and computerize the classrooms. All of these efforts will enhance NCLEX success.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	- The curriculum is solid and has the necessary rigor to meet the End-of-Program Student Learning Outcomes - The quality of applicants continues to increase. - Faculty are well-prepared to fulfill their roles - Clinical sites provide strong patient care experiences - The simulation lab is continuing to grow.
3.2 What are the identified or potential weaknesses of the program?	- The program would like to increase its community outreach as a continuing education provider and serve its alumni and stakeholders - The program would like to raise the program completion level while maintaining the high academic standards.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The Nursing Program delivers its coursework in the traditional face-to-face format. Blackboard is used as a repository of information. Pre-licensure nursing programs need to maintain the hands-on approach to ensure graduates are competent in patient care. Faculty teach in teams in the classrooms and in the clinical setting.

s this program part of a Program of Study as defined by Perkins V and approved by the ICCB[12]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The Nursing is part of a Program of Study defined by Perkins V and approved by ICCB. Listed are the elements:
	
	• Enhance the Hybrid Orientation for nursing students both male and female with study skills follow-up based on students' performance in NURS192.
	  o This activity will focus on aiding students in completing their courses and programs in a nontraditional career field. Emphasis will be made to connect with female students in nontraditional careers, but the focus will be on all nontraditional students.
	  o The Nursing Hybrid Orientation is for all incoming nursing students. No distinction is made among them as to gender or age. Its objective is to prepare them for the rigors of the program and to provide resource materials for future success.
	• In-Service time will be allotted for CTE faculty to review program outcomes so they have time to work on upcoming changes to their programs.
	  o NURS: The Nursing Program reviews Program Outcomes at the end of each semester. It reviews the Summative Evaluations of each student, their ATI assessments, the NCLEX Mountain Measure analysis, and the employer survey to ensure that the end of program student learning outcomes are being met at each checkpoint. This systematic plan of evaluation is required by the program accrediting agency, ACEN.
	• Current industry standards/ innovations.
	  o To assist with curriculum development, continue to expand the nursing Simulation Education Center, using the Laerdal Assessment & Recommendation Plan that was conducted in FY18.
	  o NURS: The Simulation Education Center provides a hands-on clinical experience to each course in the nursing program. This fall a Sim Lab Coordinator has been hired and the implementation of the Laerdal Assessment plan is underway.

3.5 Does this program meet the definition of a [career pathway program](#)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Graduates of the ADN Nursing Program are in a career pathway that meets the needs of the community health care environment. Nursing is a life-long learning profession and DACC Nursing graduates are encouraged to pursue degrees beyond the ADN level.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Innovations that contribute to academic success are: • The establishment of a simulation education center. This allows students to practice patient care in a safe environment or to practice high risk/low frequency scenarios that they may not see during their clinical experience. • The establishment of a hybrid orientation that prepares incoming students for the rigors of the nursing program. It utilizes ATI modules such as Achieve, Nurse Logic, and Self-Assessment to focus on time management, study skills, and learning styles. It also provides students with math resources for the metric conversion needed for drug calculations.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	• Dual credit is available for high school students to meet the prerequisite general education courses. • Several of our university partners allow for dual enrollment in their RN-to-BSN program while the student is completing the DACC nursing program.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The clinical experiences embedded in the nursing program allow the students to experience a variety of health care settings where nurses practice. This allows the student to see what the potential employers have to offer and for the health care facilities to see the quality of students available for future employment. DACC continues to provide a rich clinical experience for our students that is integrated into the curriculum.

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[12] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Danville Area Community College has voluntarily sought accreditation form the Accreditation Commission for Education in Nursing (ACEN). Initial accreditation was granted in 2013 for 5 years and continuing accreditation was granted in 2018 for 8 years. 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326 404-975-5000 www.acenursing.org
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	When student graduate and pass the RN-NCLEX they are awarded the credential of Registered Nurse. Level I students are qualified to take the PN-NCLEX and are awarded the credential Licensed Practical Nurse.
3.11 Is this an apprenticeship program? If so, please elaborate.	No
3.12 If applicable, please list the licensure examination pass rate.	*See table below*
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	The DACC Program Nursing has partnerships with the following RN-to-BSN completion schools: • Chamberlain College of Nursing • Eastern Illinois University • Illinois State University • Indiana Wesleyan University • Lakeview College of Nursing • Olivet University • Purdue University
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Illinois State University has partnered with the DACC Nursing Program to provide a seamless transition from the Associate Degree Nursing program to the RN-to-BSN completions program. This partnership was effective Fall, 2019

Table for 3.12:

Year	DACC RN pass rate	State of IL Pass Rate	National Pass rate
2019	83%	88%	88%
2018	88%	88%	88%
2017	75%	86%	87%
2016	64%	85%	85%
2015	91%	86%	85%

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	5 out of 6 full time Faculty attended the ACEN Self Study Workshop in 2018. New faculty x 4 took the Nurse Tim New Faculty Nuts and Bolts online class after they were hired into the program. Recently two faculty attended the Next-Gen NCLEX workshop in Orlando, Feb, 2020. The Simulation Coordinator attended the Simulation Users Network conference in August, 2019. Additional faculty will need to attend future conferences about the Next-Gen NCLEX, simulation, and education innovation.
3.16 What is the status of the current technology and equipment used for this program?	The DACC Nursing Program has recently acquired several high fidelity mannequins for the simulation program. The classrooms need to be computerized and the program needs to move beyond paper & pencil tests to computerized testing.
3.17 What assessment methods are used to ensure student success?	Students are tested at frequent intervals in the classroom. Periodically the ATI Content Mastery Series is used to benchmark progress throughout the program. At the end of the program, ATI sends a nurse educator for a comprehensive Live Review. Students take a pre Live Review predictor assessment and then a post Live Review predictor assessment provided by ATI. Students are assessed weekly in lab and clinical. Nursing students are also assessed in their clinical performance on a weekly basis. This assessment tool is guided by the End-of-Program Student Learning Outcomes.
3.18 How are these results shared with others at the institution for continuous improvement?	In January, 2020, the College wide in service provided sessions on Improving Student Learning with Assessment Planning for Communication. One of the faculty volunteered to be project leader. She used the ATI data to extract information related to the college-wide assessment domains. These are communication, critical thinking, and cultural awareness in the general education rubrics.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The addition of prerequisites was made based on the need to ensure students are prepared for the rigors of the nursing program. It was misleading to state that the general education courses could be incorporated into the nursing curriculum when students could not be admitted to the program without the points gathered by successful completion of the general education courses. This has led to an increase in program completion & pass rates. Another change was modifying the orientation to the program. It was found that one full day was overwhelming to the students. Orientation is now divided into two half days, one within two week of the acceptance letters being send and one the week before classes begin. In-between is Blackboard modules that led the students through four modules. They are:
	   • Goal Setting and Time Management, Learning Styles
	   • Test taking
	   • Reading textbook, scholarly writing, and math
	   • Resources and support
	Student feedback indicates that these initiatives have been beneficial. The orientation information is available to students throughout the nursing program. There is also links to ATI tutorials.

3.20 How satisfied are students with their preparation for employment?	Very satisfied.
3.21 How is student satisfaction information collected?	Student satisfaction information is collected by the college's department of Institutional Effectiveness.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The major employers have representatives on the Nursing Advisory Board. They also send recruiters to campus to speak with students about their employment opportunities. The college as a Career Day event annually.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Nursing Advisory Board is very active in guiding the quality of the program. It meets annually and several initiatives have been implemented at the suggestion of the Advisory Board.

3.24 How satisfied are employers in the preparation of the program's graduates?	Questionnaires are sent via Survey Monkey approximately six months after a cohort has graduated to determine how students have met the End-of-Program Student Learning outcomes in their first year of professional practice. The results of these questionnaires over the past three years indicate that the major area healthcare facilities where graduates are employed are highly satisfied to satisfied with DACC graduates.
3.25 How is employer satisfaction information collected?	Data is collected in Survey Monkey and shared with faculty.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The DACC Nursing Program is meeting the needs of area employers.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

One barrier that was discovered was in the part time option. The students are admitted in the Spring. The course sequence of NURS 296 & 297 put the N297 course in the summer. Due to the content, the summer semester was not long enough to adequately cover all content. Therefore, the faculty decided that in the part time option the sequence of courses needs to be NURS 296, NURS 298, NURS 297, NURS 299. NURS 298 is a much better fix for the summer semester due to the contents (community & mental health) and clinical requirements.

Performance and Equity

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

CTE Program	ADN Nursing				
CIP Code	513801				
	Year 1 (Sp-2020)	Year 2 (Sp & Fa-2019)	Year 3 (Sp & Fa-2018)	Year 4 (Sp & Fa-2017)	Year 5 (Sp & Fa-2016)
Number of Students Enrolled	88	180	169	194	195
Number of Completers	24	48	30	61	36
Other (Please identify)					
How does the data support the program goals? Elaborate.	The Nursing Program is a 4-semester program and the completion data reflected the graduating cohorts. There are both a spring and fall graduating cohort in odd numbered years.				
What disaggregated data was reviewed?	Data for each cohort was reviewed and tabulated for the aggregated data.				
Were there gaps in the data? Please explain.	No gaps				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession.				
Are the students served in this program representative of the district population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession.				

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	The Nursing Program is meeting all required benchmarks. During the next five years the college is committed to this program, its students, and its quality graduates and is pleased with the current path of growth.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	• Continued efforts in recruiting at every opportunity. The quality of applicants continues to improve since the criteria was raised. • National RN-NCLEX pass rates should increase with the continued use of the ATI Live Review and changes to the review process. • We would like to see an increase of males and minorities throughout healthcare. They are underrepresented in the field. • Marketing and promotion will emphasize the need for minorities in the field. This will be accomplished with marketing items/pictures of our current minority students. • An advisory board meeting is held annually to gather information from outside the college and to collaborate necessary change to better serve the community and to ensure the vision of the college.
Resources Needed	Technical resources need to be expanded and this requires an increase in revenue. There is the potential for expanded facilities with the acquisition of an addition building on campus that is slated to be the Health Professional building.
Responsibility Who is responsible for completing or implementing the modifications?	The Nursing Program Director, nursing faculty, and the Dean of Math Sciences & Health Professions.

<table>
<tr><td colspan="5" align="center">**Career & Technical Education**</td></tr>
<tr><td colspan="2">College Name:</td><td colspan="3">Danville Area Community College</td></tr>
<tr><td colspan="2">Academic Years Reviewed:</td><td colspan="3">2019</td></tr>
<tr><td colspan="5" align="center">**Program Identification Information**</td></tr>
<tr><td>Program Title</td><td>Degree or Cert</td><td>Total Credit Hours</td><td>6-Digit CIP Code</td><td>List All certificate programs that are stackable within the parent degree</td></tr>
<tr><td>**Level 1 Nursing Certificate**</td><td>**Cert**</td><td>**42**</td><td>**513901**</td><td></td></tr>
</table>

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.

Program Objectives What are the overarching objectives/goals of the program?	**The End-of- Program Student Learning Outcomes are:** **9. Caring Interventions** By the end of the DACC Nursing Program, the graduate nurse will adopt behaviors that support a caring patient-centered environment where choices related to cultural values, beliefs, and lifestyles are respected. **10. Clinical Decision Making** By the end of the DACC Nursing Program, the graduate nurse will integrate clinical decision making in planning care that incorporates the holistic needs of the patient population by providing culturally and developmentally competent assessment and care while respecting differences, values, preferences, and expressed needs. **11. Collaboration** By the end of the DACC Nursing Program, the graduate nurse will organize collaboration with clients, significant support person(s), and members of the interdisciplinary healthcare team in the responsibilities of shared planning, decision making, problem solving, and goal setting while delivering high quality, evidence-based, patient-centered care to diverse populations within a family and community context. **12. Communication** By the end of the DACC Nursing Program, the graduate nurse will model therapeutic communication skills verbally and non-verbally when interacting with patients, significant support person(s), and members of the

	interdisciplinary team in complex environments and practice effective written and electronic documentation. **13. Managing Care** By the end of the DACC Nursing Program, the graduate nurse will determine effective utilization of information and technology, and other resources regarding management of comprehensive care to diverse patient populations within a family and community context. **14. Professional Behaviors** By the end of the DACC Nursing Program, the graduate nurse will integrate professional nursing practice behaviors that demonstrate lifelong personal responsibility and accountability for own care and care delegated while practicing within a legal, ethical, and professional scope that is guided by accepted standards of nursing practice. **15. Safety** By the end of the DACC Nursing Program, the graduate nurse will incorporate the nursing process to make clinical judgments using evidence-based practice providing safe, quality care to promote the health of diverse populations within a family and community context. **16. Teaching and Learning** By the end of the DACC Nursing Program, the graduate nurse will design and implement health education to clients and/or significant support person(s) while promoting and facilitating informed decision-making to achieve safe and high quality health outcomes within a family and community context.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	The ACEN requires periodic program assessment regarding how these objective are being met. Program evaluation has been an ongoing process within the DACC Nursing Program. The Accreditation Commission for Education in Nursing (ACEN) 2017 Standards required the Nurse Administrator and faculty to revise the methods of assessment and data analysis. It was determined that in order to monitor student progress through the program towards the end-of-program student learning outcomes that specific milestones needed to be identified.

	One method is the Summative Clinical Evaluation. Faculty assess each individual student's progress as it specifically relates to the End-of-Program Student Learning Outcomes. This document is retained in the student folders. It is designed to benchmark progression throughout the nursing program. The second assessment method is analyzing group performance on proctored assessments. Assessment Technologies Institute (ATI) is used throughout the program from pre-application to the RN Comprehensive Predictor exam at the end of the fourth semester, just prior to graduation. The students have used the tools provided by ATI for study, for self-assessment, and for benchmarking their progress via proctored examinations. In order to more effectively use ATI, the ATI Nurse Educators presented onsite in-services for faculty on an annual basis. Topics included best-practices for high stakes testing, analyzing assessment results, and curriculum incorporation. Analytics, and product utilization are on this year's agenda. DACC uses ATI's Content Mastery Series of proctored assessments. The ATI proctored assessments allow faculty to review individual and group results related to the NCLEX blueprint, the nursing process, QSEN and NLN competencies, and clinical areas. These results are then discussed between the faculty teams and as a whole in faculty meetings. Decisions are made regarding any knowledge gaps. These are passed off to the receiving faculty team when students' progress to the next course. The third assessment method is to review completion rates at the end of the first level of the program.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The 2015 Action Plan included: • Developing a student retention plan. The goal was 65% of all entry level students would complete the program in 150% of stated time. • Peer tutoring. This initiative was felt to be underutilized. • Peer mentoring. Level 2 student were to mentor Level 1 students • Workshops on study skills, time management, utilization of resources, dosage calculation, care planning

	• Revision of admission requirements • Advising Current 2020 state: • Student retention is still a concern. The Expected Level of Achievement remains at 65%. A review was done and documented in a Close the Loop assessment. • Peer tutoring: this is no longer in effect due to lack of qualified students. Faculty currently hold scheduled tutoring sessions. • Peer mentoring: this is no longer in effect. The faculty sponsor resigned and if was found that students' schedules did not coincide adequately to support peer mentoring. • Workshops: Orientation was revised to be a hybrid offering with study skills, time management, etc. embedded into it. Care planning is delegated to the faculty tutors. ATI offering have been increased from the CARB bundle to the Supreme bundle. This added several tutorials such as dosage calculation and Achieve. These are included in the hybrid orientation. • Revision of admission requirements: Admission criteria have been revised further since 2015. Currently there is a minimum GPA of 2.5. General Education courses must be completed prior to application. The application point system has received further revision. Science points are double liberal arts points. • Advising: The Nursing Program works closely with the academic and TRiO advisors to ensure students interested in applying to the nursing program receive the correct information. These advisors also are members of the Advisory Board and have input to the program.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Mary S. Skinner, MSN, RN Director Nursing Education Kathy R. Sturgeon Dean, Math, Sciences and Health Professions

Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	The Nursing Program has an Advisor Board that meets annually. Membership of both internal and external stakeholders. These external stakeholders represent healthcare facilities in the local community who hire our graduates. The internal stake holders represent campus advisors, the executive team, and student services representative. A student from each cohort is invited. A parent from each level is invited. See list of Advisory Board membership: External: Connie Schroeder, MSN, RN, Retired DACC Director of Nursing, Danville Area Community College Molly Nicholson, MSN, RN Chief Nurse Executive OSF Sacred Heart Medical Center, Danville Michaela Elliott, RN, BSN, CMSRN, Clinical Educator OSF Sacred Heart Medical Center, Danville Timyra Carter MSN, RN, Patient Care Coordinator, DACC ADN Graduate, OSF Sacred Heart, Danville Amber Nibling MSN, RN-BC Manager, Transition to Practice Programs, Carle Hospital Kim Longfellow, RN, Carle Hoopeston Regional Health Center Sarah Martin RN, Nursing Education Specialist, Carle Foundation Hospital Chelsea Klekamp, Nurse Residency Coordinator, Carle Foundation Hospital Melissa Rome, BS, MBA, CHES, Public Health Emergency Planning & Response Coordinator Kelley Sermack, MSHSA, BSN, RN, CENP, Associate Director of Patient Care Services, VA Illiana Health Care System Patty Vice, RN, Nurse Manager 101-3, VA Illiana Health Care System

	Karen Hodges, MSN, RN, Nurse Manager 58-2, VA Illiana Health Care System
	Internal:
	Isela Rangel, Health Careers Advisor
	Amie Musk, Health Careers Advisor
	Bob Mattson, Director of Institutional Effectiveness
	Shanay Wright, Director, TRIO and Student Success Center
	Student representatives from the cohorts: 0521 Ali Shilo 0520-PT Jerrica Pearson 0520 Emily Craft and Rebecca Boethner 1219 Jennifer Lyman
	Parent: Naomi Yonke Parent: Samantha Fye

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Before Fall Semester of 2019, students were taking the required courses before applying to the nursing program since it increased the point required for admission to the nursing program, but they were not required prior to application. They were integrated into the nursing curriculum. It was found that students were not able to successfully complete the nursing courses, especially in the first year, without the foundational knowledge gained from having the general education courses completed. The Nursing Program reinstituted required prerequisites in the Fall of 2019. Therefore, all nursing applicants must have the required general education completed at the time of application.

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Nursing Program ultimately awards an Associate Degree of Applied Science upon completion. The nursing courses are sequential and build upon each other. The program is built upon the standards and criteria of ACEN. https://acenursing.org/ and the requirements of the Illinois Board of Nursing to provide foundational education prior to entrance to the nursing program. The prerequisites are 21 credit hours. If a student wishes to leave the program after completing Level 1, then the MATH 115, Introduction to Statistics is not required. Each level of the Nursing Program is 24 credit hours. The DACC Nursing Program is designated a Ladder Program and therefore focuses on the Associate Degree requirements. Students who opt to sit the PN-NCLEX may stop after the two semesters of Level 1, but unless otherwise noted, all students automatically continue onto the Level 2 coursework.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program?	According to the Illinois Department of Employment Security, November, 2019, nursing continues to be in high demand. The aging population combined with many practicing nurse reaching retirement age projects a nationwide shortage of 800,000 nurses. Level 1 nurses are mostly employed in area long-term care facilities.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The projected growth in the DACC region (Economic Development Region 2) is an annual compound growth rate of 1.3% for Registered Nurses and 0.1% for Practical Nurses. This represents a 14% projected increase from 2016 to 2026 for RNs and a 1% increase for LPNs. Therefore all students are encouraged to continue their nursing education beyond the Level 1 Certificate level.
1.3 What labor market information sources are utilized?	The national data came from the US Bureau of Labor Statistics' current Occupational Outlook Handbook. The State of Illinois data came from the Illinois Department of Employment Security, November 2019.

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Student are recruited in many ways: • Program director presents "DACC Nursing Program at DACC" to community groups. • Attend "DACC Days" to promote the program to area high school students. • Participate annually in "Health Professions Day" for area sophomores. • Program director attends Anatomy and Physical Science classes to talk about the Nursing Program. • Participated with "Family Science Night" for area kids to do hands-on demonstration with science. • Students and graduates also market the program • Social Media
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The Nursing Program is faculty driven per our accreditation standards. The Nursing Program Director and faculty did a formal curriculum review in AC 2016-2017. Minor changes were made, but the faculty and director determined that the curriculum supported end-of-program student learning outcomes, had integrity, rigor, and currency. In preparation for the ACEN site visit for reaccreditation, the faculty reviewed ACEN Standard 4: Curriculum and the only area the needed development was to increase inter-professional collaboration. Opportunities for this are being integrated into clinical experiences. The faculty continually assess and reassess program. Faculty meet monthly and review issues and concerns regarding the program. Input from the Advisory Board also initiates changes. Changes that require evaluation from the curriculum review committee are submitted to the Academic Affairs Committee and then, if approved, taken to the Office of Instruction Committee.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	One example of this was the review of the two courses that are shared by the three faculty teams. NURS 194 is rotated every four semesters. Each team teaches these courses so it was necessary to ensure there was an adherence to the established curriculum and a consistency in student experiences in both classroom and clinical. Faculty reviewed the course objectives and outcomes and made minor changes to align these courses among the faculty teams.

Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)?	The cost associated with this program have two areas: faculty and administrative costs managed by the college finance office and the operational costs. These costs are comparable with other programs on campus in that salaries are governed by the Board of Trustees, benefits such as medical are governed by Human Resources. The nursing program is a large program and has a line-item budget to support the following: • Consultants • Maintenance Services • Contractual Services • Office Supplies • Instructional Supplies • Computer Software • Publications and Dues to professional organizations • Miscellaneous materials and supplies • Travel, Meetings and Conferences for both Program Director and faculty • Mileage for part time faculty While other programs on campus have similar costs, the Nursing Program has additional costs associated with accreditation fees, technical support for educational equipment, educational software, and professional development for licensed faculty and the Program Director. The financial support for these costs are gathered through student course fees and tuition, grants, and apportionment. Even so, the program has a -34.8% deficit due to a decrease in income since FY 2015.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Grant fund $3820.00 of the budget. Therefore, the program is not relying on grant funding for sustainability.

2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	The Nursing Program is reviewing funding sources and expenditures in order to remain current with 21st century healthcare. The nursing program is an expensive program and therefore is always looking at ways to reduce costs while providing students with an optimum educational experience. One example is to review current and potential technology for redundancy. The program is reviewing a virtual simulation software, Shadow Health, for integration into the curriculum. However ATI also has virtual simulation in their Complete Tier. The decision will be made whether these two programs compliment or complete with each other and which one will be the most cost effective.
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	The total estimated cost of the program for Level 1 is $11,154.00 per student. Students with financial needs are assisted by the Financial Aid Office, TRiO, the American Job Center (Vermilion County Works), the Veterans Support Services, and the DACC Foundation.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Review of program costs indicate that the nursing program needs to ask for increases in fees and tuition in order to support our equipment via warranties, support our faculty via staff development opportunities, move forward with electronic testing and computerize the classrooms. All of these efforts will enhance NCLEX success.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	• The curriculum is solid and has the necessary rigor to meet the End-of-Program Student Learning Outcomes • The quality of applicants continues to increase. • Faculty are well-prepared to fulfill their roles • Clinical sites provide strong patient care experiences • The simulation lab is continuing to grow.
3.2 What are the identified or potential weaknesses of the program?	• The program would like to increase its community outreach as a continuing education provider and serve its alumni and stakeholders • The program would like to raise the program completion level while maintaining the high academic standards.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	The Nursing Program delivers its coursework in the traditional face-to-face format. Blackboard is used as a repository of information. Pre-licensure nursing programs need to maintain the hands-on approach to ensure graduates are competent in patient care. Faculty teach in teams in the classrooms and in the clinical setting.

3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[13]? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	The Nursing is part of a Program of Study defined by Perkins V and approved by ICCB. Listed are the elements:
	
	• Enhance the Hybrid Orientation for nursing students both male and female with study skills follow-up based on students' performance in NURS192.
	   o This activity will focus on aiding students in completing their courses and programs in a nontraditional career field. Emphasis will be made to connect with female students in nontraditional careers, but the focus will be on all nontraditional students.
	   o The Nursing Hybrid Orientation is for all incoming nursing students. No distinction is made among them as to gender or age. It's objective is to prepare them for the rigors of the program and to provide resource materials for future success.
	• In-Service time will be allotted for CTE faculty to review program outcomes so they have time to work on upcoming changes to their programs.
	   o NURS: The Nursing Program reviews Program Outcomes at the end of each semester. It reviews the Summative Evaluations of each student, their ATI assessments, the NCLEX Mountain Measure analysis, and the employer survey to ensure that the end of program student learning outcomes are being met at each checkpoint. This systematic plan of evaluation is required by the program accrediting agency, ACEN.
	• Current industry standards/ innovations.
	   o To assist with curriculum development, continue to expand the nursing Simulation Education Center, using the Laerdal Assessment & Recommendation Plan that was conducted in FY18.
	NURS: The Simulation Education Center provides a hands-on clinical experience to each course in the nursing program. This fall a Sim Lab Coordinator has been hired and the implementation of the Laerdal Assessment plan is underway.

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[13] Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and

3.5 Does this program meet the definition of a [career pathway program](#)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Graduates of Level I of the ADN Nursing Program are in a career pathway that meets the needs of the community health care environment. Nursing is a life-long learning profession and DACC Nursing certificate achievers are automatically matriculated into Level 2. Level 2 graduates are encouraged to pursue degrees beyond the ADN level.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Innovations that contribute to academic success are: • The establishment of a simulation education center. This allows students to practice patient care in a safe environment or to practice high risk/low frequency scenarios that they may not see during their clinical experience. The establishment of a hybrid orientation that prepares incoming students for the rigors of the nursing program. It utilizes ATI modules such as Achieve, Nurse Logic, and Self-Assessment to focus on time management, study skills, and learning styles. It also provides students with math resources for the metric conversion needed for drug calculations.
3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.	• Dual credit is available for high school students to meet the prerequisite general education courses. • Several of our university partners allow for dual enrollment in their RN-to-BSN program while the student is completing the DACC nursing program.
3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The clinical experiences embedded in the nursing program allow the students to experience a variety of health care settings where nurses practice. This allows the student to see what the potential employers have to offer and for the health care facilities to see the quality of students available for future employment. DACC continues to provide a rich clinical experience for our students that is integrated into the curriculum.

technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Danville Area Community College has voluntarily sought accreditation form the Accreditation Commission for Education in Nursing (ACEN). Initial accreditation was granted in 2013 for 5 years and continuing accreditation was granted in 2018 for 8 years. 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326 404-975-5000 www.acenursing.org
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Level I students are qualified to take the PN-NCLEX and are awarded the credential Licensed Practical Nurse.
3.11 Is this an apprenticeship program? If so, please elaborate.	No

3.12 If applicable, please list the licensure examination pass rate.	Year	DACC LPN pass rate	State of IL Pass Rate	National Pass rate
	2019	93%	89%	86%
	2018	95%	89%	86%
	2017	97%	86%	84%
	2016	97%	91%	84%
	2015	93%	88%	82%

3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	DACC Nursing certificate achievers are automatically matriculated into Level 2.
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	5 out of 6 full time Faculty attended the ACEN Self Study Workshop in 2018. New faculty x 4 took the Nurse Tim New Faculty Nuts and Bolts online class after they were hired into the program. Recently two faculty attended the Next-Gen NCLEX workshop in Orlando, Feb, 2020. The Simulation Coordinator attended the Simulation Users Network conference in August, 2019. Additional faculty will need to attend future conferences about the Next-Gen NCLEX, simulation, and education innovation.

3.16 What is the status of the current technology and equipment used for this program?	The DACC Nursing Program has recently acquired several high fidelity mannequins for the simulation program. The classrooms need to be computerized and the program needs to move beyond paper & pencil tests to computerized testing.
3.17 What assessment methods are used to ensure student success?	Students are tested at frequent intervals in the classroom. Periodically the ATI Content Mastery Series is used to benchmark progress throughout the program. At the end of the program, ATI sends a nurse educator for a comprehensive Live Review. Students take a pre Live Review predictor assessment and then a post Live Review predictor assessment provided by ATI. Students are assessed weekly in lab and clinical. Nursing students are also assessed in their clinical performance on a weekly basis. This assessment tool is guided by the End-of-Program Student Learning Outcomes.
3.18 How are these results shared with others at the institution for continuous improvement?	In January, 2020, the College wide in service provided sessions on Improving Student Learning with Assessment Planning for Communication. One of the faculty volunteered to be project leader. She used the ATI data to extract information related to the college-wide assessment domains. These are communication, critical thinking, and cultural awareness in the general education rubrics.

3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	The addition of prerequisites was made based on the need to ensure students are prepared for the rigors of the nursing program. It was misleading to state that the general education courses could be incorporated into the nursing curriculum when students could not be admitted to the program without the points gathered by successful completion of the general education courses. This has led to an increase in program completion & pass rates. Another change was modifying the orientation to the program. It was found that one full day was overwhelming to the students. Orientation is now divided into two half days, one within two week of the acceptance letters being send and one the week before classes begin. In-between is Blackboard modules that led the students through four modules. They are: - Goal Setting and Time Management, Learning Styles - Test taking - Reading textbook, scholarly writing, and math - Resources and support Student feedback indicates that these initiatives have been beneficial. The orientation information is available to students throughout the nursing program. There is also links to ATI tutorials.
3.20 How satisfied are students with their preparation for employment?	
3.21 How is student satisfaction information collected?	
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The major employers have representatives on the Nursing Advisory Board. They also send recruiters to campus to speak with students about their employment opportunities. The college as a Career Day event annually.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Nursing Advisory Board is very active in guiding the quality of the program. It meets annually and several initiatives have been implemented at the suggestion of the Advisory Board.

3.24 How satisfied are employers in the preparation of the program's graduates?	Questionnaires are sent via Survey Monkey approximately six months after a cohort has graduated to determine how students have met the End-of-Program Student Learning outcomes in their first year of professional practice. The results of these questionnaires over the past three years indicate that the major area healthcare facilities where graduates are employed are highly satisfied to satisfied with DACC graduates.
3.25 How is employer satisfaction information collected?	Data is collected in Survey Monkey and shared with faculty.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	The DACC Nursing Program is meeting the needs of area employers.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

Retention in Level 1 is a challenge. Students enter the program meeting the admission criteria. They bring with them high GPA's. However they find that the rigors of the nursing program are different than other academic courses of study. While the hybrid orientation is valuable, some students feel they know how to study and do not take advantage of it. They also do not take advantage of the ATI resources. Another challenge is student work schedules. It is recommended that they work no more than 20 hours per week. Often, for economic reasons and family responsibilities, they work more hours than that. This presents them with a time management challenge.

Performance and Equity

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

CTE Program	Level 1 Nursing Certificate				
CIP Code	513901				
	Year 1 (Sp-2020)	Year 2 (Sp & Fa-2019)	Year 3 (Sp & Fa-2018)	Year 4 (Sp & Fa-2017)	Year 5 (Sp & Fa-2016)
Number of Students Enrolled	88	180	169	194	195
Number of Completers	27	25	42	21	45
Other (Please identify)					
How does the data support the program goals? Elaborate.	Level 1 Certificate students are automatically matriculated to Level 2. They receive a Certificate for completing Level 1, but actual licensure as an LPN is optional.				
What disaggregated data was reviewed?	Data for each cohort was reviewed and tabulated for the aggregated data. The completion data reflects the number of students who are eligible to take the PN-NCLEX				
Were there gaps in the data? Please explain.	No gaps.				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession.				
Are the students served in this program representative of the district population? Please explain.	Yes, except for enrollees trending as female, which is typical across the profession.				

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Summary Rationale Please provide a brief rationale for the chosen action.	The Nursing Program is meeting all required benchmarks. During the next five years the college is committed to this program, its students, and its quality graduates and is pleased with the current path of growth.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	- Continued efforts in recruiting at every opportunity. The quality of applicants continues to improve since the criteria was raised. - We would like to see an increase of males and minorities throughout healthcare. They are underrepresented in the field. - Marketing and promotion will emphasize the need for minorities in the field. This will be accomplished with marketing items/pictures of our current minority students. - An advisory board meeting is held annually to gather information from outside the college and to collaborate necessary change to better serve the community and to ensure the vision of the college.
Resources Needed	Technical resources need to be expanded and this requires an increase in revenue. There is the potential for expanded facilities with the acquisition of an addition building on campus that is slated to be the Health Professional building.
Responsibility Who is responsible for completing or implementing the modifications?	The Nursing Program Director, nursing faculty, and the Dean of Math Sciences & Health Professions.

Academic Disciplines

College Name:	Danville Area Community College
Academic Years Reviewed:	FY2015-FY2019
Discipline Area:	Humanities & Fine Arts

Review Summary

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

Program Objectives What are the objectives/goals of the discipline?	Students who successfully complete the required credit hours in the Humanities and Fine Arts will be able to: 1. Demonstrate understanding of the range of human creativity. 2. Employ critical thinking, analysis, and problem solving skills to compare and contrast cultural objects and ideas. 3. Analyze the relationship between cultural objects and their historical context. 4. Engage their imagination in creative endeavors.
To what extent are these objectives being achieved?	Each of the program objectives for Humanities and Fine Arts is tied to one or more of the college's four general education outcomes: communication, critical thinking, technology and social and cultural awareness. Each year the college assesses one of the general education outcomes using a standardized rubric across all disciplines. Results are then analyzed to see if the overall outcome is being met. Faculty complete a "closing the loop" report to evaluate whether or not a change made to a course based upon assessment data achieved the desired result.
How does this discipline contribute to other fields and the mission of the college?	The mission of the college is to provide quality, innovative, and accessible learning experiences that meet the lifelong academic, cultural and economic needs of its diverse communities and the world it shares. The Humanities and Fine Arts program supports the academic goals of all disciplines offered by the college. Depending upon the degree, 3 to 9 credit hours in Humanities and Fine Arts are required for the AA, AS, AES, AFAA, AFAE, and AGS degrees. Up to 9 credit hours in Humanities and Fine Arts can be applied to the general education requirements for all AAS degrees offered by DACC.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	In the 2014-2015 review of the Humanities and Fine Arts program the college discussed three intended areas for improvement. The first was to submit a request to ICCB to offer an Associate of Fine Arts in Art and an Associate of Fine Arts in Art Education. This request was submitted and approved spring semester 2016. The second area identified for improvement was to increase the opportunities for students to take Humanities and Fine Arts courses that are more culturally diverse. African American Literature was put back on the schedule in 2018. Enrollments in this course, as well as in two other courses specifically focusing on cultural diversity, Non-Western Literature and Non-Western Music, were low so adding more courses did not seem to be the solution. What the discipline is focusing on, instead, is incorporating more cultural diversity into the program overall by increasing the focus on cultural diversity within some of the existing courses. This emphasis is evident in two of the program outcomes provided in the Program Objectives section above and in the course learning outcomes summarized for each course in the Performance and Equity section that follows. The student learning outcomes for Intro to Humanities, Fantasy and Mythology, Intro to Drama, Intro to Fiction, Chief English Writers I and II, Intro to Philosophy, Ethics, and Intermediate Spanish II all make reference to culture. The third area identified for improvement was to increase opportunities for students to take Humanities and Fine Arts classes for dual credit. At the time of the previous review only one high school in the college district was offering Chief English Writers I and II for dual credit on its campus. There are now three high schools offering these classes on their campuses. The real increase in dual credit opportunities, however, has been in online instruction. In the last review the college explained it had discovered it offered many humanities classes online but fewer fine arts classes. The college then discussed its efforts to increase fine arts courses taught in an online format. Since then faculty and staff have worked closely with guidance counselors at area high schools and have steadily increased the number of students at area high schools who take online courses taught by DACC faculty for dual credit. Over the last five years literally hundreds of high school students have completed humanities and

fine arts courses via online learning. Two of the most popular courses are Introduction to Humanities and Art Appreciation.

Review Analysis

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

Indicator 1: Need	Response
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	DACC faculty and staff meet annually with representatives from four-year institutions to verify that the college's programs are current. The Transfer Articulation Coordinator works closely with IAI staff to ensure that DACC courses up for review are updated to meet IAI requirements and to ensure that changes required by IAI are made. Several faculty members serve on IAI panels and thereby keep abreast of the need for programmatic changes. The CAO, deans, and director of institutional effectiveness regularly attend conferences and meetings to keep abreast of developments in the various disciplines and the larger academic community. Faculty and staff routinely engage in environmental scanning to ensure the academic programs at the college are cutting edge. All changes must be submitted to the Office of Instruction and Academic Affairs team for review and approval.
1.2 How will students be informed or recruited for this discipline?	Students enrolled in higher education in the state of Illinois must complete between 3 and 9 credit hours in Humanities and Fine Arts, depending upon the degree, to graduate with an AS, AA, AES, AFA, AFAE, AAS, or AGS degree. Students in Illinois must also complete at least one course that meets the Human Relations requirement. Five humanities courses fulfill this requirement (Afro-American Literature, Women in Literature, Non-Western Literature, Intro to Philosophy, and Ethics). The college does many things to make sure students know they must complete these courses if they want to complete their degree program. Curriculum guides, the college catalog, orientations, mandatory advisement, and degree audits are just a few of the ways students are informed about the requirements for program completion.

1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	Prior to spring 2016 the college offered an extensive array of art courses but did not have a complete art program that a student could transfer to an art program at a four-year institution. The Associate in Fine Arts in Arts and Associate in Fine Arts in Art Education degrees assure students have taken the classes they must take for the four-year institutions and, more importantly, that they have a complete digital portfolio, that meets all of the state requirements when they apply to the four-year institutions. Students can complete the AFA with a focus on studio art or graphic art. Students completing the AFAE are eligible to teach art at all levels K-12, depending upon meeting state teacher certification requirements. The degrees were approved by ICCB spring 2016 and the first AFA degree was conferred May 2016.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	The college offers a total of 28 courses that meet the state general education requirement for Humanities and Fine Arts. All but one of these are included in this review. Introduction to Poetry is not included because it is offered just once every other year and enrollment in it is so low that sufficient data were not generated. The three highest enrolled courses from the Humanities over the 5-year period covered by this review were Introduction to Humanities (1012), Introduction to Philosophy (439), and Fantasy and Mythology (355). The three highest enrolled courses from the Fine Arts were Art Appreciation (1201), Music Appreciation (581), and Introduction to Film (262). In addition to the 28 courses that meet the general education requirement for Humanities and Fine Arts, the college offers 28 courses that transfer as major specific. They are not included in this review.

Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The primary costs for this discipline are salaries and benefits. There are four full-time faculty members dedicated to Humanities and Fine Arts. In addition, there are ten part-time faculty who teach one or more courses in this discipline. Over the 5-year period reviewed salaries and benefits were just over $2 million for Humanities and Fine Arts. The costs for this program were consistent with the costs for the two programs most similar to it, Communications and Social and Behavioral Sciences. The total cost for salaries and benefits for Communications, which has five dedicated full-time faculty members and numerous part-time faculty, was just under $3 million. Salaries and benefits for the Social and Behavioral Sciences, which has four dedicated fulltime faculty members and several part-time instructors, was just under $2 million. The cost was also consistent with the combined costs of $1, 500,000 for three career programs that are housed within the Liberal Arts Division, Criminal Justice ($500,000), Culinary Arts ($600,000), and Early Childhood Education ($450,000). Each of the career programs has just one full-time faculty member. Criminal Justice has four part time instructors, Culinary Arts has three part-time instructors, and Early Childhood Education two part-time instructors.
2.2 What steps can be taken to offer curricula more cost-effectively?	In the past the college offered as many sections of a course as possible to allow the greatest flexibility for students when building their schedules. Since the state budget crisis of 2015, the college has focused on offering fewer sections of each course to ensure that each section fills to capacity or near capacity. When building the next semester's schedule, the deans review the enrollment in sections on the first day of classes the previous semester. They then eliminate sections that had the fewest students. They watch enrollments on a weekly basis and then add sections only as needed.
2.3 Is there a need for additional resources?	At this time the resources are adequate to cover the costs of the Humanities and Fine Arts program. The college is planning to submit a proposal to ICCB to offer an Associate of Fine Arts in Music and in Music Education, and, along with that, a proposal to offer an AAS degree in Music Production. Upon approval the college will need to hire an additional full-time instructor and purchase additional instructional equipment.

Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Humanities and Fine Arts courses are offered face-to-face, online, and hybrid. Many courses are offered in all three formats, such as Intro to Humanities, Fantasy & Mythology, Intro to Fiction, Afro-American History, American Literature I and II, Intro to Philosophy, Ethics, Intermediate Spanish, Art Appreciation, Intro to Film, and Music Appreciation. Some of the courses that consistently have low enrollments are online only, such as Intro to Drama, Women in Literature, Non-Western Literature, and Intro to Shakespeare. The only courses that are face-to-face only at the time of this writing are The Bible as Literature and Chief English Writers I and II. Many of the courses are offered in not only the traditional 16-week format but also 12, 7, and 3 week formats. There are plans to offer some of the courses in 8 week formats with one class the first 8 weeks of the semester and another the second 8 weeks of the semester. For example, American Literature I will be offered the first 8 weeks and American Literature II the second 8 weeks. Intro to Sociology will be offered the first 8 weeks and Sociology of Aging the second 8 weeks. Another plan is to link a humanities class with an Introduction to Sociology in a learning community format.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how?	At the end of each semester the Director of Institutional Effectiveness provides the dean with the course completion rates for each section. The dean compares the success rates (C or higher) of face-to-face classes, online classes, hybrid classes, classes taught for dual credit at the high school, classes taught at the Danville Correctional Center, etc. The data is collected over time and analyzed to see if there are trends or patterns that can be discerned. Overall success rates in online sections are often, but not always, slightly lower than the success rates in face-to-face sections and hybrid sections. Despite being slightly lower overall, they are still very good, usually close to 70%, collectively. Occasionally the success rates in an online section are higher than in a traditional F2F section.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The dean observes each full-time faculty member once a year and completes a performance evaluation form, which is shared with the Vice-President of Instruction and Student Services, reviewed with the faculty member, and then submitted to Human Resources for inclusion in the faculty member's personnel file. Lead instructors in Humanities and Fine Arts observe part-time faculty each semester for the first two years and then once a year thereafter. They complete the same performance evaluation form that is used for full-time faculty. The evaluation is shared with the Vice-President of Instruction and Students Services and the faculty member. It is then submitted to Human Resources and the dean for inclusion in the faculty member's file. Students also evaluate instructors. Students complete evaluations in all sections taught by non-tenured, full-time faculty and all part-time faculty. Students complete evaluations in a minimum of three courses taught by a full-time, tenured faculty member. The dean selects which sections to have complete evaluations to ensure a good sample from all modes of delivery (face-to-face, hybrid, online, etc.).
3.4 What professional development is offered for full- and/or part-time faculty in this discipline?	All full-time faculty have a $400 stipend per year that can be used towards any type of professional development. This includes conferences, professional memberships, and resources. In addition, the college provides extensive training during in-service and maintains membership in NISOD for all faculty. Part-time faculty are invited to participate in the Part-time Faculty Academy, which meets four times each academic year and provides training on topics such as assessment.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Six full-time faculty were directly involved in IAI panel reviews for courses in Humanities and Fine Arts. The courses reviewed included two in the Humanities (American Literature I and Intermediate Spanish II). Three Fine Arts courses were reviewed (Intro to Film, Music Appreciation, and Music History I).

3.6 How does the discipline identify and support "at-risk" students?	The college has an early warning system that faculty members use to help identify at-risk students. If students do not attend class, do not submit work, or talk to the faculty member about challenges they are facing, the faculty members are encouraged to submit an online form that goes to the Vice President of Student Services, who then forwards it to individuals on campus who have the expertise to assist the student, depending on the difficulty. All faculty at DACC have had training on how to identify and assist students who might be at risk. The training is based on the work of Ruby Payne.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Between 3 and 9 credit hours in Humanities and Fine Arts are required for every degree offered at DACC. In addition to working closely with faculty in other programs, the Humanities and Fine Arts faculty work closely with library staff, counselors, staff in the Testing Center, Veterans Services, Career Services, the Director of Assessment, and Online Learning.
3.8 What does the discipline or department review when developing or modifying curriculum?	Faculty and the dean routinely review IAI, ICCB, and HLC requirements, best practices in the discipline, industry standards, curriculum at four-year institutions, employment data, student success rates, and local, national, and global trends when developing or modifying curriculum. Increasingly program faculty are reviewing assessment data to evaluation how well students are meeting the program level outcomes.
3.9 When a course has low retention and/or success rates, what is the process to address these issues?	The dean and appropriate faculty members look at multiple sections over time, paying attention to the format, delivery mode, time of day offered, location where taught, and different instructors to see if there are any patterns. They look at incoming placement scores for students in the course to see if the cut score is too low. They also look at the reading level of the textbook or other required materials. Sometimes the textbooks are written at too high a level. In some instances faculty have brought tutors directly into the classroom to work with students there.
3.10 How does the college determine student success in this discipline?	Students who attain a grade of C or better in Humanities and Fine Arts courses are determined to be successful. In almost all courses in this discipline 90% is considered an A, 80% a B, and 70% a C.

3.11 Did the review of quality result in any actions or modifications? Please explain.	DACC continues to offer a variety of courses in the Humanities and Fine Arts. These courses in general focus on western culture. Increased emphasis has been placed on including more information about humanities and fine arts from other cultures within these already existing courses. The faculty teaching these courses continue to work on developing course-level assessment activities that will help them determine if they are meeting the program outcome that ties back to the college's general education outcome "Cultural Awareness and Social Skills."

List any barriers encountered while implementing the discipline.

The AFA in Art and AFA in Art Education degrees were added to the college's offerings in 2016. These were needed to assure students completing DACC's extensive art courses had everything they needed to transfer to an art program at a four-year institution. Many colleges wanted students to complete their entire art program on their campuses. The same is true for the college's music program. Many of the courses needed to transfer to a music program at a four-year institution are offered but not all, and most music programs at these institutions will not accept music courses as major specific courses but only as general transfer courses if they are not part of a complete music degree program. This means the students essentially have to repeat some courses there. This has deterred students who want to complete a degree in music from completing their first two years at DACC.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	HUMN101 Intro to Humanities				
Course Description	Introduction to Humanities is an historical survey of the western humanities including architecture, art, literature, music, philosophy, religion and science.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	172	232	154	248	206
Credit Hours Produced	576	696	462	744	618
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71%	75%	77%	76%	82%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: HF 900	IAI: HF 900	IAI: HF 900	IAI: HF 900	IAI: HF 900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest the majority of students completing it can identify a variety of artistic elements evident in cultural objects and ideas from different historical periods; compare and contrast artistic achievements from different historical periods; describe how technological advancements impact the arts; and analyze the social and historical context of cultural objects and ideas.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty three percent of the students were female, 71% were white, 13% were Black, 5% were Hispanic, and 58% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 76%. Female, white, and non-PELL eligible students exceeded the average at 77%, 78%, and 81%, respectively. Males met the average at 76%, while Hispanic students were slightly lower at 73%. Black and PELL eligible students were under the average at 69% each.

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

Academic Discipline Area	Humanities				
Course Title	HUMN103 Fantasy & Mythology				
Course Description	A study of the nature of mythology through study of folklore and legendary narratives, themes, archetypal figures/situations, symbolism and figurative language.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	40	16	50	95	154
Credit Hours Produced	120	48	150	285	462
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	96%	77%	81%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H9 901	IAI: H9 901	IAI: H9 901	IAI H9 901	IAI H9 901
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can critically analyze works of mythology and fantasy; compare themes in mythology and fantasy across cultures; trace the influences of specific myths and legends on contemporary works of literature and film; and analyze contemporary cultural texts.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-three percent of the students were female, 80% were white, 5% were Black, 3% were Hispanic, and 56% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 91%. This average was skewed by the 100% success rate in the first and second years. None of the subgroups met the overall average although female, white, and non-PELL eligible students were close at 86%, 87%, and 87%, respectively. Male and PELL eligible students were lower at 84% and 83%, respectively. Black and Hispanic students scored significantly lower at 65% and 79%, respectively.

Performance and Equity

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

Academic Discipline Area	Humanities
Course Title	LITR102 Intro to Drama
Course Description	Understanding drama by reading, discussing, and writing about representative plays from Greek, Elizabethan and modern playwrights.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	19	18	8	30
Credit Hours Produced	78	57	54	24	90
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81%	100%	83%	88%	93%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3 902	IAI: H3 902	IAI: H3 902	IAI: H3 902	IAI: H3 902
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can describe dramatic genres and literary movements; analyze contributions and impact of major dramatic authors on theatre and literature; explain how dramatic works have been impacted by historical, political, cultural and religious aspects of their times; apply theories of literary criticism; and write literary analysis papers correctly citing research.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-two percent of the students were female, 72% were white, 6% were Black, 6% were Hispanic, and 77% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 89%. Male, white, and non-PELL eligible students exceeded this average at 92%, 93%, and 95%, respectively. Female and Hispanic students were close to the average at 87% and 83%, respectively. Black and PELL eligible students were significantly lower at 71% and 70%, respectively.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LITR103 Intro to Fiction				
Course Description	Reading and analysis of short stories and novels from different historical periods and cultures. Development of critical judgment and of analysis is expected as the student confronts literary meaning, form, value, characteristics, and terms.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	47	38	32	23	15
Credit Hours Produced	141	114	96	69	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89%	84%	94%	83%	87%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3 901	IAI: H3 901	IAI: H3 901	IAI: H3 901	IAI: H3 901
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can analyze themes based on close reading of fiction; describe the cultural contexts that surround the production of any given literary text; compare and contrast themes				

	in the work of peer authors and authors from disparate literary cultures; and write a college level research essay.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-six percent of the students were female, 74% were white, 14% were Black, 3% were Hispanic, and 44% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 87%. Female, white, Hispanic, and non-PELL eligible students exceeded this average at 91%, 88%, 100%, and 91%, respectively. PELL eligible students fell just under the average at 85%, while male students were at 81%. Black students averaged lowest at 78%.

Performance and Equity

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

Academic Discipline Area	Humanities				
Course Title	LITR104 Afro-American Literature				
Course Description	A survey of texts by prominent African American writers and speakers from the 18th, 19th, 20th, and 21st centuries that includes an introduction to fiction, poetry, non-fiction and drama, along with examples of political and public discourse.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled				18	18
Credit Hours Produced				54	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				72%	56%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)				IAI: H3 910D	IAI: H3 910D
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it may not be able to define key concepts such as race and racism; describe the unique features of the African American literary voice; identify the use of various literary techniques; analyze works by African American writers in terms of unifying themes; or explain the effects of racism, sexism, and				

	economic exclusion on African American culture and the literary tradition.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-five percent of the students were female, 38% were white, 41% were Black, 8% were Hispanic, and 38% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 64%. Female students met the average at 64%. White, Black, Hispanic, and non-PELL eligible students exceeded at 71%, 67%, 100%, and 71%, respectively. Male students were just under the average at 63%, while PELL eligible students averaged 59%.

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

Academic Discipline Area	Humanities				
Course Title	LITR106 Women in Literature				
Course Description	A survey of the literature by and about women from its beginnings to the present, with emphasis on the recent reawakening of women's consciousness, sex-role stereotyping, and similar literary and artistic issues.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11		12		11
Credit Hours Produced	33		36		33
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	64%		50%		45%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3 911D		IAI: H3 911D		IAI: H3 911D
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest perhaps half of the students who complete the course cannot analyze the functions and origins of female myths and stereotypes in literature; critique how myths and stereotypes underpin the cultural expectations of our own period; apply theories of literary criticism to aspects such as theme, characterization, setting, and				

	symbolism; critically analyze literature; and write a literary analysis paper.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Eighty-eight percent of the students were female, 70% were white, 17% were Black, and 50% were non-PELL eligible. There were no Hispanic students in the course.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course was 53%. Female, white and non-PELL eligible students met or exceeded this average at 53%, 54%, and 65%, respectively. Only 50% of the male, 33% of the Black, and 41% of the PELL eligible students were successful.

Performance and Equity

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

Academic Discipline Area	Humanities
Course Title	LITR109 The Bible as Literature
Course Description	The Bible is often described as a single book, but, as many scholars and theologians recognize, this book is comprised of sections that were collected over time and were later anthologized. There are also many editions of this text that vary in terms of what is included and what is omitted. Over the course of the semester, students will study the Bible from a literary perspective, not as a religious text. The purpose of this course is to analyze the literary forms and genres within Judeo-Christian biblical canon. In this course, students will read, analyze, and discuss sections from both the Old and New Testaments and will examine literary forms, such as origin myths (Genesis) and lyrical poetry (the Psalms), for example.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6		33	33	30
Credit Hours Produced	18		99	99	90
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%		97%	82%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H5 901		IAI: H5 901	IAI: H5 901	IAI: H5 901
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final				

	grade for the course. The success rates for this course suggest students completing it can define essential key terms, such as testament, plot, allegory, simile and metaphor; identify key authors and texts of the Old and New Testaments; identify historical periods, locations, and eras; analyze literary genres; explain historic influences and issues affecting the development of Biblical literature; and describe from an historical perspective the role of Biblical literature in society.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Only 3% of the students were women, 17% were white, and 96% were non-PELL eligible. Ninety-six percent of the students were male, 41% were Black, 22% were Hispanic, and 4% were PELL eligible. This data is inconsistent with the general student population at the college because this course was taught almost exclusively at the Danville Correctional Center.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the course of the 5-year period was 95%. Female, Hispanic, and PELL eligible students exceeded this at 100% each. Black students met it at 95%. Male and non-PELL eligible students were just under the average at 93% each. White students were significantly lower at just 78%.

Performance and Equity

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

Academic Discipline Area	Humanities				
Course Title	LITR111 Non-Western Literature				
Course Description	An introduction to literature in English by writers from non-western cultures, including Asian, South Asian, African, Caribbean, and Middle Eastern, with an emphasis on the intellectual, social, and political contexts of their works.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled		14		7	21
Credit Hours Produced		42		21	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		57%		57%	57%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)		IAI: H3 908N		IAI: H3 908N	IAI: H3 908N
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest just over half of the students completing the course may be able to identify aspects of global culture and the variety of cultures; apply theories of literary criticism to theme, characterization, setting, and symbolism; critically analyze literature and its application to their lives; compare and contrast literary themes, concerns, and devices				

	across cultures and among different geo-political locations; and write research-based literary analysis papers.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Ninety-five percent of the students were female, 57% were white, 1% each were Black and Hispanic, and 52% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 57%. Female, white, and PELL eligible students exceeded the average at 60%, 67%, and 60%, respectively. Male, Black, Hispanic and non-PELL eligible fell below the average at 0%, 0%, 50%, and 55%.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LITR113 American Literature I				
Course Description	A study of classic American authors to the Civil War. An introduction to Colonial Literature: Alcott, Bradford, Bradstreet, Franklin, Hawthorne, Poe, Thoreau, Stowe, and others.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	13	11	16	9
Credit Hours Produced	45	39	33	48	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80%	92%	82%	94%	100%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3 914	IAI: H3 914	IAI: H3 914	IAI: H3 914	IAI: H3 914
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The high success rates for this course suggest students completing it can describe the development of American literature from the Spanish explorers to the Civil War; relate the literature's development to its own contemporary historical events and forces; analyze themes in literary works; compare and contrast themes in the work of contemporary peer authors of the period; and write college level research essays.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-eight percent of the students were female, 84% were white, less than 1% each were Black or Hispanic, and 43% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 90%. Female, Hispanic and PELL eligible students exceeded the average at 95%, 100%, and 94%, respectively. White students were just under the average at 89%. Male, Black, and non-PELL eligible students were significantly lower at 75%, 67%, and 82%, respectively.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LITR114 American Literature II				
Course Description	A study of the classic American authors since the Civil War. An introduction to Dickinson, Hemingway, Cather, Faulkner, Frost, Walker, Morrison and others.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	8	10	5	8
Credit Hours Produced	36	24	30	15	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83%	75%	90%	60%	88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H3 915	IAI: H3 915	IAI: H3 915	IAI: H3 915	IAI: H3 915
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The overall success rates for this course suggest students completing it can describe the development of American literature from the Civil War to present; relate the literature's development to its contemporary historical events and forces; analyze themes in literary works; compare and contrast themes in the work of contemporary peer authors of the period; and write college level research essays.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-five percent of the students were female, 76% were white, 11% were Black, less than 1% were Hispanic, and 39% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 78%. Male, female, white, Hispanic, PELL and non-PELL eligible students all exceeded this average at 79%, 83%, 88%, 100%, 81%, and 82%. Black students were lower than the average at 60%.

<table>
<tr><td colspan="6" align="center">Performance and Equity

Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.</td></tr>
<tr><td>Academic Discipline Area</td><td colspan="5">Humanities</td></tr>
<tr><td>Course Title</td><td colspan="5">LITR121 Chief English Writers I</td></tr>
<tr><td>Course Description</td><td colspan="5">A study of Chaucer, Shakespeare, Swift, and other authors. Emphasis on the importance of such authors to the present day, both artistically and socially.</td></tr>
<tr><td></td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td></tr>
<tr><td>Number of Students Enrolled</td><td></td><td>83</td><td>37</td><td>117</td><td>55</td></tr>
<tr><td>Credit Hours Produced</td><td></td><td>249</td><td>111</td><td>351</td><td>165</td></tr>
<tr><td>Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students</td><td></td><td>94%</td><td>95%</td><td>96%</td><td>87%</td></tr>
<tr><td>IAI Status (list code) or Form 13 Status (list signature dates and institutions)</td><td></td><td>IAI:

H3 912</td><td>IAI:

H3 912</td><td>IAI:

H3 912</td><td>IAI:

H3 912</td></tr>
<tr><td>How does the data support the course goals? Elaborate.</td><td colspan="5">DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can understand the prose, poetry and drama of British writers from Beowulf to Samuel Johnson; describe the historical context of cultural objects and ideas; and demonstrate critical thinking, analysis and problem solving with regard to cultural objects and ideas.</td></tr>
</table>

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-seven percent of the students were female, 71% were white, 7% were Black, 4% were Hispanic, and 91% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 93%. Male, female, white, Hispanic, PELL and non-PELL eligible students all met or exceeded the average at 93%, 94%, 95%, 100%, 100%, and 93%, respectively. Black students were lower than the average at 83%.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LITR122 Chief English Writers II				
Course Description	A study of Wordsworth, Byron, Shelley, Keats, Browning, Tennyson, Arnold, Shaw, Yeats, Dickens, Eliot, and a selection of representative 19th and 20th century prose.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled		80	37	107	53
Credit Hours Produced		240	111	321	159
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		99%	95%	94%	83%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)		IAI: H3 913	IAI: H3 913	IAI: H3 913	IAI: H3 913
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can demonstrate knowledge and understanding of selected British writers of the 19th and 20th centuries; explain the expression of the psychological, sociological, philosophical and emotional climate of a particular era; describe the historical context of cultural objects and ideas; and use critical thinking, analysis, and problem solving with regard to cultural objects and ideas.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-six percent of the students were female, 71% were white, 7% were Black, 4% were Hispanic, and 92% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 93%. Male, female, white, PELL and non-PELL eligible students met or exceeded the average at 93%, 94%, 95%, 100%, and 93%, respectively. Black and Hispanic students were below the average at 90% and 82%, respectively.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LITR131 Intro to Shakespeare				
Course Description	The study of Shakespeare through eight of his dramas/tragedies, histories, and comedies. The Elizabethan period, Elizabethan drama, and the influence on Shakespeare on literature and culture are also discussed.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled		11		6	
Credit Hours Produced		33		18	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		27%		50%	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)		IAI: H3 905		IAI: H3 905	
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it may not be able to describe how the historical, political, cultural, literary and religious characteristics of the Elizabethan era shaped the works of Shakespeare; explain how Shakespeare influenced and continues to influence dramatic literature and culture; analyze and apply literary criticism to				

	literary aspects and to their own lives; and write literary analysis papers.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Eighty-two percent of the students were female, 76% were white, 5% were Black, 5% were Hispanic, and 23% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 39%. Male, Black, Hispanic, and non-PELL eligible students all exceeded the average with 100% in each group being successful. Female, white, and PELL eligible students were lower than the average with 54%, 50%, and 54% being successful, respectively.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	PHIL101 Intro to Philosophy				
Course Description	A critical examination of problems of Western philosophy: freedom of will, morality, relation between mental and bodily states, etc. Readings on important philosophers.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	95	95	79	44	126
Credit Hours Produced	285	285	237	132	378
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69%	72%	78%	73%	82%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H4 900	IAI: H4 900	IAI: H4 900	IAI H4 900	IAI H4 900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest the majority of students completing it can identify various strands of thought of great thinkers in contemporary society; analyze philosophical positions within one's own culture; evaluate difficult written and oral argumentation; and apply the views of great thinkers to the problems of "truth," "meaning," "purpose," and "evidence."				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Thirty-four percent of the students were female, 49% were white, 26% were Black, 10% were Hispanic, and 69% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 75%. Male, white, Black, Hispanic, and non-PELL eligible students all met or exceeded this average at 76%, 75%, 75%, 81%, and 81%, respectively. Female students averaged slightly lower at 73%, and PELL eligible were significantly lower at 63%.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	PHIL102 Logic				
Course Description	An introduction to the principles of sound reasoning. Verbal logic, induction, deduction, the detection of fallacies.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	63	75	44	32	22
Credit Hours Produced	189	225	132	96	66
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75%	71%	82%	78%	68%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H4 906	IAI: H4 906	IAI: H4 906	IAI: H4 906	IAI: H4 906
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can identify the traps language can fool them into falling into and the strategies to avoid those traps; employ the rules of validity in deductive logic; generate a deductive proof; compare and contrast good vs bad types of evidence; differentiate "truth" from "validity" in an argument; and examine in themselves the depth of the notion of "truth" in general.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Thirty percent of the students were female, 62% were white, 15% were Black, 7% were Hispanic, and 60% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 75%. Female, Hispanic, and non-PELL eligible students met or exceeded the average at 75%, 82%, and 79%, respectively. Male and white students were slightly below the average at 74% and 73%, respectively. Black and PELL eligible students were significantly lower at 65% and 68%, respectively.

Performance and Equity

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

Academic Discipline Area	Humanities				
Course Title	PHIL103 Ethics				
Course Description	An examination of the major moral issues of our time, the approaches to these and related issues in the past, the results obtained, and their implications for moral conduct in the present.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	116	57	88	42	45
Credit Hours Produced	348	171	264	126	135
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77%	75%	69%	74%	69%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H4 904	IAI: H4 904	IAI: H4 904	IAI: H4 904	IAI: H4 904
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can identify the various strands of thought of the great ethical thinkers; analyze difficult written argumentation; compare and contrast the problem of value in differing social and historical contexts; apply rigorous logical argumentation in their own prose; and display comprehension of the depth and complexity of contemporary moral problems from a variety of different perspectives.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-eight percent of the students were female, 60% were white, 19% were Black, 5% were Hispanic, and 64% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 73%. Male, white, Hispanic, and non-PELL eligible students exceeded the average at 79%, 76%, 85%, and 75%, respectively. Female, Black, and PELL eligible students were lower than the average at 67%, 69%, and 69%, respectively.

Performance and Equity

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

Academic Discipline Area	Humanities				
Course Title	SPAN104 Intermediate Spanish II				
Course Description	Continuation of SPAN 103. Communicative emphasis further develops student's listening, speaking, and writing abilities and Hispanic cultural awareness through readings and literature.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	3	8	9	2
Credit Hours Produced	20	12	32	36	8
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	100%	88%	89%	50%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: H1 900	IAI: H1 900	IAI: H1 900	IAI: H1 900	IAI: H1 900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can demonstrate listening comprehension skills; engage in extended discourse in Spanish; critique authentic texts from the Spanish-speaking world; and compose narrative, descriptive, analytical, and informative compositions about current events, personal experiences, customs, history, literature, and/or culture.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Seventy percent of the students were female, 77% were white, 5% were Black, 5% were Hispanic, and 66% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 85%. Male, female, white, Hispanic, and non-PELL eligible students all exceeded the average at 88%, 89%, 95%, 100%, and 94%. Black students and PELL eligible students were below the average at 0% and 78%.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	ARTS105 Theatre Appreciation				
Course Description	Theater Appreciation offers students the opportunity to explore and appreciate the role of theater in society within its cultural, aesthetic, dramatic, economic, and political manifestations in selected plays. The main aspects of theater, theater personnel and script analysis, will be explored along with theatrical forms of cultural and social significance in a historical and contemporary issue context in America and world cultures. The primary goal of this course is to provide an understanding of the art of theater and the continuing role it plays in our society. Attendance and critiques of theater plays are required.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	34	32	19	45	31
Credit Hours Produced	102	96	57	135	93
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	94%	100%	87%	74%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1 907	IAI: F1 907	IAI: F1 907	IAI: F1 907	IAI: F1 907
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can analyze plays, discuss different play				

	genres, create a character, evaluate live theater performances, compare and contrast plays written by great playwrights, and discuss plays through the eyes of the director, producer, and audience.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Just over 60% of the students were female, 84% white, 14% Black, 1% Hispanic, and 45% non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for the class over the 5-year period was 88%. Hispanic and non-PELL eligible students exceeded the average at 100% and 90%, respectively. Male, female, and white students met the average. Black and PELL eligible students were lower at 83% and 86% respectively.

Performance and Equity

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

Academic Discipline Area	Fine Arts				
Course Title	ARTS111 Art History I				
Course Description	The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements from the Paleolithic to 14th Century Italy. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	41	34	46	35
Credit Hours Produced	60	123	102	138	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90%	85%	85%	80%	63%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F2 901	IAI: F2 901	IAI: F2 901	IAI: F2 901	IAI: F2 901
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can critically examine art history over several time periods, identify prominent artists and styles, use research, museum experiences, and other interdisciplinary methods				

	to explore excellence in the arts, and demonstrate the potential for lifelong appreciation for and understanding of the visual arts.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Almost 70% were female, 77% were white, 7% were Black, 2% were Hispanic and 52% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for the course over the 5 year period was 81%. Female (82%), white (80%), Hispanic (100%), and non-PELL eligible students (84%) met or exceeded the average. Male (77%), Black (71%), and PELL eligible students (76%) were below the average.

Performance and Equity

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

Academic Discipline Area	Fine Arts				
Course Title	ARTS112 Art History II				
Course Description	The historical development of the visual arts (painting, drawing, printmaking, sculpture and architecture) in Western society, focusing on major artistic styles and movements from the Italian Renaissance to Modern art. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	27	33	31	33
Credit Hours Produced	66	81	99	93	111
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	64%	89%	85%	90%	78%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F2 902	IAI: F2 902	IAI: F2 902	IAI: F2 902	IAI: F2 902
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can critically examine art over several time periods, prominent artists, styles and movements; use interdisciplinary methods to explore excellence in the arts; and compare and contrast visual arts virtually and in person.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty percent of the students were female, 72% were white, 15% were Black, 2% were Hispanic, and 50% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for the course over the 5-year period was 81%. Male, female, white, Hispanic, and non-PELL eligible students exceeded the average at 82%, 82%, 83%, 100%, and 84%, respectively. PELL eligible students were only slightly lower than the average at 80%. Black students succeeded at a much lower rate (61%).

Performance and Equity

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

Academic Discipline Area	Fine Arts				
Course Title	ARTS115 Art Appreciation				
Course Description	An introduction to the visual arts and their place in history and society. Students develop their critical powers by discussion, reading, and viewing masterpieces through power points.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	239	270	187	268	245
Credit Hours Produced	717	810	561	804	735
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87%	81%	82%	82%	81%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F2 900	IAI: F2 900	IAI: F2 900	IAI: F2 900	IAI: F2 900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can analyze a work of art, identify prominent artists, styles, movements, and events, use research, museum experiences, and interdisciplinary methods to explore excellence in the arts, identify mediums and artistic techniques, and articulate compositional methodologies artists use.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-four percent were female, 68% were white, 16% were Black, 5% were Hispanic, and 62% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 83%. Female, white, Hispanic and non-PELL eligible students exceeded this at 84%, 84%, 84%, and 86%, respectively. Male students were slightly lower at 81%. Black and PELL eligible students fell significantly below the average at 74% and 77%, respectively.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	LITR105 Introduction to Film				
Course Description	An introduction to film as an art form, emphasizing a study of the aesthetic and production elements, including narrative genres, directorial style, cinematography, acting, and editing.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	77	63	64	34	24
Credit Hours Produced	225	189	192	102	72
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	51%	78%	63%	85%	63%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F2 908	IAI: F2 908	IAI: F2 908	IAI: F2 908	IAI: F2 908
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The uneven success rates for this course over the 5-year period suggests DACC needs to review the assessment data carefully to see why student success rates are so varied and to verify if students really are able to recognize formal elements in film using the proper terminology, describe the conventions of popular genres, explain how films were and are now made, analyze a variety of films, and apply film criticism within an academic argument.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-four percent were female, 74% were white, 11% were Black, 4% were Hispanic, and 43% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for the course over the 5-year period was 68%. Male, white, Hispanic, and non-PELL eligible students met or exceeded the average at 69%, 68%, 70% and 77%, respectively. Female and PELL eligible students were lower at 63% and 57%, respectively. Black students were significantly lower at just 39%.

Performance and Equity

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

Academic Discipline Area	Fine Arts				
Course Title	MUSI115 Music Appreciation				
Course Description	An introduction to representative music masterpieces through perceptive listening. Emphasis is placed on the elements of music, various musical forms and periods, and great composers and performers. Critical thinking, investigation, and reflection are vital learning processes engaged in this course, especially through various listening and writing assignments.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	135	124	125	102	95
Credit Hours Produced	405	372	375	306	285
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72%	70%	61%	62%	61%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1 900	IAI: F1 900	IAI: F1 900	IAI: F1 900	IAI: F1 900
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest that only about a third of the students completing the course can utilize basic musical concepts of rhythm, harmony, timbre, texture, and melody; recognize important musical styles, forms, and genres; critically evaluate music listened to; and create music themselves.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-one percent of the students were female, 72% were white, 18% were Black, 3% were Hispanic, and 47 % were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for the course over the 5-year period was 65%. Male, white, and non-PELL eligible students exceeded the rate at 69%, 69%, and 76% respectively. Female students were slightly below at 63%. Black, Hispanic, and PELL eligible students scored the lowest at 46%, 55%, and 57%, respectively.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI120 Intro to American Music				
Course Description	Historical survey of the development and major cultural contributions of American music and composers, including symphonic, religious, folk, jazz, and popular forms, within the context of the American culture of the time.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	32	32	25	9	13
Credit Hours Produced	96	96	75	27	39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91%	81%	96%	100%	69%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1 904	IAI: F1 904	IAI: F1 904	IAI: F1 904	IAI: F1 904
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest students completing it can recognize the dominant characteristics of the American musical tradition; identify the various genres, style traits, and important American composers; and listen critically to music.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Forty-two percent of the students were female, 64% were white, 14% were Black, 5% were Hispanic, and 47% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success for the course over the 5-year period was 87%. Male, white, and non-PELL eligible students exceeded the average at 89%, 94%, and 91%, respectively. Female, Hispanic, and PELL eligible students were close to the average at 85%, 83%, and 84%, respectively. Black students were significantly lower at 69%.

Performance and Equity

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

Academic Discipline Area	Fine Arts				
Course Title	MUSI124 Music History I				
Course Description	MUSI 124 considers the historical development of Western music from ancient times to the time of Bach, including various musical styles and periods, and the contributions of key composers, conductors and performers in shaping the Western musical tradition. The course material emphasizes concepts, structure, musical idioms and aesthetics.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	14	6	10	8
Credit Hours Produced	38	42	18	30	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	45%	36%	33%	40%	88%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1 901	IAI: F1 901	IAI: F1 901	IAI: F1 901	IAI: F1 901
How does the data support the course goals? Elaborate.	DACC uses course level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest that perhaps half of the students completing it cannot explain the basic outline of Western musical history, research aspects of the lives and works of important musicians, pinpoint salient aural clues that				

	identify period musical styles, or connect Western art music to historical factors outside of music itself.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-seven percent of the students were female, 75% were white, 12% were Black, 2% were Hispanic, and 45% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 48%. Male, white, and non-PELL eligible students performed just slightly higher at 50%, 51%, and 52%, respectively. Female and PELL eligible students were lower at 45% and 42%, respectively. None of the Black students were successful while the one Hispanic student was.

Performance and Equity					
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Fine Arts				
Course Title	MUSI125 Music History II				
Course Description	MUSI 125 covers the historical development of Western music from the early 18th century up to the present time, including various musical styles and periods, and the contributions of key composers, conductors and performers in shaping the Western musical tradition. The course material emphasizes concepts, structure, musical idioms and aesthetics.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	9	6	9	7
Credit Hours Produced	39	27	18	27	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	38%	33%	100%	44%	86%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1 902	IAI: F1 902	IAI: F1 902	IAI: F1 902	IAI: F1 902
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The uneven success rates for this course suggest a majority of the students completing it cannot describe the basic outline of Western musical history from early 18th century to present time, describe the life and works of important				

	musicians in the context of their times, or connect Western art music to historical factors outside of the music itself.
What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Sixty-one percent of the students were female, 93% white, 6% Black, 2% Hispanic and 50% were non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 60%. Female and white students were just under the average at 59% each. PELL and non-PELL eligible students were lower than the average at 55% each. Male students were even lower at 47%. The lowest was Black students at 0%. The only reason the overall success rate was 60% was because the one Hispanic student who took the class was successful.

Performance and Equity

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

Academic Discipline Area	Fine Arts				
Course Title	MUSI126 Non-Western Music				
Course Description	MUSI 126 is a study of representative music of the non-Western world, with an emphasis on its function within the culture of which it is a part.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	5	11	10	7
Credit Hours Produced	18	15	33	30	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100%	80%	91%	70%	71%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI: F1 903N	IAI: F1 903N	IAI: F1 903N	IAI: F1 903N	IAI: F1 903N
How does the data support the course goals? Elaborate.	DACC uses course-level assessment data to verify that students are achieving the learning outcomes for each course. According to research, however, one of the best indicators of whether or not a student learned what he or she was supposed to learn is the final grade for the course. The success rates for this course suggest the majority of students completing it can demonstrate understanding of the basic concepts and tools of ethnomusicology, analyze case studies written by scholars specializing in particular musical cultures, and demonstrate understanding of the culture and history of countries outside of traditional Western civilization through their music.				

What disaggregated data was reviewed?	Data was disaggregated and reviewed by gender, race, and socioeconomic status. Fifty-three percent of the students were female, 79% white, 10% Black, 0% Hispanic, and 64% non-PELL eligible.
Were there identifiable gaps in the data? Please explain.	The overall success rate for this course over the 5-year period was 82%. Female, white, and non-PELL eligible students rated highest at 86%, 81%, and 84%, respectively. Male, Black, and Pell eligible students were lower at 78%, 75%, and 79%, respectively. There were no Hispanic students in this course.

Academic Course Review Results

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	DACC's music professor was granted a sabbatical in FY 2020 to explore what would be required for DACC to offer the AFA in Music and in Music Education and an AAS in Music Production. He presented his findings to the DACC Board of Trustees in July 2020. He will begin moving forward developing the new courses needed for the AFA degrees, as well as courses needed for the AAS in Music Production. The dean will assist with the submission of syllabi to four-year universities for approval and all information required by ICCB. The goal is to have the degrees approved in time for Fall 2021.

The demographics of the students enrolling in the Humanities and Fine Arts courses at the college are generally consistent with the demographics of the district population as a whole. The success rates for female, white, and non-PELL eligible students were consistently higher than those for their male, minority, PELL eligible counterparts. Male students fell below the average success score in 11 of the 27 courses reviewed. In comparison female students fell below the average in just 7 courses. White students fell below the average in just 4 courses, compared to 23 courses for Black students and 5 courses for Hispanic students. Non-PELL eligible students scored below the average in 5 courses compared to 19 courses for PELL eligible students. Perhaps the most telling statistic is how frequently a sub group scored lowest in a course. Female and non-PELL eligible students did not score the lowest in any course, while male, white, and Hispanic students scored the lowest in only 1 course each and PELL eligible students in only 2 courses. Black students scored the lowest in 10 of the 27 courses and "tied" other groups in 4 other courses. |

It is essential that the college continue to disaggregate success data and attempt to reduce the gaps between these subgroups, particularly since all students pursuing any degree at the college must successfully complete a minimum of 3 credit hours in the Humanities and Fine Arts.

The dean and faculty members teaching Humanities and Fine Arts classes will continue to monitor the success rates of all students by gender, race, and socioeconomic status, as well as by delivery mode. They will continue to compare success rates in online versus face-to-face classes to determine if there are identifiable causes. Whenever possible they will drill down into the data to try to identify exactly who is not being successful in this program. Special emphasis will be placed on identifying the needs of Black students, who have the lowest success rates overall in this discipline. While all courses should be reviewed, improving success rates in Intro to Humanities and Art Appreciation has the greatest potential to positively impact success rates for Black students because a significantly higher number of students enroll in these two classes. This is an ongoing process every semester.

The dean and faculty members teaching Humanities and Fine Arts classes will continue to review course-level and program level assessment data to identify exactly where students are not being successful in regards to the learning outcomes. They will implement changes and then review the impact of those changes through closing the loop reports. One general education outcome is assessed each year, so over the course of the next review period all outcomes will be assessed and reassessed. This process is outlined in great detail on the college's assessment webpage.

The dean and faculty members teaching Humanities and Fine Arts classes with take advantage of a unique learning opportunity the college has provided, a webinar series entitled "Black Minds Matter." This series provides insight into how faculty can work with black students to help them be more successful in their courses. Impactful teaching/learning strategies have been identified and are shared.

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	There are many career opportunities in music, particularly on the production side. Adding the AFA in Music and Music Education, as well as the AAS in Music Production will provide opportunities for many students intent on a career in the music field who cannot afford to start at a four-year institution or perhaps want just a two-year degree. This is particularly important now that "STEM" has become "STEAM" with the arts brought back into the picture. DACC has participated in Achieving the Dream, a national initiative to improve the success rates of all students and to reduce the gaps between the success rates of student from white, higher socio-economic backgrounds, and those of students from minority and/or lower socio-economic backgrounds. While the success rates of the college's students overall have improved, including those from minority and/or lower socio-economic backgrounds, the gaps have not narrowed. They have stayed the same. Female, white, and non-PELL eligible students do better than male, minority (particularly Black), and PELL eligible students. The college has implemented many strategies over the years to address these gaps, most recently "The Toolbox" that focuses specifically on Black males starting college. While these initiatives are important, they cannot take the place of improving the students' experiences in the classroom, which is inevitably what must be done if they are to be successful in academia.
Resources Needed	DACC continues to provide adequate financial and other resources for the dean and faculty teaching Humanities and Fine Arts classes to implement the changes discussed and continue the review activities described above.
Responsibility Who is responsible for completing or implementing the modifications?	The dean is responsible for making sure the AFA and AAS degrees in music are approved, the course success data is reviewed and analyzed on a regular basis, the assessment reports are reviewed, analyzed, and revisited each year, and faculty are given the opportunity to share how they have used information from the "Black Minds Matter" webinars with their students in their courses.

Adult Education and English as A Second Language	
College Name:	Danville Area Community College
Academic Years Reviewed:	2019 - 2020
Review Summary	
Program Objectives What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs?	The goal is to provide every individual in Illinois access to Adult Education services (High School equivalency, English as a Second Language, and literacy services), including increasing postsecondary transitions and credentials, strengthening college and career readiness, and access to career pathways).
To what extent are these objectives or goals being achieved?	Demographic data provided by SIU-E shows approximately 10,000 residents with less than a 12th grade education. This program served 3.5% of those residents.
How does this program contribute to other fields and the mission of the college?	Part of DACC's mission is to provide quality, innovative, and accessible learning experiences which meet the lifelong academic needs of the community. This program is a beginning step for many and it incorporates programming and supportive services to help students access pathways.
How is the college working to help students transition into postsecondary education?	Every semester, AE students are exposed to numerous speakers, tours, services and participatory events to provide postsecondary knowledge and access. Examples include: 1. Tours of credit-bearing programs, such as manufacturing, automotive, electronics, CAD, computer networking, nursing. 2. Presentations from Financial Aid, Recruiting, Counseling and Advisement, Career Services, and Foundation (scholarships). 3. Tours of campus. 4. Participation in collegial activities (Welcome to Campus day, Fall festival, Job Fair, etc.) 5. ICAPS programming 6. Mentoring
Prior Review Update Describe any quality improvements or modifications made since the last review period.	1. Development and revision of ICAP models (manufacturing, automotive, CNA) 2. Addition of online sections 3. Addition of four off-site locations 4. Content-standards alignment and training 5. College and Career Standards certified Instructors

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

Indicator 1: Need	Response
1.1 How does the college determine need for Adult Education services and programming?	ICCB provides demographic data sets from SIU-E. This drives funding and programmatic guidelines. Additionally, the College works closely with WIOA partners for further program guidance, as well as participation/guidance from APC507.
1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	Programming is aligned to CCR Illinois standards. Instruction and programmatic support is incorporated in each classroom through professional development, cross-training, and monitoring via Instructor evaluations by administrators, self-reporting and student feedback/surveys. Staff attend numerous professional development activities and training. Working with WIOA partners provides guidance as to real-time needs in the community. All Instructors receive a minimum of 12 hours of professional development each program year. Program/gran reports and monitoring is done the ICCB Adult Education.
1.3 How will students be informed or recruited for this program?	1. WIOA partner affiliation (roundtable, cross-training, monthly newsletter, shared events) 2. Newspaper, radio and tv advertising and interviews 3. Flyers to churches, non-profits, community-based agencies, governmental officials, WIOA partners, k-12 educators, sites/ 4. Social media (fb, emails, college website) 5. Housing Authority of the City of Danville sites and partner programs (placing in rent statements) 6. Current students 7. House-to-house postcard delivery by program staff 8. Sister school participation (local grade school where their students/families receive info and support)

1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Enrollment has decreased overall in the last 5 years. One reason is a declining population base for College District 507. Another reason has been a strong economic forecast (=more people working). Since the adoption of TABE11/12, we have seen significant decrease in entry-level (starting points), and in the number of applicants willing to complete approximately 2.5 hour of required entrance testing, which has impacted enrollment. In 2019-2020, we served 332 students. The trending shows an approximate 1-2% decrease, so forecasting the next five years would probably follow the same decrease.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	The total monetary cost to administer the program for FY20 was approximately $410k.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?	This program received $312,755 for FY20 from the ICCB Adult Education grant. The program is also supported by the Illinois Secretary of State literacy program, with an FY20 budget of $63,375. Finally, DACC institutional costs average $34,500. IET training is supported by the College through tuition waivers.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	There is no sustainability plan in place to cover Adult Education costs post-no grant funding. The College was in the post-no State budget recovery stage when the current COVID-19 pandemic occurred. Although the College is highly committed to College District 507, the AE program could not survive without ICCB Adult Education funding.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The College has been very generous to allow tuition waivers to AE students in ICAP pathways. This allowance will continue to offset costs. Additionally, enrollment is constantly reviewed to minimize costs (where student success would not be impacted). Finally, this program works with partner agencies to develop braided-funding opportunities.
2.5 Are there needs for additional resources? If so, what are they?	The college could use more resources to increase literacy provisions by providing a full-time literacy position at the Danville Correctional Center. Doing so would not increase our AE numbers, but it would help the IDOC HSE programming success.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	1. Longevity of program staff (3 administrators with 60+ years at DACC), 2. Program staff who have graduated from the AE program, 3. Compassionate, knowledgeable and qualified Instructors, 4. Longevity of the program and history in College district 507, 5. Administrative leadership, 6. College's commitment to the success and inclusion of AE students, 7. Strong networking and collaboration within the Community (to include governmental agencies, WIOA partnerships, law-enforcement agencies, non-profits and church communities, and past/current students).
3.2 What are the identified or potential weaknesses of the program?	1. Declining population in College District 507, 2. Uncertainty of funding, 3. Lowered State budget allocations. 4. More stringent entrance-testing policies.
3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	1. All Instructors complete professional development on Content Standards yearly, 2. Instructors are required to submit sample content-standard lesson plans each semester, 3. Each classroom contains Content Standard manuals, 4. A minimum of one Instructor per year is required to participate in Standards certification training, 5. Instructors are evaluated on inclusion of Standards.

3.4 How does this program fit within the definition of a career pathway program? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.	This program is one of the original 8 college programs in Illinois' ICAPS history. The program now includes three pathways:
	    1. Certified Nursing Assistant (CNA)
	    2. Manufacturing
	    3. Automotive
	 Improvement plans include incorporating more OJT and apprenticeship opportunities through WIOA partnerships as well as adding new pathways (Custodial and Tractor Trailer CDL).

3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	This program is offered face-to-face on DACC's campus as well as five off-site locations throughout college district #507. Modes includes day and night classes, 8-week to 12-week sessions, online with synchronous and asynchronous delivery and in varied ability-level sessions.

3.6 What innovation has been implemented or brought to this program?	Innovations have included the ICAPS system with waived tuition costs and the inclusion/development of online formatting/Zoom and Google Classroom.
3.7 To what extent is the program integrated with other instructional programs and services?	The program is integrated in great extent with all of the ICAP courses. College services are integrated into every classroom with presentations and tours of campus, as well as full student participation for any college-related activity (i.e. technology-loan program, job fairs, field trips, access to student services, food pantry, etc.).
3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	This program enjoys great partnerships and networking opportunities with WIOA partners and other community- and government-based entities. Combined, all of the networking has been most positive for increased student participation through the braiding of human and financial resources (recruitment of students to program costs). An example of this is the ICAPS CNA model: Vermilion County Works paid for the book, provided transportation and child care assistance; Community Action paid for the uniform, equipment and GED testing costs; and DACC waived the tuition. The development of the American Job Center (AJC) has greatly added to the success, affordability, and opportunity for many in this community. Partner agencies include IDHS, IDORS, IDES, IDOC, HACD (HUD), Community Action, DACC, SBDC, City of Danville.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	Adult Learning Resource Center, Forum for Excellence, ICCB conferences, I-Learn, McGraw-Hill Education, GED Testing Services, OCTAE, Hiset ETS, Faculty, IACEA, and others. Trainings include but are not limited to: TABE, Content Standards, STAR EBRI, Assessment, Mentoring, Foundations of Teaching, Working with Adults, Alternative Delivery Methods.
3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	The post-test persistence rate for all learners over the last five years are between 63-70%. FY20 was 66%. The offsite classes appear to have a lowering trend of persistence with rates varying from 42-88% over the last five years. Overall, retention for our fixed-entry program varies from on-campus to off-campus and from ESL to ABE/ASE. ESL rates have long been relatively high, measuring between 75-92%. We are showing a decrease in participants, which seems to match the decreasing population rate of College Dist. 507 per SIU-E statistics. ABE/ASE retention has decreased slightly over the past five years, with numbers ranging from 70-82%.

3.11 Are students completing the program and advancing to further postsecondary education? Please explain.	Completion has different meanings in Adult Education classes. If completion is defined as those obtaining an HSE, 26/206 (in the cohort) from FY20 completed. Typically, the HSE is the completion goal for many of our students. Qualitative data shows most students forego higher education in favor of employment. Of those advancing to college-level classes at DACC: 2020FA students: 2391 total students with 82 GED graduates. This is typical with about 3.5% of AE students advancing to higher education.
3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).	The College plans to: 1.Continue offering ICAPS programming; to include CNA, Tractor Trailer CDL and Welding paths. 2. Additionally, bridge programming is offered with Healthcare bridge and Employability skills and Transportation, Distribution and Logistics (TDL) will be incorporated. 3. Technology skills will continue to be included in ABE/ASE/ESL instruction. This includes basic computer processing, email usage, Zoom/Google Classroom/I-Pathways instruction. 4. College and Career readiness is incorporated in all classes, to include workbooks, tours, videos and online instruction and trained Instructors.
3.13 How is the college meeting established performance measures (NRS Guidelines)?	DACC has exceeded the State % goal over the last five years for those students completing one or more levels in all education functioning levels of ABE, ASE, and ESL (excluding calendar year 20 due to COVID-19 pandemic at which six of the eight measures were met). The Dept. runs frequent DAISI reports to determine those eligible to test based on guidelines set by TABE, CASAS or BEST publishers. The Assessment and Retention Counselor prepares post-tests for all eligible students based on attendance guidelines. Tests are administered by Staff/Faculty who completed required training in both individual and group settings. Dates of attendance are monitored daily to ensure all students are tested at their first available opportunity to ensure NRS guideline data is captured.

List any barriers encountered while implementing the program.

Barriers since the last program review have included the lack of a State budget for two years (causing a reduction in staff and having to rebuild), unclear guidance/assistance in the beginning of the required Content Standards alignment, changing to the TABE 11/12 entrance test (which has caused many would-be students to walk out before completing the approximate 3-hour test) and a reduction in College District #507 population (causing a reduction in grant-funding).

Review Results	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Based on this review, the program seems to be well-led and is producing results as gauged by NRS achievement numbers and grant continuance. Staff and faculty continue to complete and exceed the required professional development minimums, while receiving good-to-excellent student evaluations. The program went through some lean years due to the State budget, which caused a slight turnover in Faculty and Staff, but has rebuilt to post-budget levels. Student persistence numbers are very good, and outreach/recruitment activities along with college-inclusion activities/marketing are holding enrollment at good, though slightly decreased, percentages. Adding Tractor Trailer and Welding ICAPS paths will only strengthen employment opportunities for future students, while meeting local labor demand.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. Develop Transportation, Distribution and Logistics bridge programming (Spring 2021). 2. Develop Tractor/Trailer ICAPS model (Spring 2021). 3. Revise Welding ICAPS model (Fall 2021). 4. Develop leadership succession plan (Fall 2021). 5. All Instructors obtain proficient Standards certification (Fall 2021).
Resources Needed	1. TDL training manual (ICCB website/already developed). Instructor training/knowledge of field. 2. Tractor/Trailer and Welding will need to purchase workbooks and supplies or find supporting partners to braid funding so little to no cost to student. 3. Planning time. 4. Professional development $$ (included in grant continuation plan).
Responsibility Who is responsible for completing or implementing the modifications?	The Dean of Adult Education and the Assessment and Retention Counselor have the majority of the responsibility for the program (the two positions directly report to the Executive Vice-President of Instruction). They in turn will direct faculty and other staff to achieve desired outcomes.

Student and Academic Support Services	
The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Danville Area Community College
Academic Years Reviewed:	2015-2019
Review Area:	Disability Services
Program Summary Please provide a brief overview of the program or service being evaluated.	The office of Disability Services at Danville Area Community College is committed to providing students with disabilities an accessible campus, by means of the physical accessibility of the campus and academic programs offered here at DACC. In achieving this inclusive environment, it is the role of Disability Services to review course requirements and student specific disabilities to determine the reasonable accommodations that will prevent and remove any challenges presented due to a student's disability. When determining access the college refers and complies with the requirements set forth in Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, the Illinois Accessibility Code of 1988, and all regulations implementing these Acts.

Prior Review Update Describe any improvements or modifications made since the last review.	The following processes have been implemented or improved since the prior review update. Disability Services previously worked in coordination with Trio services. Many of the resources, including staff and labs were available to students whom were approved for disability accommodations, as well as, the participants of the Trio program. In 2014, Disability Services was separated from Trio services due to grant limitations; therefore, students no longer received the services that were associated with the Trio program and instead would refer to the general campus student services found in General Tutoring, Counseling, or the Testing Center. This change forced a more inclusive environment for the students into the general services found on campus, as well as, promoting self-advocacy and independence for students with disabilities. To assist students in this transition an orientation was designed and offered guidance to students while managing their accommodations and how to locate and access other resources. To further support students practice of using accommodations a detailed packet, including specific accommodation information, campus resources, and community resources was released to the student. Throughout the last 5 years, the state budget crisis interfered with the staff availability to continue participation in the high school Senior Annual IEP Reviews. In response, detailed packets of information related to disability accommodations in higher education was provided to the high school officials, parents, and students to maintain that information and encouragement to pursue postsecondary educations was still provided. Recently, we have been able to resume participation with the annual reviews virtually and hope to continue the involvement as we navigate the possibilities. We also now offer access to services online. Students are able to apply for services, upload necessary documents, and meet virtually to discuss their academic or disability related experience.

What are the program/service strengths?	The greatest strength of the program is the support that is provided to students with disabilities. These students are able to pursue their academic goals without the interference or hindrances associated with their disability. Disability Services provides an outlet for students to share the difficulties they experience, as well as, develop and support their ability to self-advocate. Equally important this program supports and encourages Universal Design in our programs and courses This enables all students to have control over their own learning experiences and outcomes. We are pushing the boundaries for learning styles that have been normalized and forcing instructors to facilitate learning experience conducive to a diverse population.
Based on the review, what are the identified challenges of the program or service?	The available resources such as staff, funds, and skill sets present the greatest challenges for Disability Services. The assistive technology and learning techniques available to individuals with disabilities is vast but the skill set to embrace and foster so many of these resources is underdeveloped among our instructors, staff and student populations. Not to mention this department has endured drastic cuts in staff since 2014.
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	To address the challenges listed, staff from the Testing Center and Disability Services will meet to identify the most significant barriers identified from students with disabilities. The staff will then cross reference these with best practices at other institutions and the available resources to identify reasonable solutions tackling one barrier at a time and building skill sets one at a time. The staff will then work with Faculty and the VP of Academic Affairs to encourage and support Universal Design training and assessment. These action steps will ultimately promote Universal Design in our curriculums, self-advocacy among our students, and awareness campus wide.

Student and Academic Support Services

The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.

College Name:	Danville Area Community College
Academic Years Reviewed:	2015 - 2020
Review Area:	Academic Advisement & Counseling

Program Summary Please provide a brief overview of the program or service being evaluated.	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 • Dual Enrollment high school visits • Appointment reminder calls & texts • Maintain a computer in our lobby for student access to online services • Maintain a computer laboratory in our office area for student access to online services/Student Planner, which includes Financial Aid; and for personal use/homework • Website updates, changes & improvements • Transfer articulations • Maxient – 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: Student Planner, DACC website, DACC Mobil app, 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 & community resources: food pantry, housing, clothing, peer/professional tutoring, disability services, financial aid, Emergency Funds Request, Writer's Room, Library, assessments, childcare • Presenting New Student Orientations

	- Presenting in class presentations – Career Services & Embedded Advisement - Maintaining & developing 3+1 and 2 + 2 transfer programs and course articulation - Assist international students with documentation to matriculate to DACC & eligibility to remain a student - Assist athletes with eligibility & courses - Transcript evaluation - Assist international students with matriculation to DACC
Prior Review Update Describe any improvements or modifications made since the last review.	- Added a six station computer lab for students in the Advisement Office - Student Planner - College purchased Financial Aid access for students - Implementing Calendly - online appointment scheduling (soft roll out fall '20) - Purchased Camtasia software to provide instructional videos to assist students with Student Planner and other systems - Purchased a new laptop for the Camtasia software to be used for multiple areas on campus - Hired 2 new employees to replace those who resigned- 1 - Advisor/Coordinator of Advisement Systems & 1 – Administrative Assistant - Offered Bonus Courses – Incentive for students taking 12+ credits. Student received a select, 3 credit course to boost them towards their completion goals. - Offered summer & fall incentive – 50% off online summer & fall courses - Received computer cameras to offer Zoom advisement sessions w/students - Developed new 2 + 2 agreements - Continued/additional advisor training through the National Academic Advising Association (NACADA)

What are the program/service strengths?	• Improved data • Accessibility for students/walk in service to meet student's needs • Dedication to improvement • Commitment to serving students
Based on the review, what are the identified challenges of the program or service?	• Increasing student satisfaction • Improving retention
Intended Action Steps Please identify strategies or actions steps based on the challenges listed.	• Continue advisor training • Use the data to guide processes and make improvements • Incorporate technology communication with the Mobil app. for degree completion and retention

Student and Academic Support Services

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

College Name:	Danville Area Community College
Fiscal Year in Review:	FY 2020
Review Area:	Library
Program Summary Please provide a brief summary of the function of the program.	The DACC library and its staff are committed to providing high quality services and resources to uphold the college's mission and vision, supporting the teaching, learning, and research needs of the campus community and the college's diverse curriculum.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	The reference section, which had been located on the main floor of the library, was weeded significantly and the section was moved to the lower level of the library. This opened up a large space on the main floor that was reconfigured so that half of the computers that were in a separate computer lab could be moved into the main area. This created a more inviting setting for students. Library staff undertook the daunting task of converting the library from the Dewey Decimal classification system to the Library of Congress classification system. The project required library staff to evaluate the collection item by item. This had not been done in over 20 years, with the result being the collection was burdened with out of date, damaged, and unused materials. The reference librarian personally evaluated every book and video holding in the collection of more than 25,000 items and identified items for retention, removal, repair or replacement. The college allocated funds to hire a consulting firm to provide the Library of Congress call numbers for the collection. Library staff worked closely with the firm to provide the most accurate information from the catalog. The technical services librarian oversaw the massive withdrawal of more than a third of the physical collection and then oversaw the conversion process. She checked and re-checked stages of the process, from the bib record changes to coordinating an expanded student and staff workforce handling the actual re-labeling of the entire collection. The circulation staff member's efforts in inventorying the collection were critical. She identified large numbers of lost and missing titles that were then withdrawn. She was a speed demon, relabeling more books with their new Library of Congress call numbers than anybody else

What are the identified or potential weaknesses of the program?	The library is staffed by the dean, who also oversees the Liberal Arts division. There is one reference librarian, one technical services librarian, and one circulation staff person. At the time of this review the only technical services staff member had just retired and the college did not fill the position. The responsibilities of that full-time position have been temporarily "absorbed" by the aforementioned employees. This is not sustainable, however. All tasks have been prioritized so the most essential are completed but important tasks are being lost along the way. One of the most significant is staff do not have time to attend to the very important goal of assessing the impact the library has on student learning. This is important in and of itself, but it is also important because the Higher Learning Commission expects institutions to assess the impact its co-curricular programs have on student learning. DACC has identified the library as one of its co-curricular programs.

What are the program's strengths?	The library is housed in the Clock Tower at DACC. It is a beautiful facility equipped with 2 computer labs (a total of 29 computers) a reader for the visually impaired, a quiet reading area, group and individual study areas, a media viewing room, the Archives viewing room and work room, and a copy machine and printer for patron use, There are two power chairs where students can charge their laptops, tablets, and cell phones. The library's collection continues to evolve to meet patron needs. Significant weeding of outdated or duplicated print materials, as described in a previous section, resulted in a decrease in the library's item count. The library's e-collection continues to increase, however, to meet the changing needs of virtual learners. The library subscribes to a substantial number of research databases and holds an extensive e-book collection. The library continues to increase options for streaming video. Library staff routinely monitor usage of the facility and resources, as well as circulation statistics, to determine how to better serve its patrons. Staff track where the students are in the library hourly to determine the best way to configure the space to support their needs. They monitor database usage regularly to evaluate the mix of databases against actual student usage. In a single year, for example, users viewed 465,581 abstracts and retrieved 90313 full text documents. In addition they track the circulation of materials, paying particular attention to what is borrowed by patrons outside DACC and what DACC students and faculty are borrowing from other institutions. The library maintains membership in the Consortium of Academic and Research Libraries in Illinois (CARLI), Illinois Heartland Library System (IHLS) and OCLC (formerly known as Online Computer Library Center). As a result of these memberships patrons have direct access to the collections of 76 other academic libraries throughout the state of Illinois and collections of libraries throughout the world. OCLC's WorldCat is the world's largest library catalog. In addition to moving from one classification system to another, the library also migrated from Voyager to ALMA, a cloud based, international system. This was a

	state-wide initiative through CARLI and required library staff to complete extensive training. The migration was nearly complete at the time of this writing. Library staff are always looking for ways to be of greater service to the campus community. At the time of this writing the library was in charge of checking out DACC laptops to students needing them as a result of COVID-19.
Rationale Detail all major findings resulting from the current review.	The library staff at DACC are highly skilled and dedicated to what they do. They accomplish great things despite being small in number. They almost singlehandedly navigated the conversion from one classification system to another, the migration from one ILS system to another, and the reconfiguration of the library space within a two-year time period. The next major project for the library staff must be to focus on how they will assess the impact the library has on student learning.

Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Beginning summer 2020 library staff are participating in "CARLI Counts: Analytics and Advocacy for Service Development." This is a three-year project funded by the Institute of Museum and Library Services (IMLS) and a Laura Bush 21st Century Librarian Program grant. It is a continuing education library leadership immersion program that prepares librarians to make effective use of research findings on the impact of academic libraries on student success for the twin purposes of service development and library advocacy. Library staff will learn how to use local library data analytics in alignment with institutional data, goals, and strategic priorities to improve their services and demonstrate their value. Deliverables will include a portfolio of local case studies, an evaluation of the collective statewide impact of those cases, and a replicable state/regional training model for equipping librarians to be campus leaders in assessing library impact on student learning and success, all of which will be made openly available on the CARLI website. In addition to materials provided through CARLI Counts, library staff will utilize resources made available through Project Outcome: Measuring the True Impact of Libraries. This project is sponsored by ACRL (Association of College and Research Libraries). It provides standardized outcome surveys, a tool for collecting and managing surveys, data dashboard visualizations for analyzing and understanding data, ready-made reports for communicating impact and a multitude of resources to help apply results and advocate for the library. Library staff anticipate the standardized surveys will allow them to aggregate outcome data and analyze trends by topic, program and over time, as well as benchmark results. Summer 2020 the reference librarian applied for and was granted an Endowed Chair Award of $2000. The funds will be used to purchase science resources for the library that will improve student learning and encourage student engagement in the library. In year one of the award the library will purchase three dimensional scientific models – anatomical models, biological models, and molecular models – for the collection. In year two of the award the reference librarian will host events for students and

	faculty to make them aware of the resources and how they can be used.